

Pre Kinder curriculum

PHONICS: *ABC-123* contains brightly-colored exercises that will appeal to 4-year-olds and reinforce their beginning phonics and reading skills. *Writing with Phonics K4* provides phonics practice later in the year.

Skills Development; Recognize: The five vowels and their short sounds; The 21 consonants and their sounds; The long sounds of the five vowels; Blend a consonant and vowel together (19 consonants); Sound one- and two-vowel words; Learn these phonics rules: *c/k* rule: *k* goes with *i* and *e*; *c* goes with the other three, *a*, *o*, and *u*; When *c* and *k* come together we say the sound only once; *s* can say “*s*” or “*z*”; *q* is always followed by *u*; vowel sound students hear will not be short *u*, but sound of vowel which follows *u*; When a word ends in a double consonant, we say its sound only once; One- and two-vowel words phonetically; Apply phonics concepts to reading; Blends; One- and two-vowel words; Simple sentences and stories; Learn sight words *the*, *a*, and *I*; Learn purpose of a story title; Learn that words ending in ‘*s*’ are possessive; Know to: Capitalize letters at beginning of sentences; Place period at end of sentences; Apply phonics concepts through abundant guided and independent practice activities including: Letter picture recognition and association; Blend and word association with picture; Sound recognition; Dictation for developing sound recognition and spelling application. *Reading*; *Little Books 1–12* and *Animal Friends Books 1–8* are the basis of the K4 reading program. The *Little Books* give children practice reading letters, words, and simple sentences. Each book is short enough to complete in two or three sessions. Later, students are thrilled to be able to read simple stories in their very own *Animal Friends* readers. *Skills Development*; Apply phonics sounds and rules; Achieve accuracy; Improve comprehension; Read sight words *the*, *a*, *I*; Receive differentiated instruction with ability grouping; Successfully follow along with oral readers; Build oral skills including: Accuracy; Expressive reading; Smoothness; Appropriate pace *Readers*; *Little Book 1* practices 5 vowels (names and sounds); includes a written exercise matching capital with lowercase letters; *Little Book 2* practices 5 vowels, and consonants *m*, *s*, and *r* (name and sounds); practices blending consonants *m*, *s*, and *r* with a vowel and reading a one-vowel word; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 3* reviews 5 vowels, *m*, *r*, and *s*; practices *b* and *t*, blending *b* and *t* with a vowel and reading one-vowel words for each; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 4* reviews 5 vowels, *m*, *r*, *s*, *t*, and *b*; practices *f* and *g*, blending *f* and *g* with a vowel and reading one-vowel words for each; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 5* reviews 5 vowels, *f*, *t*, *b*, *s*, and *g*; practices *p* and *h*, blending *p* and *h* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 6* reviews 5 vowels, *p*, *f*, *h*, *b*, and *g*; practices *l* and *c*, blending *l* and *c* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 7* reviews 5 vowels, *c*, *l*, *p*, *h*, and *m*; practices *k* and *n*, blending *k* and *n* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 8* reviews 5 vowels, *r*, *l*, *c*, *n*, and *k*; practices *d* and *j*, blending *d* and *j* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 9* reviews 5 vowels, *s*, *j*, *n*, *d*, and *k*; practices *y* and *v*, blending *y* and *v* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 10* reviews 5 vowels, *d*, *j*, *y*, *v*, and *t*; practices *w* and *z*, blending *w* and *z* with several vowels and reading several one-vowel words; combines these letters to read one short sentence; includes a written exercise matching capital with lowercase letters, matching letters with pictures beginning with that sound, and pictures to color; *Little Book 11* reviews 5 vowels, *v*, *w*, *y*, and *z*; practices *w* and *z*, blending *w* and *z* with several vowels and reading many one-vowel words; combines these letters to read one short sentence including sight word *the*; includes a written exercise matching capital with lowercase letters, matching words with pictures, and pictures to color; *Little Book 12* reviews 5 vowels, *w*, *x*, *z*, and *q*; practices reading several words and short sentences including sight words *a* and *the* which make up two stories; includes a written exercise matching words with pictures and pictures to color; *Tip and Gus* are readers that include a warm-up with several one-vowel words, a review of sight words *a* and *the*, the “*z*” sound for the letter *s* sometimes, and a story made up of one-vowel words and sight words. The reader *Tess and Bess* includes a warm-up with several one-vowel words, a review of sight words *a* and *the*, and a story made up of these and other one-vowel words and sight words, observing new punctuation, and practicing

appropriate expression; *Matt the Rat* includes a warm-up with several one-vowel words many of them ending in double consonants, blending two consonants, a review of sight words *I, a,* and *the,* and a story made up of these and other one-vowel words, rhyming words, and sight words. *Pet Pete* practices one- and two-vowel rules; includes several (5) exercises for phonetically marking short and long sounds in one- and two-vowel words and a story made up of these and other words; encourages observing new punctuation and practicing appropriate expression; *Jake* practices one- and two-vowel rules; includes several (4) exercises for phonetically marking short and long sounds in one- and two-vowel words and a story made up of these and other words; *Dave and A Pal* practice many one- and two-vowel words; each includes a story made up of many one- and two-vowel words Language; The *Language Development Teacher Guide* and 76 accompanying picture flashcards provide a delightful way for children to expand their language skills as they learn new vocabulary words, increase listening skills as they hear new information and then answer questions, and strengthen motor skills as they participate in fun games and activities. By learning about the world around them, children will develop an appreciation for God's creation. *Language Skills Development*; Develop language and listening skills through 99 topical studies including: Animals and their habitats: ants, arctic animals, bears, butterflies, birds, cats, camels, ducks, dogs, forest animals, humming birds, insects, jellyfish, jungle animals, koalas, ladybugs, lambs, mice, ostriches, pandas, rabbits, reptiles, underground animals, woodpeckers; Countries around the world: Canada, England, Israel, Japan, Australia, Mexico, The Netherlands, land of Africa; Health, safety, manners: God made me, healthy bodies, kitchen safety, manners, neighbors; Senses: tasting and smelling, seeing, hearing, touching; Community helpers: doctor, dentist, firefighter, letter carrier, nurse, pastor, police officer, veterinarian; Character development: kindness, listening, obeying quickly, being quiet; Science: apples, eggs, Edison and light bulb, flowers, garden, magnets, night, jungle, peanuts, pond, rain forest, rubber, sea, spring and fall seasons, summer and winter seasons, vegetables, water, wind and weather, zinnias; Miscellaneous topics: rainbow colors, What color is it?, shapes and shape pictures, astronaut, buses and boats, cars, Eskimos, family, farm, games, Here we go!, groceries, house, Indians, jelly, jam, juice, jellybeans, names, olives, opposites, pairs of things, quarter, quilt, reading, telephone, transportation, yarn, zipper, zoo, *Motor Skills Development*; Action games, finger plays; Activities such as dress-up, puzzles, working with play dough, making and flying a kite; Coloring activities and directed drawings, *Creativity Development*; Games about feeding animals, practicing table manners and house hold chores, counting different objects, and more; Additional activities such as identifying and associating tastes and sounds, acting out familiar stories, making apple prints, listening to recorded animal sounds; Songs.

NUMBERS:

In K4, children learn to recognize and understand the concepts of numbers. By the end of the year, they will be able to count from 1 to 100, recognize numbers 1–20, distinguish *before* and *after* numbers, and answer simple combinations. *ABC-123* has practice pages that reinforce the concepts and the formation of numbers 1 to 20 by having children count and color familiar objects. *Numbers*; Establish building blocks of learning numbers through object counting; Recognize numbers 1–20; Recognize concepts 1–20; Develop observation, listening, and motor skills through counting sounds and counting while clapping, jumping, hopping; Count by ones to 100; Write numbers 1–20; Associate sets of concrete objects and pictorial representations with numbers; Develop concepts of patterning and sequencing using colors, shapes, and numbers; Connect numbers 1–20 in sequence by dot-to-dot; Comparing: Larger and smaller; Before and after 1–20; More or less; Largest and smallest 1–20; Addition: Recognize symbols: + (plus); = (equal); Add 1 to 1–9 using concrete objects; Add number 1 to numbers 1–9; Ordered and in mixed order; Horizontal and vertical format, *Geometry*; Recognize shapes: circle, square, rectangle, triangle.

DEVELOPMENTAL SKILLS:

Readiness Skills K4 includes pages that help develop children's listening skills and motor coordination through activities such as following instructions, coloring, cutting, and directed drawing. Free art, which allows children to draw or color their own original creations on art paper, will also help develop visual perception and motor skills. *Social & Personal Skills Development*; Develop skills with coordinating character-building stories, including biblical character traits encouraging kindness, courtesy, gentleness, obedience, truthfulness, attentiveness, respect, good manners, helpfulness, cheerfulness, orderliness, diligence, dependability, thoughtfulness, self control, unselfishness, and generosity; Health and safety skills development: Promote: Home safety, playground safety, community safety, and recognizing and obeying simple traffic signs; Personal hygiene, nutrition, rest, exercise; Visual perception skills development: Builds visual perception skills through: Separating out items in a grouping; Maneuvering through mazes; Finding hidden shapes; Recognizing and reproducing missing parts; Connecting dot-to-dots, coloring by number; Matching sets of items; Includes thinking questions; Motor skills development: Refining motor skills through: Coloring; Tracing; Cutting; Manipulatives such as: Play dough, puzzles, interlocking and building blocks; Lacing cards and beads; Following step-by-step instructions for directed drawing with placement of lines and shapes;

Listening skills development: learn to follow step-by-step directions; Language skills development: development of vocabulary and usage—recognizing 29 sets of opposites and 14 positional words with picture interpretation.

BIBLE:

Large colorful Flash-a-Cards are used to hold the children's interest as they learn about God and His Son, Jesus. Selected Old Testament stories are presented using *Old Testament Stories, Series 1 & 2*, and New Testament lessons use *New Testament Stories, Series 1 & 2. Holiday Stories* teach the events surrounding the first Thanksgiving, the birth of Christ, and the resurrection. *K4 Bible Activity Book* is correlated with the Bible stories taught in the K4 Bible curriculum. These 72 activities are designed to bring Bible truths to mind again during activity time later on in the day. Activities include counting, drawing, comparing, dot-to-dot, and color by number. Some activities will be used in assembling New Testament and Old Testament story books, *Lessons 174 Abeka Flash-a-Cards*; Old Testament lessons (18): Feature biblical events and people including: Adam and Eve, Noah, Abraham, Isaac (2), Joseph, Moses, Hannah, Samuel, David (3), Elijah, Elisha and Naaman, Daniel, Queen Esther, Jonah; New Testament lessons (22): Include events in the life of Christ: Jesus' Boyhood, Follow Me, First Miracle, Woman at Well, Nobleman's Son, Fishing with Jesus, Jesus Heals Paralyzed Man, Beside the Pool, Jesus Stills the Storm, Jairus's Daughter, Feeding Five Thousand, Jesus Walks on Water, Blind Bartimaeus, Jesus Loves the Children, Rich Young Ruler, Zacchaeus, Friends at Bethany, Heaven, Ten Lepers; also includes some stories Jesus told such as Good Samaritan, Lost Lamb, Prodigal Son; Holiday lessons (7): Cover the first Thanksgiving, Birth of Jesus, Shepherds See the Savior, Wise Men Worship Jesus, Triumphant Entry and Last Supper, Christ's Crucifixion and Resurrection, Jesus Appears Alive and Returns to Heaven, *Music 38 songs*; Choruses, holiday songs, patriotic songs, *Memory Work*; Place sticker on verse chart after correctly reciting verse: New verses (26) and new passage: The Lord's Prayer, *Doctrinal Drill*; Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation, *Prayer Time*; Learn to pray with thanksgiving for God's creation, each other, school, parents, and country.

Arts & Crafts:

Art Projects K4 provides children with 36 bright, colorful projects which include coloring, painting, cutting, and gluing. Practicing these skills will aid in the development of small-muscle coordination. *Skills & Concept Development 36 projects*; Develop fine motor skills with: Gluing; Coloring; Folding; Incorporating moving parts; Applying glitter; Cutting; Tracing; Increase listening skills through following step-by-step instructions to complete more difficult projects; Drawing; Writing their name; Projects include: animal, seasonal, and scriptural themes; Projects promote: Creativity with puppets; Encourage storytelling and drama; Recitation of poetry and rhymes; Making projects that visualize songs *Technique Development*; Finger painting (5 lessons); 3-D objects (4); Coloring with chalk (2); Assembling cards and puzzles.

SPANISH

Letra Activa: Se trabaja el método de la escritura asociativa en que el estudiante relaciona el grafema con el objeto y adquiere vocabulario por medio de la asociación. Con el propósito de que el estudiantado desarrolle una actitud favorable hacia la escritura, se presentan ejercicios que estimulan la escritura creativa. Este método pretende que el alumno vea la escritura como una herramienta indispensable en el proceso de comunicación y desarrolle su creatividad en la redacción de textos. Se propone una enseñanza novedosa de la escritura, que no se limite a la mecanización del trazo y a la reproducción de textos, sino que le otorgue atractivo y sentido al acto de escribir.

Grafomotricidad: Adquieren habilidades y destrezas para dibujar, pintar, escribir y utilizar diversos instrumentos. Contiene actividades que: Desarrollan las habilidades y las destrezas para las actividades gráficas de dibujo, pintura y escritura. Desarrollan las habilidades en el manejo de instrumentos gráficos como la crayola, el lápiz de color y el marcador, entre otros. Desarrollan la función tónica y los hábitos posturales, es decir, controlar la tensión en la que se mantienen los músculos para desarrollar una determinada actividad. Preparan a los niños y niñas de preescolar en el trazo de la letra de molde. Nuestro currículo de español refuerza las destrezas básicas presentadas en el currículo de inglés.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

KINDER CURRICULUM

LANGUAGE

PHONICS: The five vowels and their short and long sounds using letter sound association, the 21 consonants and their sounds using letter sound association; Blend a consonant and vowel together; Sound one- and two-vowel words; Master one- and two-vowel rules; Learn and review these phonics rules: c/k rule: k goes with i and e; c goes with the other three, a, o, and u.; When c and k come together, we say the sound only once.; s can say “s” or “z.”; q is always followed by u. Vowel sound students hear will not be short u, but sound of vowel which follows u.; When a word ends in a double consonant, we say its sound only once; Recognize and read 49 special sounds and clue words (special sounds include 27 consonant blends, 5 consonant digraphs, 5 diphthongs, and 12 letters/letter groups that say a special sound); Learn the following rules for special sounds: ck follows a short vowel. he and o say their long sound when they are only vowel at end of short word; y says long i when only vowel at end of short word; th in thick is a whisper sound and very quiet; th in this is a voiced sound and louder; sh and ch can come at the beginning or end of a word; ou usually comes in the middle of a word; Mark: One- and two-vowel words phonetically; Special sounds phonetically; Apply phonics concepts to reading: Blends; One- and two-vowel words; Simple sentences and stories; Words with special sounds; Compound words; Apply phonics concepts to spell dictated words, including words with two different ending consonants (band); Review the sight words the, a, and I; Learn to read the sight words to, do, and of; Learn purpose of a story title; Recognize words that rhyme; Learn that words ending in ’s are possessive; Know to: Capitalize letters at beginning of sentences; Place period at end of sentences; Place exclamation point or question mark at end of sentences; Apply phonics concepts through abundant guided and independent practice activities including: Letter picture recognition and association; Blend and word association with picture; Associate sentence with picture; Color by letter and sound; Decode hidden pictures through letters and sounds; Sound recognition; Choose the correct ending sound/letter; Choose the correct beginning sound/letter; Dictation for developing sound recognition and spelling application; Word recognition with creative drawing; Finish the sentence; Order words correctly to finish a sentence. The Basic Phonics Readers are twelve small readers that are an excellent introduction to reading. The stories and word pages are correlated with the phonics sounds that are presented in class, beginning with one-vowel words and then progressing to two-vowel words. Kindergartners are thrilled with how rapidly they are able to move from one reader to the next. Students will gain a firm foundation in reading and develop a love for books that will last a lifetime. Read and decode by applying phonics sounds, 47 special sounds, rules, and 12 sight words; Improve: accuracy, correct enunciation, expression, comprehension; Strive for: smoothness, fluency, appropriate volume, alertness to punctuation; Receive differentiated instruction with ability grouping; I Learn to Read, Book 1, practices 5 vowels (names and sounds); blends consonants and vowels; practices reading one-vowel words, words ending in double consonants, sight word the, and one short sentence; includes an oral comprehension question; I Learn to Read, Book 2 practices 5 vowels, blending consonants and vowels, reading one-vowel words, sight word a, phrases, and several short sentences; practices use of apostrophes, words ending in two different consonants, and the “z” sound for the letter s sometimes; includes observing new punctuation and practicing appropriate expression; includes oral comprehension questions; I Learn to Read, Book 3 practices blends, reading one-vowel words, sight word to and several short sentences; includes observing new punctuation, practicing appropriate expression, and answering oral comprehension questions; I Learn to Read, Book 4 practices one- and two-vowel rules, reading short and long vowel sounds; demonstrates phonetically marked vowels; reading similar one- and two-vowel words, sight words, and several short sentences; includes observing punctuation and practicing appropriate expression, answering oral comprehension questions and defining vocabulary; I Do Read, Book 1 practices blends, adding double consonants, and blending two different consonants; reading one- and two-vowel words, sight words, and several short sentences, use of apostrophes, two consonants; includes observing punctuation, practicing appropriate expression, answering oral comprehension questions, and defining vocabulary words; I Do Read, Book 2 reading one- and two vowel rules, sight words including to, several short sentences, words ending in two different consonants; includes observing punctuation, practicing appropriate expression, and answering oral comprehension questions; I Do Read, Book 3 reading one- and two vowel words, sight words including I, was, and of, words ending in two consonants, simple compound words, and simple consonant blends found at the beginning of a word such as st in stop and bl in block; includes observing punctuation, practicing appropriate expression, answering oral comprehension questions, and defining vocabulary words; I Do Read, Book 4 reading one- and two-vowel words, sight words including says, words ending in two consonants, simple compound words, and words beginning with simple consonant blends; includes observing punctuation, use of apostrophes, practicing smooth reading and appropriate expression, and answering oral comprehension questions; I Can Read Well, Book 1 reading one- and two vowel words, sight words, words ending in two consonants, simple consonant blend words containing special sounds such as fl in flake, gl in glue, bl in block, cl in clock, pl in plane, and sl in sleep; developing appropriate expression, answering oral comprehension questions, and

defining vocabulary words; I Can Read Well, Book 2 reading one- and two vowel words, sight words; practices words ending in two consonants, more difficult consonant blend words containing special sounds such as br in bride, cr in crab, dr in drum, and pr in pray; developing appropriate expression, answering oral comprehension questions, and defining vocabulary words; I Can Read Well, Book 3 reading one- and two vowel words, sight words; practices words ending in two consonants, words with diphthongs, and many more difficult consonant blend words containing special sounds such as sh in ship, sm in smoke, st in stop, ay in pray, pl in plane, sw in swim, gl in glue, tr in train, fl in flake, cl in clock, squ in squeak, scr in scream, dr in drum, cr in crab, str in stream, sp in spade, spl in splash, ch in church, thr in three, tw in twins, th in thick, th in this, o in go; developing appropriate expression, answering oral comprehension questions, and defining vocabulary words; I Can Read Well, Book 4 reading one- and two vowel words, sight words including Bible, are, they, and from, words ending in two consonants, simple compound words, words with digraphs, diphthongs, and consonant blend words containing special sounds such as sh in ship, st in stop, ay in pray, pr in pray, pl in plane, sw in swim, gl in glue, tr in train, fl in flake, cl in clock, squ in squeak, scr in scream, dr in drum, cr in crab, bl in block, str in stream, sn in snack, ch in church, thr in three, tw in twins, th in thick, th in this, o in go, ow in owl, ou in out, ar in stars, ir in bird, fr in frog, ur in nurse, er in verse, ow in bowl, sc in scat, sk in skate, sp in spade, br in bride, gr in grin, oo in book, wor in worms, igh in night, or in morning; developing appropriate expression, answering oral comprehension questions, and defining vocabulary words; I Can Read Well, Book 5, reading one- and two-vowel words, sight words, words ending in two consonants, words with digraphs, diphthongs, and consonant blend words containing special sounds, such as sh in ship, st in stop, ay in pray, pr in pray, pl in plane, gl in glue, tr in train, cl in clock, sl in sleep, y in fly, dr in drum, sn in snack, ch in church, th in this, e in me, o in go, ou in out, ar in stars, ir in bird, fr in frog, ur in nurse, ow in bowl, br in bride, oo in book, wor in worms, igh in night, or in morning, and more advanced words; developing appropriate expression, and answering oral comprehension questions; Read and decode by applying phonics sounds, 132 special sounds, rules, and 12 sight words; Improve: accuracy, correct enunciation, expression, comprehension; Strive for: smoothness, fluency, appropriate volume, alertness to punctuation, appropriate pace, poise; Receive differentiated instruction with ability grouping; Basic Phonics Readers; The Little Pie includes practice words and sight words; contains one longer story reading one- and two-vowel words, words with prefixes, suffixes, digraphs, diphthongs, and consonant blend words containing special sounds including: ou in out, ow in owl, ank in bank, th in thick, ir in bird, st in stop, sh in ship, sw in swim, le in little, ear in bear, ear in ear, ang in bang, ung in strung, wor in worms, or in morning, ing in king, ch in church, ong in long, igh in night, -ed in looked, wa in wash, tch in patch, sm in smoke, -es in peaches, all in ball, oo in book, o in shovel, th in this, br in bride, o in go, thr in three, dr in drum, e in me, cr in crab, ay in pray, wh in whale, -ed in played, ea in leaf, fr in frog; answering oral comprehension questions and defining vocabulary words; Jesus Helps includes practice words and sight words; reading one- and two-vowel words, words ending in two consonants, words with prefixes, suffixes, digraphs, diphthongs, and consonant blend words containing special sounds, such as pr in pray, bl in block, c in city, br in bride, igh in night, wa in wash, wh in who, ear in earth, all in ball, alk in walk, st in stop, ar in stars, -ed in wanted, -ed in played, -ed in looked, sh in ship, ou in out, -ing in pointing, tr in train, gr in grin, th in thick, ing in king, ind in kind, ay in pray, ear in ear, ow in owl, oi in coin, y in fly, cr in crab, e in me, th in this, sm in smoke, oo in tooth, oo in book, ong in long, oy in boy, old in gold, ey in obey, ea in thread, le in little, a- in asleep, o in shovel, er in verse, ch in church, gl in glue, are in care, o in go, aw in saw, wh in whale, ow in bowl, tch in patch, a in adopt, be in because, -er in bigger, cl in clock, fr in frog; answering oral comprehension questions and defining vocabulary words; Penny Porcupine includes practice words and sight words; contains one longer story reading one- and two-vowel words, words ending in two consonants, words with prefixes, suffixes, digraphs, diphthongs, and consonant blend words containing special sounds from Basic Phonics such as ind in kind, or in morning, kn in knot, y in baby, th in this, sk in skate, unk in trunk, ou in out, squ in squeak, be in because, pr in pray, -ly in slowly, ay in pray, ou in out, br in bride, igh in night, ir in bird, sh in ship, e in me, sm in smoke, oo in book, -ed in looked, er in verse, pl in place, th in think, st in stop, ck in duck, tr in train, alk in walk, y in fly, -ing in pointing, fr in frog, ear in ear, ow in owl, ch in church, all in ball, -ed in played, in tooth, ow in bowl, ur in nurse, cr in crab, oi in coin, sc in scat, o in go, -ed in wanted; answering oral comprehension questions and defining vocabulary words; Primary Bible Reader contains selected passages from Scripture; passages include words with digraphs, diphthongs, prefixes, suffixes, and many consonant blend words containing special sounds such as ph in phone, -ly in slowly, ow in owl, -ed in played, th in this, all in ball, ch in church, dr in drum, be in because, old in gold, g in giant, e in me, br in bride, aw in saw, er in verse, -ed in wanted, ould in could, c in city, ey in obey, wh in whale, ar in stars, a- in asleep, ear in ear, sp in spade, sl in sleep, ay in pray, th in thick, st in stop, bl in block, pr in pray, sh in ship, fl in flake, ew in flew, tw in twins, ought in thought, gr in grin, igh in night, ou in out, or in morning, kn in knot, aught in caught, ea in thread, -ing in pointing, y in fly, oi in coin, cr in crab, ear in earth, wr in wrinkle, le in little, ing in king, ea in leaf, oo in book, thr in three, ind in kind, o in shovel, y in baby, fr in frog, tr in train, ea in steak, arr in carry, pl in plane, a in adopt, a in banana, wh in who, ch in chorus, -ed in looked, ang in bang, -en in sharpen, al- in also, o in go, or in sailor, scr in scream, tion in nation, war in warm, ir in bird, -es in peaches, are in care, un- in unbutton, wor in worms, cl in clock, oy in boy, gl in

glue, ow in bowl, ture in pasture, ank in bank, -ful in wonderful, wa in wash, -est in biggest, ure in pure; answering oral comprehension questions and defining vocabulary words; Family Fun by the Lake, Book 1 reading one- and two-vowel words, advanced words to watch for: to, thank you, from, of, into; includes words ending in two consonants, practice words, digraphs, diphthongs, and consonant blend words containing special sounds, such as fl in flake, sp in spade, pl in plane, ay in pray, tr in train, st in stop, sw in swim, gr in grin, th in thick, sh in ship, str in stream, spl in splash, cl in clock, sk in skate, sm in smoke, dr in drum, thr in three, th in this, gl in glue; answering oral comprehension questions and defining vocabulary words; Family Fun on a Hike, Book 2 reading one- and two-vowel words, advanced words to watch for: says, you, thank, do; includes words ending in two consonants, practice words, digraphs, diphthongs, and consonant blend words containing special sounds, such as fl in flake, sp in spade, ay in pray, tr in train, y in fly, st in stop, br in bride, ch in church, oo in book, ir in bird, wor in worms, ow in owl, ou in out, all in ball, oo in tooth, cr in crab, bl in block, oi in coin, sw in swim, gr in grin, th in thick, sh in ship, sk in skate, sm in smoke, dr in drum, th in this, gl in glue, sl in sleep, sn in snack, tw in twins, squ in squeak, ank in bank, ar in stars, ur in nurse, ow in bowl, igh in night, or in morning; answering oral comprehension questions and defining vocabulary words; Family Fun at the Zoo, Book 3 reading one- and two-vowel words, advanced words to watch for: onto, two, one, two, lion, tiger, monkey, they, are; includes words using apostrophes, words ending in two consonants, practice words, digraphs, diphthongs, and consonant blend words containing special sounds; such as oi in coin, alk in walk, ch in church, ou in out, sm in smoke, all in ball, sh in ship, ur in nurse, oo in book, th in this, ir in bird, or in morning, igh in night, gr in grin, br in bride, dr in drum, cr in crab, oy in boy, tr in train, cl in clock, ay in pray, pl in plane, ong in long, all in ball, st in stop, sl in sleep, gl in glue, th in thick, ow in owl, sc in scat, oo in tooth, thr in three, str in stream, sw in swim, ar in stars, are in care, bl in block, ey in key; answering oral comprehension questions and defining vocabulary words; Family Fun on the Farm, Book 4 reading one- and two-vowel words, advanced words to watch for: does, calf, mama, are, I'm, mother, from, four, said, saw, donkey, mew, hee-haw; includes words ending in two consonants, practice words, digraphs, diphthongs, suffixes, and consonant blend words containing special sounds, such as ar in stars, sn in snack, oo in tooth, br in bride, dr in drum, squ in squeak, kn in knot, -ing in pointing, y in baby, ay in pray, igh in night, ow in owl, sm in smoke, ow in bowl, tr in train, y in fly, ing in king, cl in clock, fr in frog, str in stream, ou in out, th in thick, sh in ship, oo in book, ink in wink, pl in plane, spl in splash, oi in coin, all in ball, alk in walk, sp in spade, gl in glue, gr in grin, ch in church, wa in wash, -ed in wanted, fl in flake, ang in bang, a in adopt, sw in swim, -ed in looked, aw in saw, o in go, cr in crab, or in morning, ew in few, le in little, ank in bank, ey in key; answering oral comprehension questions and defining vocabulary words; Family Fun at the Beach, Book 5 reading one- and two-vowel words, advanced words to watch for: are, I'm, laughed, watch, what, they, castle, have, when, was, dolphin, ocean, Jesus, love; includes words ending in two consonants, practice words, compound words, digraphs, diphthongs, and consonant blend words containing special sounds, such as -ed in played, bl in block, ow in bowl, -ing in pointing, sk in skate, wa in wash, alk in walk, st in stop, ar in stars, -ed in wanted, th in thick, kn in knot, y in baby, er in verse, ur in nurse, pr in pray, ay in pray, oo in book, igh in night, y in fly, a in banana, ing in king, ch in church, cr in crab, gr in grin, sm in smoke, o in go, pl in plane, le in little, -ed in looked, sh in ship, wh in whale, th in this, tr in train, be- in because, ow in owl, ir in bird, sc in scat, are in care, a in adopt, gl in glue, tch in patch, fl in flake, dr in drum, ou in out, all in ball, oi in coin, or in morning, ang in bang, spl in splash, sw in swim, oo in tooth, ph in phone, thr in three, ey in obey, br in bride, e in me, str in stream, ea in thread; answering oral comprehension questions and defining vocabulary words; Family Fun in the Park, Book 6 reading one- and two-vowel words, advanced words to watch for: tiny, saw, lions, monkey, were, ice; includes words ending in two consonants, practice words, compound words, digraphs, diphthongs, prefixes, suffixes, and consonant blend words containing special sounds, such as -ed in looked, fl in flake, ow in bowl, y in baby, dr in drum, ear in ear, -ed in played, squ in squeal, ir in bird, wa in wash, tch in patch, oi in coin, ew in flew, ear in earth, oo in tooth, -ing in pointing, wh in whale, le in little, old in gold, ang in bang, wh in who, ar in stars, th in thick, st in stop, o in go, th in this, sp in spade, thr in three, ou in out, tr in train, ea in leaf, cl in clock, bl in block, cr in crab, ow in owl, sl in sleep, all in ball, sm in smoke, ch in church, oo in book, igh in night, aw in saw, sh in ship, ey in obey, scr in scream, gr in grin, ur in nurse, o in shovel, ey in key, y in fly, -er in bigger, -ly in slowly, -ed in wanted, ind in kind, be- in because, onk in honk, air in hair, pl in plane, or in morning, ink in wink, sc in scat, sk in skate, a in adopt, er in verse, fl in flake, gl in glue, ay in pray, ank in bank; answering oral comprehension questions and defining vocabulary words; Family Fun at the Play, Book 7 reading one- and two-vowel words, advanced words to watch for: great, lived, porridge, some, door, were, someone, been, voice, gone; includes words ending in two consonants, practice words, compound words, digraphs, diphthongs, prefixes, suffixes, and consonant blend words containing special sounds; such as old in gold, ind in kind, wh in whale, br in bride, ing in king, -ing in pointing, y in fly, sh in ship, y in baby, -ly in slowly, cl in clock, mb in lamb, -ed in played, sn in snack, ow in bowl, a- in asleep, ong in long, sl in sleep, ay in pray, or in morning, ou in out, le in little, ank in bank, pl in plane, thr in three, gr in grin, oo in book, ch in church, dge in fudge, alk in walk, oo in tooth, st in stop, ea in steak, a in adopt, th in this, ir in bird, er in verse, aw in saw, all in ball, ear in ear, ar in stars, th in thick, fr in frog, igh in night, cr in crab, ear in bear, sp in spade, oi in coin, c in city, str in stream, tch in patch, sc in scat, sw

in swim; answering oral comprehension questions and defining vocabulary words Comprehension, Discussion, & Analysis Skills Development; Answer factual comprehension questions for most stories; Answer inferential comprehension and discussion questions for most stories • Complete integrated phonics and reading skills exercises with progressing level of difficulty throughout readers; A full-color set of visual illustrations, the Language Enrichment Visuals, provides an interesting way to teach children the concept of opposites and the difference between positions such as over, under, in, and out. These visuals will help to develop skills in picture interpretation and vocabulary development. Language Skills Development: Recognize 38 pairs of opposites and 9 positional words and picture interpretation Vocabulary Skills Development; Recognize similar and different items; Make complete statements; Give simple analogies; use descriptive words Cognitive Skills Development; Solve riddles using rhyming words; Group like items; Classify groups of words and items; Develop deductive reasoning; Make comparisons; Recognize incorrect information; Character Development; Learn basic biblical character traits such as obedience, honesty, kindness, etc., from: Scripture applications; Maxims including explanation and application Social Skills Development; Develop positive social interaction through: show and tell, sharing time, acting out stories; Skills Development; Achieve: Good writing posture; proper pencil hold; slanted paper position; Careful writing; Correct letter placement and formation; Good overall appearance; Good control of fine motor skills; Consistent slant of letters and words; Correctly write: 12 capital letters; All lowercase letters; Blends and one- and two-vowel words; Sentences Smooth connections between more difficult letter blends; Follow: Step-by-step instruction using key strokes: trace, smile, wave, loop, oval, mountain; Complete guided as well as independent practice writing worksheets

NUMBERS

Numbers concepts and formation through 100, addition and subtraction combinations, number sequences, number words, telling time, and working with money. Some pages are designed to be worked together as a class while others are designed as independent work. Reinforce building blocks of learning numbers through object counting; Count by ones to 100; Compare: larger and smaller; more and less; Recognize numbers 1–100; Understand concepts 1–100; Count by tens, fives, and twos to 100; Write numbers to 100 by ones, tens, fives, twos; Recognize and spell number words one–ten; Recognize left from right; Recognize and spell ordinal numbers first–tenth; Compare: before and after 1–100; largest and smallest 1–100 Addition; Understand symbols: + (plus); = (equal); Add to 10 with concrete objects; Add number combination families 1–10: Ordered and in mixed order; Horizontal and vertical format; Solve oral word problems; Add money: pennies; dimes and pennies; nickels and pennies; Understand simple concept of commutation Subtraction; Introduction to subtraction; Recognize symbol: – (minus); Understand subtracting one or all of a number from numbers 1–10; Write subtraction sentences ($5 - 5 = 0$) Multiplication; Establish building blocks: counting by tens, fives, twos; Fractions; Learn parts of a whole: one half Problem Solving & Applications; Establish building blocks: solving story problems Time; Recognize the parts of a clock: face, hour and minute hands; Read and write time: o'clock (:00), half past (:30), quarter past (:15); Recognize 5-minute intervals of time: counting minutes by fives; Recognize months, dates, days, weeks, years; Complete calendar: fill in month, days of week, date, year Measures; Recognize an inch; Measure objects more or less than an inch; Measure and record individual growth of students throughout the year; Geometry; Recognize shapes: circle, square, rectangle, triangle; Numbers Writing; Learn formation for numbers 0–9; Write numbers 1–100 by ones, twos, fives, tens.

SCIENCE

Even at a very young age, children are curious about everything around them and ask many questions. The science text God's World K5 is a simple, exciting introduction to God's plan for the universe. Children will enjoy reading aloud from their first textbook. As the study progresses, even beginning readers will want to read the book aloud because of its intrinsic interest. Units on the five senses, the weather, seasons, seeds, animals, and the seashore all show the amazing wonders of God's design in this world He has created. Simple drawing and coloring activities highlight the units.

DEVELOPMENTAL SKILLS: Think and Learn K5 features coloring pages, mazes, directed-art pages, and other activities designed to aid the kindergarten child in the development of writing readiness, hand-eye coordination, visual perception, listening and thinking skills, and good character. Recognizing similarities; Associating items with the appropriate place; Recognizing items out of place; Creating objects through paper folding or shapes; Drawing missing items; Ordering events in sequence; Reading maps and map keys; Refining motor skills through grade-appropriate activities with increasing level of difficulty: Coloring, cutting; free art; Painting, gluing; Buttoning and unbuttoning; tying shoes; zipping and unzipping; Following step-by-step instructions for directed drawing with placement of lines and shapes; Manipulatives suggested include: Play dough; puzzles; interlocking and building blocks; lacing cards; stringing beads; tracing objects and shapes; Simple science tools such as magnets, magnifying glasses, planting seeds

Listening Skills Development; Identifying sounds; Imitating sequences of rhythms such as snapping, clapping, stomping; Listening carefully to follow oral directions; Classifying things in categories; Solving riddles
Social & Personal Skills; Develop good character traits including: kindness, courtesy, gentleness, obedience, truthfulness, attentiveness, respect, good manners, helpfulness, cheerfulness, orderliness, diligence, dependability, thoughtfulness, self control, unselfishness, and generosity; Learn good telephone manners and how to handle emergency situations
Health & Safety Skills; Learn how to be well and safe by: Eating a balanced diet; Developing good dental care habits; Obeying traffic signs; Learning about: Home and playground safety; Community safety and simple traffic signs; Developing good personal hygiene; Good nutrition; Getting adequate rest and exercise
Visual Perception Skills Development; Separating out items in a grouping; Maneuvering through mazes; Finding hidden shapes; Recognizing and reproducing missing parts; Using lines and shapes to assemble a directed drawing; Creating pictographs, bar graphs, tally charts; Identifying opposites and positional words.

BIBLE

Children will review many stories of the Bible. Students will learn stories about God's creation of the world and about the life of Christ while viewing beautifully illustrated Abeka Flash-a-Cards. Age-appropriate applications are included in each lesson. These activities are designed to bring Bible truths to mind again during language enrichment or seatwork time. Activities include simple mazes, hidden pictures, dot-to-dot pages, and stand-up and fold-out pictures. Evaluation; Graded memory verses and passages; Choruses, holiday songs, hymns, patriotic songs include: new hymns and songs; 14 new choruses; Memory Work; New: individual verses and passages; Review individual verses and passage; Doctrinal Drill questions and answers; Basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation further detailed study; Prayer Time; Learn to pray with thanksgiving for God's creation.

MUSIC

Song Time for K5 presents traditional, patriotic, and learning songs that have delighted children for years and make a lively addition to the classroom. The sing-along CD makes song time easy for the teacher and enjoyable for the children; Gain understanding of a song's message; Exercise creativity while acting out songs with props; Define unfamiliar words; Develop: Coordination through motions that keep time with words; Skills in following a song leader, singing out on pitch, and staying together with classmates or CD; Benefit from fun activities that spark and keep interest: Making animal sounds; Reviewing numbers and formations, vowel sounds; Variety of Songs to Memorize; Motion songs; Fun songs about animals, toys, friends, holidays, and character-building traits; Songs to act out with props; patriotic songs.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games.

Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

ARTS AND CRAFTS

The assortment of colorful projects introduces students to basic concepts of art and gives them a variety of opportunities to build upon concepts that have already been taught such as coloring, painting, tracing, drawing, cutting, and gluing with a variety of materials. Month-by-month projects correlate with academics, Bible teaching, and the seasons and holidays; Develop fine motor skills with increasing level of difficulty through: Cutting, gluing, coloring, folding; Mixing colors; Incorporating moving parts; Directed drawings, painting; Paper modeling; Introducing perspective; Lacing, play dough modeling; Increase listening skills through following step-by-step instructions to complete more difficult projects; Projects include these themes: Animal, season, holiday, scriptural, historical, cultural; Phonetic, counting, telling time, game assembly
Technique Development: Develop basic concepts of color, line, shape, and texture through: Projects that include: Crayon overlay, shape painting, directional coloring; Shading according to a light source; Finger and hand stamping curling; Assembling song and story booklets and song visuals. Projects that promote safety, creativity with stick puppets, storytelling, and drama.

SPANISH

Comunicación y Lenguaje: Se le permite a los niños y a las niñas comunicarse mejor y conocer el lenguaje. Contiene actividades que permiten desarrollar el lenguaje oral para comunicar los pensamientos, ideas, sentimientos, necesidades, emociones y preferencias. Permiten desarrollar el lenguaje escrito al explorar y descubrir la palabra escrita por medio de experiencias significativas en las que observan y reconocen la lectura y la escritura como medios

de comunicación. Ayudan a reconocer las letras para descubrir su uso en palabras, poemas, rondas, historietas, adivinanzas, fábulas, retahílas, canciones, cuentos, textos descriptivos e informativos, juegos y ejercicios. Van dirigidas al desarrollo de las siguientes áreas: memoria remota, conocimiento general, creatividad, sicomotor, percepción visual, seguir instrucciones y vocabulario.

Mi Primer Libro de Trazos: Dominar las destrezas básicas del uso del lápiz y papel. El estudiante llevará una base sólida para la escritura de los números y las letras en el futuro.

Mi Cartilla Fonética: Los vocales se presentan primero, seguidos por consonantes y luego las sílabas, las que presentan en grados ascendentes y se incluyen palabras y frases para practicar.

Nuestro currículo de español refuerza las destrezas básicas presentadas en el currículo de inglés.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

1st Grade CURRICULUM

LANGUAGE ARTS

Daily exercises help students increase thinking skills, improve reading comprehension, and develop creative writing ability. By the end of the year, students will be able to write in complete sentences, capitalize the first word of a sentence, capitalize the days and months, place a period at the end of a sentence, know and use suffixes and prefixes, and alphabetize words.

GRAMMAR

Capitalization: First word in the sentence; Days of week and months of year; Proper Names; Names of God; The word *I*

Punctuation: correctly use period at end of a telling sentence; Correctly use question mark at end of asking sentence; Correctly use exclamation point at end of expressive sentence; The sentence: always begin with capital letter.

Word study and diction: Determine number of syllables; Find root words; Add suffixes and prefixes to root words

Recognize and use: Compound words; rhyming words; Opposite words (antonyms); Same-meaning words; (synonyms); same-sounding words; (homonyms); Contractions.

Divide a word into syllables between: Double consonants; Possessives; Plurals; Verb tenses/subject-verb agreement; Root words and suffixes; A vowel and a consonant; Two consonants that are not alike; Two vowels that are not alike; Prefixes and root words; Alphabetize words; Comprehend reading material and answer questions

Composition

Write: Interesting sentences, paragraphs; Short narratives; Copying/completing sentences; Writing original sentences.

CURSIVE WRITING/CREATIVE WRITING

Students learn the proper formation and slant of letters and the correct spacing between letters, words, and sentences. Through daily writing exercises, students will practice and review what they are learning in phonics, beginning with single letters and progressing to special sounds, words, sentences, paragraphs, and poems. Penmanship class will focus primarily on creative writing skills and some penmanship review. Creative writing skills will be taught in a sequence that will prepare students to write their own stories.

Skills Development

Achieve good writing position: Sitting properly in desk; Holding pencil correctly; Slanting paper correctly; Review correct formation for all lowercase letters, numbers 1–10, and the 12 capital letters learned in K5.

Learn formation for remaining 14 capital letters; Perfect writing skills for a good overall appearance: Forming difficult letters correctly; Placing letters correctly on the lines; Using proper spacing between letters and words Slanting letters properly; Writing slowly and carefully; Making smooth connections between letters, difficult letters, Blends; Using key strokes: trace, smile, wave, loop, oval, mountain; Gradually decrease size of writing; Evaluate writing for personal improvement.

Correctly write: Blends, one- and two-vowel words, and sentences; Paragraphs and poems; Creative Writing; Learning the writing process: read and gather, think and plan, write and rewrite, check and polish, share your results; Use proper punctuation and capitalization; simple sentence structure; recognize difference between phrases and sentences; fill in missing words in sentences; write sentences using suggested words; choose titles; develop stories using assigned themes; solving riddles; sequencing; writing a process summary, starting/concluding sentences; writing friendly letters

Compositions include these themes: Animal, historical, seasonal, character building, plants, school, ocean, "how to"

SPELLING & POETRY

First graders apply the phonics concepts they are currently learning as they master the spelling of approximately 420 words. Most of the words are arranged phonetically, which teaches students to recognize basic spelling patterns. They will learn sight words, contractions, and abbreviations that they will encounter frequently in their reading and writing. First graders will also learn eight poems that will help them develop their oral speaking skills while deepening their appreciation for poetry.

Spelling Skills Development

Master spelling lists including sight words, abbreviations, and contractions

Apply spelling and phonics concepts through daily: Teacher-directed oral practice; Independent written practice

Hear spelling words used in sentences and clearly picture each word's meaning; Learn to differentiate between words that sound alike; Use spelling words in creative writing exercises

Learn spelling rules: Know: one- and two-vowel rules; *k* comes before *i* and *e*; *c* comes before *a*, *o*, *u*

Correctly use at end of word: Double consonants *ll*, *ff*, or *ss*; Vowels *e*, *o*, or *y*; *ck* after a short vowel; *ke* after a long vowel; Double a consonant before adding a suffix that begins with a vowel; Drop the silent *e*

Worksheet Activities: Marking special phonics sounds; Marking roots and suffixes; Completing words and sentences

Arranging words alphabetically; Identifying misspelled words, opposites, rhyming words; Categorizing words by special phonics sounds; Solving word puzzles and riddles; Associating words with pictures; Matching words with their meaning; Combining root words and suffixes *-ing*, *-ed*

Poetry Skills Development

Memorize 8 lyrical poems; Develop appreciation of poetry; Perform in front of an audience; Recite in unison

Develop appropriate expression and volume; Improve comprehension through thinking questions; Learn terms such as *title* and *author*; Maintain interest and increase comprehension through added learning features such as actions and hand motions.

PHONICS

Each phonics element necessary for learning to read is systematically reviewed in an appealing way. The many puzzles, riddles, exercises, and illustrations are designed to teach word analysis skills, build vocabulary, and increase reading comprehension. The words for students to read are arranged to correlate with the sequence in which diphthongs, digraphs, consonant blends, etc., are taught. Ample practice and thorough review help students master phonics concepts. The early introduction of short vowels allows students to read whole words, sentences, and stories during the first few weeks of first grade.

Skills Development

Review: long and short vowel sounds, consonant sounds; Blend consonants with vowels; Blend special sounds with vowels; Review 47 special sounds and clue words learned in K5.

Learn and apply 85 additional special sounds and clue words: special sounds include consonant blends, diphthongs, digraphs, 11 suffixes, 5 prefixes

Demonstrate ability to provide other example words that contain special sounds; Understand that syllables are parts of words; Be able to identify root words; Demonstrate ability to add suffixes using the rules: When a root word ends with a single consonant and the vowel is short, the consonant is usually doubled before adding a suffix beginning with a vowel. When a root word ends with a silent *e*, the *e* is usually dropped before adding a suffix that begins with a vowel. Demonstrate ability to add prefixes to root words correctly; Correctly divide words into syllables between: Double consonants; root words and suffixes; A vowel and a consonant; Two differing consonants; Prefixes and root words.

Master phonics rules including: One- and two-vowel rules: When there is one vowel in a word, it usually says its short sound. When there are two vowels in a word, the first vowel says its long sound and the second vowel is silent. When a consonant is doubled at end of a short word, it says its sound one time; *c-k usually* follows a short vowel (ex.: back); *k-e* follows a long vowel (ex.: bake); *c/k* rhyme: *k* comes before *i* and *e*; *c* before the other three—*a*, *o*, *u* (ex.: key, cat); Suffix *-s* says “*s*” or “*z*”; Know and apply tips for learning special sounds: “*ck* in duck” usually follows a short vowel; says the *k* sound one time only; “*e* in me” says long *e* sound when only vowel at end of short word; “*o* in go” says long *o* sound when only vowel at end of short word; “*y* in fly” says long *i* sound when at end of short word; “*ay* in pray” usually comes at end of word; “*ou* in out” usually comes in middle of word; “*ow* in owl” usually comes before *n*, *l*, or at end of word; “*oi* in coin” usually comes in middle of word or syllable; “*oy* in boy” usually comes at end of word or syllable; “*kn* in knot” comes at beginning of word or syllable; *k* is silent; “*gn* in gnat” comes at the beginning of a word; *g* is silent; “*a* in adopt” comes at the beginning of a word (“*a*” usually says short “*u*” at the beginning of any word); “*le* in little” usually comes at end of word with two or more syllables
hhSuffix *-ed* can say “*t*” or “*d*,” or it can say “*ed*” when it comes after *t* or *d*; “*wh* in whale” says “*h*” when followed by *o*; “*tch* in patch” usually follows a short vowel; “*ew*” can say “*oo*” or long “*u*”; When *c* comes before *e*, *i*, or *y*, it says “*s*”; When *g* comes before *e*, *i*, or *y*, it says “*j*”; “*dge* in fudge” usually follows a short vowel; “*wr* in wrinkle” has a silent *w*; “*are* in care” can be sounded using two-vowel rule; “*ure* in pure” can be sounded using two-vowel rule; “*sion* in television” is usually found in a word with one *s*; “*sion* in missionary” *s* says “*sh*”; usually followed

with another *s*; “*or* in sailor” comes at end of word with two or more syllables; “*ar* in dollar” comes at end of word with two or more syllables. Apply phonics concepts to reading.

Reading

First graders learn that there is a whole new world just waiting for them as they advance their reading skills. The early readers coordinate the reading material with the phonics concepts students are learning. Students move from stories with simple one- and two-vowel words to stories based on children’s classics, giving them valuable practice in applying phonics skills. Each reader features delightful, character-building selections that appeal strongly to the interests of first graders.

Reading Skills Development

Read and decode (sound out) words by applying phonics sounds and rules

Strive for increasing: Accuracy, correct enunciation, fluency; Phrasing; Alertness to punctuation; good expression; comprehension; Volume; poise; Follow along as others read orally.

Comprehension, Discussion, & Analysis Skills Development

Answer factual and interpretive questions for most stories and poems; Answer inferential comprehension and discussion questions; Read sight words; challenging words. Complete integrated phonics, language, and reading skills activities such as: Marking short and long vowel sounds; Circling special sounds; Adding correct special sounds to complete words; Reading clues to solve puzzles; Filling in the blank with correct word/phrase to complete a sentence; Matching pictures with descriptive words; Matching pictures with descriptive phrases or sentences; Choosing correct sentences for telling events in story; Choosing correct picture to answer comprehension questions about the story; Numbering pictures in correct story sequence; Marking root words and suffixes; Identifying parts of compound words; Forming contractions; Matching rhyming words; writing rhyming words; Matching picture with correct homonym; Reading comprehension question and circling correct answer.

ARITHMETIC

Concepts include counting, writing and reading numbers, place value, addition and subtraction, money, graphs, measurements, time, temperature, and fractions. Applications to real-life situations and daily thinking questions stretch the students’ reasoning ability. Skills Development, in numbers, counting numbers to 1,000, know how to count by 2, 3 5, and 10, writing numbers, comparing before and after numbers, know place values ones, tens, and hundreds, understand concepts of addition and subtraction, solve and explain addition and subtraction word problems, mental arithmetic, understand concepts of fractions, problem solving and applications, telling time, counting pennies, nickels, and dimes, learn how to measure objects, read and analyze horizontal graphs, read and set thermometer.

Numbers

Recognizing numbers: 1–100; 101–1,000; Understanding concepts: 1–100; 101–1,000; Counting: Money; Ordinal numbers: 1–10

Forward and backward by ones, twos, fives, and tens; Forward by twenty-fives; By threes from 3 to 36; Tally marks; Roman numerals 1–10; By even and odd numbers; Ordinal numbers: 11–20; Writing numbers: By ones, twos, fives, and tens to 100; Words one–twelve; Words thirteen–twenty; To 1,000; By threes to 36; Using tally marks

Comparing: Greater/less, greatest /least; Before/after; By ones, twos, fives, tens; Using symbols $>$ and $<$ to show greater than and less than; Before and after: by twos, fives, tens; Place value: Illustrating numbers and place value with objects; Understanding hundreds, tens, ones; Ordering four numbers; Addition with carrying.

Addition

Review of addition families 1–10; Learn addition families 11–18; Horizontal and vertical form; Oral or written

Addition “twins” (concept of commutative principle); Timed mastery; Missing terms

Word problems: Oral; Written; Writing addition number sentences

Addends: Column addition with up to five single-digit addends; Two- and three-digit problems without carrying;

Carrying two- and three-digit numbers with carrying to the tens and hundreds places

Mental arithmetic: Problems with up to 5 single-digit numbers; Problems combining single-digit addition and subtraction up to 3 numbers; Adding coins.

Subtraction

Recognizing symbol: – (minus); Subtraction families 1–18: Vertical and horizontal form; Oral or written;

Subtracting coins; Timed mastery; Missing terms; Mental arithmetic: problems combining single-digit addition and subtraction up to 3 numbers; Writing subtraction number sentences

Subtracting: One-digit problems; Two- and three-digit problems without borrowing; Word problems: oral, written.

Multiplication

Building blocks: Repeated addition; Objects to multiply; Counting by twos, fives, tens; Counting by threes; Concept of multiplication; Writing a multiplication fact.

Fractions

Concept of fractions; Building blocks: equal parts; Parts of a whole: One half, One fourth, one third; Parts of a group: one half, one fourth, one third; comparing one half, one fourth, one third; Least to greatest.

Problem Solving & Applications

Building blocks: oral word problems; Written word problems; Solving word problems: Addition, subtraction, money
Illustrating story problems; Creating story problems; Extra facts; missing facts; Choosing the operation
Applications: Temperature; time; Weight; length; money; Number puzzles; graphs; Calendars; maps; Thinking logically: patterns; thinking caps; sequencing; clue words.

Time

Clock: face, hour and minute hands; Reading and writing time: O'clock (:00), half past (:30), quarter past (:15); Quarter till (:45); Five-minute intervals; A.M. and P.M.; Calendar: months, days, date, year; Calendar: rhyme
Measures of time.

Money

Recognize coin and value: penny, nickel, dime, quarter; Recognize coin and value: half dollar, dollar

Count: Pennies, dimes, nickels, quarters, half dollars, dollars

Add: Pennies, dimes and pennies, nickels and pennies; Quarters and pennies, dimes and nickels

Count: combinations of coins, coins in mixed order

Adding and subtracting money; Recognize symbol: ¢ (cent); Recognize symbol: \$ (dollar); Word problems: oral and written.

Measures

Word problems: oral and written; Temperature: reading and writing degrees; Length: Inch, foot, yard, centimeter;

Weight: Ounce, pound; Comparing weights; Dozen, half dozen; Capacity: cup, pint, quart, gallon.

Graphing, Statistics, Probability

Graphs:

Horizontal bar graphs: scales by 1s, 2s, 10s, 5s, and 3s

Pictographs

Graphing tally marks

Geometry

Recognize shapes: circle, square, rectangle, triangle, diamond, oval, cone, cube, sphere

Recognize shapes: hexagon, trapezoid; Symmetry; Shapes in a grid; Perimeter of a rectangular object.

HISTORY AND GEOGRAPHY

Students will learn how our country was founded and what our basic freedoms are. They meet several famous American patriots and take a trip across America. Good citizenship is emphasized and reading skills are developed. In addition, students will learn new patriotic songs and be introduced to major countries and U.S. Territories. The study of America, Bill of Rights, study of the world, geography study, learn about community helpers.

America

U.S. flag; History; Meaning of colors; Flag etiquette; Meaning of Pledge of Allegiance; America's freedoms

Symbols such as: Great Seal of the U.S., Uncle Sam; Statue of Liberty, U.S. coins, American bald eagle, LibertyBell

Great U.S. documents: Declaration of Independence, Constitution, Bill of Rights

Great People of America; Pilgrims (First Thanksgiving); George Washington, Abraham Lincoln, Paul Revere, Benjamin Franklin

America grows by communication and travel: telephone, mail, television, radio, computers, Internet; changes in transportation

American holidays: President's Day; Thanksgiving Day

American legends: George Washington and the cherry tree

American places and territories: Washington, D.C.; Niagara Falls, Mount Rushmore; Plymouth Rock, Plymouth Plantation, Fort McHenry; Williamsburg, Virginia; Mississippi River; Yellowstone National Park, Grand Teton

National Park, Rocky Mountain; National Park, Grand Canyon, Death Valley, Yosemite National; Park, San Francisco; U.S. Virgin Islands, Puerto Rico, Guam, American Samoa.

Patriotic Songs: "My Country, Tis of Thee"; "The Star-Spangled Banner"; "America, the Beautiful"

The World

Countries: Mexico, Peru, The Bahamas, England, The Netherlands, Israel, Italy, Kenya, China, Australia, Canada, Norway, France, Germany, Switzerland, Egypt, India, Japan.

Geography Study

Continents: North America, South America, Africa, Europe, Australia, Asia, Globe

Oceans: Atlantic and Pacific; Cardinal directions and compass rose

What is an island? ; Location of 21 specific states in America

North and South poles

Home state, neighboring states, corner states; Thirteen original colonies

Equator, Gulf of Mexico, Mississippi River, Rocky Mountains, Grand Canyon, Death Valley, Great Plains,

Yosemite National Park

Map symbols—national capitals

Community Helpers

Pastor, Teacher, Firefighter, Police Officer, Doctor, Nurse, Dentist, Farmer, Server, Baker, Postal Employee, Mayor

SCIENCE

The study of health, human biology, energy, animals, insects, plants, seasons, safety, and manners. The studies of plants, animals, insects, energy, health, the seasons, and the five senses provide an excellent introduction to science, with the emphasis on building student interest and augmenting students' reading skills. Hands-on activities and demonstrations also increase students' comprehension of basic science concepts.

Health & Human Biology

Special to God: five senses and sense organs

Hands: fingerprints

Hair: Hair types, skin, oil gland, follicle

Root, pigment

Eyes: placement in skull; eyelids, eyelashes, tears

Ears: outer ear, eardrum; vibrate

Nose: nostrils; sneezing

Tongue: Taste buds: sour, salty, bitter, sweet, speaking

Skin: Experiencing cold, warmth; Experiencing tickles, pain; Pores, "goose-bumps," proper care of skin

Activities & Demonstrations: Comparing thumb prints; Discovering how sound travels; Seeing how senses work together.

Energy

Forces: nonliving things

Water: push, pull

Air: wind, provides push

Wind: moving air, gravity

Magnets: attract (pull), repel (push)

Simple machines: wheels, ramps, levers, balanced forces

Activities & Demonstrations: Making a balloon jet; Discovering what magnets pick up; Seeing how wheels help;

Having a ramp race; Using a lever lifter

Animals

Living Creatures; Instinct; Reproduce after their kind; Babies that are born drink mother's milk: opossum, kangaroo

Babies that hatch do not drink mother's milk: tadpoles, frogs, chicks, alligators, ducklings

God's wonderful plan; Elephants: ears, trunk, tusk; Ducks: sac of oil, webbed feet, bill; Turtles; Shell; Jaws; land turtles, water turtles; Owls: herbivores, carnivores, omnivores; eyes, head rotation; feathers, talons.

Insects

Importance of insects; Insect identification: head, thorax, abdomen; Insect identification: six legs; Ants: workers, queen.

Activities & Demonstrations: Observing a caterpillar change into a butterfly; Making an insect zoo; Making an ant farm.

Plants

Uses for plants: oxygen, food, medicine, building; Parts of the plant: roots, stem, leaves, flowers, fruits, seeds

Parts of the plant: cones; Reproduce after their kind; Flowers.

Activities & Demonstrations: Opening a seed; Germinating seeds; Growing a plant from root; Water rising up a stem; Seeds need sunlight, water, soil; Types of soils.

Seasons

God made seasons: Winter: rest, hibernate; Spring: new life; Summer: grow; Fall: get ready for winter

A sunflower's year; A squirrel's year; Stewardship

Activities & Demonstrations: Bringing some twigs to life; Finding air in water and soil; Making a bird feeder; Planting a bean garden

ESPAÑOL

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Escucha con atención y sigue correctamente instrucciones de dos pasos.

Responde apropiada y cortésmente a instrucciones y preguntas.

Lee independientemente con fluidez (60 palabras por minuto) palabras, frases, oraciones y textos.

Comunica ideas, sentimientos y emociones con corrección y propiedad en torno a láminas, juegos, cuentos, poemas, canciones, y rimas.

Expresa ideas en oraciones sencillas y en forma organizada.

Describe físicamente personas, objetos y lugares de formas diversas empleando sinónimos.

Elabora y organiza sus puntos de vista de manera lógica y los argumenta oralmente.

Utiliza un volumen de voz moderado y una entonación adecuada al hablar.

Deletrea independientemente palabras de hasta tres sílabas del vocabulario estudiado.

Identifica las vocales y las consonantes.

Reconoce y articula con claridad los diferentes tipos de fonemas.

Reconoce los sonidos individuales en una palabra.

Reconoce el mismo sonido en un grupo de palabras.

Reconoce la palabra con sonido diferente de un grupo de tres o más con sonidos parecidos.

Escucha y repite una serie de fonemas pronunciados por separado para formar una palabra completa.

Divide de forma oral palabras en sílabas.

Formula y contesta preguntas al observar y escuchar textos y palabras desconocidas.

Narra en secuencia lógica y con un vocabulario adecuado nuevas historias basadas en los cuentos estudiados.

Maneja correctamente el vocabulario conocido en diversos contextos e incorpora vocabulario nuevo.

Demuestra dominio del uso del género (masculino-femenino).

Identifica y crea palabras compuestas.

Reconoce y utiliza sinónimos y antónimos.

Resume o aclara un mensaje al repetirlo oralmente.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Escribe trazos, líneas rectas, verticales, curvas y combinaciones de las anteriores.

Escribe tomando en consideración la alineación, inclinación, espaciado, grosor, tamaño y nitidez.

Escribe las letras del alfabeto en orden correcto.

Reconoce la correspondencia entre fonema y grafema.

Distingue entre nombres propios y comunes.

Usa artículos y determinantes para establecer la concordancia.

Distingue y escribe sustantivos en singular y plural.

Usa la letra mayúscula al escribir nombres propios y al inicio de una oración.

Reconoce la diferencia entre las letras mayúsculas y minúsculas.

Utiliza correctamente el punto final y los signos de exclamación e interrogación al escribir oraciones.

Reconoce palabras con acento ortográfico y que éste indica que hay una mayor fuerza de pronunciación en la sílaba que lo contiene.

Observa que el contenido del discurso oral puede expresarse en palabras a través de la escritura.

Escribe al dictado palabras, frases y oraciones sencillas con vocabulario conocido.

Reconoce sustantivos y verbos en las oraciones.

Escribe con corrección al copiar su nombre y apellidos, palabras conocidas y oraciones sencillas en manuscrito y con el vocabulario del grado.

Produce oraciones cortas utilizando letra de molde (script).

Utiliza y maneja la computadora y otros medios tecnológicos como herramienta para producir textos sencillos y cortos.

Reconoce que las palabras siguen una ortografía propia.

Reconoce el formato de una carta.

Distingue textos de diferente formato como listas, boletines y anuncios.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Decodifica y utiliza correctamente estrategias de lectura para el reconocimiento de palabras.

Reconoce, comprende y adquiere vocabulario nuevo a partir de las selecciones que estudia y por medio de las claves de contexto.

Distingue por medio de láminas y cuentos entre lo real y lo imaginario, un hecho y una opinión.

Predice e infiere acontecimientos de la lectura.

Identifica detalles, idea central e ideas secundarias y sucesos relevantes en los textos y los organiza en secuencia lógica.

Reconoce la función del autor y del ilustrador.

Identifica las características del cuento y la poesía como géneros literarios.

Identifica las características del lenguaje figurado (personificación).

Utiliza gráficas, carteles, letreros, títulos y otros textos informativos para adquirir información.

HEALTH

Introduces first graders to the importance of good health habits and gives God the glory for the way He has designed us. Students will learn about nutrition, exercise, proper sleep habits, good posture, safety habits, and manners.

Activities and checklists help students apply good principles of health, safety, and manners. Growing tall; Forming good habits; Eating good foods: Kinds of foods, good breakfast, a good snack.

Good eating habits: Eating meals same time every day; Washing hands before eating; Drinking milk every day;

Limiting sugary drinks; Eating different kinds of food; Washing fresh fruits and vegetables before eating; Limiting sugar and candy; Taking small bites and chewing food well.

Exercising each day: Fun exercises for children; Benefits of fresh air and sunshine.

Good exercise habits: Getting exercise every day and playing outside in fresh air; Helping with work at home; Not playing hard right after a meal; Resting from play.

Getting right amount of rest: Good sleeping habits: Pre-bedtime activities; Wearing clean pajamas; Going to bed early and at same time each night; sleeping until rested; good sleeping conditions; going right to sleep.

Building good posture: Benefits of good posture; Good posture habits: How to stand straight and tall; proper way to sit in a chair; Well-fitting shoes; proper walking habits.

Taking care of the body: Good skin and hair habits: Protecting skin from the sun with sunscreen; Bathing often with warm water and soap to rid the skin of germs which can cause illness; Proper care for cuts; Washing hands: before eating; after using bathroom; after playing outside; after handling animals.

How to dry off effectively; Shampooing dirty hair; Proper use and maintenance of your comb and brush; Keeping pets away from your face; Keeping fingernails and toenails clean and trimmed; Not biting fingernails; Keeping fingers out of mouth

Eyes: Purpose; protection; Parts; Good eye-care habits: Reading in a well-lighted place; Not rubbing your eyes

Not running while holding sharp things; Protecting eyes from sun or other bright lights; Getting proper rest; Getting eye check-ups by a doctor; Keeping eye glasses clean.

Ears: Protection: wax, hairs; parts; Good ear-care habits: Proper washing of ears; Not putting objects in ears;

Protecting ears from getting hit; from cold and wind; Going to a doctor for chronic earaches.

Nose: Purpose; protection from germs; Good health habits: Protecting others from your coughing or sneezing; proper use of tissues.

Teeth: Instructions for proper brushing; Good tooth-care habits: Drinking plenty of milk every day; Limiting sugar
Not cracking nuts with teeth; Brushing correctly; Primary and permanent teeth; Getting regular dental checkups;
Keeping hands away from face; Keeping pencils out of mouth; Not eating from someone else's food

Taking care of clothing: Good clothing-care habits: Learning what to do with clothes after taking them off; clothes that need to be mended; dirty clothes; Putting on clean underclothes daily; Taking coat or raincoat off when inside
Taking care of the home.

Safety

At home: Ways to prevent falls; Good safety habits: Sharp and pointed objects: Walking while carrying; Carrying with the point down; Getting parents to take medicine from medicine cabinet; Handling electrical cords with dry hands; Safety with matches and fire; Not playing with your parent's guns; Not playing with cleaning supplies; Putting toys away to avoid an accident.

Away from home: Policemen; Good safety habits: Consulting with an adult before leaving; Never leave a building alone.

Avoid: Talking to strangers when you are alone; getting in a car with a stranger; Playing in old, empty buildings; Petting stray animals; Eating berries found outside; Putting flowers, leaves, or twigs in mouth; Playing in old refrigerators or clothes dryers.

On the street: Good walking habits: Where to walk when there is no sidewalk; Where to cross a street; how to cross a railroad track; Safety around trains that are stopped on the track.

Bicycle safety habits: Riding in the correct direction; Using a safety helmet, handlebars, and hand signals; Passengers; Keeping your bike in good working order.

Riding to school: Bus, car; Good riding habits: Using car seat belts; Staying seated on the bus; Keeping hands inside bus and car windows; How to cross the street after getting off a bus; How to get out of a car that is parked on a street
Ride in the back seat of a car.

On the playground: Good safety habits: Staying far from swings that are being used; not standing up while swinging or jumping off while swing is in motion; Slide safety: at the bottom of the slide; at the top of the slide; Standing back from merry-go-round in motion; Not standing on top of monkey bars; Taking turns with other boys and girls

In the water: Pool safety habits: Importance of taking swimming lessons; Avoid going swimming or wading alone
Not pushing others into the pool or running beside the pool; Boat safety habits: wearing a life jacket; not standing up

In a storm: Good safety habits: Stay inside; Safety with telephone or electrical cords; Where to take refuge: if you are outside; if you are in a car; Stay away from windows and doors; Avoid taking a bath or washing hands.

Manners

At home: Important words: *please, thank you, I'm sorry, you're welcome*; Having company

Good habits at home: Coming quickly when called; Thanking God for your food; Not talking with food in your mouth; chewing with mouth closed; Saying "please" when you want something; remembering to say "thank you"

Doing your part to help your family; Not spilling food on the table; Not putting elbows on the table

Saying "I'm sorry" for hurting someone.

At school: Say "good morning" to your teacher; Raise your hand; Good habits at school: Not interrupting when someone is speaking; Proper response when someone makes a mistake; Paying attention to your teacher; how to get your teacher's attention; Answering when spoken to; Standing in line quietly; Posture and conduct while saying Pledge of Allegiance.

At church: Purpose of church; Good habits at church: Arriving on time; Singing praises to God; listening to His Word; Handling your money for the offering plate; When to leave the service.

In public: Grocery store, doctor's office; Good habits in public: Saying "ma'am" or "sir" when talking to an adult
Being quiet in a waiting room; Answering when someone speaks to you; Not running in a store; Staying close to parents; Covering mouth when coughing or sneezing.

BIBLE

The Bible stories that have been taught from Preschool to K5 have laid the foundation for stories that will be taught in first grade. Students learn more about the character, strengths, and weaknesses of men and women from the Bible. By studying the lives of Bible characters, students will learn practical truths to apply to their own lives, such as our actions will bring about either rewards or consequences.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games.

Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

ARTS AND CRAFT

Designed to give month-by-month variety in enjoyable art activities, to teach children elementary art techniques in many types of media, and to provide interesting seasonal projects.

Skills Development

Develop fine motor skills with increasing level of difficulty through: Cutting, gluing, coloring, folding; Directed drawings, painting, paper modeling; 3-D crafting and folding, incorporating moving parts.

Concept Development

Introducing color wheel; Primary colors and secondary colors; color mixing; Introducing patterns
Complementary colors; Fall colors; Drawing from geometrical shapes and from memory to make familiar items
Introducing line types: curved, short, long, straight, broken, zig-zag, wavy; Introducing line types: looping; 3-D paper crafting; Fringe; Silhouettes; Mosaic; Using basic geometrical shapes to form objects; Light source, shading, and shadow; Defining artistic terms; Drawing organic shapes; Transparent coloring (using light pressure); Overlay to mix colors; Tangible texture; Curling paper; Analogous colors; Perspective Increase listening skills through following step-by-step instructions to complete more difficult projects; Projects include these themes: Animal, seasonal, holiday, scriptural, historical, cultural.

Technique Development

Various texture; Crayon rubbing; Outlining; Directional coloring; Drawing looping lines; Cone-shaping and cone-shaping with tabs; Paper fringing; Paper curling; Sponging; Torn paper art; Stippling; Cutting a fringe; Mosaic; Crayon resist; String painting; Quilling; Folding; Contour drawing; Paper crafting—twisting, rolling, scrunching
Finger and knuckle stamping; Assembling song booklets.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

2ND Grade Curriculum

LANGUAGE ARTS

PHONICS; Second grade phonics reviews vowel sounds, consonant sounds, and how to blend them together, students learn consonant blends, diphthongs, digraphs, and clue words to help them remember these sounds. Students practice what they have learned on a deeper level of application than first grade. Students use these skills to have more success in reading and to spell “challenge words” and compound words quickly and accurately.

The skills learned in second grade phonics provide a foundation for reading and spelling skills throughout elementary.

Skills Development: Review long and short vowel sounds, consonant sounds; Review and master one- and two-vowel rules: When there is one vowel in a word, it usually says its short sound. When there are two vowels in a word, the first one says its long sound and the second one is silent; Blend consonants / special sounds with vowels: Students write the blend of a given word; circle the special sound and mark the vowel; Master 132 special sounds and clue words: special sounds include consonant blends, diphthongs, digraphs, 11 suffixes, 5 prefixes; Demonstrate ability to provide other example words that contain special sounds; List all the special sounds in a given word after it is orally dictated; Master ability to identify special sounds in a given word and why that special sound is used; Master ch; sing the correct sound in a given word when there is more than one spelling for a sound: *ck* in duck / *k-e* (ex.: back—”*ck* in duck” follows a short vowel sound; bake—*k-e* follows a long vowel sound; *oy* in boy / *oi* in coin (ex.: joyful—”*oy* in boy” must be chosen because it is at the end of a r; t word; point—”*oi* in coin” must be chosen because it is in the middle of the r; t word); *tch* in patch / *ch* in church (ex.: matches—”*tch* in patch” must be chosen because the sound follows a short vowel; chimes—”*ch* in church” must be chosen because “*tch* in patch” cannot be at the beginning of a word); *g* in giant, *dge* in fudge, *j* in jar (ex.: cage—”*g* in giant” must come before *e, i, or y*; badge—”*dge* in fudge” must follow a short vowel); *c* in city / *s* consonant (ex.: century—”*c* in city” comes before *e, i, or y*; *sion* in missionary / *tion* in nation (ex.: motion—”*tion* in nation” does not have a double *s* / “*sh*” sound like “*sion* in missionary”); Ch; se the correct beginning sound: Recognize choices in the following consonant blend sounds when given blends or words to spell:; *st* in stop, *pl* in plane, *tr* in train, *bl* in block, *cl* in clock, *fl* in flake, *gl* in glue, *br* in bride, *dr* in drum, *pr* in pray, *gr* in grin, *sm* in smoke, *sc* in scat, *sk* in skate, *sp* in spade, *cr* in crab, *tw* in twins, *spl* in splash, *spr* in sprain, *scr* in scream, *qu* in squeak, *sn* in snack, *sl* in sleep, *str* in stream, *sw* in swim, *thr* in three; Use 5 prefixes correctly when heard in a word dictated; Recognizing silent letters in words beginning with *gn* in gnat, *kn* in knot, *wr* in wrinkle, *ei*gh in eight; Ch; se between *wor* in worms / *war* in warm by listening to the beginning sound; Ch; se “*wa* in wash” when beginning with a word sounding with short *o* / “*w*” sound; Ch; se the correct ending sound in a given word:; Correctly use *ll, ff, ss* at end of a word; suffix -*s* says “*s*” or “*z*”; Recognize the following sounds at the end of short words: *e* in me, *oi*n go, *y* in fly; Use 11 suffixes correctly when heard in a word dictated; Adding more than one suffix to a word; Ch; se “*ay* in pray” when a long *a* sound is at the end of a r; t word; Ch; se “*y* in baby” at the end of certain words ending with a long *e* sound; Ch; se “*le* in little” at the end of certain words ending with an “*l*” sound; Ch; se between -*ed* in l; ked / -*ed* in played when a r; t word follows a “*t*” or “*d*” sound; Ch; se *ought* in thought / *aught* in caught at the end of a r; t word with a short *o* / “*t*” sound; Ch; se “*ture* in pasture” at the end of certain words with the same sound as “*ch* in church” along with an “*er*” sound (ex.: fracture); Recognizing silent letters when spelling words with *igh* in night, *alk* in walk, *le* in little, -*ed* in l; ked, -*ed* in played, *tch* in patch, *mb* in lamb, *ought* in thought, *aught* in caught, *dge* in fudge, *ould* in could, *ough* in enough; Recognize choices in the spelling of special sounds having or containing the same sound: *e* in me, *y* in baby, -*y* in rainy, -*ly* in slowly, *ie* in brownie; *o* in go / *ow* in bowl; *ay* in pray, *ea* in steak, *ey* in obey, *ei*gh in eight; *sh* in ship, *tion* in nation, *sion* in missionary; *th* in thick / *thr* in three; *sc* in scat / *sk* in skate; *or* in morning / *war* in warm; *ou* in out / *ow* in owl; *ch* in church / *tch* in patch, *ture* in pasture; *er* in verse, *ur* in nurse, *ir* in bird, *ear* in earth, -*er* in bigger, *wr* in wrinkle, *or* in sailor, *ar* in dollar; ; in t; th / *ew* in flew; *oi* in coin / *oy* in boy; ; in b; k, *ou* in could, *u* in push; *a* in adopt, *o* in shovel, *a* in banana, *a-* in asleep, *ough* in enough, *ou* in country; *all* in ball, *alk* in walk, *au* in faucet, *aw* in saw, *ought* in thought, *aught* in caught; *g* in giant / *dge* in fudge; *air* in hair, *arr* in carry, *are* in care, *err* in cherry; Spell compound words correctly by applying special sound application tips / rules; Read compound words with speed and accuracy; Read “challenge words” with speed and accuracy; Develop listening through dictated sentences; using phonics application skills while students: Remember each word; Spell each word correctly; Spell contractions correctly; Spell number words, days of the week, months of the year; Capitalize correctly based on rules learned; Ch; se correct ending punctuation; Understand that syllables are parts of words; Correctly divide words into syllables between: Double consonants; r; t words and suffixes; A vowel and a consonant; two differing consonants; Prefixes and r; t words; Identify the number of syllables in a given word and which syllable is accented / loudest (ex.: “e-nor’-mous” has 3 syllables and the 2nd syllable is accented); Identify r; t words; Demonstrate ability to add prefixes and suffixes to a r; t word while spelling the new word correctly by applying the following rules: When a r; t word ends with a single consonant and the vowel is short, the consonant is usually doubled before adding a suffix beginning with a vowel. (ex.: swim + ing = swimming); When

a r; t word ends with a silent *e*, the *e* is usually dropped before adding a suffix that begins with a vowel. (ex.: hike + ed = hiked); When a r; t word ends with a *y* and the suffix begins with an *e*, change the *y* to an *i* before adding the suffix. (ex.: try + ed = tried). Cursive Writing *Evaluation*: Emphasizes neatness and correct letter formation in daily practice. Writing habits which are polished during second grade will greatly influence students' penmanship skills throughout life.; Copy good cursive models to reinforce capitalization/punctuation rules and simple sentences includes: Copy Scripture or a sentence; Copy a paragraph; Copy a title; Number formation; Creative writing practice: Dated journal entries; Original compositions using an assigned theme; Writing an acrostic; Develop listening skills by writing dictated sentences *Skills Development*; Achieve good writing position: Sitting properly in desk; Holding pencil correctly; Slanting paper correctly; Perfect writing skills for a good, overall appearance: Correctly writing all lower- and uppercase letters and numbers 0–9; Performing correct warm-up procedure by practicing basic strokes; Keeping size consistent while making a connection without the help of a dotted line; Writing without use of dotted lines; double-spaced writing; Placing letters correctly on the lines, slanting letters properly, writing slowly and carefully, making smooth connections between letters; Using key strokes: slant, loops, tails, humps.

SPELLING

Master spelling lists including: 60 sight words and 23 contractions; 50 vocabulary words and definitions; Use vocabulary words in proper context; Correctly write sentences dictated by teacher using vocabulary words; Create good sentences using spelling and vocabulary words; Hear and see spelling and vocabulary words in example sentences, in order to: Clearly picture each word's meaning; differentiate between sound alike words; Use words correctly when speaking and writing; Use spelling words in creative writing exercises; Learn beginning dictionary skills such as using guide words, locating entries quickly, finding word definitions, and alphabetizing words; Apply spelling and phonics concepts through daily: Teacher-directed oral practice; Independent written practice Learn spelling rules: Know: one- and two-vowel rules; *k* comes before *i* and *e*; *c* comes before *a*, *o*, and *u*; Correctly use at end of word: double consonants *ll*, *ff*, or *ss*; vowels *e*, *o*, or *y*; *ck* after a short vowel; *ke* after a long vowel; Double a consonant before adding a suffix that begins with a vowel; Drop the silent *e* Worksheet Activities: Solving crossword puzzles; thinking of homonyms; Creating phrases; grouping similar words together; Understanding the meaning of vocabulary words; Finding misspelled words and knowing how to correct them; Matching contractions with their words; Combining r; t words with the suffixes *-y*, *-er*, *-est*, *-ly*, *-en*, *-es*; Using prefixes *a-*, *al-*, *be-*, *en-*, *un-*.

ARITHMETIC

Numbers; Basic rules for Roman numerals: Add repeated Roman numerals; Add when lesser numeral follows greater one; Subtract when lesser numeral comes before greater one. *Addition*; Addition families:; 1 –18; Horizontal and vertical form; Add on 0, 1, and 2; Add doubles; Add doubles plus one; Addition terminology; Addition “twins” (concept of commutative principle); Timed mastery; Word problems: oral, written; Mental arithmetic:; Problems with up to 5 single-digit numbers; Problems with double-digit addend with carrying; Estimate sums; Carrying:; To tens' and hundreds' places in 2- and 3-digit problems; To ten-thousands' place in 3- and 4-digit problems; Horizontal problems with carrying; Money: add dollars and cents *Subtraction*; Subtraction families: 1 –13; 14 –18; Vertical and horizontal form; Subtract:; 0, 1, 2; all of a number; Half of a number; Subtraction terminology; Timed mastery; Word problems: oral, written; Mental arithmetic:; Problems combining single- and double-digit subtraction and addition; Subtraction with borrowing:; 2 and 3 digits; 4 digits; Borrowing:; From tens' place in 2-, 3-, and 4-digit problems; From hundreds' place in 3- and 4-digit problems; From thousands' place in 4-digit problems; With zeros in the minuend; Money: subtract dollars and cents *Multiplication*; Building blocks: Counting by twos, threes, fives, and tens; Counting by fours; Word problems: oral, written; Graphs to show multiplication facts; Terms: factor, product *Arithmetic cont. p. 38*; Multiply:; By 1, 0; Tables, 0, 1, 2, 3, 4, 5; Find missing factor; Multiple combinations; Multiplication “twins” (concept of commutative principle) *Division*; Concept of division; Building blocks: dividing groups of objects; Recognize symbols: □□ and (division house); Word problems: oral, written; Term: quotient; Divide: By 1; Tables 1, 2, 3, 4, 5; Multiple combinations *Fractions*; Parts of a whole and group: one half, one third, one fourth; Finding the fractional part of a whole number; Word problems: oral, written; Mixed numbers, *Decimals*; Money: use of dollar sign (\$) and decimal point (.) in addition; Align decimal points when adding and subtracting dollars and cents, *Problem Solving & Applications*; Building blocks: oral word problems; Word problems:; Addition, subtraction; Multiplication, division; Money; Fractions; Carrying, borrowing; Steps of problem-solving process; Applications for broader and deeper understanding of concepts: Time, length, temperature; Graphs, weight, money; Fractions, recipes *Time*; Clock: Hour and minute hands; A.M. and P.M.; O'clock (:00); half past (:30); Quarter past; quarter till; three-quarters past; Five-minute intervals; One-minute intervals; Table of time: Seconds, minutes, hours; Days, months, year; Calendar: Months of year, days of week; Days in year, weeks in year; Date; Time zones, time lapse; Dates as digits; Weight: Ounce, pound, kilogram; Gram; Applications; Dozen, half dozen; Capacity: cup, pint, quart, gallon; Perimeter of rectangle; Perimeter of square, *Graphing, Statistics, Probability*; Bar graphs:; Horizontal;

Vertical; Pictographs; Line graphs: plot point on line graph; Read a grid, a map *Geometry*; Plane figures: circle, square, rectangle, triangle; Solid figures: introduce concept; Vertex: identify number of vertexes in plane and solid shapes; Measure and draw lines; Scale drawings; Symmetry; Locations on a coordinate plane; Perimeter: Rectangle; Square *Money*; Recognition and value of penny, nickel, dime, quarter, half dollar; Counting pennies, nickels, dimes, quarters, half dollars; Combining coins for any amount; Converting to cents using dollar sign (\$) and decimal point (.); Word problems: oral, written; Recognize symbols: \$ (dollar); ¢ (cent); Adding money using dollar sign (\$) and decimal point (.); Making change *Measures*; Word problems: oral, written; Temperature: Degrees: reading, writing; Introduced to: Celsius scale; Freezing and boiling point of water; Body temperature on Fahrenheit scale; Temperatures below zero; Length: Quarter inch; Inch, foot, yard, centimeter; Meter; Abbreviations; Smallest to longest; comparing lengths; Applications: measuring, drawing.

HISTORY AND GEOGRAPHY

Our America takes students back into history to learn what life would have been like in our country's early days. Students will study the lives of groups of people who have made valuable contributions to our American heritage: the Pilgrims, American Indians, early colonists, pioneers, cowboys, and immigrants. In addition to maps and geographical facts, *Our America* also features information about our flag and the history behind our patriotic holidays and songs. Review questions and activities throughout the text help to check students' comprehension.

Our flag: Meaning; Our patriotic holidays: America's Songs: "My Country, 'Tis of Thee," "The Star-Spangled Banner," "America the Beautiful," "God Bless America"; People Who Built America; Tomorrow's America *Geography Study*; Cardinal directions; Continents; Home state; Neighbors to north and south: Canada and Mexico; Location of England; Mississippi River; Gulf of Mexico.

SCIENCE

Guides the student's study of God's plan for creation. Students will increase both their reading comprehension and their knowledge of scientific concepts while learning about the human body, plants and animals, matter and energy, and earth and space from God's viewpoint. Through the "how" and "why" questions that are answered in this text, children will learn about the world around them while developing their thinking skills. Includes hands-on activities and demonstrations that help to increase each student's comprehension of basic science concepts. *Human Biology*; Muscles, energy; Using food: Energy foods: starch, fat; Protein foods: Exercise; Minerals, vitamin foods; Taking care of our teeth: Enamel, gum, root; Different jobs of teeth: cutting, tearing, grinding; Tips for taking care of teeth: Brushing; Flossing; Keeping clean: pores, oil, sweat; wash away dirt each day; Enjoying exercise; Rest and sleep: 10–12 hours of sleep; necessary for growth Activities & Demonstrations: Finding out which foods have sugar in them *Animal World*; Animals: Instincts and equipment; Examples of different animals: Spider, praying mantis; Chicken, owl; Earthworm: Burrows; Bristles; Animal homes: Nests, tunnels; Dens; Beaver: Engineer, webbed feet, lodge; Animals' protection: Camouflage; Insects: Designed by God; six legs; Three parts: head, thorax, abdomen; Baby insects: Caterpillar to butterfly: Chrysalis and cocoon; Good insects: Honeybees: pollen; Worker bees; Harmful insects: Flies, termites, beetles, and grass hoppers Activities & Demonstrations: Discovering which home earthworms prefer; Discovering why webbed feet help the beaver swim; Finding the three body parts of insects; Watching a caterpillar change *Plant World*; Parts of a plant: Flowers or cones; stem; Leaves: How leaves make food in green plants: Chlorophyll; Why green leaves change colors in the fall; Roots; Growth of a tree; How seeds travel: wind and water, squirrels, birds, hickies Activities & Demonstrations: Seeing how water rises up a stem; Discovering whether a leaf grows without light or water; Watching a plant grow, *Things That Work Together*; God's plan for plants and animals, *Things That Move*; Energy: makes things go; fuel; Force: gravity, pull, push, friction, Activities & Demonstrations: Using the energy from wind and moving water; Seeing how gravity pulls; Discovering how magnets pull, *Atmosphere*; Properties of air; Wind: Light air moves up, heavy air moves down; Storms: hurricanes, tornadoes; Weather: Sun, air, and water; Evaporation; Rain, snow; How we hear: sound and sound waves; The air around the earth, Activities & Demonstrations: Discovering that air is real; Finding whether an empty bottle is really empty; Seeing water evaporate; Discovering how to block sound waves, *Earth & Sky*; Stars, sun, moon; Round Earth: globe, North and South Pole, equator.

HEALTH

Posture: Detailed instruction on proper posture; Nutrition: Appetite, nutrients; Food groups: Milk: keeps us growing, healthy, active, and warm; Meat and beans: protein; Vegetables and fruits: Vitamins and minerals; Fiber; Grains; Fats and oils; Water: every part of the body needs water; A good breakfast; A good lunch and dinner; Good table manners: Thanking God for your food; Waiting for food to be passed and not reaching for it; Saying "please" and "thank you";

Using serving spoon to put food on plate; Keeping hand not in use in your lap; Keeping elbows off table; Not slurping soup; Not talking with food in mouth; Chewing with mouth closed; Taking small bites; Using a napkin; Properly cutting meat and buttering bread; Eating a little bit of every food on the table; Having pleasant conversation; Expressing thanks to the preparer of the meal; Being excused; Exercise: Fun exercises for children and a group game; Fresh air and sunshine; Vitamin D; Benefits of playing outside in the sunshine; Rest: amount needed; good sleeping habits; Thoughts: love, kindness, joy; Cleanliness: Skin and hair: bathing; Fingernails and hands: Cuticles, chapped skin; Cuts; Washing and combing hair: Lice; Washing face, neck, and ears; Teeth: Cavities; Brushing; Flossing; Good dental-care habits: Importance of milk; Eating a variety of foods; limiting sweets; crunchy foods for snacks; Avoid chewing gum; Adequate brushing; Regular flossing; Regular dental checkups; Eyes: Parts of the eye (diagram); Proper care; Eye trouble; Good eye-care habits: Reading with a light; Not rubbing your eyes; Safety while holding sharp things; Protection from sun and other bright lights; Avoid reading while riding in a car; Proper rest and doctor checkups; Keeping eyeglasses clean; Ears: Parts of the ear (diagram); Proper care; Ear trouble; Good ear-care habits: Proper washing of ears; Putting items in ears; Protecting ears from getting hit. Proper removal of ear wax; Protecting ears from loud noises; Protecting ears in cold, windy weather; Following doctor's orders; Disease prevention: Communicable disease; Preventing colds: Breathing through your nose; Keeping hands away from face; Covering mouth when coughing; Covering mouth and nose when sneezing; Using handkerchiefs: clean cloth ones, paper tissues; Not eating from someone else's food; Rest and exercise; Eating nutritious meals; Staying away from anyone who has a cold; Good health habits: Sitting and standing tall; Eating nutritious meals; Exercising every day; Playing and working outside in fresh air and sunshine; Working and playing safely; Regular doctor and dentist checkups; Keeping your body clean; Brushing teeth daily; Flossing teeth daily; Protecting eyes and ears; Getting plenty of sleep; Being happy, *Safety*; Safety away from home: Parental permission: Going directly home after school; Going places alone or with friends; Eating away from home; Avoid: Accepting a ride from a stranger; Taking candy, ice cream, or money from a stranger; Putting flowers, leaves, or twigs in your mouth; *Danger, Keep Out*, and *No Trespassing* signs; Staying away from stray animals; Safety on the street: Recreation: not in street; safety playing in a driveway; Knowing where to walk when there is no sidewalk; Obeying traffic lights; Properly crossing a street or railroad track; Using street corners and regular crosswalks to cross street; Safety around parked cars, Bicycle safety: On a busy street; Proper riding on a street; Walking a bike across a busy intersection; Using a safety helmet; Proper steering; Using hand signals; Passengers; Keeping your bike in good working order; Cars and buses: Using car seat belts; Staying seated on a bus; keeping hands inside bus or car windows; How to cross the street after getting off a bus; How to get out of a car that is parked on a street; While riding in a car or bus: danger of sharp items; keeping hands away from driver or steering wheel; Safety around water: Importance of swimming lessons; Adult supervision for swimming or wading; Staying out from under a diving board; Going only in areas marked safe for swimming: not boating areas or areas where water depth is unknown; Safety with lifeguard and other swimmers; Using common sense in the water; Safety around the pool's perimeter; Boat safety: Lifejackets; sitting while boat is moving; Keeping legs inside boat; Avoiding prolonged exposure to sun; Staying out of the water during a thunderstorm; Safety during bad weather: Use caution crossing slippery streets; How to properly hold an umbrella; Stay away from broken electrical wires on or near the ground; During a thunderstorm: Where to take refuge; Safety with telephones and electrical cords; Safety with electrical appliances; Safety in the home: Reaching high items with a stepladder; Picking up things as soon as they fall; Keeping stairways clear; Walking, not running, in the house; walking carefully on stairs; Keeping shoelaces tied; Storing skates out of way; Properly carrying pointed objects; Properly handing a pointed object to someone; Never playing with real guns *Safety*; Never playing with matches; Never allowing small children to play with matches; Fire escape plan; Your area's emergency telephone number; Bathroom safety: Putting soap in its container after using it; Using nonskid mat in tub or shower; Wiping up water spills; Keeping medicines and cleaning fluids out of reach of children; Keeping electrical appliances away from water; Properly using electrical cords; Kitchen safety: Keeping drawers and cupboard doors closed; Immediate attention to spills and broken glass; Properly plugging in appliances; Using a sharp knife correctly with permission; Properly using the garbage disposal; Dressing safely for cooking; Stove safety: position of pan handles, flammable items, lifting hot foods and liquids, correctly turning off burners; Fire safety: stop, drop, and roll; Keeping a screen in front of fire in the fireplace, *Manners*; Courtesy: Being polite: *Please and thank you*; Making an apology; Greeting and answering adults; introductions; Being kind to people and animals; being cheerful: not grumbling; Being respectful to older people and those in authority: Offering your seat; Speaking when spoken to; Referring to an older person by his full name; Never contradicting an older person; Being respectful to your country: Not flying the flag in bad weather; How to properly raise, lower, display our flag normally and as sign of trouble; keeping flag from touching the ground or water; Being thoughtful: The Golden Rule; Being patient: waiting in line, taking turns talking; Always be courteous: At the table; On the telephone: answering; dialing the wrong number.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games. Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

BIBLE

Second graders will enjoy learning about a variety of Bible characters including Joshua, Judges, Ruth, Jonah, and Moses. Students will learn about Moses' decision to suffer with God's people rather than live in luxury; they will also learn that even though Moses chose to follow God, he still faced many trials. By studying Bible characters such as Moses, students will learn how to respond to real-life joys and struggles. *Doctrinal Drill*; Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation *Prayer Time*; Learn to pray with thanksgiving for each other, our nation, those in authority over us.

ARTS AND CRAFTS

Working with various types of media, students learn elementary art techniques such as incorporating basic shapes, coloring and drawing techniques, painting, using primary and complementary colors, and creating three-dimensional forms. Seasonal projects are also included. Basic shapes; 3-D forms; Increasing fine motor skills through: Paper folding, cutting, and gluing; Paper curling; Mixing primary and complementary colors; Introducing motion and texture lines; Creating mosaics and collages; Coloring with an underhand grip, Enhancing basic concepts of color, line, shape, and texture through: Directional drawing and coloring; Painting techniques such as: spatter, wet-on-dry, wax-resist, etc.; Crayon rubbing, etching, and smudging; Mixed media; paper sculptures; Adding highlights and shading.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Escucha con atención, pide aclaración y sigue correctamente instrucciones de tres o cuatro pasos.

Expresa detalles y oraciones sencillas con fluidez, claridad, precisión y entonación adecuada.

Lee independientemente y con fluidez (70 palabras por minuto) textos y materiales propios de su nivel.

Emplea diversas formas de expresión oral tales como diálogos, narraciones y descripciones para transmitir ideas, sentimientos, emociones y puntos de vista.

Selecciona por sí mismo textos para la lectura independiente según su interés personal.

Formula y responde a preguntas para clarificar y explicar ideas.

Utiliza la entonación correcta al preguntar, exclamar y narrar.

Discrimina auditivamente la sílaba tónica.

Determina si lo escuchado es real o imaginario, un hecho o una opinión.

Deletrea correctamente palabras del vocabulario estudiado.

Pronuncia correctamente los sonidos particulares de cada letra y sus variaciones, según su posición y su combinación en la palabra (ce-ca, ge- gue).

Enuncia correctamente las palabras que contengan combinaciones de los grupos consonánticos ge, gr, cr, pr, br, pl, bl, cl.

Pronuncia correctamente las palabras empleando la fuerza de pronunciación en su sílaba tónica.

Divide oralmente palabras en sílabas reconociendo los diptongos.

Utiliza adecuadamente las palabras cuando describe, compara y contrasta seres, objetos, acciones y sucesos.

Incorpora vocabulario nuevo y lo utiliza adecuadamente al elaborar textos orales.

Crea familias de palabras a partir del vocabulario conocido y aprendido.

Utiliza el singular y el plural de sustantivos.

Genera el aumentativo y el diminutivo de las palabras estudiadas.

Reconoce palabras con diversos significados que son propias de su entorno y su nivel (sobre y mano).

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Escribe con precisión tomando en consideración la alineación, inclinación, espaciamiento, grosor, tamaño y nitidez.

Demuestra dominio de la escritura de molde (script).

Se inicia con los trazos básicos de la escritura cursiva.

Usa la letra mayúscula al escribir nombres propios, iniciales, títulos, saludo de una carta y al comienzo de una oración.

Utiliza correctamente el punto final, la coma en serie y los signos de exclamación e interrogación al escribir oraciones.

Escribe palabras con acento ortográfico.

Toma al dictado palabras, frases, oraciones y párrafos que integran vocabulario conocido.

Escribe palabras en orden alfabético.

Escribe palabras con los grupos consonánticos bl, cl, fl, gl, pl, br, cr, fr, gr, pr, tr y dr.

Escribe correctamente palabras de ortografía dudosa que contienen las sílabas y fonemas s(x), g (j), y (ll), g (gui, gue), ce ci, se, si y m antes de p y b (mb y mp).

Identifica y utiliza los tiempos verbales regulares: presente, pasado y futuro de manera apropiada y consistente.

Escribe oraciones simples pero con mayor complejidad al añadir elementos al sujeto y predicado.

Redacta un párrafo descriptivo de por lo menos cinco oraciones, observando las normas para el uso de la letra mayúscula, punto final, margen, secuencia y sangría. Redacta textos cortos como pensamientos, acrósticos, poemas, el final de un cuento, resumen de una escena y diálogos.

Reconoce el formato de una carta formal.

Redacta cartas de tipo personal observando la siguiente estructura: fecha, saludo, cuerpo, despedida y firma.

Utiliza y maneja la computadora y otros medios tecnológicos como herramienta para producir textos sencillos y cortos.

Escribe resúmenes de textos seleccionados.

Utiliza textos publicados como modelo de escritura.

COMPRENSIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Decodifica y utiliza estrategias de lectura para definir las palabras de vocabulario en contexto.

Reconoce, comprende y adquiere vocabulario nuevo a partir de las selecciones que estudia por medio de las claves de lectura.

Predice, infiere y analiza acontecimientos de la lectura.

Reconoce la intención de un texto y el propósito del autor.

Reconoce las características del cuento, la fábula, la poesía, la carta y el lenguaje figurado (personificación, símil).

Aplica el conocimiento adquirido de la literatura como base para entenderse a sí mismo y a la sociedad.

Demuestra entendimiento e interpretación de cuentos y poemas mediante la discusión, la escritura, el arte y el drama.

Distingue entre textos narrativos e informativos.

Identifica la importancia del escenario de una historia.

Reconoce el tema en una historia.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

3RD Grade Curriculum

LANGUAGE ARTS

Students will develop reading enjoyment and appreciation for literature through a wide variety of quality reading selections that include children's classics, Bible and missionary stories, biographies, stories of adventure, fables, stories of humor and patriotism, and tales of fantasy.

Reading Skills Development; Read and decode (sound out) words by applying phonics sounds and rules; Strive for increasing: Accuracy, correct enunciation; Fluency, phrasing; Alertness to punctuation; Good expression, comprehension; Appropriate pace for grade level; Volume and poise; Ability to follow along and comprehend as others read orally; Vocabulary development through words and definitions included in readers. Language 3 provides a variety of practice exercises for students as they begin their formal study of English as an academic subject. Students will benefit from solid skills instruction that will develop their thinking abilities and allow them to express their thoughts correctly. Third graders will learn to incorporate correct capitalization, punctuation, sentence structure, and word usage into their daily speaking and writing. Language 3 gives students practice in recognizing nouns and verbs and correctly using synonyms, antonyms, and homonyms. Students will also develop their dictionary skills and improve their writing skills through journal entries and creative-writing exercises. Grammar; Capitalization: First word in every sentence; The word I; Days of week and months of year; Seasons should not be capitalized; Holidays and special days; Names referring to God and the Bible; Names of particular people; Names of particular places or things; Initials; Titles of respect; First word and every important word in titles of books, stories, songs; Punctuation: Place: Periods at end of declarative (telling) sentences; Question marks after questions; Exclamation points after sentences showing strong feeling; Periods after initials; Periods after abbreviations; Commas to separate: Yes or No at beginning of sentence; Names of people you are speaking to (direct address); Name of a town or city from the state; Words or groups of words in a series; Parts of a date; After greeting and closing of a friendly letter; Apostrophes: In contractions; With s to make a possessive word; Quotation marks before and after a direct quotation; The sentence: Recognize: Complete sentences; Kinds of sentences: declarative, interrogative, exclamatory; Subjects and verbs; Parts of speech: Recognize: Common and proper nouns; Action verbs and other verbs; Over 30 irregular verbs and their correct usage; Adjectives; Diagram subjects and verbs; Word study and diction: Form plural of words; Form contractions; Recognize and learn terms for same-meaning words (synonyms), opposite words (antonyms), and same-sounding words (homonyms); Use dictionary: guide words, pronunciation, meaning, spelling; Use helping words; Correctly use: Is, are, isn't, aren't, and over 30 other irregular verbs; Words such as there, their, they're; its, it's. Composition; Writing sentences using an assigned word or topic; Completing a sentence; Answering an interrogative sentence with a declarative sentence; Combining short sentences; Rewriting a sentence with correct capitalization/punctuation; Writing: In chronological order; Paragraph/group of sentences about a given topic or picture; Story about a given topic or picture; Friendly letter, thank-you letter, addressing an envelope; Skills Development; Achieve good writing position: Sitting properly in desk; Holding pencil correctly; Slanting paper correctly; Perfect writing skills for a good overall appearance: Correctly writing all upper- and lowercase letters and numbers 0-9; Performing correct warm-up procedure using slants, ovals, and basic letter strokes; Keeping letters uniform in size, slant, and spacing, and making them touch the line; Writing letters 3/4-space high, using single spacing; Observing margins; Writing slowly and carefully; Making smooth connections between letters; Using key strokes: slant, loops, tails, humps; Demonstrate ability to copy from print into cursive; Evaluate writing for personal improvement; Activities including written practice and review; Phonics skills review of all vowels and consonants as well as 132 special sounds; Dictionary skills used during Animal Dictionary Study; Accurately reading charts and grids practiced during state and province study; Creative writing practice includes 99 original sentences practicing good sentence structure.

SPELLING

Third graders will increase their vocabulary as they study the spelling and vocabulary words found in Spelling and Poetry 3. Each list contains words from everyday life and "content words" that include terms from other academic areas. Students will learn to spell and define two to three vocabulary words with each list and learn to use them in good original sentences. They will also build spelling and vocabulary skills by completing a variety of practice exercises. Spelling Skills Development; Master spelling lists; Use vocabulary words in proper context; Memorize

vocabulary definitions; Correctly write sentences dictated by teacher using vocabulary words; Create good sentences using spelling and vocabulary words; Apply spelling and phonics concepts through daily: Teacher-directed oral practice; Independent written practice; Develop dictionary skills; Recognize misspelled words in pairs or sentences; Learn spelling rules: Use i before e, except after c, or when sounded like a; Double a final consonant before adding a suffix beginning with a vowel; Drop the silent e before adding a suffix beginning with a vowel; Know how to form contractions.

ARITHMETIC

A thorough review of the facts and concepts students learned in grades 1 and 2 provides the foundation for new material covered in Arithmetic 3. Extensive work is provided in multiplication and division; word problems up to four steps; Roman numerals; averaging numbers; standard measures; equations; and adding, subtracting, and reducing fractions. Students also benefit from the abundance of review problems as well as supplementary problems designed to meet individual needs. Numbers: Place value: ones, tens, hundreds, thousands; money; Writing numbers: From dictation to ten thousands' place; From number words; Roman numerals: Value of I, V, X, L, C, D, M; Counting 1–30; Basic rules: the numeral V may not be repeated or subtracted; More complex rules for forming Roman numerals; $>$, $<$, $=$; Finding missing Roman numerals; Number sentences: With unknowns; Greater/less than; Order of operations (parentheses) Addition; Recognize symbols: $=$ (equal) and \neq (not equal); Addition families 1–18: mixed order; Timed mastery; Terms: addend, sum; Missing number; Missing sign; Word problems: Clue words: in all, altogether, how many (much) more (in a statement); Problem set up; Money; Adding; Dimes and pennies; Nickels and pennies; Dimes, nickels, pennies; Any combination of half dollars, quarters, dimes, nickels, and /or pennies by converting to cents; Principles: Commutative; Associative; Mental Arithmetic: problems combining addition, subtraction, multiplication, and division up to 5 numbers; Carrying to any place value; Checking by addition; Addends: column addition. Averaging; Fractions; Measures; Number sentences: With unknowns; With greater/less than; Order of operations (parentheses) Subtraction; Subtraction families 1–18: mixed order; Timed mastery; Missing number; Missing sign; Mental arithmetic: problems combining subtraction, addition, multiplication, and division up to 5 numbers; Subtracting with any number of digits, money; Word problems: Clue words: how many (much) more, have left, less, fewer, how much change; Terms: minuend, subtrahend, difference; Borrowing: From any whole number in any position; With any number of zeros in the minuend; Checking by addition; Fractions; Measures; Number sentences: With unknowns; With greater/less than; Order of operations Multiplication; Multiplication tables: 0–5 h6–12; Word problems: Clue words: twice, times as many, per; Principles: Commutative; Associative; Timed mastery; Terms: factor, product, partial product; Missing number; Missing sign; Mental arithmetic: problems combining multiplication, division, addition, and subtraction up to 5 numbers; Multiplying: With any number of digits in first factor; With up to 2 digits in second factor. Carrying: To the tens', hundreds', and thousands' places; In problems with 2-digit multiplier; Checking by reversing factors; Number sentences: With unknowns; With greater/less than; Order of operations (parentheses) Division; Recognize symbols: \div and $:$; Division tables: 1–5 h6–12; Word problems: Clue words: divided equally, shared equally; Steps of division; Terms: dividend, divisor, quotient; Short division; Missing number; Timed master; Mental arithmetic: problems combining division, multiplication, subtraction, and addition up to 5 numbers; Divisors: 1 and 2 digits; Dividends: any number of digits, money; Remainders: writing as a fraction; Checking by multiplication; Money; Averaging; Number sentences: With unknowns; With greater/less than; Order of operations (parentheses) Fractions; Parts of a whole: Halves, thirds, fourths; Fifths, sixths, sevenths, eighths, ninths, tenths; Any fractional part; Parts of a group: any fractional part; Finding the fractional part of a whole number: With a mixed number as the answer; Word problems; Timed mastery; Reading and writing fractions; Number line; Types: equivalent, mixed, for a whole number; Reducing to lowest terms; Adding: With a common denominator; Mixed numbers with a common denominator; Subtracting: With a common denominator; Mixed numbers with a common denominator; Comparing fractions; Decimals; Money: Use of dollar sign and decimal point in addition; Use of dollar sign and decimal point in subtraction, multiplication, division Problem Solving & Applications; Word problems: Steps of problem-solving process; Addition, subtraction, multiplication; Division; Fractions, money; Measures: Dry measures of capacity; Feet and yards in a mile; Liter; Converting measures; Measurement problems; Clue words; Up to 4 steps; Mixed operations; Applications: Puzzles; Multiple combinations; Time, length, money, weight, fractions Time; Clock: face, hour/minute hands; A.M. and P.M.; Reading and writing time; Table of time: Seconds, minutes, hours; Days, months; Calendar, year; Leap year Money; Recognition and value of all coins; Counting and combining all coins; Recognize symbols: \$ (dollar sign) and . (decimal point); Word problems, making change; Addition; Subtraction, multiplication, division; equations Measures; Temperature: Reading and writing; Terms: degrees; Fahrenheit: Freezing and boiling points of water; normal body temperature; Celsius: Freezing and boiling points of water; Normal body temperature; Length: English system: inch, foot, yard; Mile; Metric system: centimeter, meter Measures cont.; Weight: English system: ounce, pound; Ton; Metric system: gram, kilogram; Capacity: English liquid measures: cup, pint, quart, gallon; English dry measures: pint, quart, peck, gallon, bushel; Metric system: liter;

Ordering measures least to greatest; Converting from one measure to another within same system; Adding unlike measures within same system; Subtracting unlike measures within same system Graphing, Statistics, Probability; Statistics: averaging Geometry; Plane figures: Recognize and draw shapes: Circle, rectangle, square; Parallelogram, rhombus; Triangle; Trapezoid; Recognize right angle, parallel lines Pre-Algebra; Finding the unknown number in an equation. Recognize the place value of numbers, know addition facts and be able to work/check addition problems with carrying, know subtraction facts and be able to work/check subtraction problems with borrowing, know 0-12 multiplication tables, be able to work multiplication problems with carrying, know how to show a multiplication fact 6 ways, know 1-12 division tables and be able to work/check a division problem, know English and metric measures, tell time, know roman numerals 1-1,000, solve story problems, recognize/solve simple algebraic equations, convert measures/solve measurement equations, recognize/work with greater than and less than, count money/solve money problems, using the decimal point correctly, solve problems containing parentheses, know fraction terminology, have basic understanding of fractions, recognize a mixed number, add and subtract fractions with a common denominator, make equivalent fractions, and reduce fractions to lowest terms, write a remainder as a fraction, average numbers, read a thermometer, recognize geometric shapes.

HISTORY AND GEOGRAPHY

The American Heritage is a biographical study of the people who made an impact on American history through their character, contributions, and courage. Students will be inspired as they learn more information about these great Americans. This chronologically arranged introduction to American history makes it easier for students to remember important events and provides them with valuable heroes and role models. Study of Our American Heritage through Biographies of Great People; Christopher Columbus: discovery of America; John Smith: founding of Jamestown; Pocahontas: helped save Jamestown; Miles Standish: Pilgrim leader, founding of Plymouth Colony; Squanto: an instrument of God, Pilgrims; William Penn: Quaker, founder of Pennsylvania; Benjamin Franklin: writer, inventor, ambassador, Constitutional Convention; George Washington: general during the War for Independence, first President, Mount Vernon; Thomas Jefferson: Declaration of Independence, third President, Monticello, Jefferson Memorial; Daniel Boone: French and Indian War, pioneer, Wilderness Road; Noah Webster: The Blue-Backed Speller, an American dictionary; John Greenleaf Whittier: "Snow-Bound"; Robert E. Lee: Civil War; general of Confederate Army; Arlington, Virginia, Lee's home; Abraham Lincoln: sixteenth President, Civil War, ended slavery, assassinated, Lincoln Memorial; Clara Barton: American Red Cross Society; Ulysses S. Grant: Union general, eighteenth President; Louisa May Alcott: stories about pioneer life — Little Women, Little Men; Booker T. Washington: founder of Tuskegee Institute; George Washington Carver: director of agriculture at Tuskegee Institute; Laura Ingalls Wilder: stories about pioneer life — Little House in the Big Woods, Little House on the Prairie, On the Banks of Plum Creek, By the Shores of Silver Lake; Billy Sunday: baseball, Chicago "White Stockings," great evangelist; Martin Luther King, Jr.: segregation ends, Rosa Parks, "I Have a Dream" Geography Study; Globe, continents, oceans; Map skills: Map key, compass rose, map grid, distance scale; Directions; 50 states taught and reviewed in sections; identification and location of specific states; Appalachian Mountains; Gulf of Mexico, Great Lakes, Mississippi River; Canada, Mexico; Rocky Mountains, Yellowstone National Park, Grand Canyon National Park, Yosemite National Park.

SCIENCE

Study the beginning with the most important part of God's creation, man, Exploring God's World teaches students about the human body, with an emphasis on the sense organs and how they work. After exploring the world of plants, students will learn how to classify animals as vertebrates and invertebrates. Students will also "visit" the ocean, desert, pond, forest, and field to observe plants and animals in these environments. Exploring God's World concludes with a study of the weather. Human Biology; Nervous System: brain, nerves, spinal cord; Sense Organs: Eyes: Detailed diagram of eye; Parts of the eye: Iris, pupil, lens, retina; Optic nerve; Protection: Tears, glasses; Ears; Sound: Vibrate, sound waves; Detailed diagram of ear; Parts of the ear: Eardrum; Outer ear, auditory (hearing) canal, middle ear, hammer, anvil, stirrup, cochlea, auditory nerve; Protection; Nose: Odors: molecules; Tongue: Taste buds: sweet, salty, sour, and bitter; Skin: Touch, pores; Sensitivity, perspiring, scab; Protection Activities & Demonstrations: Watching the pupil change sizes; Discovering that two eyes are better than one; Making a tin-can telephone; Locating taste buds; Demonstrating: Molecules traveling through the air; Sensitivity of nerve endings in the skin (2); Growth of nails Plants; Seeds: Seed coat; Necessary for growth: water, soil, air, right temperature; Flowers: Pollination; Stems; Leaves: Photosynthesis; Roots; Other ways of growing plants: Stems, shoots, buds, and cuttings; Spores and mosses Activities & Demonstrations: Finding a baby plant; Growing plants from a sweet potato and white potato; Growing a plant from a cutting and a mold; Studying a piece of moss; Making a spore print Vertebrates; Characteristics: backbones, inside skeleton, classified into five groups; Correlating worksheets (2); Mammals: make milk, have hair, no more than four limbs, warm-blooded, lungs; Fish: gills, fins, cold-blooded; Amphibians: gills and lungs, smooth,

moist skin, lay eggs, cold-blooded; Reptiles: Characteristics: lungs, dry scales, cold-blooded; Examples: snakes, lizards; Birds: feathers, wings, two legs, lungs, bills or beaks, egg tooth Invertebrates; Characteristics: no backbone, weak muscles, small animals with soft bodies, outside skeletons if they have them, cold-blooded; Kinds of invertebrates: Earthworms: Setae, ten hearts; Octopuses: tentacles, defense system, siphon; Starfish: tube feet, no mouth, can grow a new arm if one is lost; Insects: Biggest group of invertebrates; Three main characteristics: Six legs; Three body parts: Head, thorax, abdomen: spiracles; Outer skeleton; Complete metamorphosis; Senses: compound eye, antennae; Protection: Camouflage; Mimicry; Spiders: Two body parts, spider lings, ballooning; Examples: bolas spider, water spider Activities & Demonstrations: Observing insects closely. The Desert; Animals: kangaroo rat, desert tortoise, jack rabbit; Plants: thorns, waxy coats, prickly pear; Homes: protection from heat; Birds: cactus plants; Snakes: crevices of rock; Amphibians: desert toad Activities & Demonstrations: Over-watering desert plants The Ocean; Oceanography, oceanographers; Minerals of the sea: mineral, salt, calcium; Why is the ocean so salty?; The ocean's energy: always moving; Life in the ocean: plankton, baleen whale; Ocean plants make food: algae, food chain; Tide pools; The ocean floor: sonar, coral reefs, sediment Activities & Demonstrations: Discovering why the ocean is salty; Making some limestone The Pond; The pond community: freshwater; Plants: pondweed; Fish, birds; Muskrat; Amphibians: Frogs; Salamanders; Reptiles: turtles, snakes; Invertebrates: Insects: Dragonfly, damselfly, mosquito; Back swimmer, water boatman, whirligig; Water strider, surface film; Worms, spiders; Snails Activities & Demonstrations: Observing protozoans in a drop of water; Seeing how oxygen is dissolved in water; Observing the surface of the water; Taking a walk by a pond The Forest; The forest community: Depends on trees; Sapsucker, ants; Food in forest: green plants, trees, food chain; Correlating worksheet; Tiny forest plants: fungi, bacteria, mushrooms, toadstools; Trees: Crown, trunk, heartwood, sapwood, bark, annual rings; Autumn colors: nitrogen; Enjoying the forest: camouflage The Farmer's Field; Soil; Topsoil, subsoil; Fertile soil; Taking care of the soil: rotate, fertilizer; Soil erosion: gullies; Animals in the farmer's field; Earthworms, moles: underground homes; Shrews, skunks, field mice Activities & Demonstrations: Finding what's in the soil; Making an earthworm farm; Taking a walk through a field Weather; Definition of weather; Atmosphere: Heat; Water: Water vapor; Three forms: solid, liquid, gas • Wind; Water cycle: condensation, precipitation, evaporation; Correlating worksheet; Types of precipitation: Rain, snow; Sleet, hail; Storms: Thunderstorms: Humid, lightning; Hurricane; Tornado: Twister Activities & Demonstrations: Discovering what evaporates faster; Finding out if warm air rises; Making rain clouds.

HEALTH

The purpose of Health, Safety, and Manners 3 is to teach students about the body God has given them and to encourage them to practice good health, safety, and manners habits each day. Third-grade students enjoy learning about good posture, personal hygiene, exercise, nutrition, courtesy, first aid, safety, and spiritual growth; Posture: Sitting, standing, walking; Bending, pulling, lifting, pushing; Bones: skull, scapula, clavicle, humerus, sternum, ribs, vertebrae, pelvis, femur, patella, phalanges; Correlating worksheet; Good posture habits: Head up, shoulders back, back straight, abdomen in; Toes forward; Muscles, exercise, and rest: Muscles: Voluntary muscles: skeletal muscles, biceps, triceps, trapezius, abdominal, facial; Tendons; Involuntary muscles: heart and cardiac muscle, diaphragm; Exercise: Importance; Fresh air; Protein foods; Endurance exercises: Running, jumping, and swimming; Strengthens heart and lungs; Good habits for rest: Taking a day of rest each week; Amount of sleep needed; Same bedtime each night; going right to sleep; Nutrients: Digestive system: esophagus, stomach, small and large intestines, digestive juices; Good digestion habits: Chewing food well; Eating meals at regular times; Resting or playing quietly for a while before and after meals; Getting fresh air and exercise; Not eating too much at a time; Being pleasant at the table; Sources and benefits of nutrients: protein; vitamins A, B, C, D, K; minerals; carbohydrates; fats and oils; water and fiber; Balanced diet: Food Pyramid's 5 groups: grains, vegetables and fruits, milk, meat and beans, oils; Good breakfast, lunch, and dinner; Good food choices: Milk; lean protein foods; foods rich in vitamin C; Variety of cooked and raw vegetables; Fruit or fruit juice; Whole-grain foods: bread, cereal, rice, and pasta; Fats, sugar, and salt; Mealtime: Manners: using plate, glass, napkin, serving bowl and spoon, eating utensils; Correlating worksheet; Helpers: clothing; jobs; Food labels: Check the date; Check the ingredients: Sugars: honey, molasses, sucrose; Causes of malnutrition; Good mealtime habits: Coming to the table clean and on time; Thanking God for the food; Keeping the hand that is not in use in your lap; Keeping elbows off the table; Taking small bites; chewing food well; Not talking with food in mouth; chewing with mouth closed; Using napkin properly; Eating a little bit of every food on the table; Keeping conversations pleasant; Personal hygiene: cleanliness, neatness; Good cleanliness habits: Bathing daily, with clean washcloth and towel; Washing hands properly; Keeping nails clean and trimmed; Hair grooming: shampooing, using a brush or comb; Wearing clean underclothes; Wearing clean socks; Skin: Parts: epidermis, dermis, sweat glands, oil glands; Personal care: bathing, hand-washing, cuticle care; Hair: washing, lice prevention; Teeth: Parts and kinds: crown, cusp, root, incisor, cuspid, bicuspid, molar; Orthodontist; Good dental hygiene habits: Brushing teeth: Fluoride toothpaste; Flossing teeth; Regular dental checkups; Disease: How germs enter the body; Infectious diseases; Food preparation; Disease prevention and cures: Antibodies, vaccine, smallpox, immunization; Bacteria, virus, colds,

antibiotic; Tonsillitis, bronchitis, pneumonia, tuberculosis, tetanus, cancer; Edward Jenner, Florence Nightingale, Louis Pasteur; Good health habits: Eating a well-balanced diet; Getting adequate exercise, fresh air, and sleep; Keeping your body clean; Having regular doctor and dental checkups; Staying away from those who have an infectious disease; Not sharing drinking glass or foods; Preventing the spreading of cold germs: coughing and sneezing; Not spitting; Keeping a clean home; Keeping food clean and covered; Keeping garbage can covered; Using handkerchiefs and tissues; Good habits during sickness: Drinking liquids; Getting plenty of rest; Eating nourishing foods; First Aid: Artificial respiration; signs of infection; Types of wounds: cuts, scrapes, abrasions, punctures, slivers, blisters, bruises, burns, nosebleeds; Scab; sterile; antiseptic; Simple and compound fractures; Strains and sprains; Bites and stings: black widow, brown recluse, rabies; Poisoning; Electrical shock; Practicing good first aid: Treating an injury with clean hands; Keeping the bandage sterile; Letting scabs heal; Cleaning open wounds; Treating blisters, bruises, burns, broken bones, sprained joints, strained muscles correctly; Removing an insect stinger or a tick; Treating snakebites; Dealing with breathing a harmful gas; Helping someone who is hurt by electricity; Spiritual, social, and mental health: h Promoting spiritual growth: God's Word, prayer, witnessing, obedience; Promoting good social health: putting others first; Promoting good mental health: Using your mind; Forming good study habits; Thinking right thoughts; Having regular responsibilities; Maintaining a cheerful attitude Safety; Learn safety habits for preventing falls: Reaching high items with a stepladder; Keeping things picked up and put away; Cleaning up spilled water or food immediately; Replacing burned-out light bulbs; Learn to play safely: Not playing in the street; Not playing around workmen; Listening to your body concerning rest; Being a good sport; Recognize poisonous plants: poison oak, poison ivy, poison sumac; Practice street safety: Around strangers; pedestrians; Crossing a busy intersection; dusk; Getting out of a bus; Know these traffic signs: Stop sign; warning sign; railroad warning and crossing signs; School sign; Street safety habits: Where to safely walk on a street; Crossing busy street; between parked cars; Light-colored clothing for walking at night; Bicycle safety: Ride on right side of the street; Keep bike in good working condition; Know bicycle hand signals; Correlating worksheet; Ride slowly in the rain; Always wear a safety helmet; Walk your bicycle across busy intersections; Ride single file when with a group; Water safety: Staying afloat; Getting in a boat; Calling for help; Getting a cramp; Water safety habits: Never swim alone; Get out of the water when tired or cold; Never jokingly call for help; Never swim during an electrical storm; Safety cont.; Fire safety: Fire drills; Carbon monoxide; Flammable liquids; Fire safety habits: Burning buildings; exiting from a building that is filled with smoke; Stop, drop, and roll; Tending a campfire; Manners; Being polite, thoughtful: Saying "please," "thank you," "I'm sorry," "excuse me"; Not chewing gum in public places; Disposing of litter; Showing respect to older people; Special manners for boys and girls; Polite conversation; Telephone courtesy: answering, dialing the wrong number; Making introductions; Company manners; Good habits while playing: Taking turns; letting others be first; following the rules; Playing your best for your team; being a good sport when losing; Thinking of others.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games. Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

BIBLE

As students embark on their third-grade Bible studies, they will be excited about the new Bible stories they will be learning. These stories include Old Testament Bible characters such as Samuel, David, Elijah, Elisha, Daniel, Esther, Ezra, and Nehemiah. As children listen to the events leading up to King David's rule, they will see the contrast between King Saul and David. Students will hear examples of David's heart toward God and that true obedience comes from the heart. Students will be challenged to examine their own hearts in their walk with God. Memory Work; questions/answers; Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation Prayer Time; Learn to pray with thanks giving for each other, our nation, those in authority over us.

ARTS AND CRAFTS

Art Projects, some simplified and some finely detailed crafts. Students are introduced to the concept of secondary colors, the colors of the spectrum, and the use of perspective. Coloring, drawing, modeling, painting and texture techniques build upon what third graders have previously been taught. Skills & Concept Development; Technique Development; Enhancing techniques through: Direction coloring; drawing; Painting.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Expresa ideas, sentimientos y emociones con claridad y fluidez a partir de experiencias vividas.

Lee textos informativos y literarios con fluidez (80 palabras por minuto).

Determina los propósitos del discurso oral tales como para obtener información, resolver problemas, apreciar y disfrutar.

Expresa una idea de distintas maneras sin abandonar el sentido original.

Identifica elementos del lenguaje literario como rimas, sonidos repetidos, onomatopeyas, entre otros.

Expresa el asunto de una conversación, noticia o narración.

Narra historias, experiencias y sucesos en orden lógico y coherente.

Incorpora al proceso de comunicación oral los recursos pertenecientes al lenguaje no verbal, tales como gestos, postura y movimientos corporales.

Expresa la idea central de una lámina, cuento, conversación, noticia o narración con claridad y coherencia.

Genera discursos orales en los que expresa orgullo por su origen y respeto por la diversidad.

Produce oraciones empleando un orden lógico.

Reconoce la oración como la unidad mínima de la comunicación que contiene una idea completa.

Deletrea correctamente palabras que contengan patrones ortográficos, (que- qui, gue-gui, güe-güi) y palabras homófonas (hasta, asta).

Produce con corrección y claridad los sonidos vocálicos y consonánticos y los agrupa correctamente en palabras.

Pronuncia correctamente palabras que contienen los fonemas r, rr, l, ll.

Produce inflexiones de voz que denotan la actitud del hablante.

Aplica las normas de concordancia de género, número y tiempo al utilizar el vocabulario nuevo.

Crea diálogos que evidencian uso adecuado del vocabulario estudiado.

Utiliza correctamente los gentilicios de distintos países y de pueblos de Puerto Rico.

Reconoce y utiliza correctamente las palabras primitivas y derivadas.

Divide oralmente palabras en sílabas.

Escucha atentamente para interpretar y evaluar.

Argumenta sobre la importancia que tienen los medios de comunicación tecnológicos como recurso para acceder a la información y al conocimiento.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Escribe en cursivo con legibilidad y fluidez.

Usa correctamente las letras mayúsculas.

Utiliza adecuadamente el punto final, los dos puntos en el saludo de una carta, la coma en una serie y en la despedida de una carta, los paréntesis y los signos de interrogación y exclamación.

Escribe palabras con acento ortográfico.

Utiliza el diccionario y otros materiales de referencia para confirmar el significado de las palabras.

Toma dictado de palabras, frases y oraciones utilizando la letra cursiva.

Redacta oraciones simples de mayor complejidad sintáctica y semántica.

Redacta un párrafo descriptivo o narrativo de ocho a diez oraciones.

Redacta cartas, diálogos y resúmenes utilizando las estructuras correspondientes y la ortografía correcta.

Utiliza la computadora y otros medios tecnológicos como herramientas para producir textos cortos y sencillos en diferentes formatos.

Identifica oraciones exclamativas, interrogativas, aseverativas, exhortativas y desiderativas.

Reconoce las características y redacta una carta formal.

COMPRENSIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Reconoce vocabulario nuevo por medio de las claves de contexto a partir de las selecciones que se estudian.

Demuestra la comprensión al predecir, inferir, analizar, llegar a conclusiones y solucionar problemas.

Identifica y analiza detalles, idea central, ideas secundarias y sucesos relevantes y los organiza en secuencia lógica.

Distingue mediante lecturas de mayor complejidad entre lo real y lo ficticio, hecho y opinión.

Reconoce mediante lecturas de mayor complejidad el propósito del autor.

Reconoce las características del cuento, la fábula, la poesía y el uso del lenguaje figurado (personificación, símil y metáfora).

Reconoce la diferencia entre significado literal y figurado.

Identifica las ideas principales de un texto al reconocer causa y efecto y al obtener conclusiones.

Identifica semejanzas y diferencias entre varios textos.

Produce resúmenes de textos seleccionados.

Representa la información de textos utilizando diferentes medios como gráficas, organizadores gráficos, cuadros sinópticos y carteles.

Apoya sus interpretaciones o conclusiones con evidencia obtenida en los textos.

Identifica los personajes de una obra literaria.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

4TH Grade CURRICULUM

LANGUAGE ARTS

Reading Outstanding children's literature by famous authors, combined with colorful art and design, entices young readers to come back for more. Students will be entertained and inspired as they read children's classics; stories of missionaries, inventors, and people who overcame difficulties; factual stories about colonial and pioneer Americans; and patriotic stories. Fourth graders will also read two Christian fiction novels that they will use when writing language book reports. Two speed and comprehension readers will enlarge students' reading interests, teach them to skim, and develop their reading speed and power of comprehension. *Reading Skills Development*; Strive for increased: Accuracy, fluency, and good expression; Pace and comprehension while reading silently; Ability to follow along and comprehend as others read orally; Improvement of flow; Vocabulary development through words and definitions included in readers; Ability to read poetry correctly, *Comprehension, Discussion, & Analysis Skills Development*; Answer factual and interpretive questions for most stories and poems; Answer inferential comprehension and discussion questions for most stories and poems; Develop ability to use deductive reasoning, understand cause and effect, and draw conclusions; Determine main characters, theme, climax, and turning point 140 authors, including such well known writers as E. B. White, Lewis Carroll, and Rudyard Kipling; Character-building themes such as faithfulness, honesty, industry, kindness, perseverance, resourcefulness, and service, Language emphasizes usage and the writing process. Students are given extensive instruction on how to write letters, book reports. Also includes a variety of creative-writing exercises and excellent sections on using the dictionary and the encyclopedia. Traditional grammar training continues as students learn to recognize all eight parts of speech; identify simple and compound subjects and verbs; diagram subjects, verbs, adjectives, and adverbs; and learn simple rules for correct usage and subject and verb agreement. *Grammar*; Capitalization: First word in every sentence; First word of direct quotations; The word *I*; Days of week and months of year, but not seasons; First word in every line of poetry; Holidays and special days; First and every important word in: Titles of books; Magazines, newspapers; Poems, stories, songs; Particular person, place, or thing; Words used as a name such as *Mother, Father, Grandmother, and Grandfather*; Names referring to God and the Bible; Initials; Title of a person when it comes before a name *Materials*; Readers containing: Short stories; Poems; Christian fiction novels; Punctuation: End marks; Commas: To separate: Three or more items in a series, city from state in address, *Yes or No* at beginning of sentence; Other items in address; To set off words of direct address; After greeting of a friendly letter and closing of any letter; Direct quotations; Quotation Marks: Before and after a direct quotation; Before and after titles of short stories, poems, songs, chapters, and magazine or newspaper articles; Apostrophes: in contractions and possessive words; Colons: To write time; In scripture references; After greeting of business letters; Underlining titles of books, newspapers, magazines, ships, plays, and works of art; The sentence: Recognize and write good sentences; Recognize fragments; Correct fragments; Classify a sentence according to its purpose: declarative, interrogative, exclamatory; Recognize and classify imperative sentences; Recognize and correct run-together sentences; Use specifics to write interesting sentences; Recognize complete subject and predicate; Identify simple subject and verb; Recognize verb phrases; Identify compound subject and verb; Diagram simple subjects and verbs; Diagram compound subjects and verbs; Understand agreement of subject and verb; Parts of speech: Recognize all eight parts of speech; Diagram all parts of speech except preposition and interjection; Verbs: Action, state of being, helping verbs; Compound verbs; verb phrases; Nouns: Recognize compound nouns; Review common and proper nouns; Use nouns as subjects; Review singular and plural nouns; Understand how to make nouns plural; Pronouns: Identify antecedents; Learn to correctly use subjective, objective, and possessive pronouns; Understand how to diagram pronoun subjects; Adjectives: Identify adjectives; Locate adjectives in the predicate that describe the subject; Compare adjectives correctly; Learn how to diagram adjectives; Adverbs: Understand adverbs modify verbs, adjectives, and adverbs; Distinguish adverbs from adjectives; Use *good* and *well* correctly; Use adverbs and negatives correctly; Learn how to diagram adverbs; Prepositions: identify prepositional phrases; Conjunctions: recognize *and, but, or, nor, for, yet*; Interjections: use correctly; Word study and diction: The dictionary: alphabetical order, guide words, dictionary information; Understand agreement of subject and verb; Review using these troublesome words correctly: *sit, set; its, it's; your, you're; their, there; to, too, two; learn, teach; can, may; good, well*; Understand how to use these troublesome words: *lie, lay; accept, except; affect, effect; beside, besides; between, among; burst, bust; have, of; less, fewer; off of, off; to, and; wait on, wait for*; Use negative words correctly; Form contractions correctly *Composition*; Write good sentences; Complete various creative writing assignments such as writing about a picture, describing an event, writing with details, using the right words, writing about a maxim, describing a place you would like to visit, etc. (7 assignments); Write friendly letters, thank-you notes, properly addressed envelopes; Write post cards; Write with details; Gather information by observation and reading; Know how to use encyclopedia headings and guide words; Learn the Writing Process: read and gather, think and plan, write and rewrite, check and polish, share your results; Write an encyclopedia report using the writing process: take notes; make a rough draft; check,

polish, and rewrite the rough draft; Learn to use the Writer's Checklist; Use the writing process to write a book report; Use the checklist for book reports; Prepare and give oral reports, *Penmanship*; provides daily practice for penmanship excellence. This text emphasizes the importance of correct formation, spacing, letter size and slant, and overall neatness. Each week's lessons feature exercises which allow students to practice writing difficult connections, improve their listening skills, and develop their creative-writing abilities. Students will enjoy the interesting and challenging games in the text. *Skills Development*; Achieve good writing position; Sitting properly in desk; Holding pencil correctly; Slanting paper correctly; Learn to write: With pens; With a flowing movement and relaxed grip; Use correct warm-up procedure with slants, ovals, and basic letter strokes; Correctly write all upper- and lowercase letters and numbers 0–9; Maintain correct letter formation, uniform slant and size, correct spacing, letters that touch the line, and proper margins for overall appearance; Use key strokes: slant, loops, tails, humps; Evaluate writing for personal improvement; Copy most assignments from print to cursive; Write dictated sentences; Copy assignments from print to cursive using language skills and science and geography facts.

SPELLING

Features a variety of spelling and vocabulary words that are crucial for expanding each student's vocabulary. Not only will students learn words that relate to other academic subjects and words that are commonly used in writing and speaking, but they will also learn the spellings and postal abbreviations for each of the fifty states. By completing the variety of exercises found in *Spelling and Vocabulary*, students will learn how to use spelling and vocabulary words correctly in their speaking and writing. They will also improve proofreading skills. Master spelling and vocabulary lists; Use vocabulary words in proper context; Memorize vocabulary definitions; Correctly write sentences dictated by teacher using vocabulary words; Create good sentences using spelling and vocabulary words; Further develop dictionary skills; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn background information on some spelling and vocabulary words; Proofread for spelling errors: recognizing misspelled words in pairs, lists, and sentences; Learn the spellings and abbreviations of the fifty states; Learn rules: Use *i* before *e*, except after *c*, or when sounded like *a*; Double a final consonant before adding a suffix beginning with a vowel; Drop the silent *e* before adding a suffix beginning with a vowel. Learn when to change *y* to *I* when adding suffixes; learn some exceptions to *ie* rule.

ARITHMETIC

The four basic processes are taught and reviewed, as well as multiplying and dividing by two-digit numbers, estimation, square measures, writing decimals as fractions, and simple geometry. A major emphasis is on working with proper and improper fractions; adding, subtracting, and multiplying fractions; and finding the least common denominator. Students will continue to solve multi-step word problems which encourage the application of concepts being learned. *Numbers*; Place value: Whole numbers to the 100 millions' place; Decimals to the thousandths' place; Writing numbers from dictation to the 100 millions' place; Roman numerals: Value of I, V, X, L, C, D, M; Basic rules for Roman numerals; More complex rules for forming Roman numerals; Number sentences: With unknowns; Order of operations (parentheses); Even/odd numbers; Estimating: product, quotient, divisor *Addition*; Addition families 1–18: mixed order; Timed mastery; Terms: addend, sum; Missing sign; Word problems; Money; Mental arithmetic: problems combining addition, subtraction, multiplication, and division up to 7 numbers; Carrying to any position; Checking by addition; Addends: column addition; Averaging; Fractions: With common denominators; With uncommon denominators; Measures; Decimals *Subtraction*; Subtraction families 1–18: mixed order; Timed mastery; Recite in unison; Develop appropriate expression and volume; Learn definitions and use of unfamiliar words; Improve comprehension of emotion and content; Develop mental visualization of the poem; Discuss meaning and purpose of each poem; Use proper observation of punctuation; Learn the term *stanza*; Missing sign; Mental arithmetic: problems combining subtraction, addition, multiplication, and division up to 7 numbers; Word problems; Terms: minuend, subtrahend, difference; Borrowing from a whole number or zero in any position; Money and measures; Number sentences: with unknowns, order of operations; Checking by addition; Fractions: With common denominators; With uncommon denominators; Decimals *Multiplication*; Multiplication facts: 0–12 tables; Word problems; Timed mastery; Terms: factor, product, partial product; Missing sign; Mental arithmetic: problems combining multiplication, division, addition and subtraction up to 7 numbers; Multiplying with: 1 or 2 digits; 3 digits; Carrying; Checking by reversing factors; Number sentences: with unknowns, order of operations (parentheses); Money; Factors: Factoring; Finding common factors and greatest common factor; Fractions: Using cancellation; Multiplying fractions with whole and mixed numbers; Estimation of product. *Division*; Division facts: 1–12 tables; Word problems; Steps of division; Terms: dividend, divisor, quotient; Missing sign; Timed mastery; Mental arithmetic: problems combining division, multiplication, addition, and subtraction up to 7 numbers; Divisor: 1 and 2 digits; Dividends: 2 and 3 digits or more; Remainders written as a fraction; Checking by multiplication; Money; Averaging; Number sentences: with unknowns; order of operations (parentheses); Estimating quotients, divisors;

Divisibility rules for dividing by 2, 3, 4, 5, 9, 10, *Fractions*; Parts of a whole or group; Word problems; Timed mastery; Terms: numerator, denominator; Number words; Reading and writing fractions; Number line; Types: Proper, mixed, improper; Write as whole or mixed number; Reducing: Finding least common denominator; Answers to lowest terms using greatest common factor; Addition: With common denominators; With uncommon denominators; Subtraction: With common and uncommon denominators; With borrowing; Multiplication: Using cancellation; With whole or mixed numbers; Equivalent fractions *Decimals*; Money; Decimal point; Reading and writing: writing a decimal as a fraction; Place value to the tenths', hundredths', thousandths' places; Addition and subtraction, *Problem Solving & Applications*; Word Problems: Steps of problem-solving process; Addition, subtraction; Multiplication, division; Fractions, money, measures; Finding averages; Decimals; Geometry: area, perimeter; Graphs, clue words; 1, 2, and 3 steps; Mixed operations; Estimating answers; Applications for broader and deeper understanding of concepts: fractions, length, weight, graphs, geometry *Time*; Table of time: Second, minute, hour, day; Week, year, leap year; Decade, score, century, millennium *Money*; Know values of all coins; Recognize symbols: \$ (dollar sign) and . (decimal point); Money problems with mixed operations; Making change; Counting back change *Measures*; Temperature; Reading and writing; Terms: degrees; Celsius and Fahrenheit: Determining if a Celsius temperature is cold or hot; Freezing and boiling points of water; Normal body temperature; Length; English: inch, foot, yard, mile; Metric: Millimeter; Centimeter; Decimeter; Meter; Decameter, hectometer, kilometer; Weight; English: ounce, pound, ton; Metric: Milligram, centigram; Decigram; Gram; Decagram, hectogram; Kilogram; Capacity: English: Fluid ounce; Cup, pint, quart, gallon; Peck, bushel; Teaspoon, tablespoon; Metric: Milliliter, centiliter, deciliter; Liter; Decaliter, hectoliter, kiloliter; Ordering measures least to greatest; Converting from one measure to another within same system; Subtracting unlike measures within same system; Square measures: square inches, feet, and yards; Metric prefixes: milli-, centi-, deci-, deca-, hecto-, kilo; Timed mastery *Graphing, Statistics, Probability*; Statistics: averaging; Graphs: Pictographs, bar graphs, scale drawings, line graphs; Reading and completing; Finding distance on scale drawings *Geometry*; Plane figures: Simple closed curve, polygon; Quadrilateral: parallelogram, rectangle, square, rhombus, trapezoid; Triangle; Angles; Right; Congruent; Lines; Line segment, line, ray; Intersecting lines; Terms: point, perpendicular, parallel; Perimeter of a polygon: formulas for rectangle, square; Recognize models and symbols.

HISTORY AND GEOGRAPHY

The History of Our United States is a high-interest, inspiring, and narrative approach to American history. The lively writing style and outstanding visual features make the student's first formal study of United States history a positive, enjoyable experience. As they learn how the United States of America came to be a nation, who its famous people have been, and what important events have taken place in its history, students learn to love, respect, defend, and protect their native land. Through this study of American history, students are given ideals to reach for and aspirations to follow. Years of discovery: Europe explores New World; North America claimed for England; Years of exploration: Spain: conquest of Mexico, De Soto discovers Mississippi; France: Cartier explores New World, first French settlement in New World; England: Drake the Dragon, "sea dogs"; First Americans: Differences in American Indian homes, transportation, games; Missionaries to American Indians: John Eliot, Roger Williams, John Wesley; Sequoia, Jim Thorpe; English come to America: Roanoke, the lost colony; Jamestown: first lasting colony; The Pilgrims: lovers of religious freedom; New England Colonies: Massachusetts Bay Colony: Puritans, religious freedom for some; Rhode Island: religious freedom for all; New Hampshire: John Mason; Connecticut: Thomas Hooker, Fundamental Orders of Connecticut; Middle and Southern Colonies: Who settled them: New York: Dutch, French, British; Delaware: Dutch, Swedish, English; New Jersey: Dutch, English; Pennsylvania: Swedish; Quakers, William Penn; Virginia: English; House of Burgesses, elected representatives; Maryland: Catholic, religious freedom; The Carolinas: England, Charles Towne, plantations; Georgia: English, James Oglethorpe; Colonial life: Home: house-raising, homespun clothes; Communication: town criers, circuit-riding preachers; Education: Hornbook, *New England Primer*; Dame school, old-field schools, Harvard; The Great Awakening: Revival, Jonathan Edwards, John Wesley, George Whitefield, David Brainerd; French & Indian War: George Washington: officer in colonial army; General Edward Braddock: commander of English army; New France: land French claimed in New World; American War for Independence: Colonists demand their rights as Englishmen: Stamp Act, King George III; Representatives, taxes; Boston Massacre, Boston Tea Party; The war begins: First Continental Congress: decision to boycott English goods; "Minutemen"; Paul Revere; Patrick Henry, patriots, Loyalists, Tories; Lexington, Concord; The American colonies fight for independence: Second Continental Congress: decision to write Declaration of Independence; Battle of Bunker Hill; Ethan Allen, Green Mountain Boys, Hessians; Declaration of Independence is written: Thomas Jefferson; John Hancock: President of Second Continental Congress; The war continues; General George Washington: became commander in chief of colonial army; Nathan Hale, Betsy Ross; America wins its freedom: Battle of Saratoga; Valley Forge; John Paul Jones, Lord Cornwallis; Yorktown; Treaty of Paris; Building a new nation: Articles of Confederation; Constitutional Convention; Constitution of the United States; Congress, Supreme Court; Bill of Rights, republic;

George Washington; Washington, D.C.: Benjamin Banneker; Our nation grows.; America pushes farther west: Daniel Boone, Wilderness Road, Kentucky; Northwest Territory; Land Ordinance of 1785; Northwest Ordinance of 1787; United States doubles its size—Louisiana Purchase: Captain Meriwether Lewis, Captain William Clark; War of 1812: Napoleon Bonaparte; Francis Scott Key; Fort McHenry; “The Star-Spangled Banner”; The purchase of Florida: James Monroe; The Second Great Awakening: Francis Asbury; Circuit-riding preachers; Peter Cartwright; The U.S. gains the Southwest: Alamo, Santa Anna; Davy Crockett, General Sam Houston; War with Mexico, Mexican Cession, Gadsden Purchase; The great Gold Rush to California: John Sutter, “forty-niners,” statehood; Oregon Territory: Oregon Trail, Marcus and Narcissa Whitman; New schools and schoolbooks: Noah Webster; William H. McGuffey; The Civil War; Before the war; North and South differ on slavery; Abraham Lincoln: President of Union Jefferson Davis: President of Confederate States; Eli Whitney and cotton gin; Free states, slave states; Missouri Compromise; Civil War; Fort Sumter, blockade; *Merrimac* and *Monitor*; Emancipation Proclamation; Ulysses S. Grant, Robert E. Lee; Battle of Gettysburg, Gettysburg Address; Appomattox Court House, Virginia; After the war: John Wilkes Booth: shot President Lincoln; Andrew Johnson: President after Lincoln died; New frontiers: Rebuilding the South: Booker T. Washington, Tuskegee Institute, George Washington Carver; The last frontier: Cowboys, Indians, farmers, reservations; Transcontinental railroad, Union Pacific Company, Central Pacific Company; Promontory Point, Utah, Homestead Act, Oklahoma Land Rush; Cyrus McCormick; Age of progress: A growing nation: immigrants; Spreading the Gospel; Billy Sunday; Charles Finney, Dwight L. Moody, Adoniram Judson; Steel and oil (ingredients for success): Andrew Carnegie, Sir Henry Bessemer, John D. Rockefeller, Standard Oil; Inventions (new ways to do things): Pony Express; Steamboat, telegraph, Morse code, telephone; Thomas Edison; Assembly line; Orville and Wilbur Wright; Beyond our boundaries: Alaska: Russian America, William H. Seward, territory, gold; Hawaii: Captain James Cook; Spanish-American War: Cuba, Theodore Roosevelt, Rough Riders, San Juan Hill, Guam, Puerto Rico; Panama Canal: Isthmus of Panama; The World Wars: World War I (1914–1918): Allied Powers, Central Powers, neutral nations; Archduke Ferdinand, President Woodrow Wilson; German U-Boats, *Lusitania*, Zimmermann Note; League of Nations; Between the World Wars: Roaring Twenties, Great Depression, dictators arise; World War II (1939–1945): Poland, Franklin D. Roosevelt, Axis Powers, Allies, Pearl Harbor, V-E Day, atomic bomb, concentration camps; Continuing World Problems: United Nations, Harry S. Truman, Communism, Berlin Wall, Korean War; Time for freedom and responsibility: Freedom and opportunity for all Americans; *Brown v. Board of Education*; Martin Luther King, Jr.; Civil Rights Act of 1964; Enjoying America’s freedoms: Dwight D. Eisenhower, Interstate Highway System, beginning space program; Preserving freedom: Cold War, John F. Kennedy, Lyndon B. Johnson, Vietnam War, Richard Nixon; Return to patriotism and family values: Ronald Reagan, Reagan Doctrine, Grenada; Supreme Court’s influence: Sandra Day O’Connor; Clarence Thomas; John G. Roberts, Jr.; Times of testing: Saddam Hussein, Iraq, Kuwait; President George Bush, Operation Desert Storm, Bill Clinton; Terrorism, Osama bin Laden, “War on Terror”; Operation Iraqi Freedom; Hurricane Katrina *Memory Work*; 6 documents: The American’s Creed; Portion of The Declaration of Independence; Preamble to the Constitution; First Amendment to the Constitution; The Rights of Americans; Lincoln’s Gettysburg Address; States; Capitals; 44 U.S. Presidents *State History Study*; 6 weeks of lessons including the following information: Political and physical maps, flower, motto, bird, song, tree, flag, nickname, time line, early settlement.; Historical figures, landmarks, government, regions, weather, industries, state capital, my city, citizens, my county, wildlife, plant life, sports, vacation spots *Geography Study*; Globes, maps, map key, map grid, distance scale, compass rose; Cardinal and intermediate directions; Western and Eastern Hemispheres; Continents and oceans; Equator; North America: Great Lakes; Seas, bays, gulfs, rivers; Countries; Mountains; Geographical terms: source and mouth of river, delta, channel, canal, desert, oasis, downstream, upstream, sea level, altitude, mountain, valley; Atlas, physical and political maps; U.S. maps: States; Capitals; 13 original colonies; U.S. expansion.

SCIENCE

They learn how to make an insect zoo, how to recognize the plants they see every day, how to attract birds to their own backyard, how to use field guides, how to interpret cloud formations, and how to identify rocks. Students learn to appreciate many aspects of God’s creative genius by studying the miracle of plant germination, the causes of weather, the God-given provisions for life on earth, the design of the starry heavens, and the ecology of the ocean depths.; Insect zoo; Making a zoo; Distinguishing butterflies from moths; Insect life cycles; Complete

metamorphosis; Law of biogenesis; Designer heads: Antennae with sensilla; Compound and simple eyes; Mouth parts; Designed for motion; Legs; Types of wings; Migration; Crickets and grasshoppers: incomplete metamorphosis, differences; Insects' defense: fighting, chemical warfare, scare tactics, disguises; Insects communicate: sight, smell, dancing, touch, sound; Where insects live: trees, bushes, soil, wood, water; Dwellings of social insects: nests, hives, mounds; Jean Henri Fabre: explorer of backyard wonders Activities & Demonstrations: Observing insect life; Growing plants from seeds; Making an insect zoo *Plants*; Designed to produce: Food (photosynthesis), better air; Better soil; Needle leaf trees: evergreen, conifers; Broadleaf trees and palms: deciduous, state trees; Flowers: parts of a flower (sepals, petals, stamens, pistils), pollinators, weeds, daisy (composite) family flowers; Seed design: embryo, cotyledon; Traveling seeds: air, wind, water, animals, people; Germination: water, oxygen, right temperature; Poisonous plants; Plants: helpful and beautiful; George Washington Carver: the plant doctor Activities & Demonstrations: Observing three parts of a seed in lima beans; observing germination *Birds*; Birds in your backyard; Recognizing birds: appearance, behavior, habitat; Feeding birds: how, what, when; Making birdbaths and birdhouses; Birds of the forest; Designer birds: various beaks and feet; Designed for flight: Bones and feather structure; lift; Seeing, hearing; Jack Miner Bird Sanctuary Activities & Demonstrations: Observing lift; Making a birdbath; Building a bird feeder and birdhouse *Matter: Water, Air, & Weather*; God's gift of water (clouds): cirrus, cumulus, stratus; Water for life: Water is matter: Molecules and atoms, hydrogen and oxygen; Three states of water: water, steam, ice; Water changes state; Water's energy: Energy and force defined; Potential energy, moving energy; The atmosphere (an ocean of air): Gases: oxygen, carbon dioxide, nitrogen; Layers of air; Air's weight and pressure; Wind (moving air): Temperature; Pressure, energy; Water in air: water cycle; Condensation and precipitation: Dew, frost; Kinds of precipitation; Clouds: types and combination types of clouds; Weather forecasting: meteorologist, predicting weather; Robert Boyle: father of chemistry Activities & Demonstrations: Observing: Surface tension and dissolving substances; How a water wheel works; The weight of air; Air pressure; The power of moving air; Evaporation; Condensation; Making a water wheel *Energy: Sound & Hearing*; Sounds all around us: Vibrations, sound waves; Speed of sound; Making sound: larynx, vocal cords; Receiving sound: Parts of the ear; Hearing aids, animal ears; High and low sounds: frequency; Sounds that bounce back: echoes, ultrasound, sonar; Preserving sound: phonograph, stereo; Alexander Graham Bell: inventor of the telephone Activities & Demonstrations: Observing: How sound travels; Sound vibrations; Demonstrating: Frequency; High and low sounds; Observing how energy bounces; Hearing the difference in sound; Learning some of the signs in the American manual alphabet; Making a tin-can telephone *Geology*; Our home, the earth: Sphere, hemispheres; North Pole, South Pole, equator; Earth's motion: Earth rotates, revolves; Seasons; Oceans and continents: Facts about oceans and continents; Earth, a magnet; Soil's ingredients: Humus; Minerals; Layers of soil: topsoil, subsoil; The earth's crust; Water and soil: Erosion; Conservation; Water as a builder; Floods; Rocks: igneous, sedimentary, metamorphic Activities & Demonstrations: Measuring the earth; Looking at the cause of day and night; Learning why winter is cold; Making crystals, a compass, a rock collection *Oceanography*; Paths of the sea: Matthew F. Maury: paths of the sea; Oceanography; Continental shelf and slope: Mariana Trench, fish of the continental shelf; Ocean floor and open ocean: oceanic ridges, seamounts, fish of the depths, upper-level fish; Methods and equipment for exploring the sea: aqualung, submersible, undersea labs; The sandy sea: where sand comes from; Salt and waves: properties and benefits of salt water; Giants of the sea: Marine mammals: baleen whales, toothed whales; Three invertebrates: octopuses, squid, jellyfish Activities & Demonstrations: Making currents; Observing water pressure; Seeing the difference in the density of salt water and fresh water; Observing how salt water freezes at lower temperatures; Learning about jet propulsion *Astronomy*; Wonders of the night sky: our galaxy, our solar system, planet names; Seasons, days, and years: Weeks; astronomy, astrology; Pictures in the sky: constellations; The sun (the greater light): Distance from the earth; Sun's energy and gravity; The moon (the lesser light): Our nearest neighbor; Apollo 11; A natural satellite; A reflector; The origin of the universe: Can't be proved by science; God created; Explained in the Bible; we accept by faith. Activities & Demonstrations: Showing how sunlight affects starlight in the daytime; Showing how light is absorbed and reflected; making a star viewer.

HEALTH

Begins with a unit on physical fitness and emphasizes the skeletal, muscular, and respiratory systems. Practical instruction regarding personal hygiene follows a study of the teeth and skin. A chapter on interpersonal relationships teaches students how to have a right relationship with God and with others, stressing the necessity of maintaining close family relationships and the importance of choosing the right friends. Muscles: work by pulling only; Involuntary

muscles: cardiac muscle; Exercise: Benefits of endurance exercises; Terms: *cramp, strain, aerobic, muscle tone*; Calisthenics; Isometric exercises; Respiratory system: Process of external respiration: Oxygen and carbon dioxide; Nose: Functions as an air conditioner; Mucus membrane, sinuses, cilia, sinusitis; Fight infection: adenoids, tonsils; Identify parts of the respiratory system: Pharynx, epiglottis, trachea, larynx; Bronchi, bronchial tubes, bronchioles, alveoli; Diaphragm; Lung cancer; Aerobic exercise: benefits, requirements, good sportsmanship, preventing injuries *Personal Hygiene*; Teeth: Function: Appearance, speech; Digestion: saliva; Structure of a tooth: enamel, dentin, pulp, cementum, periodontal membrane; Plaque control: Acid; Dental caries; forms of sugar; Keep teeth strong and healthy: Brushing, fluoride toothpaste, flossing; Results of poor oral hygiene: halitosis, calculus, periodontal disease, malocclusion; Treatment of injured teeth *Body's Cover*; Three layers of skin: Epidermis: callus, pigments, melanin, ultraviolet rays, albinos; Dermis: sebaceous glands, sebum, sweat glands; Subcutaneous layer; Signs of infection; Structure of hair: hair follicles; Burns and how to treat them; Functions of the skin: Controlling temperature; Keeping out bacteria; Producing vitamin D; Gathering information; Proper skin care: nutrition, rest, exercise, water, sunscreen *Keys to Good Grooming*; Good hygiene for the skin: Care for fingernails and toenails; Clean clothes and appropriate dress; Keeping the home clean *Right Relationships*; Receiving everlasting life; Having healthy relationships with God and others.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games. Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

BIBLE

Using the foundation that has been laid from preschool to third grade, fourth graders review the stories of Jesus' birth; Jesus' miracles; and His death, burial, and resurrection that provide every individual an opportunity to accept the free gift of salvation. Not only will students attain knowledge of Christ's earthly ministry, but they will also learn about Joshua and Ruth's faith and God's abundant blessing in their lives. Among the many Bible stories taught in fourth grade are those about the apostle Paul's life. Students will not only learn about the successes and oppositions Paul experienced on his three missionary journeys, but they will also be amazed by the many miracles God performed on Paul's behalf. Salvation Series; Genesis Series Creation, Adam, Cain; Enoch, Noah, Babel; Abraham and Isaac; Jacob; Joseph; The First Thanksgiving; Life of Christ Series: First Christmas; Boyhood and Early Ministry of Jesus; Jesus Heals and Helps; Later Ministry of Jesus; Crucifixion and Resurrection; Review verses; Books of the Bible, sword drills, Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation; questions with verses to memorize as answers, *Prayer Time*; Learn to pray with thanksgiving for each other, our nation, those in authority over us, *Sword Drills*.

SPANISH

COMUNICACIÓN ORAL: El estudiante mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección, discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Escucha instrucciones con atención y las aplica correctamente.

Expresa y explica el contenido de los discursos orales de forma clara y organizada.

Narra y resume cuentos, fábulas y leyendas en forma clara y en secuencia lógica.

Identifica la actitud y los sentimientos del emisor según su expresión y movimientos corporales.

Evalúa cómo el lenguaje y la manera de expresarlo afectan el tono del mensaje.

Expresa el tema, los detalles y las ideas principales de una conversación haciendo uso adecuado del vocabulario.

Reconoce y desarrolla discursos orales de acuerdo con la ocasión.

Distingue entre habla coloquial y habla culta.

Desarrolla discursos orales en los que expresa orgullo por su origen, su historia y su cultura y expresa respeto por la diversidad.

Reconoce el uso de muletillas como un vicio de la expresión oral.

Desarrolla los recursos expresivos: declamación, lectura expresiva, dramatización y diálogo complementándolos con el lenguaje no verbal.

Compara y contrasta en forma oral los discursos narrativos y descriptivos, que se le presentan.

Contesta oralmente preguntas de diferentes niveles de pensamiento.

Aplica su conocimiento de la pronunciación y entonación correcta entre letras y sonidos de ortografía dudosa. (g, j; z,c,s; l,ll; b,v; c,k,q).

Utiliza recursos tecnológicos para expresar y autoevaluar su expresión oral (karaoke, micrófono, grabadora, etc.).

Demuestra en el discurso oral dominio del análisis de la estructura de las palabras, lexemas y morfemas (diminutivos, prefijos, sufijos, aumentativos, singular y plural).

Infiere el significado de las palabras a través del contexto y otras claves de reconocimiento.

Aplica correctamente la concordancia entre género, número y tiempo al expresar ideas en forma oral.

Utiliza adecuadamente palabras y frases de enlace al expresarse oralmente.

Identifica cómo el uso de refranes refleja las costumbres y tradiciones de diferentes culturas y regiones.

Lee con regularidad textos y poemas con fluidez (90 palabras por minuto) y entonación adecuada.

Lee en silencio por períodos de tiempo más largos.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Utiliza correctamente los signos de puntuación de acuerdo con el mensaje que comunica, traduciendo a la escritura los patrones orales de la entonación.

Escribe en cursivo con legibilidad tomando en consideración la alineación, inclinación, espaciamiento, grosor, tamaño y nitidez.

Escribe al dictado palabras de ortografía dudosa: s, z, c, x, ll, y, b y v.

Escribe correctamente palabras que contienen r, rr, c, ch, s y h al principio y al medio de las palabras.

Demuestra dominio del uso de mayúsculas al escribir nombres propios y el uso de las comas en una serie.

Utiliza el diccionario como fuente de referencia con el propósito de alcanzar mayor precisión al escribir.

Identifica y utiliza el sustantivo, los determinantes, el adjetivo, el verbo y el adverbio para producir oraciones.

Utiliza correctamente los plurales regulares e irregulares.

Identifica el núcleo del sujeto y el núcleo del predicado.

Conjuga los verbos regulares e irregulares.

Utiliza apropiada y consistentemente los tiempos verbales tales como presente, pretérito, futuro, imperfecto y condicional.

Redacta oraciones y párrafos con claridad, unidad y corrección.

Utiliza los elementos apropiados (fecha, saludo, cuerpo, despedida y firma) para redactar cartas familiares y sociales, de agradecimiento e invitación, mensajes e informes.

Reconoce la función de las palabras en la estructura de la oración (artículo, sustantivo, adjetivo y verbo).

Distingue entre el acento ortográfico y el prosódico.

Escribe correctamente utilizando acentos y diéresis en borradores finales.

Clasifica las palabras en agudas, llanas y esdrújulas al identificar la sílaba tónica.

Reconoce las palabras monosílabas, bisílabas, trisílabas y polisílabas.

Escribe composiciones cortas (200 palabras) para informar, explicar, describir, reportar o narrar.

Utiliza la tecnología a su disposición para apoyar aspectos de la creación, la revisión y la publicación de textos.

COMPRENSIÓN DE LECTURA:

El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Identifica diferentes tipos de discursos escritos: descriptivos, narrativos y diálogos.

Determina las ideas principales del texto y cómo están apoyadas con detalles.

Resume el texto para demostrar comprensión, para informar y para organizar ideas.

Llega a conclusiones y generalizaciones y las apoya con evidencia del texto.

Contesta diferentes tipos de preguntas para demostrar comprensión.

Resume y representa la información de textos en bosquejos, líneas cronológicas, organizadores gráficos, etc.

Discrimina entre dato y opinión, causa y efecto.

Utiliza las estrategias de lectura para reconocer el vocabulario mediante el análisis fonético y estructural, el contexto y el uso del diccionario.

Identifica la idea central, ordena los sucesos y contesta preguntas dirigidas hacia el desarrollo de los niveles complejos del pensamiento (análisis, síntesis y evaluación).

Identifica el propósito del texto como para informar, influenciar, explicar, entretener, etc.

Reconoce el lenguaje figurado y los recursos literarios en la lectura tales como imágenes sensoriales, personificación y símil.

Reconoce su cultura, la cultura de otras personas y los elementos comunes entre culturas.

Reconoce las características particulares de diferentes géneros literarios como la biografía, ficción histórica, texto informativo y poesía.

Reconoce la perspectiva o punto de vista del autor del texto.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

5TH Grade CURRICULUM

LANGUAGE

Fifth graders will travel to other lands, other times, or just around the block while reading the character building stories in their three readers. While reading classic stories of foreign lands, other time periods, great achievers, inventors, and men and women who made America great, young readers are introduced to a variety of literature and provided with a rich literary heritage. A Christian fiction novel and a biographical novel will be used for language book reports. Two speed and comprehension readers will whet students' appetites for a wider range of reading, while they challenge each student to learn how to read quickly for information, with a strong emphasis on comprehension.

READING: Reading Skills Development: Strive for increased: Accuracy, fluency, phrasing; Good expression, comprehension; Improvement of flow; Ability to follow along and comprehend as others read orally; Vocabulary development through words and definitions included in readers; Pace and comprehension while reading silently; Ability to read poetry correctly; Comprehension, Discussion, & Analysis Skills Development; Answer factual and interpretive questions for most stories and poems; Answer inferential comprehension and discussion questions; Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions; Determine main characters, theme, climax, and turning point.

GRAMMAR: Language as well as providing a thorough review of capitalization, punctuation, and the parts of speech, God's Gift of Language B deepens students' knowledge of grammar and increases their writing skills. Students will be introduced to the four main types of complements and to additional rules for punctuation. They will learn how to diagram prepositional phrases and complements. Students' writing skills will improve as they learn how to write effective topic sentences and paragraphs and how to use transitional words. Skills learned in outlining, note taking, and preparing a bibliography will aid fifth graders in writing an encyclopedia report and a library research report. Capitalization: First word in every line of poetry, every sentence, and direct quotations; Pronoun I; Proper nouns: Names, initials; Nationalities, races, religions; Days, holidays, months; Historical events or periods, organizations, businesses, ships, awards; Other particular nouns; Geographical locations: streets, cities, states; regions of the country or world; countries, continents; Geographical features; Recreational areas, planets; Proper adjectives; First and last words and all important words in the following titles: Books, magazines, poems, and stories; Plays, paintings, and other works of art; Title of person before a name; Titles used instead of a name in direct address; Nouns referring to the Bible; nouns and pronouns referring to God; Punctuation: End marks; Commas: to separate three or more items in a series; to separate two or more adjectives before a noun; Before coordinating conjunctions joining a compound sentence; to separate items in a date or address; after salutation of a friendly letter and closing of any letter; after well, yes, no, and why at beginning of sentence; to set off words of direct address, direct quotation; apostrophes: to form contractions and possessive words; to form the plural of letters; Colons: to write time; after salutation of business letters; in Scripture references; Hyphens: to divide a word at end of line; Semicolons: to separate simple sentences not joined by conjunction; Underline: Titles of books, newspapers, ships, plays, sculptures, paintings, and other works of art; Titles of films, planes, trains; Quotation marks: With direct quotations; With titles of short stories, poems, songs, chapters, articles, other parts of books, magazines, and newspapers; The sentence: Know definitions of sentence, subject, predicate; Find subjects and verbs: compound, simple; Identify four types of sentences: declarative, imperative, interrogative, exclamatory; Recognize simple and compound sentences; Diagram compound sentences; Correct run-on sentences and fragments; Identify complements: direct objects, indirect objects, predicate nominatives, predicate adjectives, objects of preposition; Avoid wordiness; Find the subject and verb: Inverted order (interrogative sentences); There and other words when beginning the sentence; Parts of speech: Recognize and diagram all eight parts of speech: Noun as subject; Noun as predicate nominative, direct object, indirect object, and object of the preposition; Verb, pronoun, adjective, adverb; Preposition; Conjunction; Interjection; Verbs: Action, state of being, helping; Linking; Verb phrase; Principle parts of verbs; Spelling rules for verb endings; Irregular forms of principle parts; Correct and effective verbs; Correct use of troublesome verbs: burst, busted; attacked; brought, brung; climbed, clumb; drowned, drownded; ate, et; eaten, aten; grew, growed; sneaked, snuck; stole, stoled; threw, throwed; thought, thunk; Nouns: Common, proper, compound, plural; Nouns as antecedents, subjects; Nouns as direct object, indirect object, predicate nominative, object of preposition; Pronouns: Personal pronouns (subject, object, possessive); Compound, interrogative, demonstrative; Subject and verb agreement with pronouns; Adjectives: Proper; Adjectives that look like verbs; Possessive nouns and pronouns as adjectives; Predicate adjectives; Distinction between adjectives modifying noun and a compound noun; Positive, comparative, and superlative degrees; Comparison of irregular

adjectives; Adverbs: Know adverbs modify verbs, adjectives, and other adverbs; Distinguish adjectives from adverbs; Use modifiers correctly; Use good and well correctly; Use adverbs and negatives correctly; Compare adverbs; Prepositions: Prepositional phrase; Object of preposition; Adjective or adverb phrase; Preposition or adverb; Diagram prepositional phrases; Conjunctions: and, but, or, nor, for, yet; Interjections: Punctuation; Diagram; Word study and diction: Use the best words; use specific words; Understand synonyms, homonyms, and antonyms; Use the dictionary; Use the thesaurus; Correctly use: Between, among; can, may; less, fewer; Amount, number Composition; Write a book report with character sketch using the Writing Process; Use a checklist for book reports; Write: Friendly letters; Post cards; Thank-you notes; Paragraphs with a topic sentence; Paragraphs with unity; Write with details; Write dialogue; Complete creative writing assignments including a poem, narrative, biography, Bible story, dialogue, paragraphs, etc.; Make topical and sentence outlines; Use the encyclopedia and Writing Process to write an encyclopedia report: taking notes, writing a rough draft, rewriting; Use the Writing Process for a library research report: Make a preliminary outline; Take notes; Write bibliography cards; Make a final outline; Write the rough draft, a second rough draft, and the final draft.

PENMANSHIP

Penmanship Mastery II concentrates on what fifth graders need most—practice with “trouble-maker” letters. Each week’s lessons provide practice with basic letter size and formation, correct pen grip, slant, and overall neatness. Students are given the opportunity to employ their skills through a variety of interesting activities such as word studies and creative writing exercises. Each week, students will also complete a creative writing assignment, including a biweekly journal entry. Skills Development; Maintain good writing position: Sitting properly in desk; Holding pencil correctly; Slanting paper correctly; Write in ink with a relaxed grip and flowing movement; Use correct warm-up procedure with slants, ovals, basic letter strokes; Correctly write all upper- and lowercase letters and numbers 0–9; Maintain correct letter formation, uniform slant and size, correct spacing, letters that touch the line, and proper margins for success in writing legibly; Use key strokes: slant, loops, tails, and humps; Evaluate writing for personal improvement; Copy most assignments from print to cursive; Be able to write sentences as dictated; Write topical journal entries; Creative writing assignments: Match words to definitions or abbreviations; Write a paragraph or sentence on a particular topic; Use words beginning with or containing a particular letter; Write a poem, paragraph, or sentence with given words; Classify words by syllables or alphabetical order; Complete a given paragraph or sentence; Correct word usage or spelling; Create tongue twisters or limericks; Form compound words from given parts or new words by adding prefix or suffix; Word search; Copy assignments from print to cursive using language skills and science and geography facts; Complete challenging and fun-filled assignments using poetry, word puzzles, and jokes.

SPELLING

In order to achieve spelling mastery, students must learn how spelling “works.” Spelling, Vocabulary, & Poetry 5 allows students to understand how spelling “works” by teaching them to examine words and apply spelling and phonics rules. They will also learn the spelling and abbreviation for each book of the Bible and the difference between pairs of words commonly used as synonyms, antonyms, or homonyms. A variety of exercises allows fifth graders to recognize misspelled words, practice using spelling and vocabulary words in sentences, and improve their proofreading skills. Students will enjoy memorizing and reciting the six character-building poems. Added Enrichment; Spelling and vocabulary: Spelling lists; including a review list at the end of each 9 weeks: Spelling words; Vocabulary words; Organized by topic; Practice exercises; including cumulative review of vocabulary words and definitions; Evaluation; Spelling tests; Spelling games; Pronunciation key; Spelling rules in text for quick reference; Teacher resources: Sentence bank; Practical spelling tips and suggestions; Poetry: Poem introductions include: discussion ideas, some historical content, and information about the author; Vocabulary words and definitions with each poem; Learn background information on some spelling and vocabulary words; Learn the spelling and abbreviation for each book of the Bible; Distinguish between pairs of words commonly used as synonyms, antonyms, or homonyms; Learn spelling rules: Use i before e, except after c, or when sounded like a; Double a final consonant before adding a suffix beginning with a vowel; Know when to change y to i when adding suffixes; Drop the silent e before adding a suffix beginning with a vowel; Learn: Exceptions to the final e rule; Words that follow no spelling pattern; How to choose the correct ending for spelling words with sound alike suffixes; Rules for standard plural nouns; Compound words and words with hyphens; Spelling & Vocabulary Skills Development; Master spelling and vocabulary lists including: Vocabulary words and definitions; Synonyms and homonyms; Antonyms; Use vocabulary words in proper context; Memorize vocabulary definitions; Correctly write sentences dictated by teacher using vocabulary words; Create good sentences using spelling and vocabulary words; Proofread for spelling errors: recognize misspelled words in pairs, lists, and sentences; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Poetry Skills Development; Develop appreciation of poetry; Develop appropriate expression; Learn

definitions and use of unfamiliar words; Improve comprehension of emotion and content; Develop mental visualization of the poem; Discuss meaning and purpose of each poem; Use proper observation of punctuation.

ARITHMETIC

An information box, abundant practice of new and review concepts and facts, and daily word problems are key features of Arithmetic 5. Problem-solving strategies are scattered throughout the text to help students acquire the skills necessary to be expert problem solvers. Emphasis is placed on topics such as whole numbers, fractions, decimals, measurement and algebraic equations, and basic geometric problems. Place value: Whole numbers to the 100 billions' place; Decimals to the thousandths' place; Counting sequences; Writing numbers from dictation to the 100 billions' place; Roman numerals: Value of I, V, X, L, C, D, M; Basic rules for Roman numerals; More complex rules for forming Roman numerals: Subtract a numeral only from the next two greater numerals; Terms: notation, numeration; Comparing; Recognize symbols: $>$ (greater than); $<$ (less than) \neq (unequal); Rounding: whole numbers, money, decimals, timed mastery; Number sentences: greater or less than; Estimating: Sum, difference; Product, quotient Addition; Addition families 1–18 in mixed order; Timed mastery; Terms: addend, sum; Missing sign; Word problems; Money; Mental arithmetic: problems combining addition, subtraction, multiplication, and division up to 13 numbers; Carrying to any position; Checking by: Addition; Casting out 9s; Addends: column addition; Averaging; Fractions with common and uncommon denominators; Measures; Decimals with annexing zeros Subtraction; Subtraction families 1–18 in mixed order; Timed mastery; Missing sign; Mental arithmetic: problems combining subtraction, addition, multiplication, and division up to 13 numbers; Word problems; Terms: minuend, subtrahend, difference; Borrowing from any position; Money; Checking by addition; Fractions with common and uncommon denominators; Measures; Decimals with annexing zeros; Number sentences: greater or less than Multiplication; Multiplication facts: 0–12 tables; Word problems; Timed mastery; Terms: factors, product, partial products; Missing sign; Mental arithmetic: problems combining multiplication, division, addition, and subtraction up to 13; Multiplying with up to 3-digit multiplier; Carrying; Checking by: Reversing factors; Casting out 9s; Money; Factors: Factoring; Finding common and greatest common factor; Fractions: Using cancellation; Multiplying: Fractions with whole or mixed numbers; Fractions with 2 mixed numbers; Decimals: Multiplied by whole numbers; Multiplied by another decimal; Annexing zeros in multiplication; Number sentences: greater or less than; By powers of ten Division; Division facts: 1–12 tables; Word problems; Steps of division; Terms: dividend, divisor, quotient; Missing sign; Timed mastery; Mental arithmetic: problems combining division, multiplication, addition, and subtraction up to 13 numbers; Divisor: 1 or 2 digits \neq 3 digits; Dividends up to 6 digits; Remainders written as fractions; Checking by: Multiplication; Casting out 9s; Money; Averaging; Estimating quotients; Divisibility rules: Dividing by 2, 3, 4, 5, 9, 10; Dividing by 6; Dividing fractions: Whole or mixed number by a fraction; Fraction by a fraction; Fraction or mixed number by a whole number; By a mixed number; Decimals: Dividing a decimal by a whole number; Eliminating the decimal point in the divisor; Annexing zeros to avoid remainders; Number sentences: greater or less than; By powers of ten; Fractions; Parts of a whole or group; Word problems: a broader and deeper understanding of concepts; Timed mastery; Terms: numerator, denominator; Number words; Types: Proper, mixed, improper; Change to mixed or whole number; Reducing: Finding least common denominator; Answers reduced to lowest terms; Number line; Addition with common or uncommon denominators; Subtraction: With common or uncommon denominators; With borrowing; Multiplication: Using cancellation; Multiplying a fraction with a whole or mixed number; Multiplying 2 mixed numbers; Equivalent fractions; Division: Whole or mixed number by a fraction; Fraction by a fraction; Fraction or a mixed number by a whole number; By a mixed number; Changing fractions to decimals and decimals to fractions Decimals; Money; Reading and writing: Writing fraction as a decimal; Writing decimal as a fraction; Place value to the thousandths' place; Addition and subtraction: annexing zeros; Multiplication: By a whole number; By another decimal; When zeros are annexed; Division: Dividing a decimal by a whole number; Eliminating the decimal point in the divisor; Annexing zeros to avoid remainders; Comparing and repeating decimals; Rounding; Timed mastery; Changing decimals to fractions or fractions to decimals Problem Solving & Applications; Word problems: Addition, subtraction, multiplication, division, fractions; Money, measures, averages, decimals; Geometry: area, perimeter; Graphs; Scale drawings, temperature; Steps of problem-solving process: Problems requiring four steps; Mixed operations, estimating answers, eliminating unnecessary facts; Writing a number sentence, drawing a model of a problem, using a schedule, estimating money amounts, guessing and checking, making an organized list, reading a chart, using educated trial and error ; Applications: Developing a broader and deeper understanding of concepts: Measures, Roman numerals; Fractions, money, decimals; Graphs, scale drawings; Temperature, geometry, place value Time; Table of time: second, minute, hour; day, week, year, leap year; decade, score, century, millennium Money; Addition, subtraction, multiplication, and division with \$; Estimation; Rounding to nearest cent Measures; Temperature: Reading and writing; Term: degrees; Celsius and Fahrenheit: Freezing and boiling points of water; Normal body temperature; Converting Celsius to Fahrenheit and Fahrenheit to Celsius; Negative temperatures; Length: Measuring to $\frac{1}{8}$ of an inch; English: inch, foot, yard, mile; Metric: millimeter, centimeter, decimeter, meter,

decameter, hectometer, kilometer; Converting kilometers to miles and miles to kilometers; Weight: English: ounce, pound, ton; Metric: milligram, centigram, decigram, gram, decagram, hectogram, kilogram; Capacity: English: fluid ounce, cup, pint, quart, gallon, peck, bushel, teaspoon, tablespoon; Metric: milliliter, centiliter, deciliter, liter, decaliter, hectoliter, kiloliter; Ordering measures: least to greatest; Converting measures from one measure to another within same system; Adding unlike measures within the same system; Subtracting unlike measures within the same system; Square measures: Square inches, square feet, square yards; Acres, square miles; Timed mastery; metric prefixes. Graphing, Statistics, Probability; Statistics: averaging; Scale drawing; Graphs: Drawing graphs; Pictographs, bar, and line graphs; Column graphs; Identify title, labels, and scale; Ordered pairs; Probability ratio Geometry; Plane figures: Simple closed figure, polygon; Quadrilateral: parallelogram, rectangle, square, rhombus, trapezoid; Pentagon, hexagon, heptagon, octagon; Triangle: right, isosceles, equilateral; Angles: Right, congruent; Acute, obtuse, straight; Lines: Line segment, line, ray, intersecting lines; Parallel and perpendicular lines; Terms: Point, plane, congruent; Similar, diagonal; Perimeter of a polygon; Area: formulas for rectangle and square; Recognize models and symbols: (point); — (line segment); ↔ (line); → (ray); ∠ (angle); Squares and square roots Percent, Ratio, Proportion; Introduction to concept; Recognize symbol: % (percent) Pre-Algebra; Solving equations: h4 new axioms: With number and unknown side by side; Unknown as numerator and number as denominator; Negative numbers; Squares and square roots; Exponents, bases, radical signs; Order of operations.

OLD WORLD HISTORY AND GEOGRAPHY (Christian Perspective): Study of the Eastern Hemisphere by geographical regions starting with the Middle East, where history began. It not only presents the importance of studying history and the significance of geography, but also describes the beginnings of history from a Christian perspective. Students are introduced to worldwide missions and missionary heroes, while learning about the history, geography, and culture of these specific locations: Asia, Africa, Europe, Australia, Oceania, and Antarctica. They will also study history as it relates to important topics such as creation, evolution, humanism, government, and nations. Fertile Crescent: Cradle of civilization: Land of beginnings; Sumer: civilization of southern Mesopotamia (Babylon), irrigation, writing, wheel, archaeologists, ziggurats; Ur of the Chaldees: Chaldea, stone temples, marketplace, Abraham; Ancient Middle East: Where history began; Homes of ancient times; Daily life in an ancient city; Phoenicians (seafaring people): sailors, Carthage, alphabet, papyrus, blown glass; Hittites: empire builders; Lydians (makers of money): trade by barter, first coins minted; Israelites (God's chosen people): Sinai Peninsula, Ten Commandments, Joshua, "Holy Land," Canaanites, judges, King Saul, King David, King Solomon; Assyrian Empire: feared conquerors; Babylonian Empire: Code of Hammurabi, Chaldeans, Seven Wonders of the Ancient World, Daniel, King Belshazzar; Persian Empire: Cyrus the Great; Middle East today: Geographical features; Climate: desert regions, Mediterranean climate, fertile land; Plants and animals; People: Arabic language, Islam religion; Importance of history and current events: Islam, Judaism, Christianity, natural resources; Three geographical areas: Fertile Crescent, Arabian Peninsula, Northern Plateaus; Henry Martyn: missionary to India and Middle East; Countries of Central and Southern Asia: India: Topographical features, caste system, family life, religion, place value, decimal numeral system; Taj Mahal, Vasco da Gama, East India Company, William Carey, East and West Pakistan, Mt. Everest; Amy Carmichael: missionary to Indian children; Other Central and Southern Asian Countries; Countries of the Far East: China: Huang He (China's Sorrow), dynasties, Great Wall of China, discoveries and inventions, missionary efforts; Changing country, Republic of China, Communism, Mao Tse-tung, Chiang Kai-shek, People's Republic of China; Modern China, Beijing, Hong Kong, Tiananmen Square; Chinese sphere of influence; Northeast and Southeast Asian countries; Egypt: Geography of Egypt; Egypt's beginning: early river civilizations; Dynasties; Building projects of the pharaohs: irrigation and flood control, shadoof, pyramids, Great Sphinx, obelisks, Valley of the Kings, "King Tut"; Everyday life in ancient Egypt: people, education, food; Papyrus plant: first paper, hieroglyphics, Rosetta Stone; Decline of Egypt; Comprehension checks; Chapter checkups at end of each chapter; Special feature boxes with in-depth study of Eastern Hemisphere; Concepts and places of history; Spotlights on events; Animals of the world; Wonders of geography; Important people of history and missionaries of the world; Maps and important facts about each continent at beginning of each unit; Worksheets: Geography facts and review; Chapter content worksheets; Geography atlas and continent study; Map skills; Nation Notebook optional research project: For nation from Eastern or Western Hemisphere; Including geography, symbols, way of life, history; Improving skills: organizing time and meeting deadlines, gathering information, writing reports, reading maps, mounting and labeling pictures, making a time line; Atlas, continent, and geography facts memorized and evaluated; Africa long ago: Land of mystery: "Dark Continent"; Highlights of African history: Land of Phut, Sahara, Land of Cush; Ethiopian eunuch, Queen of Sheba, early Christians in North Africa; Muslim control, Ghana Empire, Mali Empire; Age of exploration and missions: Malaria, yellow fever, sleeping sickness, slave trade; Robert Moffat, David Livingstone, Victoria Falls, Henry Stanley, Samuel Crowther, Mary Slessor; Africa in modern times: Northern Africa: Sahara, Barbary Coast, Aswan High Dam, Suez Canal, Sudan, Khartoum; Tropical Africa: history and geography; Southern Africa: European settlement, Republic of South Africa, resources and industries; Modern Africa's needs: the Gospel, food, shelter,

education, stable government; Ancient Greece; Geographical features; First Greeks: Minoans, Crete, Mycenaeans, Trojan horse; Greek alphabet and writings: Homer, Aesop; Greek philosophers: Pythagoras, Democritus, Socrates, Plato, Aristotle; Greek city: city-state, agora, acropolis, theater, gymnasium, stadium; A Greek idea: democracy (people rule); Two famous city-states: Sparta, courage, strength, loyalty, helots; Athens, culture; Philip of Macedonia: Macedonia, phalanx; Alexander the Great (Conqueror of the World): Hellenistic Age; Rome: Land: Apennine Peninsula, Italy, Alps, Po River, Tiber River; People: Italians, Latins, Etruscans, Greek influence; Life in Rome: home, education, roads, bridges, tunnels, aqueducts, concrete, government, Roman Republic, patricians, plebeians; How Rome conquered the world: Punic Wars, Julius Caesar, Rubicon River, dictator, Mark Antony, Pompeii; Roman Empire: Augustus Caesar, Pax Romana; Christianity: Greatest event in history: birth of Jesus, early ministry of Jesus Christ, spread of the Gospel; Nero and the persecution of Christians: colosseum, gladiators, the catacombs; Rise of Constantine; Fall of Rome; Middle Ages: Peasants and lords, Roman church, Charlemagne, Holy Roman Empire; Monasteries, convents, crusades, Waldensians, Inquisition, John Wycliffe, John Huss; Invention of printing press: Johann Gutenberg, Gutenberg Bible; Martin Luther and the Protestant Reformation: indulgences, purgatory, Ninety-Five Theses; England and the British Isles: British Isles: "Mother Country," biblical heritage; Great events in English history: Magna Carta, Elizabethan Age; Age of Puritans: Puritans and science, Wesleyan Revival; Rise of industry, Victorian Age, England's decline, restoring England's greatness, Margaret Thatcher; England: land and people, Pennine Chain, London, Thames, the Chunnel; Ireland, Scotland, and Wales: "Emerald Isle," people, potato famine, Republic of Ireland, Northern Ireland, Scottish Highlands; Other countries of Western Europe: Two Europes: Communist Eastern Europe, Free Western Europe; Mediterranean Europe: Spain: ancient Armada; Portugal: explorers; Italy: Renaissance; Greece: early European civilizations; Central Europe: France: revolution; Switzerland: mountain republic; Austria: culture and beauty; Germany: reformation; The low countries: The Netherlands (land below sea level), how Dutch made Holland, Belgium and Luxembourg; Scandinavia (land of Vikings): Norway: land of the Midnight Sun; Sweden: largest Scandinavian country; Denmark: Hans Christian Andersen; Iceland: land of fire and ice; Finland: scenic forest land, European tundra; Languages of Europe: Romance, Germanic, Slavic, and others; Countries of Eastern Europe: Russia under the czars; How Communism began: Karl Marx, Marxism; Birth of the Soviet Union: Russian Revolution, Communist terrorism • Changes in the Soviet Union: No food, disaster in Afghanistan • Mikhail Gorbachev; Perestroika and glasnost, Lech Walesa, Solidarity, Baltic Republics; Life in the Soviet Union: atheism, few freedoms, government control; Soviet Union and United Nations; Fall of the Soviet Empire: Boris Yeltsin, Russian Republic, Commonwealth of Independent States; Modern countries of Eastern Europe; Australia and beyond: Australia: "Island Continent," land and climate, Great Barrier Reef, plants and animals, history, government, cities, country life, industry and resources; Oceania: islands of the Pacific; Antarctica: coldest continent, discovery and exploration, Captain James Cook, Richard Byrd.

SCIENCE (Christian Perspective): Investigating God's World leads students continually from the known to the unknown by teaching important science concepts within the context of things they can see and know. The aim is to help students better understand basic science principles rather than to merely teach them science vocabulary. This text presents the world as the creation of God and glorifies Him as its Sustainer and Upholder. It introduces great scientists and naturalists who believed in the biblical account of Creation, and where appropriate, it refutes the materialist's faith in evolution. Students will also learn about topics such as plants and animals, matter and energy, light, and minerals.

Insects & Plants; The mysteries around us: Science and observation; Law and order; a detective's tools: his senses and intelligence, books and equipment; Investigating a goldenrod jungle: Pollination; Honeybees. More stinging insects: bumblebees, yellow jackets; Victims and villains: Predator, prey; Food chain; Mimicry: Monarchs and viceroy butterflies; Bee and fly differences; bee killers; Camouflage: Ambush bug, goldenrod spider; True bugs: Piercing and sucking mouthparts; Wings that cross; Praying mantis: egg case, nymph; Beetles and seed eaters: Beetle characteristics, locust borer, goldenrod soldier beetle; Seed feeders: Birds; Rabbits; Composite flowers: characteristics of composites; daisy, aster, blackeyed Susan, thistle, goldenrod, ragweed; William Carey: missionary and botanist in India Activities & Demonstrations: Setting up a living flower exhibit; Making a meadow in a terrarium; Observing insect orders; Making plant exhibits: drying flowers, building a gall cage; Using a water lens; Learning more about honeybees: the "bee dance"; Observing social insects; Making a creature keeper; Making a pitfall trap Mammals; Habitats; Vertebrates: Characteristics: Four limbs: two forelimbs, two hind limbs; Warm-blooded; Hair: Fur, wool, spines or quills, bristles, whiskers; For warmth: Whales' blubber; For camouflage; Special structures: horns, claws, nails, hoofs, hard plates; Mammary glands: most mammals provide milk for their young; Unusual mammals: Marsupials; Platypus and echidna: hatch from eggs; Gnawing mammals: Rodents (herbivores): rats, mice; Rabbits are not rodents • Insect-eating mammals: Ant-eating mammals: giant anteater, aardvark, pangolin; Insectivores: shrews, moles, hedgehogs; Bats; Dogs (canines): breeding, training; Carnivores; Wild dogs: wolves, coyotes, foxes; Cats (felines): Designed to stalk: night vision, whiskers, rough tongue, padded feet; Wild cats: tiger, lion, jaguar,

leopard, etc.; Other carnivores: contrast in size; Large carnivores: bears, giant pandas; Small carnivores: Weasels and minks; Skunks; Primates (tree-dwelling mammals): Characteristics; Apes: mountain gorillas and chimpanzees; Monkeys: New World and Old World; Horses: man's best helper; Cloven-hoofed animals: Bovids (useful ruminants): cattle, sheep, goats; Deer (antlered ruminants): white-tailed deer, moose, reindeer and caribou; Differences between horns and antlers; Grenfell of Labrador: missionary and doctor; Mammals and man: Likenesses and differences; Balance of nature; extinct and endangered species Activities & Demonstrations: Collecting and recognizing animal tracks; Investigating your dog and cat; Following tracks: studying animal tracks; Demonstrating wool's ability to hold heat; Building a nature sanctuary; Observing animal measurements Energy: Light; Defining light: Speed of light; Transparent, opaque, translucent light; Shadows; Journey of light: Luminous objects; Natural and artificial light; Reflection: bouncing light; convex and concave mirrors; Refraction (bending light rays): Convex and concave lens, telescopes; The spectrum: ROY G. BV, infrared, ultraviolet; Eyes (the light detectors): Parts of the eye: Pupil, iris, lens, retina, optic nerve; Cornea; Eye conditions: nearsightedness, farsightedness; Sir Isaac Newton and the eye; Animal eyes: Characteristics of birds' eyes; Insects' eyes; Night vision; Binocular vision, monocular vision; Seeing color Activities & Demonstrations: Making a lens and mirror collection; Observing light reflectors; Observing eyeshine; Demonstrating transparent, translucent, and opaque materials; Observing mirrored impressions; Making a spectrum. Geology; The earth's structure: crust, mantle, outer core, inner core; Soil (a natural resource): Humus; conservation; Chemical and physical weathering; Rocks: igneous, sedimentary, metamorphic; Minerals: crystals and gemstones; mineralogists; Metals: Characteristics of metals; Gold, silver, copper, iron, aluminum, mercury, uranium; Hidden treasures: Fossil fuels: coal, oil; Hot springs and geysers; Hollowed-out caves: stalactites, stalagmites, spelunkers; Charles Spurgeon: preacher who loved nature; Interesting treasures: Fossils: Formation, kinds; Paleontologists; Men who saw dinosaurs: Bible characters; others throughout history Activities & Demonstrations: Gathering a rock collection; Doing the acid test; Making a crystal garden; Identifying minerals; Identifying artificial fossils; Observing physical weathering at work Oceanography; The sea is His: beauty, power, secrets; Water (the necessary resource): Composition of water; Water cycle; Tide and shore: Types of tides, tidal zones; Rocky shores; Sandy shores; Shellfish: mollusks, crustaceans; Sea stars; Beauties of the coral reef: coral polyps; fish of the coral reefs; Some seafaring mammals: Whales; Pinnipeds, sea otters; Winged wanderers: albatrosses, gulls, penguins; Preserving the sea: Oil spills; Conservation Activities & Demonstrations: Gathering a seashell collection; Moving molecules; Demonstrating a miniature oil slick; Energy & Engines; Force and motion (engines): Forces necessary for motion: Force of gravity, force of friction; Force of contact; Electricity and magnetism: Force of electricity: positive and negative charges; Force of magnetism; Work and energy: Forms of energy; types of energy; transfers of energy; Energy for muscles; The power of water and wind: windmills, water wheels; Water, ice, and steam: The three states of matter, changes in the states; Water's three states; Water molecules in motion; The power of steam: Performance under pressure; Steam engine; steam locomotive; The power of internal combustion: Necessary ingredients for combustion; Gasoline and diesel engines; The power of jet propulsion: how a jet engine works; The power of rocket engines: Rockets and oxygen; Modern rocketry; Two types of rocket engines Activities & Demonstrations: Calculating weight on the moon (effect of gravity); Demonstrating electrical charges; Observing molecules move in water; Demonstrating: Importance of oxygen in combustion; Magnetic field Astronomy; The sun: Size; a source of energy; Layers: core, photosphere, chromospheres, corona; The stars: constellations of the northern and southern hemispheres; The moon: Appearance; Moon seas, phases of the moon; Eight planets: names, description of each; Air: gases in the air, importance of air, atmosphere, air pressure; The wild blue yonder: troposphere, stratosphere, mesosphere, thermosphere, exosphere, magnetic field; Wernher von Braun: aerospace engineer Activities & Demonstrations: Exploring space from your backyard; Demonstrating: Air's expansion and contraction in response to temperature; Air pressure with an atmospheric egg. Weather; Temperatures and winds: Solar rays; greenhouse effect; Seasons: Result of earth's tilt on axis; The winds: Temperature differences; Air pressure; Major wind systems; Water vapor: humidity; condensation; Atmosphere: ingredients for cloud formation; types of air masses, fronts; Clouds: Shapes and names: cumulus, stratus, cirrus, combination clouds; Fog; Precipitation: Rain, sleet, snowflakes: Dry snow, wet snow, freezing rain, tropical rain; Storms: How a storm is produced; Anatomy of a cumulonimbus cloud; Hailstones; Types of lightning; Tornadoes: watches and warnings; Storm safety; Weather monitoring and forecasting Activities & Demonstrations: Building a water barometer; Creating a wind system; Building a hygrometer; Making fog; Investigating snow crystals; Being a weather prophet Variety of Vertebrates; Classification of animals; Warm-blooded and cold-blooded vertebrates: definition; Birds and flight: Structure of feathers and bones; Types of wings; Powerful breast muscles; Fish: Structure: gills, scales, swim bladder; Types: jawless fish, cartilaginous fish, bony fish; Snakes (reptiles): Parts of a snake, venomous snakes, common snakes, constrictors; Treatment of snakebites; Lizards (reptiles): defenses, types; Turtles and crocodiles (reptiles): Armor-like structure, parts of turtle shells; Types of turtles and crocodiles; Amphibians: Types; Tadpole metamorphosis; Unusual amphibians; Louis Agassiz: "America's Greatest Science Teacher" (1847–1873) Activities & Demonstrations: Conducting an egg watch; Observing fish; Raising tadpoles.

HEALTH

The active lifestyle presented in *Enjoying Good Health* emphasizes the significance of maintaining sound health habits. While reviewing the muscular and respiratory systems of the human body, each student is encouraged to measure his level of fitness. An in-depth study of the circulatory system adds to the student's knowledge of physical fitness. The study of nutrition focuses on the importance of a healthful diet and its effects on overall fitness and personal appearance. *Enjoying Good Health* also stresses personal responsibility in overcoming spiritual battles, concluding with a practical study of the Christian's spiritual armor. Nutrient Study; Energy; diet; Nutrients: Simple and complex carbohydrates; Saturated and unsaturated fats; Water-soluble and fat-soluble vitamins; Minerals: phosphorus, magnesium, sodium, potassium, iron, iodine, zinc; Deficiency conditions: osteoporosis, goiter, anemia; Daily Food Guide: malnutrition, balanced diet, Food Guide Pyramid and 5 groups; Energy for activity: calories, metabolism; Balanced meals: a good breakfast, lunch, dinner, and snacks; Energy input and output: maintaining a healthy weight, obesity Digestive System; Digestive system: alimentary canal; Parts: mouth, esophagus, stomach, small intestine, colon; Saliva, gastric juices, bile; Excretory system: kidneys, bladder; Job of the liver in digestion; Absorption and elimination: villi, colon, fiber; Water: Importance, amount needed; Safe drinking water; Dysentery; Caffeine; Aids and hindrances to digestion; Pleasant meals: manners Physical Fitness in Action: Exercise; Factors: Aerobic endurance; Muscular strength and endurance; agility; Flexibility; Body composition Interpersonal Relationships; Social acceptance: Influenced by personal appearance and hygiene: posture, halitosis, brushing, flossing, deodorant; Influenced by actions: Polite conversations; proper introductions; Telephone courtesy during incoming and outgoing calls; Mental awareness: potential, eye-gate, ear-gate, right attitudes, gratitude; Spiritual warfare: armor of God.

BIBLE

Fifth grade Bible is filled with many astounding stories about Bible characters such as Moses, Ruth, Daniel, Samuel, and David. Students will also study Joshua's life and learn how his loyalty to God made him an excellent leader and caused him to triumph in battle. These Bible stories will show students how God can do mighty acts when a person has faith in Him.

PHYSICAL EDUCATION

Fundamental exercise and routines, indoor and outdoor games. *Enjoying* interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

ARTS AND CRAFTS

Students use Art B to review fundamental principles of color with colored-pencil renderings and watercolor paintings. Fifth graders will learn new concepts such as light and dark values, one-point perspective (with step-by-step drawings), and symmetry. Students will enjoy using different types of media to create three-dimensional forms. Art B also encourages students to appreciate art by introducing them to accomplished artists and art techniques.

ESPAÑOL

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor. Entiende las ideas principales y la evidencia de apoyo en mensajes hablados. Recuerda y expresa el tema, detalles, sucesos e ideas principales de una conversación, noticia, lectura o varios párrafos en forma organizada haciendo uso adecuado del vocabulario. Narra y resume poemas, cuentos, leyendas y fábulas en forma espontánea, clara y organizada. Analiza y percibe la actitud y los sentimientos del emisor de acuerdo con su expresión y movimientos corporales. Domina los recursos expresivos: declamación, lectura expresiva, dramatización y la entrevista utilizando el lenguaje no verbal para completar el discurso hablado. Elabora preguntas de los niveles de comprensión, interpretación y aplicación. Utiliza discursos narrativos y descriptivos y expresiones según la actitud del hablante y demuestra que cada uno debe tener introducción, desarrollo y desenlace. Asume diferentes roles en una situación conversacional incluyendo discursos narrativos descriptivos, expositivos y argumentativos. Demuestra espontaneidad y fluidez al hablar. Aplica su conocimiento de la pronunciación y entonación correcta entre letra y sonido de palabras de ortografía dudosa. (g, j; z,c,s; l, ll, y; b,v; c, k, q). Utiliza e infiere un vocabulario variado a través del contexto y otras claves de conocimiento. Expresa ideas, generalizaciones y comentarios evidenciando conocimientos de las normas de concordancia de género, número y tiempo. Reconoce los parónimos (ahí/hay, legua/lengua) y los emplea

correctamente en su producción oral. Reconoce palabras de varios significados y deduce el uso que se les da conforme al contexto. Amplía su conocimiento y uso de refranes como reflejo de las costumbres y tradiciones de diferentes culturas y regiones.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento. Utiliza correctamente los signos de puntuación (interrogación, exclamación, las comillas, los dos puntos, el paréntesis y el guión) al redactar de acuerdo con el mensaje que comunica, traduciendo a la escritura los patrones orales de la entonación. Escribe en cursivo con legibilidad y nitidez. Identifica las unidades que conforman la oración: sustantivo, determinantes, adjetivos, sintagma verbal, adverbios, frases adverbiales, preposiciones, sintagmas preposicionales y conjunciones. Utiliza el diccionario como fuente de referencia con el propósito de alcanzar mayor precisión y corrección al escribir. Conoce y aplica las reglas de acentuación al escribir con corrección. Utiliza consistentemente formatos apropiados para redactar cartas mensajes y bosquejos. Escribe al dictado palabras de grafía dudosa (c, s, z, x, g, j, h, b, v, y, ll, ch, r y rr) en oraciones. Identifica el sujeto tácito, el núcleo del sujeto y el núcleo del predicado. Distingue el predicado simple, y verbal nominal. Utiliza correctamente los adjetivos comparativos y superlativos en la escritura. Utiliza apropiada y consistentemente los tiempos verbales simples tales como presente, pretérito, futuro, imperfecto y condicional. Utiliza apropiada y consistentemente los tiempos verbales perfectos tales como el presente y el futuro perfectos. Utiliza su imaginación para crear cuentos cortos en los que expresa aprecio por su cultura y respeto por la diversidad cultural. Reconoce el correo electrónico como comunicación escrita. Escribe composiciones y textos para narrar, informar y explicar. Escribe textos organizados adecuadamente apoyando la información con detalles sin perder el enfoque. Utiliza elementos gramaticales y transiciones adecuadamente para desarrollar sus ideas en textos escritos.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar. Utiliza estrategias de lectura, como el análisis fonético y estructural, las claves de contexto y el uso del diccionario para el reconocimiento del vocabulario. Integra los conocimientos previos para formular hipótesis, comprender e inferir. Llega a conclusiones a partir de lo que lee y mediante la discriminación entre dato y opinión y causa y efecto. Distingue la información contenida en textos de diferentes formas como bosquejos, líneas cronológicas y organizadores gráficos. Identifica los detalles, idea central, sucesos y preguntas dirigidas hacia el desarrollo de los niveles complejos del pensamiento; análisis, síntesis y evaluación. Reconoce el lenguaje figurado y los recursos literarios en la lectura (símil, metáfora, personificación e imágenes sensoriales). Distingue los propósitos específicos de la lectura: descubrir, interpretar, entender, disfrutar, resolver, etc.

Compara y contrasta el contenido y la organización de diversos textos. Demuestra la comprensión general de los textos mediante los elementos de una historia, personajes, argumentos y ambiente. Valoriza mediante expresión y acción las manifestaciones culturales puertorriqueñas y las de otras culturas. Identifica los diferentes géneros literarios producidos en Puerto Rico y reconoce su importancia histórica y cultural. Se inicia en la lectura de obras literarias clásicas y contemporáneas. Resume, representa y explica la información de textos en bosquejos, líneas cronológicas, organizadores gráficos, etc. Reconoce las características de diferentes géneros literarios como biografías, ficción histórica, poesía, ensayo, cuentos, mitos, etc. Reconoce cómo la perspectiva o punto de vista del autor afecta el texto. *Selección de Obras Literarias.*

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

6TH Grade Curriculum

LANGUAGE ARTS

Sixth graders will enjoy reading exciting selections about animals of all kinds, patriots from America's past, and Christians in foreign lands. This delightful collection of stories and poems features several well-known authors and introduces students to a variety of interesting characters. Students will read a biographical novel and a Christian fiction novel and use them when writing language book reports. Two speed and comprehension readers contain challenging and interesting selections. Sixth graders will develop a wider range of comprehension skills by answering comprehension questions based on stated facts, implications, and general reasoning.

Reading Skills Development; Strive for increased: Accuracy, fluency, phrasing; Good expression, comprehension; Improvement of flow; Pace and comprehension while reading silently; Ability to follow along and comprehend as others read orally; Vocabulary development through words and definitions in readers; Ability to read poetry correctly.

Comprehension, Discussion, & Analysis Skills Development; Answer factual, interpretive, and inferential comprehension and discussion questions for most stories and poems; Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions; Determine main characters, theme, climax, and turning point. The sixth grader should be constantly guided to see how grammar applies to his writing and speaking. Gives a thorough, systematic presentation of grammar, composition, and mechanics in a clear and appealing manner. Both the student and the teacher will appreciate the explanations and demonstrations of the writing process. Students who use this program are not "afraid of composition." *Creative Writing*, a companion text to *God's Gift of Language C*, helps students to think and to convey their thoughts more clearly, critically, and creatively. *God's Gift of Language C* features a cumulative review section at the end of each unit and a Handbook of Rules and Definitions at the end of the text.

Grammar; Capitalization: Proper nouns: Particular persons, places, things; words referring to Deity or the Holy Scriptures; Words formed from proper nouns; Proper adjectives; Abbreviations of proper nouns; Titles of persons: Used before a person's name as part of the name; Used alone in direct address; Titles of works: First, last, and all important words in titles of books, magazines, newspapers, poems, stories, plays, and works of art; First word in a sentence, including quoted sentences; Pronoun *I*; Punctuation: End marks; Commas: Before a coordinating conjunction joining two simple sentences; To indicate where word(s) have been omitted; To avoid a possible misreading; To indicate nonessential elements in a sentence: nouns of direct address; *well, yes, no, why*; To indicate parenthetical words or expressions; In dates and addresses; In letter salutations and closings; Apostrophes: To show possession; To show omissions from a word; To show omissions from an expression; With *s* to form: The plural of letters; The plural of numbers, signs, and words used as words; Quotation marks: In a direct quotation; To enclose titles of short stories, short poems, songs, chapters, articles, and other parts of books or magazines; Semicolons: To separate simple sentences not joined by a conjunction; With a conjunction to join two simple sentences if those sentences already contain commas; Colons: Before a list of items; Between chapter and verse of a Bible reference; Between hour and minute when writing the time; After the salutation of a business letter; Underlining: titles of books, magazines, newspapers, plays, works of art, ships, trains, and airplanes; Hyphens: To divide a word at the end of the line; In compound numbers; In fractions used as adjectives; The sentence: Identify sentences and fragments; Correct sentence fragments and run-on sentences; Recognize four types of sentences: declarative, imperative, interrogative, exclamatory; Locate simple and complete subjects and predicates; Identify compound subjects and verbs; compound sentences; Locate out-of-the-ordinary subjects and verbs; Parts of speech: Recognize and diagram all eight parts of speech; Verbs: Distinguish action, state of being, helping, and linking verbs; Recognize verb phrases, principal parts of verbs, and irregular verbs; Use spelling rules for verb endings; Use action verbs with picturing power; Find exact verbs; Use troublesome verbs correctly; Nouns: Recognize common, proper, compound; Use: As subjects, predicate nominatives, direct objects, indirect objects, objects of the preposition; In direct address; Make subject agree with verb; Pronouns: Recognize personal pronouns: nominative, objective, possessive; Choose correct pronoun case; Recognize: Compound, demonstrative, and interrogative pronouns; Indefinite pronouns; Make pronoun agree with the verb; Adjectives: Know distinguishing characteristics of adjectives; Correctly use compound proper adjectives; Recognize: Predicate adjectives, verbs used as adjectives; Prepositional phrases used as adjectives; Use and compare adjectives correctly; Correctly use *less, least; fewer, fewest; them, those*; Place adjectives correctly in sentence; Learn how to use adjective-forming suffixes; Adverbs: Distinguish adjectives from adverbs; Identify prepositional phrases used as adverbs; Correctly use: *Good, well*; Adverbs in comparisons; Avoid double negatives and double comparisons; Prepositions: Recognize prepositional phrases; Distinguish prepositions from adverbs; Avoid: Preposition errors;

Unnecessary prepositions; Conjunctions: Recognize coordinating and correlative conjunctions; Interjections; *Composition Note*: Many creative writing exercises are included in *Creative Writing*, a companion text to *Language C*. Creative writing exercises: Write: Friendly letter and social notes; Dialogue; Paragraphs: Develop: A good topic sentence; Paragraphs with details, examples, reasons, or brief story; Use paragraph unity; Develop sentence order: chronological order, order of importance; Write a compare-and-contrast paragraph; Write a narrative paragraph; Write about an emotion and a memory; Apply the Writing Process to writing paragraphs; Use transitional words and phrases; Combine paragraphs to make a composition. *Penmanship: Creative Writing* is a companion text to *God's Gift of Language C*. This work text develops students' abilities to observe, proofread, think clearly, and use descriptive words. Students learn what characterizes good writing and how they can write more creatively as they study observation and creativity, poetry, and journal writing. The challenging Mind Stretchers provide lively openers for each creative writing class as students create anagrams, acrostics, and rebuses, and work with synonyms, connotation, and alliteration. *Creative Writing* features many examples for students to follow as they complete these exercises. Sixth graders will also review previously learned penmanship skills and concepts by completing practice exercises.

SPELLING & VOCABULARY

Spelling and Vocabulary teaches students the spelling and meaning of words through the study of prefixes, roots, and suffixes. They will be able to spell and recognize thousands of words after learning these common roots, prefixes, and suffixes. Sixth graders will appreciate the eight review lists and exercises that provide opportunity for spelling mastery. Three Spelling Challenge lists allow them to learn commonly misspelled words that pertain to a specific spelling rule. Students will also practice their proofreading skills while learning about the origin and development of the English language from a Christian perspective. *Spelling & Vocabulary Skills Development*; Master spelling and vocabulary lists: Prefixes, root words, and suffixes; Vocabulary words and definitions; Homonyms, synonyms, and antonyms; Frequently misspelled words; Use vocabulary words in proper context; Memorize vocabulary definitions; Correctly write sentences dictated by teacher using vocabulary words; Create good sentences using spelling and vocabulary words; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn about the history and literal meaning of words; Learn to pronounce thousands of words correctly; Become familiar with a pronunciation key; Practice proofreading skills while also learning about the origin and development of the English language from a Christian perspective; Develop spelling skills using Greek and Latin roots, prefixes, and suffixes; Be able to identify commonly misspelled words; Be able to comprehend a word within proper context; Proofread for spelling errors: recognize misspelled words in lists or sets of words; Apply knowledge of prefixes, roots, suffixes to: Form words; Answer comprehension questions; Learn spelling rules: Use *i* before *e*, except after *c*, or when sounded like *a*; Double a final consonant before adding a suffix beginning with a vowel; Change *y* to *i* when adding suffixes; Drop the silent *e* before adding a suffix beginning with a vowel; A prefix is added to the beginning of a word to change the meaning; A suffix is added to the end of a word to change the function of original word, not the meaning; Learn: Exceptions to spelling rules; Words that follow no spelling pattern; How to choose correct ending for words with sound-alike suffixes; Principle of assimilation to expand creativity *Poetry Skills Development*; Memorize 6 lyrical poems and 2 dramatic poems; Develop appreciation of poetry; Perform in front of audience; Recite in unison; Develop appropriate expression and volume; Improve comprehension of content and emotion; Learn definitions and use of unfamiliar words; Develop mental visualization of the poem; Discuss meaning and purpose of poems; Use proper observation of punctuation.

ARITHMETIC

Includes an abundance of practice problems and review exercises to help each student master important arithmetic skills and concepts. Almost daily story problems and frequent problem-solving strategies are featured, providing practical application for real-life situations. Takes students from the known to the unknown as they study fractions, decimals, proportions, percents, prime factoring, algebraic equations, measurement, basic geometry, and beginning banking. *Numbers*; Place value: Whole numbers to the 100 billions' place; Decimals to the millionths' place; Writing numbers to the 100 billions' place; Roman numerals: Value of I, V, X, L, C, D, M; Basic and complex rules for forming Roman numerals; Use of dash to increase value one thousand times; Terms: Notation, numeration; Prime number, composite number; Comparing; Rounding to nearest billion; Prime numbers: Eratosthenes sieve; Composite numbers; Estimating: divisor, quotient; Rounding: whole numbers, money, decimals, timed mastery; Irrational numbers. *Addition*; Addition families 1–18: mixed order; Timed mastery; Terms: addend, sum; Word problems: With added complexity; Money; Mental arithmetic: problems combining addition, subtraction, multiplication, and division up to 16 numbers; Checking by addition and casting out 9s; Addends: column addition; Averaging; Fractions with common and uncommon denominators; Measures; Decimals with annexing zeros; Compound measures *Subtraction*; Subtraction families 1–18: mixed order; Timed mastery; Mental arithmetic: problems combining subtraction, addition, multiplication, and division up to 16 numbers; Word problems: With

added complexity; Terms: minuend, subtrahend, difference; Money; Checking by addition; Fractions with common and uncommon denominator; Measures; Decimals with annexing zeros; Compound measures *Multiplication*; Multiplication facts: 0–12 tables; Word problems: With added complexity; Timed mastery; Terms: factors, product, partial products; Mental arithmetic: problems combining multiplication, division, addition, and subtraction with up to 16 numbers; Multiplying with up to a 3-digit multiplier (factor); Checking by reversing factors and casting out 9s; Money; Recognize symbol: • (raised dot); Factors: Factoring; Finding common and greatest common factor; Prime factors: Division by primes; Factoring tree; Least common multiple; Compound measures; Fractions: Using cancellation; Multiplied by fractions, mixed or whole numbers; Decimals: Multiplied by decimals or whole numbers; Multiplied by powers of ten. *Division*; Division facts: 1–12 tables; Word problems: With added complexity; Timed mastery; Steps of division; Terms: dividend, divisor, quotient; Mental arithmetic: problems combining division, multiplication, addition, and subtraction with up to 16 numbers; Divisors: Up to 4 digits; Dividends: Up to 7 digits; Remainders written as fractions; Checking by multiplication or casting out 9s; Money; Averaging; Estimating quotients; Divisibility rules for dividing by 2, 3, 4, 5, 6, 9, 10; Fractions: Dividing a whole number, mixed number, or fraction by a fraction or mixed number; Dividing a fraction or mixed number by a whole number; Decimals: Dividing a decimal by a whole number; Eliminating decimal point in divisor; Annexing zeros to avoid remainders; Including zeros immediately to the right of decimal point in quotient; Dividing by powers of ten. *Fractions*; Parts of a whole or group; Word problems: Broader, deeper understanding of concepts; Timed mastery; Terms: numerator, denominator; Types: Proper, mixed, improper; Change to mixed number or whole number; Change mixed number to an improper fraction; Simplifying: reducing and making proper; Addition with common and uncommon denominators; Subtraction: With common and uncommon denominators; With borrowing; Multiplication: Using cancellation; Multiplying a fraction with a whole or mixed number; Multiplying two mixed numbers; Equivalent fractions; Division: Of a whole number, mixed number, or fraction by a fraction or mixed number; Of a fraction or a mixed number by a whole number; Changing fractions to decimals; decimals to fractions; Finding fractional part of whole *Decimals*; Money; Reading and writing: writing a fraction or decimal as a fraction; Place value: To the thousandths' place; To the millionths' place; Addition and subtraction: annexing zeros; Multiplication: By a whole number; By another decimal; When zeros are annexed; Division: By a whole number; Eliminating decimal point in divisor; Annexing zeros to avoid remainders; Comparing and repeating decimals; Rounding; Timed mastery; Changing fractions to decimals and decimals to fractions; Terminating decimals; Repeating decimals; Converting repeating decimals to fractions *Problem Solving & Applications*; Word problems: steps of problem-solving process; Addition, subtraction, multiplication, division; Fractions, money, measures; Time, averages, decimals; Geometry, graphs; Equations, ratio, percent, proportion; One, two, three, and four steps; Mixed operations; Eliminating unnecessary information; Making a table; Conversion factors; Using logic charts; Finding a pattern; Testing a hunch; Making a sensible guess; Drawing a geometric model; Using proportions; Applications: Broader, deeper understanding of concepts: Measures, Roman numerals, money, graphs, scale drawings, geometry; Charts, time, banking, ratio, proportion, reading meters (electric and gas); Discount, interest, sales tax, profit, commission; Installment buying, planning budgets, amount of profit *Time*; Table of time: Second, minute, hour; Day, week, month, year, leap year; Decade, score, century, millennium; Time zones: Prime meridian; International Date Line; Coordinated Universal Time; Daylight Savings Time; Latitud; Degrees, *Money*; Addition, subtraction, multiplication, and division with dollar sign (\$) and decimal point (.) *Measures*; Temperature: Reading and writing; Terms: degrees; Celsius and Fahrenheit: freezing and boiling points of water; normal body temperature; Conversions: Celsius to Fahrenheit; Fahrenheit to Celsius; Length: English: inch, foot, yard, mile; Metric: millimeter, centimeter, decimeter, meter, decameter, hectometer, kilometer; Weight: English: ounce, pound, ton; Metric: milligram, centigram, decigram, gram, decagram, hectogram, kilogram; Capacity: English: fluid ounces, cup, pint, quart, gallon, peck, bushels, teaspoon, tablespoon; Metric: milliliter, centiliter, deciliter, liter, decaliter, hectoliter, kiloliter; Ordering measures: least to greatest; Converting measures within the same system; Adding and subtracting unlike measures within the same system; Square measure: English: square inches, square feet, square yards, square acres, square miles; Metric: cm^2 , m^2 , km^2 ; hectares; Timed mastery; Metric prefixes; Compound measures: adding, subtracting, multiplying *Graphing, Statistics, Probability*; Graphs: Pictographs; bar, line graphs; Circle, rectangle graphs; Statistics: range, mean, median, ranked; Scale drawing; Finding distance on maps; Probability ratio. *Geometry*; Plane figures: Simple closed figure, polygon; Quadrilateral: parallelogram, rectangle, square, rhombus, trapezoid; Pentagon, hexagon, heptagon, octagon; Triangle: right, isosceles, equilateral; Angles: Right, acute, obtuse, straight; In a circle; Lines: line segment, ray, intersecting lines; parallel and perpendicular lines; Terms: Point, plane, vertex, congruent, similar, diagonal; Base, radius, diameter, arc, degree, semicircle; Perimeter of a polygon; Formulas for: Rectangle, square; Parallelogram, triangle, irregular shapes; Converting measures to find perimeter; Area: Formulas for: Rectangle, square; Parallelogram, triangle, circle, complex shapes; Circumference: formula; Using a compass and protractor; Constructions: circles, angles; Bisecting angles; Sliding, rotating, and flipping shape; Recognize models and symbols: (point); — (line segment); (line); (ray); (angle);

(parallel lines); (triangle); (congruent); (arc); (pi), *Percent, Ratio, Proportion*; Recognize symbol: % (percent); Reading and writing: Percent as a fraction, decimal, ratio; Fraction as a percent; Decimal as a percent; Subtracting from 100%; Word problems; Timed mastery; Finding percentage: Of a whole number; When the percent ends in a fraction; percent is over 100%; By comparison when the percent is given as more or less than; Less than 1%; Estimating answers; Finding: Percent by comparison; Percent of increase or decrease; The rate of discount; Percent for circle graphs; Discounts; Amount of profit; Simple interest; The base; Ratio: Reading and writing; Terms: antecedent, consequent; Equivalent, word problems; Proportion: Reading and writing; Terms: means, extremes, cross products, word problems *Pre-Algebra*; Solving equations; Negative numbers; Squares and square roots: Perfect squares; Exponents, bases, radical signs; Order of operations: Broader, deeper understanding of concepts; Powers of ten; Algebraic multiplication; Two-step equations.

NEW WORLD HISTORY AND GEOGRAPHY

Offers a Christian perspective on the history and geography of North and South America. It includes a chapter on Canada and a chapter on the recent events in the United States and around the world. Important geographical facts and historical documents that should be given special attention throughout the year are highlighted and placed for easy reference. By reading special-feature articles found throughout the text, students will learn about the lives and contributions of great missionaries and other well-known Christian leaders. *History Study*; The first Americans and the land they found: Greatest migration in history; Land the Americans settled: Geography of North America; Geography of Central and South America; How American Indians lived: education, food, clothing, shelter, recreation, religion; North America: cold lands to the north: Trip to the North Pole; Tundra (“Land of the Midnight Sun”): land, plants, animals; People of the tundra (Eskimos): traditional life, modern life; Northern woodlands: tall trees, animal; Indians of the Far North: food, clothing, homes, religion, children, modern life; Canada: the second largest country: Vast lands to the north: sparsely settled; Highlights of Canadian history; Maritime provinces; Quebec and Ontario; Prairie provinces; British Columbia and Territories; People, resources, and industry; Canadian government: constitutional monarchy, Prime Minister, Parliament, Royal Canadian Mounted Police; The Eastern United States: Eastern coast and mountains; Atlantic Ocean facts, uses, fish; Woodland animals; Indians of the eastern woodlands: Hopewell Indians, Iroquois League of Five Nations, Southern Indians; Indians the Pilgrims knew; Missionaries to the American Indians: John Eliot; John Campanius; Roger Williams, David Brainerd; Famous woodland Indians: Sequoia; Joseph Brant and Tecumseh; The North American plains: World’s largest prairie; Animals of the prairie; Special geographical features of the land; Plains Indians; The American West: Rocky Mountains: Cordilleras Chain, the Great Divide, mountain flora and fauna; Intermountain Region: plateaus and deserts; Desert flora and fauna: hardy plants, variety of animals; Pacific Ocean: Coastal Regions; Indians of the West; The colonial heritage: English colonize America: Spain and France; England: John Cabot; Roanoke; Jamestown: London Company; Captain John Smith; Lord De La Warr; Free enterprise system *History Study*; Pilgrims: lovers of religious freedom: Settling in Plymouth; Friends with the Indians; First Thanksgiving; Thanksgiving of 1623; New England Colonies: Massachusetts and the Puritans: Massachusetts Bay Company and Charles I; Massachusetts Bay Colony and Boston; Ole’ Deluder Satan Act; Roger Williams and Rhode Island; New Hampshire: fish and lumber; Connecticut: “Place of the Long River”; New England: churches; Middle Colonies: New York: Settled by the Dutch; Patroon system; Delaware: New Sweden; Pennsylvania: Quaker State; Society of Friends; Moravians and Count von Zinzendorf; New Jersey: haven of religious freedom; Southern Colonies: Virginia: oldest colony; Maryland: freedom for Catholics; Carolinas: the Southern Plantation; Georgia: last of the thirteen; The Great Awakening: Jonathan Edwards, George Whitefield; Phillis Wheatley; George Washington and the New World’s first republic: Young hero of the French and Indian War; French settle New France; French and Indian War: Fort le Boeuf and George Washington; General Braddock; Fort Duquesne; Defeat at Quebec; Threats to American Freedoms: King George III and the Stamp Act; The Boston Massacre and the Boston Tea Party; The Quebec Act; Colonists prepare to fight; Fight for Independence; Independence for America; Building a new nation: Civil government; Three branches of government; Rights and responsibilities of Americans; Expansion and evangelism: Pioneers push farther west: Daniel Boone and the Wilderness Road: Cumberland Gap; Settling the Northwest Territory; The Erie Canal; Revival and missions: Second Great Awakening: Richard Allen; Beginnings of American missions; Christianity among black Americans: Lott Carey, Colin Teague, Lemuel Haynes; John Jasper, Catherine Ferguson, John Chavis; From the Gulf of Mexico to the Rocky Mountains: Purchasing and exploring Louisiana; War of 1812: Treaty of Ghent; United States gains Florida and the Southwest; From sea to sea: Gold Rush: John Marshall; Oregon Territory; New friends in Japan: Commodore Matthew Perry, Samuel Wells Williams, and Jonathan Goble; Division and reunion: Slavery, compromise; Tariffs; States’ rights; Abolitionists: Harriet Beecher Stowe, Sojourner Truth; Underground railroad and Harriet Tubman; Civil War begins: Fort Sumter, Emancipation Proclamation, Ulysses S. Grant, Robert E. Lee; Stonewall Jackson; Important Civil War battles; Gettysburg Address; Other events of Civil War times: National motto, new songs, American Red Cross; Gospel spreads, Pony Express, transcontinental railroad; Rebuilding the South: Booker T.

Washington, George Washington Carver; The nation grows and prospers: Western frontier: Indians of the Great Plains, Homestead Act, Oklahoma Land Rush; Famous westerners: Buffalo Bill, Annie Oakley; James Garfield; Immigration, revival, industry; Inventions: new ways to do things; Norbert Rillieux; Granville T. Woods; New frontiers: Alaska, Hawaii; Spanish-American War: Philippines, Guam, Puerto Rico, *History Study*; Into the twentieth century: Our country in 1900; Major world power; Education, religion; Masters of invention and technology; Hall of Fame for Great Americans; President Theodore Roosevelt: Childhood, public servant, Great White Fleet; 26th President, Rough Riders, Panama Canal; Discovery of the North Pole; Sinking of the *Titanic*; World War I; Between the World Wars: Great Depression and plans for peace that failed; Challenges to Christianity; Fighting for freedom: World between the wars: Russia: Communism; Italy: Fascism; Germany: National Socialism; Japan: Militarism; World War II: many wars in one; U.S. enters World War II: Japanese-American patriots; Benjamin O. Davis, Jr. General Douglas MacArthur; Continuing world problems: United Nations, spread of Communism, Berlin divided, Israel becomes a nation, Korean War; Time for freedom and responsibility: Years of prosperity and opportunity: Post-war boom; Advances in technology; Freedom and opportunity for all Americans: Jackie Robinson and Mel Martinez; Preserving freedom in an age of big government: Proper role of government; President Eisenhower; President Kennedy: New frontier; President Johnson: Great Society; Return to peace through strength: Ronald Reagan, decline of the “Evil Empire”; Advances for freedom: Operation Desert Storm, collapse of the Soviet Union; Twentieth century comes to a close: Nationwide moral decline: Declining academics and school violence; Whitewater investigation; Into the new millennium: Terrorism strikes again 9/11, “War on Terror”; War in Afghanistan; Natural disasters; Axis of evil, War in Iraq; Illegal immigration, election 2008, History; Mexico and Central America: Middle America; Mexico (land of the Aztecs): geography, many climates, natural resources, people, cities, recreation, government; Central America (land in between): Mayans: builders of civilization; Climate, natural resources, wildlife; Countries of Central America; West Indies—Islands of the Caribbean: Land of discovery: rich heritage, from colonial days to modern days; Exploring the West Indies: islands of mountains and coral, colorful creatures on land and in the sea, climate, industry; Cuba: country under Communist dictatorship, desire and need for capitalism; South America: Exploring South America: tropical climate and opposite seasons, many nations and varied geography, animal life, abundant national resources; The Amazon and its peoples; Highlights of South American history: Incas, rule by Spain and Portugal, struggle for independence, South America’s greatest need; Nations of South America: Peru: land of Incas; Ecuador; Bolivia: country with two capitals; Colombia, Venezuela, and the Three Guianas; Brazil (giant of the south): land of the Amazon, historical events, prosperous economy, people, cities; Argentina: land of pampas, granary of the south; Chile: where land ends; Paraguay: from prosperity to poverty; Uruguay: industrious little country *Geography Study*; Atlas facts memorized: 9 maps, both physical and political, cover hemispheres, continents, oceans; Western Hemisphere: location of straits, bays, gulfs, rivers, lakes, waterfalls, islands, peninsulas and isthmuses, mountain ranges, mountain peaks, deserts, and highlands; Map mastery countries and cities for the Western Hemisphere: Canada: 13 provinces and territories, 8 cities; Middle America: 20 countries and dependencies, 12 cities; South America: 13 countries, 9 cities; Geography facts memorized: Geography terms over land and sea forms; Climate zones; Using latitude and longitude *Memory Work*; 6 documents: The American’s Creed; Portion of The Declaration of Independence; Preamble to the Constitution; First Amendment to the Constitution; The Rights of Americans; Lincoln’s Gettysburg Address; States and capitals; 44 U.S. Presidents.

SCIENCE

Students will apply what they have learned by doing projects and experiments both at home and at school. Some of the topics students will study include invertebrates, plants, forces of the earth, the universe, space travel, and matter and chemistry. *Plants*; Leaves: Photosynthesis in detail, leaf anatomy, tendrils, spines, bulbs, insectivorous plants; Roots and stems: Shoot system, taproot, root cap, root hairs; Epiphytes, cellulose, cell wall; Stolon or “runner,” rhizomes, thorns; Flower, fruit, and seed: Flower structure: Bud, bracts, ovary, ovules, stigma; Process of fertilization; Fruits: Development and scientific definition; Conditions for seed growth; Seed structure: Cotyledons; Hybrid; Plant families you should know: Composite family; Pea, rose, lily, grass families: Cereal grass, turf grass, woody grass; Trees: Perennials, annuals, biennials; Notable trees: California redwood; Banyan, candlewood, and baobab trees; Bristlecone pine; Cambium, tree bark; Annual growth rings; Broadleaf trees: Hardwoods; Deciduous; Selected broadleaf trees: Maples, elms oaks: Specific examples, Dutch elm disease; Birches, willows: specific examples; Conifers: Types of cones, conifer pollination; Characteristics contrasted with broadleaf trees; Evergreens; Selected conifers: Pines, hemlocks, firs, spruces: Specific examples; Douglas firs; Larches: tamarack; Redwoods: giant sequoia, General Sherman tree, bald cypress, knees; Cypress: cedars, junipers, western red cedar, cedar of Lebanon; Palms: Fronds; Coconuts; Plant surprises: Ferns: Spores; Fern anatomy: spore cases, rhizoids, fronds; Tree fern; Mosses: Moss anatomy; Peat moss; Algae: Diatoms, diatomite, dinoflagellates, flagella, filamentous algae; Seaweeds: blades, air sacs, holdfasts; Kelp; Algin; Carrageenan; Fungi: Saprophytes; Parasites; Mycelium, hyphae; Molds and mildews: Structure and characteristics; Penicillin; Mushroom; Structure: fruiting body; Yeast; Slime molds, lichens Activities

& Demonstrations: Recognizing leaf shapes; Coloring carnations; Demonstrating tropism in plants; Dissecting a flower; Making bark rubbings; Working with yeasts; Hunting mushrooms; Producing bread mold spores, *Invertebrates*; Classification: Kingdom, phylum, class, order, family, genus, species, scientific name; Vertebrate, invertebrate; Insects: General characteristics of arthropods; Insect anatomy: Tracheae, air sacs; Metamorphosis: Complete; Incomplete; Classification; Familiar orders of insects: Orthoptera, Odonata, Coleoptera, Homoptera, Hymenoptera, Lepidoptera, Hemiptera, Diptera; Spiders: Arachnids, book lung, details of silk production and use; Selection of spiders: Trap-weaving, ambushing, and hunting spiders; Swimming spiders: Fishing spider; Water spider; Tarantulas, Goliath bird eater; Other arachnids: harvestman, scorpions, ticks, mites; Crustaceans: Regeneration, plankton; Crabs, lobsters, shrimp: Anatomy, specific examples; Barnacles; Krill, wood lice; Centipedes and millipedes; Worms: Earthworms: Castings; Parasitic worms: leeches, tapeworms, roundworms; Mollusks: Mantle; Snails and slugs: Gastropods; Univalves; Cowrie, conch; Nudibranch; Bivalves; Cephalopods: Jet propulsion; octopus, squid; Cuttlefish, nautilus; Strange sea specimens: Sea stars: rays, tube feet; Sea urchins: Sand dollar; Sea lily, feather star, sea cucumber; Sponge; Sea anemone; Coral polyp; Hydra; Jellyfish: Stinging cells; Life cycle: larva, polyp, medusa; Portuguese man-of-war; Protozoans: God's design for variety in the world of invertebrates; Cell parts: cell membrane, cytoplasm, organelles, nucleus, chromosomes; Amoeba: pseudopods, food vacuole; Paramecium: cilia; Relationship between protozoans and humans; discovery of protozoans; Science and great Christians: Jonathan Edwards. Activities & Demonstrations: Observing spiders and their ways; Snorkeling for sea invertebrates; Making exhibits: Insect; Arachnid, crustacean, earthworm, mollusk, ocean, protozoan, *Geology*; Earth's structure: Crust, mantle, core: Moho; Chemical and physical weathering; Movements of the crust, plates, mid-oceanic ridges; Earthquakes: tsunami, tremor, seismology, fault, focus, epicenter, magnitude, Richter scale, seismic belts; Volcanoes: Magma; Magma chamber, vent, Ring of Fire, fumaroles; Lava; Tephra: volcanic ash, bombs and blocks, lapilli; Classification: By formation: shield, cinder cone, composite, caldera; By activity: active, dormant, extinct; By kind of eruption: Hawaiian, Strombolian, Plinian; Igneous rocks: Extrusive, intrusive; Sedimentary rocks: Mechanical, chemical, and organic sediments; breccia, halite, gypsum; Metamorphic rocks:; Foliated and unfoliated; Gems: Precious and semiprecious stones; Diamond: Diamond pipe; Ruby; Sapphire, emerald, red spinel; Metals: Precious metal; Gold, silver; Platinum; Iron: Steel; Copper: brass, bronze; Aluminum, *Geology*; Fossil fuels: Coal: Types of coal: anthracite, bituminous, sub-bituminous, lignite; Coal mining: surface mining, overburden, underground mining; Petroleum: Crude oil, hydrocarbons; Finding, recovering, and refining petroleum: fractional distillation; Caves: Cavern, speleology; Cave types: sea cave, lava cave, solution cave; Limestone: Calcium carbonate; Cave formations: Stalactites, stalagmites; Soda straws, columns, draperies, flowstones, moon milk, cave rafts, cave pearls; Life in caves: troglonotes, trogloniles, troglonites; Earth's magnetic field: Basics of magnetism; Magnetic vs. geographic poles of Earth; The source of Earth's magnetism: electromagnet; The magnetosphere: solar wind, auroras; Activities & Demonstrations: Demonstrating: Weathering from water and plants; Weathering from chemicals; Making a volcano; Demonstrating: Igneous rock textures with fudge; Stratification of sedimentary rock; Growing salt crystals; rock hounding; testing for calcium carbonate; Growing stalactites, *God's Great Universe*; What space is like: vacuum, temperature extremes; Galaxies: Galaxy, Milky Way; Local group; notable galaxies, supercluster; Galactic shapes: spiral, barred spiral, elliptical, irregular; Nebulae; Constellations: Cassiopeia, Cepheus, Andromeda, Pegasus, Cygnus, Draco, Taurus, Sagittarius, Centaurus; Stars: Structure and atmosphere of the sun: Granule, spicule, solar prominence, solar flare; Light year, star magnitude, colors and categories, supernova; Early ideas in astronomy: earth-centered universe, sun-centered universe, ellipse, three laws of planetary motion, gravity; Exploring the solar system: overview of planets, moons; Earth: revolution, rotation, atmosphere, ozone layer, greenhouse effect; Moon: lunar month, phases, the moon and tides; Smaller space travelers: Asteroids, comets; Meteors: Meteorite, impacts Activities & Demonstrations: Observing friction; Drawing ellipses; Studying the tail of a comet; Learning meteor shower schedules, *Exploring Space*; Understanding light: Electromagnetic wave; Speed of light; Frequency, wavelength, electromagnetic spectrum; Instruments of astronomy:; Refracting and reflecting telescope, Hubble Space telescope; Adaptive optics; spectroscope, radio telescopes; Principles of space flight: Astronauts; Objects and satellites in orbit; Sir Isaac Newton: discoverer of God's laws; Race to the moon: *Sputnik* and *Explorer I*, Gemini and Apollo programs; Space stations: *Salyut*, *Skylab*, *Mir*, International Space Station; Space shuttle and beyond: private space flights, return trips to moon; Satellites and space probes: communication, weather, navigational, earth observation, military, and astronomical satellites; space probes; Exploring: Inner planets: detailed description of Mercury, Venus, Earth, Mars; Outer planets: detailed description of Jupiter, Saturn, Uranus, Neptune; Space explorers: William and Caroline Herschel; Origin of the universe: God created Activities & Demonstrations: Observing: reflection and refraction; the sights in night sky, *Matter & Chemistry*; Materials and matter: Mass, weight, density; Measuring density; Atoms: Anatomy of an atom; Electrons; Protons, neutrons, atomic number; Elements: definition of an element, selected elements; Groups of elements: Periodic table, metals, nonmetals, semimetals; Alkali metals, alkaline earth metals, halogens, noble gases; Molecules and compounds:; Definition of compound, formulas of compounds, nonmolecular

compounds; Nonionic crystals, compounds vs. mixtures, chemical reactions; Robert Boyle: pioneer of modern chemistry, Activities & Demonstrations: Observing elements; Separating mixtures; Observing chemical reactions.

HEALTH

Students become familiar with major health concerns such as drug abuse and AIDS, and discover the physical, mental, social, and spiritual effects of these problems on the individual and on the nation. A proper attitude toward safety is stressed, teaching students personal responsibility for safety behavior. Students learn to recognize symptoms requiring emergency aid and practice basic first-aid procedures for minor injuries. *Safety & First Aid*; Safety: Personal safety: Poison prevention; Electrical shock, fire and burn prevention; Passenger safety; Strangers: Recreational safety: Bicycle and walking safety; Water safety: Dealing with poisonous plants, ticks, and poisonous snakes; Environmental safety in: Thunderstorms, hurricanes, tornadoes: First Aid: Basic first aid: Sports aid: muscles and bones: Strain, sprain; Simple and compound fracture: Skin-deep irritations: Abrasions; Nosebleeds, insect stings, contact poisoning; Critical conditions: Not breathing: Choking: Heimlich maneuver; Poison: Substance swallowed; Poison bite: Burns: *Growth & Fitness*; Your changing body: Maintaining an active lifestyle: Importance of good nutrition: balanced diet, vitamins, minerals; Physical fitness needed: Circulatory system: aerobic exercises; Respiratory system: alveoli, diaphragm; Muscular system: Muscle names, *A Healthy Mind & Body*; Your body's defenses: Immunity and disease-causing microorganisms: Microbes, viruses, bacteria; Skin layers, mucus membrane, cilia; Protein products: Disease fighters: antibodies; Protection through prevention: Vaccines: Healthful foods: Prevent rickets, osteoporosis; Rest and sleep, daily exercise; Nervous system: Peripheral nervous system: Involuntary actions; Nerves and senses: Taste buds; Optic nerve; Drug use and abuse: Use of drugs: Helpful drugs, antibiotics; Abuse of drugs: Spiritual life: spiritual food, spiritual exercise, spiritual rest.

PHYSICAL EDUCATION; Fundamental exercise and routines, indoor and outdoor games. Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

BIBLE

Learn the Bible through the Salvation Series (5 lessons), Life of Christ Series (36): First Christmas; Boyhood and Early Ministry of Jesus; Jesus Heals and Helps; Later Ministry of Jesus; Crucifixion and Resurrection, Parables of Jesus Series 1 and 2 (12), Elijah (6); Daniel (6); Esther (5); Ezra and Nehemiah (7), The First Thanksgiving Memory Work: New individual verses (13); passages (9) containing 31 verses. Increase Bible knowledge of basic doctrines: the Bible, God, sin, salvation, heaven, assurance of salvation. Prayer Time: Learn to pray with thanksgiving for each other, our nation, those in authority over us.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Narra en forma organizada, cuentos, relatos, leyendas, mitos, noticias y fábulas tradicionales.

Describe su personalidad demostrando aceptación personal y deseos de superación.

Expresa, discute y ordena las ideas principales, los detalles y los sucesos de diversos tipos de mensajes hablados.

Interpreta y analiza las técnicas de persuasión del hablante como para vender, convencer o al hacer propaganda.

Asume postura crítica en torno a una situación o conversación.

Utiliza imágenes sensoriales y poéticas como recurso para embellecer la expresión oral.

Percibe y distingue el tono, el volumen y el ritmo de voz del emisor de acuerdo con el estado de ánimo cuando desea lograr efectos diferentes en conversaciones formales e informales.

Identifica en la comunicación oral la diferencia entre el discurso estético y el de información.

Contrasta y compara en forma oral los discursos narrativos y descriptivos.

Clasifica las oraciones según la actitud del hablante.

Evalúa preguntas de diversos niveles de pensamiento, análisis e inferencia.

Aplica y justifica su conocimiento de la pronunciación y entonación correcta entre letra y sonido de ortografía dudosa (g, j; z, c, s; l, ll, y; b, v; c, k, q).

Utiliza e infiere el significado de un vocabulario variado a través del contexto y otras claves de conocimiento.

Expresa ideas, generalizaciones y comentarios evidenciando conocimientos de las normas de concordancia de género, número y tiempo.

Reconoce los parónimos (ahí/hay, legua/lengua) y los emplea correctamente en su producción oral.

Reconoce palabras de significados múltiples y deduce el uso que se le da conforme al contexto.

Aplica su conocimiento de la pronunciación y entonación correcta al emplear palabras de letra y sonido de ortografía dudosa (z, c, s; l, ll, y; c, k, q).

Se comunica eficazmente satisfaciendo los requisitos necesarios para entrevistar, reportar, pedir y proporcionar información.

Lee oralmente con fluidez y eficacia de manera tal que refleje entendimiento del texto y que involucre a los oyentes.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza, y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Utiliza correctamente los signos de puntuación de acuerdo con el mensaje que comunica, traduciendo a la escritura los patrones orales de la entonación.

Escribe legiblemente seleccionando entre letra de molde (script) o cursiva según sea apropiado.

Escribe al dictado palabras compuestas y oraciones.

Aplica las reglas de acentuación al escribir las palabras agudas, llanas y esdrújulas.

Utiliza los signos de puntuación con corrección al redactar (signos de interrogación, signos de exclamación, las comillas, los dos puntos, paréntesis, guión, raya y el apóstrofo).

Reconoce los relativos e interrogativos en oraciones y párrafos.

Utiliza recursos para encontrar la ortografía correcta.

Reconoce la influencia del inglés y otros idiomas en algunas palabras en español.

Reconoce la lengua escrita como una expresión artística.

Escribe preguntas guía para desarrollar una entrevista.

Organiza de manera lógica la información en un bosquejo.

Identifica las líneas fijas de una carta comercial (membrete, fecha, nombre y dirección del destinatario, línea de asunto, saludo, texto o contenido, despedida, firma mecanográfica, título profesional e iniciales de identificación).

Produce un informe de tipo investigativo utilizando diversas fuentes (libros, enciclopedias, periódicos, boletines, diccionarios e Internet).

Escribe oraciones compuestas, complejas y cláusulas subordinadas con la puntuación apropiada.

Identifica el predicado simple o compuesto, verbal o nominal y omitido.

Utiliza apropiada y consistentemente los tiempos verbales simples tales como presente, pretérito, futuro, imperfecto y condicional.

Utiliza apropiada y consistentemente los tiempos verbales perfectos tales como el presente, pretérito, futuro, pluscuamperfecto y condicional.

Produce textos narrativos, descriptivos, expositivos y argumentativos.

Utiliza correctamente los adjetivos comparativos y superlativos y los adverbios en la escritura.

Distingue y utiliza con propiedad los adjetivos y pronombres demostrativos.

Utiliza la tecnología a su disposición para apoyar aspectos de la creación, la revisión y la publicación de textos.

Corrige su propia escritura y la de otros.

Responde de manera constructiva a los escritos de otros.

Escribe textos organizados adecuadamente apoyando la información con detalles sin perder el enfoque.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Reconoce los propósitos implícitos de los mensajes en los medios de comunicación.

Integra los conocimientos previos para formular hipótesis, comprender e inferir.

Discrimina entre dato y opinión, causa y efecto y hecho real o imaginario.

Reconoce la función de la palabra en la estructura de la oración.

Utiliza la estructura del texto o la progresión de ideas para demostrar comprensión.

Demuestra la comprensión general de los textos mediante los elementos de una historia, personajes, argumentos, ambiente y hace modificaciones usando estrategias para volver a leer una porción cuando le falla el entendimiento. Utiliza las estrategias de lectura para el conocimiento del vocabulario (análisis fonético y estructural, configuración, contexto y diccionario).

Distingue la información contenida en textos de diferentes formas tales como bosquejo, líneas cronológicas, organizadores gráficos.

Identifica detalles, idea central y sucesos y contesta preguntas dirigidas hacia el desarrollo de los niveles complejos del pensamiento (análisis, síntesis y evaluación) de diversos textos.

Reconoce el lenguaje figurado y los recursos literarios (símil, metáfora, personificación, imágenes sensoriales y onomatopeyas).

Reconoce las características particulares de diferentes géneros literarios como la biografía, ficción histórica, textos informativos y poesías.

Realiza investigaciones a través del manejo de diferentes fuentes de información como textos electrónicos, personas expertas y recursos impresos para localizar información relevante para la investigación.

Identifica los elementos culturales de los diferentes géneros literarios: cuento, leyenda, poesía, fábula y mito.

Distingue y evalúa los propósitos específicos de la lectura: descubrir, interpretar, entender, disfrutar, resolver, etc.

Hace inferencias sobre lo leído al llegar a conclusiones y generalizaciones.

Analiza personajes en obras literarias al describir características, motivaciones, conflictos, puntos de vista, relaciones y cambios.

Evalúa la perspectiva o punto de vista del autor en el texto.

Amplía su conocimiento de obras literarias clásicas y contemporáneas.

Reconoce e interpreta recursos literarios como la retrospección, predicción y simbolismo.

Expresa y discute temas y conexiones comunes entre diversos textos.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

7TH Grade CURRICULUM'S

LANGUAGE ARTS

GRAMMAR

Learn capitalization rules, punctuation rules, recognize sentences and sentence parts, recognize eight parts of speech, writing compositions, learning rules of manuscript form, the library, writing summaries, outline, book reports, and paragraph development with details, writing descriptions about persons, places, and things, the writing process, writing letters.

SPELLING; Master spelling and vocabulary words and definitions, words that follow the spelling rules, homonyms, use vocabulary words in sentences and in proper context, memorize vocabulary definitions, be able to identify commonly misspelled words, apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice. Learn: antonyms and synonyms of vocabulary words, to distinguish between homophones, learn spelling rules.

LITERATURE; Develop appreciation of poetry, lay foundation for future literature study, use appropriate expression and volume, increase vocabulary, demonstrate comprehension of emotion and content, develop a mental visualization of the poem, discuss meaning and purpose of poems, use proper observation of punctuation, develop proper discernment according to the truths of Scripture, answer factual, interpretive, and inferential comprehension and discussion questions, improve ability to use deductive reasoning, understand cause and effect, and draw conclusions, build appreciation for good literature and a love of reading.

BASIC MATHEMATICS

Learn place value of numbers, operations, fractions, decimals, ratio and proportion, understanding the concept of percent, measurement, capacity, time, weight, money and finances, graphs, algebra, mathematical geography, plane geometry, and solid geometry.

HISTORIA DE PUERTO RICO

CAMBIO Y CONTINUIDAD: El estudiante es capaz de reconocer la diversidad histórica y social a base del concepto de proceso histórico, identifica y elabora conceptos tales como: historia, hecho histórico, opinión, investigación histórica, evento, causa, efecto, cambio, continuidad y cronología, **GENTE, LUGARES Y AMBIENTE:** El estudiante es capaz de inferir la relación de causa y efecto que existe entre los elementos esenciales de la organización del espacio terrestre y la relación persona ambiente en Puerto Rico, América y el Mundo, **DESARROLLO PERSONAL E IDENTIDAD CULTURAL:** El estudiante es capaz de identificar los rasgos que conforman la identidad cultural puertorriqueña a la vez que adquiere un sentido de identidad propia y autoestima que le permite establecer relaciones de equidad y justicia con sus semejantes. **PRODUCCIÓN, DISTRIBUCIÓN Y CONSUMO:** El estudiante analiza los diversos procesos económicos que se dan en el mundo y propone alternativas para solucionar los conflictos que éstos generan. **CONCIENCIA CÍVICA Y DEMOCRÁTICA:** El estudiante comprende la importancia de regirse por los principios que emanan de un sistema democrático y de ser un ciudadano capaz de aportar mejoramiento a la calidad de vida dentro de la comunidad a la que pertenece. **CONCIENCIA GLOBAL:** El estudiante analiza el concepto globalización, desde las diversas relaciones que operan en los campos de la cultura, la economía, la política y la sociedad. **SOCIEDAD CIENTÍFICA Y TECNOLÓGICA:** El estudiante es capaz de identificar cambios experimentados por las distintas sociedades a partir del desarrollo científico y tecnológico, calidad de vida dentro de la comunidad a la que pertenece. **CONCIENCIA GLOBAL:** El estudiante analiza el concepto globalización, desde las diversas relaciones que operan en los campos de la cultura, la economía, la política y la sociedad. **SOCIEDAD CIENTÍFICA Y TECNOLÓGICA:** El estudiante es capaz de identificar cambios experimentados por las distintas sociedades a partir del desarrollo científico y tecnológico.

SCIENCE

Learn about life science and the scientific method, plants, the human body, health, Creation and Science, the science of classification, mammals, birds, fish, reptiles, amphibians, insects and other arthropods, study of microorganisms, forestry, and ecology.

BIBLE

A chronological study of Old and New Testament people, places, and events, this course highlights the basic message of the Old and New Testament books, their contribution to God's redemptive storyline, and their significance for Christian thought and practice. Topics will be chosen in accord with the professor's interests and competencies, student interest, and the consent of the school.

PHYSICAL EDUCATION; Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Distingue e identifica las semejanzas y diferencias entre el discurso oral formal y el informal en el proceso de comunicación (vocabulario y reglas de cortesía).

Emplea los elementos necesarios para el desarrollo de una dicción correcta.

Desarrolla destrezas con relación a cualidades y propiedades que deben observarse entre un emisor y receptor en el proceso de comunicación oral.

Identifica, utiliza y deduce mensajes e información según la actitud del hablante y el lenguaje corporal.

Responde a la retroalimentación de forma adecuada, deduce, expresa e infiere puntos de vista y signos no verbales para ampliar el signo verbal.

Expone, delinea, examina y valoriza el vocabulario utilizado en el proceso de comunicación oral.

Indica y reconoce vocabulario y formas de expresión utilizados en otros países hispanohablantes.

Reconoce, distingue y construye datos y opiniones.

Desarrolla la coherencia y la gramaticalidad en el discurso oral.

Selecciona, planifica, infiere y organiza sus pensamientos para producir discursos narrativos, descriptivos y expositivos en el proceso de comunicación oral según las reglas socio-comunicativas.

Toma y organiza notas a partir del discurso hablado.

Analiza las técnicas de persuasión del hablante y su credibilidad.

Analiza el uso de lenguaje estético y sus efectos.

Lee oralmente con fluidez y eficacia de acuerdo con el propósito de la lectura.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Utiliza correctamente los signos de puntuación de acuerdo con el mensaje que comunica, traduciendo a la escritura los patrones orales de la entonación.

Utiliza el análisis estructural para identificar prefijos y sufijos de origen griego y latino.

Escribe legiblemente seleccionando entre letra de molde (script) o cursiva según sea apropiado.

Aplica con corrección las reglas de acentuación diacrítica a monosílabos (té /te, dé / de, sí / si).

Usa las frases de enlace con corrección y de acuerdo con la intención y el propósito del texto.

Identifica los elementos típicos de una carta comercial (membrete, fecha, nombre y dirección del destinatario, saludo, línea de asunto, texto o contenido, despedida, firma mecanográfica, título profesional e iniciales de identificación).

Identifica los dos tipos de formatos más comunes para preparar una carta: bloque y semi-bloque.

Escribe con corrección cartas personales, comerciales e informativas y correos electrónicos.

Produce trabajos breves de investigación.

Prepara el borrador del proceso a seguir para realizar una investigación.

Redacta oraciones de mayor complejidad compuestas y subordinadas utilizando los elementos necesarios.

Contesta formularios.

Crea ensayos, poesías, cuentos y textos informativos.

Escribe composiciones para persuadir, argumentar o solicitar.

Escribe composiciones para entretener como narraciones, poemas humorísticos o cuentos.

Evalúa la efectividad de su propia escritura.

Elige el formato adecuado para la escritura según el propósito: diarios, cartas, editoriales, críticas, poemas, narraciones, instrucciones.

Usa recursos literarios efectivamente como el suspenso, el diálogo y el lenguaje figurado.

Utiliza apropiada y consistentemente los tiempos verbales simples tales como presente, pretérito, futuro, imperfecto y condicional.

Utiliza apropiada y consistentemente los tiempos verbales perfectos tales como presente, pretérito, futuro, pluscuamperfecto y condicional.

Utiliza apropiada y consistentemente los tiempos verbales progresivos.

Utiliza la tecnología a su disposición para apoyar aspectos de la creación, la revisión, la publicación y la evaluación de textos.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Identifica ideas explícitas e implícitas a partir de un texto.

Sustenta sus ideas y opiniones utilizando como referencia el texto.

Analiza lecturas críticamente.

Distingue entre el autor y el narrador.

Explora y evalúa el contenido de un texto según los recursos literarios e informativos.

Resume la información que lee.

Identifica las características de un texto informativo y lo distingue de un texto literario.

Indica el tema e ideas principales en el texto.

Establece el orden de sucesos a partir de lo leído.

Determina la intención y el propósito del autor a través del texto literario.

Desarrolla vocabulario propio de su nivel cognoscitivo, utilizando las claves de contexto y el diccionario.

Predice temas y establece posibles soluciones referentes al texto.

Analiza diversas clases de párrafos: descriptivos, narrativos, expositivos y argumentativos.

Distingue entre el lenguaje literal y figurado.

Desarrolla y expresa aprecio y respeto por la lengua vernácula y otras lenguas.

Reconoce valores culturales propios en el texto literario, los compara y debate con valores culturales de otras naciones.

Analiza la función de la literatura en el desarrollo de los principios y costumbres que caracterizan la vida de las personas en una sociedad.

Demuestra mayor entendimiento de obras literarias clásicas y contemporáneas al contestar preguntas de razonamiento crítico.

Describe imágenes mentales evocadas por descripciones en los textos.

Expresa su opinión, hace observaciones y conexiones, reacciona, especula y cuestiona a partir de la lectura de textos.

Analiza y critica personajes en obras literarias al describir características, motivaciones, conflictos, puntos de vista, relaciones y cambios.

Reconoce cómo el tono, el estilo y el ambiente contribuyen a crear determinado efecto en una obra.

Selección de Obras literarias.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

8TH Grade CURRICULUM

ENGLISH

Grammar & Composition: Two vital abilities, the ability to express one's ideas creatively as well as correctly and the ability to comprehend and interpret the written word skillfully, are built upon the elements which are included in English 8. Grammar and Composition II builds upon the skills learned in earlier grammar studies providing foundational practice of proper grammar and developing the basic composition skills used in outlining, summarizing, describing, researching, and letter-writing. Students will also be introduced to new grammar rules and new editing techniques that will allow them to expand their writing skills. Capitalization: Proper nouns and words formed from proper nouns: Particular persons, places, things; Political and economic organizations and alliances; Words referring to Deity and Holy Scripture; Words from proper nouns; Common noun or adjective when part of proper name; Titles of persons, titles of works; First word of every sentence; Pronoun I and interjection O; First word of every line of poetry; Punctuation: End marks: Period for declarative sentences and abbreviations; Question mark for interrogative sentences; Exclamation point for exclamatory sentences; Commas: Before a coordinating conjunction joining two independent clauses; To indicate: Omissions or avoid possible misreading; Nonessential elements in a sentence: Appositive and appositive phrase; Participial phrase; Adjective and adverb clauses; Direct address; Well, yes, no, or why; Parenthetical expressions; To set off introductory phrases or clauses; In dates and addresses; After salutations and closings of letters; Semicolons: Between independent clauses: If not using coordinating conjunction; Joined by: Transitional words; Coordinating conjunction if clauses already contain commas; Between items in a series if the items contain commas, Colons: Before a list of items; To introduce a formally announced statement or quotation; Between: Chapter and verse of Bible reference; Hour and minute of time reference; After salutation of a business letter; Italics: For titles of books, magazines, newspapers, plays, works of art, ships, trains, aircraft, and spacecraft; For words, letters, numbers referred to as such; For foreign words or phrases; Hyphens: To divide a word at the end of line; In compound numbers; In fractions used as adjectives; In prefixes before a proper noun or adjective; In compound adjectives before a noun; Quotation Marks: In a direct quotation; To enclose: Titles of short poems, songs, chapters, articles, and other parts of books or magazines; A quoted passage of more than one paragraph: at the beginning of each paragraph and at the end of the last paragraph; Apostrophes: To form: Possessive case of nouns; Individual possession within a group; Possessive case of indefinite pronouns; To show omissions from words; With s to form plurals of letters, numbers, signs, and words used as words; Dashes: After a series of words or phrases giving details about a statement that follows; To indicate an abrupt change or break in a sentence; To set off parenthetical elements or confidential comments; Parentheses: to enclose parenthetical elements. The sentence: Definition of sentence; Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory; Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase; Overcoming problems locating subjects and verbs: Finding: Subject in an inverted sentence: interrogative sentence, sentence beginning with there or here; Subject of an imperative sentence; Verb phrase that is interrupted by other words; Diagraming subjects and verbs; Recognizing and diagraming compound subjects and verbs; Recognizing complements; Correcting fragments and run-on sentences; Sentence structure: Defining dependent and independent clauses; Recognizing and diagraming simple, compound, complex, and compound-complex sentences; Recognizing noun clauses used as subjects of independent clauses; Parts of speech: Recognizing eight parts of speech; Verbs: Recognizing action, linking, and helping verbs: Action: transitive and intransitive verbs; Distinguishing verbs from verbals: Participles; Gerunds and infinitives; Using: Principal parts of verbs; Regular verb endings, irregular verbs; Correct principal parts; Verb tenses: Using progressive and emphatic forms; Using consistent verb tense; Using active and passive voice; Avoid incorrect verb forms; Use troublesome verbs correctly and avoid verb usage errors; Use exact and vivid verbs: Choosing exact verbs instead of verb-adverb combinations; Nouns: Recognizing nouns: compound, common, proper, and collective; Gerunds; Keeping agreement of subject and verb: Words ending in -ics as subjects may be singular or plural; Recognizing nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address, and appositives; Gerund phrases; Diagraming nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, and appositives: Diagraming: Compound verb with separate direct objects; Compound verb with same direct object; Nouns as direct address; Gerund phrases; Using exact and vivid nouns; Pronouns: Antecedents; Recognizing personal, interrogative, demonstrative, indefinite, compound, relative; Keeping agreement of verbs and indefinite pronoun subjects; Making pronouns agree with their antecedents in number and in gender; Nominative case: For subjects, predicate nominatives, appositives of subjects, and appositives of predicate nominatives; For appositives to subjects and appositives to predicate nominatives; Objective case: For direct objects, indirect objects, and objects of prepositions and for appositives of direct objects, indirect objects, objects of prepositions; For appositives to direct objects, indirect objects, objects of prepositions; Possessive case; Using correct case for who, whom, whoever, and whomever and in incomplete clauses beginning with than or

as; Avoid pronoun usage problems: double subject, possessive case before a gerund; Adjectives: Recognizing and diagramming adjectives: Participles and proper adjectives; Infinitives as adjectives; Distinguishing adjectives from nouns and pronouns; Recognizing and diagramming predicate adjectives: Diagramming compound verbs with one predicate adjective and separate predicate adjectives; Using and diagramming: Prepositional and participial phrases as adjectives; Infinitive phrases as adjectives; Adjective clauses; Placing and punctuating adjective modifiers; Using adjectives in comparison; Avoiding double comparison and double negatives: Supplying necessary words in comparison; Using exact and vivid adjectives; Adverbs: Recognizing and diagramming adverbs; Infinitives as adverbs; Distinguishing adverbs from adjectives; Using and diagramming: Prepositional phrases as adverbs; Infinitive phrases as adverbs; Adverb clauses: Elliptical clauses; Correct placement of adverb modifiers; Distinguishing dependent clauses; Using adverbs in comparison; Using exact and vivid adverbs; Prepositions: Recognizing prepositions, prepositional phrases, and objects of prepositions; Distinguishing between prepositions and adverbs; Using prepositions correctly; Conjunctions: recognizing coordinating, correlative, and subordinating conjunctions; Interjections; Composition; Manuscript form: abbreviations, numbers, titles; The library: Dewey Decimal System, Library of Congress Classification System, using the catalog and reference section; Summaries; Book reports: Preparing: Written book reports including introduction, body, conclusion; Oral book reports: written preparation and oral presentation; Outline; Topical and sentence outlines; Format of outline; Parallelism in an outline; Steps to preparing an outline; Introducing paragraphs: Topic sentence; Summarizing sentence; Paragraph development: Development by examples, incidents, and reasons; Paragraph unity; Paragraph coherence: chronological order, order of importance, transitional expressions, space order, pronoun reference, and repetition; Writing descriptions about persons, places, and things: Steps: point of view, careful selection of details, arrangement of details, use of exact nouns and verbs; The Writing Process: plan, write, rewrite, edit; Research paper: Planning the paper: selecting subject, finding sources, writing bibliography cards, making a preliminary outline, taking notes, writing note cards, avoiding plagiarism; Writing the paper: introduction, body; Using parenthetical citations; Rewriting the paper: check organization, introduction, conclusion, unity, coherence, and citations; Editing the paper: check each paragraph, sentence, word; capitalization and punctuation; Preparing works cited page; Typing the paper Documentation for research paper; Improving writing style; Correct a choppy or monotonous style: Begin sentence with an adverb, adverb phrase, adverb clause, or participial phrase; Begin sentence with an adjective, participle, prepositional phrase, or infinitive phrase; Spelling & Vocabulary Skills Development; Master spelling and vocabulary lists including: Vocabulary words and definitions; Words that follow the spelling rules; Commonly misspelled words; Homonyms; Use vocabulary words in sentences and in proper context; Memorize vocabulary definitions; Be able to identify commonly misspelled words; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn: Antonyms and synonyms of vocabulary words; To distinguish between homophones; Practical spelling tips and suggestions by studying Keys to Good Spelling; Spelling rules: Use i before e, except after c, or when sounded like long a Double a final consonant before adding a suffix beginning with a vowel; Change y to i when adding suffixes; Drop the silent e before adding a suffix beginning with a vowel; Learn exceptions to the spelling rules; Creating a compound word doesn't change the spelling of the two parts; Adding a prefix to a word doesn't change the word's spelling; Literature Of Places uses young people's interest in other places to teach Christian character traits such as compassion, courage, and understanding. Not only will students gain exposure to people of different ages, nationalities, races, cultures, and economic levels through a variety of literary selections, but they will also learn to enjoy reading wholesome literature. Many of the selections in Of Places were written by famous authors and are well-known classics that are an important part of a student's education. Reading Skills Development; Develop skills in reading speed and comprehension; Further develop oral reading skills; Be able to identify significant quotations and the selections in which they are featured; Increase vocabulary; Recognize the different settings in the selections.

PRE-ALGEBRA

Numbers; Place value; Terms: notation, numeration, whole numbers, prime, composite, natural (counting) numbers, integers, rational and irrational numbers; Order of operations; Rounding: whole numbers, decimals; Roman numerals: Value of I, V, X, L, C, D, M; Rules for forming Roman numerals; Number sentences: Order of operations (with and without parenthesis); Signed numbers. Addition; Terms: addend, sum; Whole numbers, fractions, decimals, compound measures, signed numbers with and without a number line; Distributive; Timed mastery; Mental arithmetic; Word problems. Subtraction; Terms: minuend, subtrahend, difference; Whole numbers, fractions, decimals, compound measures, signed numbers with and without a number line; Mental arithmetic; Word problems. Multiplication; Terms: factors, product; Recognize symbols: \times (multiplication sign); (raised dot). Whole numbers, fractions, decimals, by powers of ten, compound measures, signed numbers including two or more factors; Distributive; Factors: Common and greatest common factor; Prime factoring: division by primes; Common and least common multiple; Timed mastery; Mental arithmetic; Word problems. Division; Terms: dividend, divisor, quotient; Steps of division; Whole

numbers, fractions, decimals, by powers of ten, compound measures, signed numbers; Mental arithmetic; Word problems. Fractions; Terms: numerator, denominator; Types: mixed number, proper, improper, complex; Equivalent; Reducing; Addition, subtraction, multiplication, division; Simplifying complex fractions; Changing fractions to decimals and decimals to fractions; Word problems. Decimals; Reading and writing; lace value to the ten millionths' place; Types: mixed, terminating, repeating, nonterminating, nonrepeating; Comparing, rounding; Addition, subtraction, multiplication, division; Changing decimals to fractions, fractions to decimals; Timed mastery; Word problems. Ratios & Proportions; Ratios; Terms: antecedent, consequent; Reading and writing; Reducing and equivalents; Word problems; Proportions; Terms: means, extremes; Finding missing terms by cross multiplication; Word problems Percents; Recognize symbol: % (percent); Writing decimals as percents; Percents less than 1% and more than 100%; Percent given as more or less than; Finding: The percentage, percent, and base using decimal methods; Percent of increase and decrease; Discount, rate of discount, sale price, commission, rate of commission Measures; Linear: English: inch, foot, yard, mile; Metric: millimeter, centimeter, decimeter, meter, decameter, hectometer, kilometer; Biblical: reed, cubit, span, finger; Capacity: English: teaspoon, tablespoon, fluid ounce, cup, pint, quart, gallon, peck, bushel; Metric: milliliter, centiliter, deciliter, liter, decaliter, hectoliter, kiloliter; Biblical: homer, ephah, cor, bath, hin, log; Weight: English: ounce, pound, ton; Metric: milligram, centigram, decigram, gram, decagram, hectogram, kilogram; Biblical: talent, menah, shekel, dram; Time: Second, minute, hour, day, week, month, year, leap year, decade, century, millennium; Time zones; Money: Biblical: talent of pure gold, talent, menah, shekel, pence, farthing, mite; Square measures: English: square inches, square feet, square yards, square miles, acres; Metric: square centimeters, square meters, hectares, square kilometers; Temperature: Degree; Fahrenheit and Celsius: freezing and boiling points of water and normal body temperature; Converting Celsius to Fahrenheit and Fahrenheit to Celsius; Temperature zones; Compound measures: adding, subtraction, multiplying, dividing; Converting measures within the same system and from metric to English and English to metric; Metric-English approximate equivalents. Algebra; Terms: Variables; Terms, polynomial, monomial, binomial, trinomial, base, exponent; Like and unlike terms; Reading and writing algebraic expressions; Adding and subtracting like terms; Order of operations; Evaluating algebraic expressions; Equations: Addition, subtraction, multiplication, division axioms; Eliminating fractions; Formulas expressed by tables and graphs; Signed numbers; Signs of operation and direction; Absolute value; Comparing, adding and subtracting with and without the number line, multiplying, and dividing; Evaluating algebraic expressions with signed numbers; Combining like terms with signed numbers; Square root: Terms: radical sign, radicand, index, principal square root, perfect square; Extracting the square root; Word problems. Graphing, Statistics, Probability; Terms: data, statistics, rank, range, graph; Scale drawing and finding distance on maps; Statistics: mean, median, mode; Probability. Geometry; Models and symbols: Point, line, line segment, ray, angle, parallel lines, perpendicular, right angle; Triangle; Lines: Line, line segment, ray, intersecting, perpendicular; Angles; Types: Right, acute, obtuse, straight; Congruent; In a circle; Measuring, constructing; Using a compass and protractor; Circle: Terms: Center, radius, diameter, arc, semicircle; Triangles; Types: Right, equiangular, equilateral, isosceles; Similar, congruent; Constructions: Angles, bisecting angles. Geometry cont.; Perimeter: polygon, rectangle, square, triangle; Circumference: formulas when given diameter or radius; Area: rectangle, square, parallelogram, triangle, trapezoid, circle; Surface area: rectangular prism, cube, square pyramid, cylinder; Volume: rectangular prism, cube, square pyramid, cylinder, cone. Trigonometry; Terms: hypotenuse, legs, sine, cosine, tangent. Pythagorean formula: to find length of hypotenuse and legs; Finding sine, cosine, tangent using formulas and trigonometric table. Problem Solving & Applications; Word problems:: Addition, subtraction, multiplication, division, rounding, fractions; Decimals, ratios, proportions, measures, percent, time, graphs; Statistics, probability; Geometry, trigonometry; One-, two-, and three-step problems; Measures, time zones; Mental arithmetic: problems combining addition, subtraction, multiplication, and division.

HISTORY AND GEOGRAPHY; Exploration & Settlement in a New World; New World to explore; God's timing in discovery of America; Native American heritage; Christopher Columbus; Defeat of Spanish Armada; Spanish and French exploration: Robert Cavalier de la Salle; Spanish and French legacy; First English colonies; English exploration and settlement; Jamestown; Failure of socialism and benefits of free enterprise; House of Burgesses; Scrooby Congregation in Leyden; Pilgrims and Plymouth; Representative government: General Court Religious freedom; New colonies; Advance of learning: Harvard College, Old Deluder Satan Act; Missionary efforts: Algonquin Bible; Mayhews; New England Confederation; King Philip's War; Life in Colonial America; Land of diversity in immigration, churches, and social classes; Advance of learning: schools, apprentices, and universities; Agriculture, landholdings, and slavery in the colonies; Contributions to science; Government in the colonies; Preparation for independence; Great Awakening: Half-way Covenant; Results of Great Awakening; French and Indian War: Seven Years' War; Fundamental differences between the colonists and the English; British regulations on the colonists: Quartering Act, Declaratory Act Birth of the United States; Home of the brave; Conflict with England: Townshend Acts; Committee of Correspondence; Intolerable Acts; Continental Congress: Olive Branch Petition; Declaration of

Independence: Richard Henry Lee; War for Independence: Help from Europe; Haym Solomon, Nathan Hale, Benedict Arnold, James Armistead; Battle of King's Mountain; Treaty of Paris; Land of the free; Articles of Confederation and land expansion; Constitutional Convention: Virginia and New Jersey Plan, Connecticut Compromise; Structure and basis of American government: Balancing of powers; Bill of Rights; Presidencies of George Washington and John Adams: Cabinet; Rise of political parties; Jay Treaty and Pickney Treaty; Foreign affairs; Federalist Era; Constitution of the United States Building an American Character; From the Appalachians to the Rockies; Daniel Boone; Northwest Territory: Treaty of Greenville; Louisiana Purchase: Zebulon Pike; War of 1812: Impressment and Embargo Act; Battles: Tippecanoe, Lake Erie, Thames River, Horseshoe Bend; Treaty of Ghent; Acquisition of Florida; Missouri Compromise; Monroe Doctrine; Jacksonian Era; States' rights; President Andrew Jackson: Trail of Tears, suffrage, and abolition; National Bank; Whig Party; Relations with Britain; Innovation and inventions; Improved transportation and communication; Agricultural and industrial advancements; Christian influence on industry; Medicine; Second Great Awakening; Circuit riders and camp meetings; Charles Finney; Second Great Awakening; Evangelism on the home front; Reform movements; Beginnings of American foreign missions movement; Impact of the Second Great Awakening; Education and culture; American textbooks: Blue-Backed Speller and McGuffey's Reader; Traditional education; Public education: Horace Mann's normal schools; Louis Agassiz; Romantic Era: schoolroom poets; Songwriters and artists; John James Audubon; Life in the 19th century; Promise of the West; The Republic of Texas; Exploration of the West: Jedediah Smith and James Beckwith; Evangelism and settlement in the Pacific Northwest; Marcus Whitman and the Oregon Trail; The Mexican War: Treaty of Guadalupe Hidalgo; Mexican Cession; California and the gold rush: Bear Flag Revolt; William Taylor Times of Testing & Triumph; Civil War and Reconstruction; States' rights; Slavery: Dred Scott Decision; Abraham Lincoln; Civil War: North and South differences; Anaconda Plan; Battles: Shiloh, Antietam, Fredericksburg, Chancellorsville, Chickamauga, Chattanooga; Important people: Farragut, McClellan, Stuart, Pickett, Meade; Financing the war; Reconstruction Era; Tuskegee Institute: Booker T. Washington; Samuel C. Armstrong; Age of Industry; Inventors: Bell, Edison, Carver; Wonders of technology: Brooklyn Bridge, Statue of Liberty, skyscrapers; Capitalism in medicine; Entrepreneurs: Carnegie, Rockefeller; Lyman Stewart; Gilded Age; Immigration; Settlement of the Great Plains: Dawes Act, Homestead Act; Populist Movement; Presidencies of Garfield, Cleveland, Harrison, and McKinley; Evangelism and social reform; Art of the Gilded Age; Growing into greatness; Spanish-American War: Venezuelan Boundary Dispute, de Lôme letter; Platt Amendment; U.S. territorial acquisitions; Teddy Roosevelt and the Progressive Movement, Times of Challenge & Promise; Into the Twentieth Century; World War I: Selective Service Act; Battles: Cantigny, Marne, Belleau Wood, St. Mihiel, Argonne, Forest; People: Pershing, Rickenbacker, York; Fourteen Points; Roaring Twenties: Sports and literature; Charles Lindbergh; Billy Sunday and Prohibition; Evolution: Scopes trial; Presidents Harding and Coolidge: Foreign affairs; Rise of big government; Cause of the Great Depression: government intervention; President Herbert Hoover; Success of private relief; President Franklin D. Roosevelt; New Deal and rise of socialism in America; A world at war; Steps to World War II; Results of socialism and evolutionary thought; World War II in Europe and Asia: Lend-Lease Act; War efforts; Doolittle Raid; Fighting Red Tails; Spread of Communism in Eastern Europe; Cold War against Communism begins: Taft-Hartley Act; Korean War: Pusan Perimeter; Time for freedom and responsibility; Progress and prosperity in the 1950s; President Dwight D. Eisenhower: McCarthy Era; President John F. Kennedy and the New Frontier; Civil rights movement; Troubled times for America; Testing traditional values; President L. B. Johnson and the Great Society: Civil Rights Act; Vietnam War: Tet Offensive; America's decline in the 1970s; Presidents Nixon, Ford, and Carter; SALT talks; Reagan Era and the '90s; President Ronald Reagan: Conservative movement of the 1980s: Thomas Sowell; Iran-Contra hearings; Information Age; End of Cold War; President George Bush: Persian Gulf War; Growing national debt; President Bill Clinton: Liberal agenda; Terrorism threatens America: Atlanta's Centennial Park; Columbine High School; Last acts of the Clinton Administration; In defense of freedom; President George W. Bush; "9/11" and the War on Terror: Department of Homeland Security; Operation Iraqi Freedom: Saddam Hussein; President Barack Obama; Affordable Care Act; New Start; Land of Opportunity Geography; Western Hemisphere; North America; The 13 Original Colonies; Canada; The War for Independence; United States: physical; Washington, D.C.; Eastern United States; Central United States; Westward expansion; Western United States; Civil War; Pacific United States; Mexico; Central America; West Indies; South America; United States: political Civics; A study of national, state, and local government: Symbols; Flag etiquette; Symbolism of the flag-folding ceremony; Patriotic documents; The Constitution at a glance; Location of states; Geography; History; Government; County; City/Town; State Profiles (for use with State Studies).

SCIENCE

Introduction to Science; Using the scientific method: Three main components: hypothesizing, observation, experimentation; Six steps Pedology: Soil Science; Characteristics of soil: Organic and mineral materials, humus; Topsoil, subsoil, bedrock; Texture: sand, silt, clay, loam; Colors: Munsell charts; Soil pH: pH scale; Soil nutrients—

nutrients and primary plant food elements: Fertilizer composition: phosphates, nitrogen, potassium; Nitrogen: Nitrogen cycle, nitrogen compounds; Nitrogen-fixing bacteria; Nitrifying bacteria, denitrifying bacteria; Phosphorus: cell division, growth, plant maturity; Potassium: general health of plant and disease resistance; Air and water in the soil: Ground air: pore spaces; Ground water: Saturated, water table, artesian well; Aquifer, capillarity Geology; Structure of the earth: Introduction to geology: defined; Crust—outer layer: Covered with sediment; Oxygen, silicon, aluminum, iron; Mantle—middle layer: Seismic waves, upper mantle, transition zone, lower mantle; Moho; Core: Outer and inner core; Core-mantle boundary; Movements of crust: Plates, plate tectonics Lithosphere; Development of plate tectonics theory; Relationship of plate tectonics to biblical record; Pangaea, types of faults and folds; Mountains: volcanic, domed, folded, fault-block; Earthquakes: Earthquakes and tremors: Tectonic earthquakes, tsunamis, aftershocks; Seismology, faulting, elastic rebound theory; San Andreas Fault, focus epicenter; Earthquake waves: P waves, S waves, surface wave, seismograph, seismogram, locating an earthquake's epicenter; Earthquake zones: circum-Pacific belt, Alpidic belt; Earthquake strength: Modified Mercalli Scale; Richter magnitude scale; Moment magnitude scale; Studying earthquakes: Provide information about earth's interior; San Andreas Fault Observatory at Depth; Reducing earthquake damage: Fixed-base, base-isolated, and energy-dissipating systems; Volcanoes: Magma, magma chamber, cone; Volcanology; Types of volcanoes: cinder-cone, shield, composite, active, dormant, extinct; Location of volcanoes: Ring of Fire; Volcanic eruptions and ejecta; Types of lava; Pyroclasts: Volcanic ash, lapilli, volcanic blocks, volcanic bombs; Difference between volcanic blocks and volcanic bombs, pyroclastic flows; Volcanic structures: Calderas; Lava tunnels; Igneous intrusions: dikes, sills, laccoliths, batholiths; Introduction to minerals: Study of minerals: Mineralogy, crystals; Groups of minerals (halides, sulfides, sulfates, oxides, carbonates, phosphates, silicates); faces; Identifying minerals: Surface color, streak color, luster, hardness, Mohs scale; Cleavage, acid test; Specific gravity, special properties (fluorescence, phosphorescence); Notable minerals: Metals: Ore, useful metals; Metallurgy, Bayer process, Hall-Héroult process; Iron, alloy, precious metals; Blast furnace, direct iron reduction; Gemstones: Precious stones, diamond pipes, semiprecious stones; Simulant and synthetic gemstones; Methods of synthesizing: flame fusion process, pulled method, hydrothermal synthesis; Rocks—petrology: Igneous rocks: Intrusive and extrusive rock; Coarse-grained, fine-grained; Porphyritic (mixed-textured), amorphous, porous; Sedimentary rocks: Concretions, stratum, law of superposition; Mechanical sediments: Conglomerate rock; Clastic sedimentary rock; Chemical sediments: Precipitate, evaporates, salt domes; Organic sediments: Fossil fuel, types of coal, bitumen, surface mining; Underground mining: Longwall, continuous, and retreat mining; Metamorphic rocks: Metamorphism: Contact and regional metamorphism; Foliated and nonfoliated rocks; Characteristics of metamorphic rocks; Weathering: Physical weathering: Ice wedging, exfoliation; Chemical weathering: Causes, rate; Erosion: Erosion by rain: Runoff, sheet erosion; Gullying; Erosion by rivers: Headwaters, load, river system, drainage basin, drainage divide; Tributary, floodplain, levees, meanders, oxbow lake, alluvial fan; Erosion by groundwater: Caverns, stalactite, stalagmite, column, sinkhole; Dripstone, karst; Erosion by the sea: Beaches, sea caves; Bars, barrier islands, promontories, sea cliff, sea arches, sea stack; Erosion by glaciers: Continental glaciers, ice caps, valley glaciers, crevasses; Cirque, arête, horn, fjord, striae, till, moraine, drumlins; Outwash, kettles, Ice Age; Erosion by wind: Aeolian processes, deflation, sand and dust storms, sand dunes; Crescentic, parabolic, and transverse dunes; Abrasion; Erosion by gravity: Mass wasting, soil creep, mudflows; Avalanche, landslides, rock fall; Preventing erosion: Terracing; Strip-cropping, breakwaters Interpreting the Fossil Record; Conflicting views of the beginning: Special creation, evolution: Big bang, theistic evolution; Limitations of geology: principle of uniformity; Geology and the Genesis Flood; Uniformitarianism: Charles Lyell, problems with, Charles Darwin; Catastrophism: Georges Cuvier; Paleontology: Fossil formation; Geologic column: Eons, eras, periods, epochs, index fossils; Imaginary arrangement, circular reasoning, anomalies; Radiometric dating: carbon-14 dating; Biblical explanation of the fossil record; Evidence of a flood: Quick deposition: massive "graveyards," polystrate fossils, unconformity; Living fossils: coelacanth, stasis; Evidence against evolution: "Missing links": Seymouria, Archaeopteryx, Tiktaalik; Cambrian explosion; Impossibility of intermediates; Natural selection and intermediates; Punctuated equilibrium; Evolution of man—a mistaken belief: Man vs. ape: body structure, upright posture, cranial capacity; Questionable intermediates: Ramapithecus, Neanderthal man; Australopithecines, Lucy, Homo habilis, Skull 1470; Homo erectus, Java man, Peking man, Cro-Magnon man; True origin of man: created in God's image The Seas; Water of the seas—oceanography: Characteristics of seawater: Composition, salinity; Color, temperature, density, hydrostatic pressure; Ice of the seas: sea ice, icebergs, ice shelf; Movement of the seas: Ocean currents: Surface currents, gyre; Gulf Stream, Peru Current; Subsurface currents: density current, turbidity current; Upwelling, counter current; Waves and related phenomena: Crest, trough; Period, whitecaps, ocean swells, breaker, surf; Undertow, longshore current, rip current; Tsunami formation, propagation, and warning systems; Tides: High, low, spring, neap tides; Diurnal, semidiurnal, mixed semidiurnal; Geography of the seas: Continental margin: Continental shelf, continental slope; Shelf break, continental rise, submarine canyons; Deep ocean floor: Seamount, atoll, lagoon, mid-ocean ridge; Abyssal plain, Mid-Atlantic Ridge, hadal zone; Study of the seas: Introduction to oceanography: Matthew Maury; H.M.S. Challenger; Vessels of the oceanographer: Submersibles; Research vessel, bathyscaphe; Deep Submergence Vehicles, remotely

operated vehicle; Manned undersea laboratories; Equipment of the oceanographer: Oceanographic buoys, drift bottles, profiling floats; Niskin bottles, rosette, gravity corer, piston corer; Sonar, scuba, The Atmosphere; Introducing the atmosphere: Atmospheric composition: Homosphere, heterosphere; Composition of air, water vapor, ozone; Layers by temperature: Troposphere: Temperature gradient, tropopause; Stratosphere, ozone layer: Types of ultraviolet radiation; Mesosphere, thermosphere, exosphere; Mesopause, thermopause; Ionosphere: Cosmic rays, plasma; Magnetosphere: Poles, magnetic field, auroras; Van Allen radiation belts; Atmospheric pressure: weight of air; Heat and the atmosphere: Balanced system: Radiation, albedo; Insolation: Factors affecting insolation; Perihelion, aphelion, energy budget; Greenhouse effect: Greenhouse gases; Heat distribution in the atmosphere: Conduction, convection, convection currents; Updrafts, downdrafts; Adiabatic heating and cooling; Patterns of circulation: Circulating currents: Low pressure, high pressure, global winds; Convection cell, Hadley cell; Coriolis effect: Inertia, cyclone, anticyclone; Earth's wind zones: Intertropical Convergence Zone (ITCZ or doldrums), horse latitudes; Trade winds, polar easterlies, prevailing westerlies; Jet streams, Rossby waves; Local winds: Monsoon effect; Sea, lake, land, and forest breezes; Anabatic, katabatic, fall winds, and the mistral; Foehns, chinooks, Santa Ana winds Weather; Understanding weather—climate, meteorology: Factors causing weather: heat energy, uneven heat distribution, water vapor; Atmospheric water vapor: Melting, freezing, precipitation, condensation; Saturated, relative humidity; Dew and frost points: Dew, frozen dew, frost; Condensation nuclei, frost point, deposition, super cooled, freezing nuclei; Clouds and fog: Naming clouds: Based on: Shape; Height; Cumulus, stratus, cirrus, and variations of these three; Lenticular, contrails; Fog: Radiation and steam fog; Mist; advection, upslope, and freezing fog; Smog, photochemical smog; Precipitation—water cycle; Liquid precipitation: Rain, raindrops, snowflakes, drizzle, freezing rain; Bergeron process, collision-coalescence process; Solid precipitation: Sleet, snow, dendrite, hail; Flurries, snow squall, blizzard, whiteout, glaze, rime; Drought: conditions for; agricultural, hydrological, and socioeconomic droughts; Air masses: Types of: Maritime tropical, continental tropical; Maritime polar, continental polar, Arctic; Air-mass weather; Fronts and weather: Warm and cold fronts; Stationary and occluded fronts; Frontal cyclones; Thunderstorms, lightning, and tornadoes: Thunderstorms: Stable and unstable air, stages of development; Downbursts, cells, supercell; Squall line; Lightning: Formation, stepped leader, thunder; Return stroke, dart leader; Types: Negative and positive cloud-to-ground, hot lightning, ground-to-cloud, ball lightning; Tornadoes: Formation, dangers; Mesocyclone, condensation funnel, occurrence; Enhanced Fujita scale, waterspout, dust devil; Hurricanes: Life of a hurricane: tropical cyclone, tropical disturbance; Cyclone categories: Tropical depression, tropical storm; Saffir-Simpson Hurricane Wind Scale; Hurricane structure: eye, eye wall; Hurricane dangers: Wind, inland flooding; Storm surge; Measuring and forecasting weather: Measuring basics: Thermometer: Maximum-minimum, bimetallic strip, and electrical thermometers; thermograph; Barometer; Bar; Aneroid barometer, millibars; Hygrometer; Psychrometer; Wet-bulb depression, hair hygrometer; Weather vane; Anemometer; Rain gauge, Stevenson Screen; Modern measurements; Automated instruments, automatic weather stations; Transmissometer, visibility; Weather balloons; Radiosonde; Sounding rocket, ceilometers; Radar, weather satellite; Summarizing weather conditions: surface weather charts, station model, isobars, isotherms; Predicting weather conditions: weather forecasts, supercomputers; Do-it-yourself forecasting: predictable patterns, analyzing clouds Astronomy; Solar System; Structure of the solar system; Orbit; Geocentric, Aristotle; Ptolemy; Copernicus, Galileo, Kepler; Heliocentric; Planetary motions; Elliptical paths, Kepler's three laws of planetary motion; Astronomical units; Gravity and the solar system; Sir Isaac Newton, law of universal gravitation; Origin of the solar system: Creation vs. nebular hypothesis; Interplanetary space: vacuum; Planets; Mercury: speediest planet; Venus; Earth's twin, morning and evening star; Retrograde; Earth; Life-sustaining planet; Moon, satellite, lunar month, Maria; Terrae, rays; Phases of the moon, solar eclipse, lunar eclipse; Mars: red planet, Phobos, Deimos, Tharsis Bulge, Olympus Mons; Jupiter; Largest planet, Great Red Spot, Galilean satellites; Saturn; Second-largest, "shepherd moons," Titan, Iapetus, Mimas, Phoebe; Enceladus; Uranus; Retrograde rotation; Titania, Oberon, Miranda, Cordelia, Ophelia; Neptune: discovered mathematically before seen; Planets vs. dwarf planets: Pluto and moons, Eris; Asteroids: asteroid belt, Ceres, Trojan asteroids, near-earth asteroids; Comets; Edmond Halley; Halley's comet, nucleus, coma, tail; Short-period comet, long-period comet; Kuiper belt; Meteoroids: meteor, meteor shower, meteorites; Constellations; Celestial sphere; Horizon, distance between objects, celestial poles; Celestial equator, circumpolar; Polaris, zodiac; Modern definition of constellation, asterisms; Seasonal constellations; Spring constellations; Summer constellations: Lyra, Vega, Summer Triangle; Autumn and winter constellations; Great Square; Southern constellations: Centaurus and Crux; Sun, stars, and galaxies; Sun; Core, photosphere, granule, sunspots; Super granules; Chromosphere, spicules, solar flares, solar prominence; Transition region; Corona, solar wind; Stellar measurements; Light-year; Parallax, stellar parallax, parsec; Star magnitude: apparent magnitude, absolute magnitude; Star categories; Temperature and color, temperature and magnitude; Hertzsprung-Russell diagram; Giants, supergiant's, main sequence, white dwarfs; Red dwarfs; Stars in groups; Binary star, optical double; Open clusters, globular clusters; Stellar explosions: Nova, supernova, pulsar; Neutron star; Galaxies; Milky Way, clusters, Local Group, Andromeda galaxy; Superclusters; Spiral, barred, elliptical, and irregular galaxies; Lenticular galaxies; Quasars; Nebulae Man & the Universe; Instruments of astronomy: Visible light astronomy; Telescope,

refracting telescope, objective; Eyepiece, reflecting telescope; Resolution; Spectroscopy: visible spectrum, spectroscopy, spectrogram; Radio wave astronomy; Radio telescopes; Interferometry; Astronomy and time; Meridian and transits: zenith, nadir, meridian, transit; Day and night; Sidereal day; Apparent solar day, mean solar day, equation of time; Standard solar time, summer time; Longer times: lunar month, solar year, week; Calendars; Gregorian; Julian, Jewish; Ecliptic and climates; Equinox, precession of the equinoxes, solstice; Climate zones; Seasons; Relationship to equinoxes and solstices; lengths; Causes; History of spaceflight: Rockets: solid-fuel rocket, Robert Goddard, liquid-fuel rocket, Wernher von Braun; Race to the moon: Sputnik 1, Explorer 1; Yuri Gagarin, Alan Shepard, John Glenn, Valentina Tereshkova; Gemini and Apollo Programs, Saturn V, Neil Armstrong; Manned space stations: Salyut program, Skylab, Mir, International Space Station; Space shuttle; Spaceflight today: Nations in space; Private space flights; Orbits and satellites: Objects in orbit: Apogee, perigee; Geostationary orbit, polar orbit; Sun-synchronous orbits, Hohmann transfer orbit; Unmanned satellites: Astronomical, communications, weather, navigational; Earth observation, military satellites, GPS; Unmanned space probes: Escape velocity; Environment and pollution: Introduction to environmental science: Biotic and abiotic factors, biogeochemical cycles hPreservationists, conservationists; Pantheism; Pollution basics; Land pollution: landfill, reclaimed, waste-to-energy incinerator, syngas; Air pollution: Primary and secondary pollutants, formation and dangers of temperature inversion; Clean Air Acts; Water pollution: point and non-point sources, coliform bacteria; Global change: Acid rain; Ozone depletion: Rowland-Molina hypothesis, freons, halons; Ozone-depleting substances, Montreal Protocol; Hydrochlorofluorocarbons, fluorocarbons; Global warming: anthropogenic global warming, Medieval Climate Optimum, Little Ice Age; Managing our resources: Biblical commands; Examining our resources: Non-renewable and renewable resources; Sustainable development, environmental technology; Water reclamation; Recycling programs; Renewable energy: Solar energy: Active and passive solar power, photovoltaic cells, concentrating solar power; Wind power: Wind turbine, wind farm; Hydroelectric power; Nuclear power: Nuclear chemistry, nuclear fission, nuclear chain reaction; Nuclear reactor, breeder reactor.

BIBLE

This first-semester course is designed to give students a basic overview of the life of Peter and Paul, the beginning of the church, and the spread of the gospel to the Gentiles and eventually to the world through Paul's missionary travels. Through the Book of Acts, students may see the power of God at work in His willing servants. His servant Paul is a real person—a person with feelings just like anyone else. Yet Paul's reactions to the trials of life and his indomitable faith in the power of Christ separated him from the nominal Christian life. His life serves as an example for all believers to follow. The second-semester course, Joshua and Judges, focuses on the nation of Israel after their triumphant exodus from Egypt. The exciting, dramatic account of the conquering of the Promised Land will remind the student of the power of God and the provision for His people. This course begins with the anointing of Joshua and ends with the rule of Israel's judges.

HEALTH

Developing a Healthy Body; Growth and development; Fetus development from conception to birth; Infancy; Adolescent development; Endocrinology; Endocrine glands and hormones;;Somatotropin, antidiuretic hormone, aldosterone, estrogens, testosterone, melatonin; Regulating metabolism, physical changes, and sleep.

Health in Christian Perspective will enable students to gain a deeper knowledge of the anatomy and physiology of the human body. They will be encouraged to reach out to others and to live a happy, healthy life as they maintain a consistent walk with the Lord. They will learn how to maintain their physical health through good nutrition and fitness with an emphasis on cardio-respiratory and musculoskeletal health. A study of the nervous system in light of biblical principles encourages students to maintain good mental and emotional health. Practical aspects of safety and first aid are included in the middle of the course. Students will also learn how the immune system works to prevent disease, how to avoid drug abuse, and how to pursue a right relationship with God and others. Nutritional needs; Gastroenterology: digestion; anatomy and physiology of organs in the digestive system; Gingiva, root canal, uvula, chyme; Macronutrients: Carbohydrates, dietary fiber, proteins, fats and oils: Essential amino acids; triglycerides; Micronutrients: vitamins, minerals, electrolytes, water; Healthful food choices: Energy from food: Kilocalorie/calorie, basal metabolism, food guide pyramid; Nutritional balance: acceptable weight range, weight control; Cardiorespiratory fitness: Cardiology: anatomy and physiology of organs in the cardiovascular system: Septum; Blood pressure and heart rate: Radial and carotid pulse, stroke volume; Pneumology: anatomy and physiology of organs in respiratory system: Lung capacity; Musculoskeletal health: Osteology: anatomy and physiology of skeletal system: Divisions of the backbone; Arm and leg bones, periosteum; Compact and spongy bones; Gliding, saddle, and ellipsoid joints; Myology: anatomy and physiology of muscular system: Fast-twitch and slow-twitch muscle fibers; Flexors and

extensors; Review 7 muscles and groups; Learn 10 muscles and groups; Exercise and fitness: Aerobic and anaerobic exercise; Strength training; Assessing physical fitness: Cardiorespiratory endurance; Muscular strength and endurance; Measuring flexibility, body fat content; Total workout: warm-up, work out (training heart rate), cool down, overload; Energy for exercise: Aerobic and anaerobic processes; Energy efficiency, sports nutrition, maintaining hydration; Benefits of exercise; Personal hygiene: Your protective covering: skin, below the dermis, throughout the dermis, above the dermis; Good grooming: Basic skin care, clear complexion, hair that flatters; Healthy nails, healthy smile; UV protection and skin cancer prevention: Types of skin cancer; Consumer awareness Keeping a Sound Mind; Nervous system: Neurology: anatomy and physiology of organs in the nervous system: Neuron anatomy and types; Central nervous system, peripheral nervous system; Limbic system, somatic and autonomic nervous system; Sensory receptors: Senses of the skin: pain, mechanoreceptors, and thermoreceptors; Senses of smell and taste: chemoreceptors; Sense of sight: Anatomy of the eye, vision (rod and cone cells); Defective vision; Sense of hearing: Anatomy of the ear; Hearing damage: Decibels, sensorineural (nerve) deafness; Brain and the mind; Recognizing mental disorders: Kinds of mental disorders: eating, anxiety, depression; Good mental health: Managing stress: kinds of stress, stress and body systems; Mental and emotional well-being: Benefits of exercise, sufficient sleep, thinking right thoughts, controlling emotions, exercising your brain; Practicing biblical discernment: biblical discernment and suicide Practicing Personal Safety; Household hazards: Electrocutation, falls, firearms; Fires and burns: fire and burn prevention, fire precautions; Poisoning: Ingested, inhaled, and absorbed toxins; Reducing risks: Self-protection; Protection of others, protection at work; Recreational safeguards: Sport safety: Dehydration; Heat exhaustion, heat stroke; Water sports: Swimming safety; Boating basics PWCs (personal watercraft); Water rescue techniques; Skating; Wilderness recreation: Poisonous plants and animals: dermatitis, poisonous snakes; Wilderness supplies and precautions; Hunting; Winter sports: Frostbite; Specific safety tips; Recreational vehicles: snowmobiles, ATVs (all-terrain vehicles); Safety on the road: Bicycle basics; Mopeds and motorcycles: determining risks, developing skills; Motor vehicle safety: Traffic accidents; The leading cause of accidental deaths in the United States; Safe actions, courteous driving; Alcohol and traffic safety; Environmental safety: Natural disasters: Blizzards, floods; Earthquakes, hurricanes, lightning, tornadoes; Environmental hazards: Man's responsibility, pollution problems, radical environmentalism; Checks and balances, assessing risks, proper balance Administering First Aid; Emergency preparedness: Knowing priorities: Check, call, care; Check airway, breathing, and severe bleeding; Vital signs; Respiratory emergencies: Head-tilt and chin-lift position; Rescue breathing; Choking: Unconscious victim, self, infant; Drowning; Circulatory emergencies: CPR (cardiopulmonary resuscitation) instructions; Severe bleeding-care instructions; Shock-care instructions; Recovery position; First aid procedures: Care instructions for burns: First-, second-, and third-degree burns; Chemical burns (eye injury care); Care instructions for: Convulsions, fainting; Dislocations, electric shock; Fractures: closed and open; Frostbite; Hyperthermia: heat cramps, heat exhaustion, heat stroke; Hyperventilation; Hypothermia, nosebleeds; Poisoning: Ingested toxins; Inhaled and absorbed toxins; Snakebites: pit vipers (hemolytic), coral snake (neurotoxin); Stings and bites: Animal bites (rabies and tetanus); Insect stings, tick bites (Lyme disease); Strains and sprains: Strain: muscle or tendon stretch or tear; Sprain: ligament stretch or tear; Wounds: Closed wound or contusion, internal bleeding, open wound; Incisions, abrasions; Lacerations, punctures Preventing Diseases; Immunology: White blood cells: leukocytes (phagocytes and lymphocytes); Antibodies; Lymphatic system: tissue fluid, lymph vessels, lymph nodes; Other body defenses: Bone marrow, brain, colon, lacrimal glands, liver, lungs; Mucous membranes, skin, stomach, tonsils and adenoids; Infectious diseases and defenses: Classification of diseases: Infectious diseases, noninfectious diseases; Acute, chronic; Communicable and noncommunicable; Causes of infectious diseases: Bacteria, viruses; Protozoa, fungi, parasitic worms; Spread of infectious diseases: Airborne pathogens, contaminated surfaces, direct contact; Infected animals, contaminated food or water; Immunity against disease; Gaining immunity (activated lymphocytes and antibodies); Acquired, inborn, and species immunity; Medical defenses: vaccines, drugs, and antibiotics; Noninfectious diseases and disabilities: Leading causes of death (listed in a chart); Degenerative diseases: Osteoporosis; Dementia, Parkinson's disease; Biblical discernment and euthanasia; Genetic and congenital diseases; Hormonal diseases: diabetes mellitus; Biblical discernment and abortion; Immunological diseases: Allergies; Asthma, autoimmune diseases: Selected autoimmune diseases: Grave's, lupus, multiple sclerosis, psoriasis, rheumatoid arthritis; Nutritional diseases; Psychosomatic diseases; Diseases caused by harmful substances; Cancer: Causes; Types, development; Treatment; Disabilities: impaired mobility, hearing, speech, sight; Systemic diseases and disorders: Cardiovascular diseases—leading cause of death: Hypertension, arteriosclerosis; Atherosclerosis, coronary artery disease; Angina; Heart attack, arrhythmia; Ventricular fibrillation, congestive heart failure, stroke, aneurysm; Dermatopathy: Acne; Athlete's foot, dandruff, warts; Endocrinopathy: ketoacidosis, hyperglycemia, hypoglycemia; Gastrointestinal diseases and disorders: Dental caries, periodontitis; Gingivitis, appendicitis; Colorectal cancer; Dysentery; Food-borne illnesses: salmonella, E. coli, and staphylococcus poisoning; botulism; Peptic ulcer; Homeopathy: anemia; Hemophilia; Hepatopathy: hepatitis, viral hepatitis; Immune-deficiency and lymphatic diseases: AIDS, HIV; Mononucleosis; Musculoskeletal diseases: arthritis, osteoarthritis, rheumatoid arthritis, bursitis, back pain; Nervous system diseases and disorders: Concussion;

Amnesia, coma, meningitis, encephalitis, shingles, cerebral palsy, epilepsy; Pneumopathy: Common cold; Bronchitis, influenza, pneumonia, tuberculosis; Uropathy: kidney failure, kidney stones; Biblical discernment and organ donation; Personal health care::Medical examination: medical history, general health, physical exam; Disease prevention Avoiding Drug Abuse; Drug use and medicines: Drugs as medicine: drug, medicine, OTC, prescription, antibiotics; Pain relievers: Anesthetics; Analgesics: Aspirin, acetaminophen, ibuprofen; Other common medicines: antihistamines; Use medicines responsibly; Drug abuse and the body systems: Effects of drug use: Psychoactive drugs, physical vs. psychological dependence; Addiction, tolerance; Narcotics: Opiates: Morphine, codeine; Heroin; Opioids; Hallucinogens: Psychedelic drugs, LSD, flashback, PCP, MDMA, ketamine; Stimulants: Cocaine, crack; Amphetamines; Methamphetamine; Depressants: Barbiturates, benzodiazepines (valium, rohypnol); Marijuana and related drugs: Cannabinoids; Inhalants; Steroids; Long-term effects of drug abuse; Preventing drug abuse; Alcohol and health: Alcohol is the most widely abused drug in the world; Forms of alcohol; Immediate effects: On the brain, liver, and other organs; Depressant; Alcohol poisoning; Long-term effects: Alcoholism; Delirium tremens; Liver and cardiovascular disease; Gastrointestinal disorders; Alcohol and society: Crimes; Accidents; Fetal alcohol syndrome; Why people drink; Tobacco and health: Tobacco as a drug: nicotine; Effects of smoking: Heart disease, respiratory problems, emphysema, cancer risks; Effects on nonsmokers; Smokeless tobacco; Biblical discernment and substance abuse. Pursuing Right Relationships; Putting God first: Becoming spiritually fit: continuous workout, resting in Him; Maintaining spiritual fitness: Essential nutrition, power through prayer; Exercise forgiveness; Thinking of others; Maturing relationships: responsible behavior, effective communication, wholesome associations; Family interactions: parent-child relationships, sibling relationships; Close friendships: friendship qualities, influence from peers.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Distingue e identifica las semejanzas y diferencias entre el discurso oral formal y el informal en el proceso de comunicación.

Emplea los elementos necesarios para el desarrollo de una dicción correcta.

Desarrolla destrezas con relación a cualidades y propiedades que deben observarse entre el emisor y el receptor en el proceso de comunicación oral.

Identifica, utiliza y deduce mensajes e información según la actitud del hablante y el lenguaje corporal.

Responde a la retroalimentación de forma adecuada, deduce, expresa e infiere puntos de vista y signos no verbales para ampliar el signo verbal.

Expone, delinea, examina y valoriza el vocabulario utilizado en el proceso de comunicación oral.

Indica y reconoce vocabulario y formas de expresión utilizados en otros países hispanohablantes.

Desarrolla la coherencia y la gramaticalidad en el discurso oral.

Selecciona, planifica, infiere y organiza sus pensamientos para producir discursos narrativos, descriptivos y expositivos en el proceso de comunicación oral según las reglas socio-comunicativas.

Demuestra las características de un lector eficaz al leer con mayor fluidez y regularidad.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Aplica con corrección las reglas de acentuación a casos especiales de la lengua.

Usa las frases de enlace con corrección y de acuerdo con la intención y el propósito del texto.

Identifica las líneas especiales de una carta comercial (anotaciones postales, anotación personal o especial, de atención, de número de archivo, de referencia, por conducto de, visto bueno, de asunto, de antefirma, de anejo o anexo, código de referencia, de copia, de distribución y de posdata).

Escribe con corrección cartas comerciales de trámite, cartas persuasivas y correos electrónicos.

Desarrolla textos escritos coherente y gramaticalmente correctos.

Escribe legiblemente seleccionando entre letra de molde o cursiva según sea apropiado.

Selecciona y utiliza diversas fuentes de información para escribir textos.

Escribe con mayor dominio de la redacción y la gramática, composiciones para persuadir, argumentar o solicitar.

Escribe con mayor dominio de la redacción y la gramática, composiciones para entretener como narraciones, poemas humorísticos o cuentos.

Usa y evalúa la efectividad de recursos literarios como el suspenso, el diálogo y el lenguaje figurado al escribir textos.

Utiliza apropiada y consistentemente los tiempos verbales simples y compuestos en modo indicativo.

Utiliza apropiada y consistentemente los tiempos verbales progresivos.

Utiliza apropiadamente los verbos en modo subjuntivo de los tiempos simples.

Evalúa la efectividad de su propia escritura aplicando criterios específicos.

Utiliza la tecnología a su disposición para apoyar aspectos de la creación, la revisión, la publicación y la evaluación de textos.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Identifica la idea central, ideas secundarias y el propósito de un texto.

Enriquece su vocabulario por medio del uso de claves de contexto y del diccionario.

Identifica los rasgos estilísticos de un texto.

Decodifica y usa estrategias que fomentan la comprensión lectora e interpretación de textos.

Analiza y evalúa críticamente diversos tipos de información y textos.

Analiza la estructura de un texto para identificar sus partes y contenido.

Evalúa el comportamiento de los personajes de un texto.

Analiza situaciones y problemas presentados en diversos textos y formula soluciones a éstos.

Discrimina entre texto literario y no literario.

Crea un final diferente al propuesto en un texto y lo justifica.

Identifica las metáforas, símiles, paradojas, ironías, metonimia y sinédoques presentes en una obra.

Evalúa la obra literaria o el texto en el contexto histórico, social, cultural y lingüístico en que se produce la misma.

Reconoce los valores culturales y lingüísticos presentes en una obra.

Amplía su conocimiento de obras literarias clásicas y contemporáneas al contestar preguntas de razonamiento crítico y ubicarlas en el período de tiempo que representan.

Selección de Obras Literarias.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

9th Grade Curriculum

English: Grammar & Composition

Provides foundational practice of proper grammar and develops the basic composition skills utilized in outlining, summarizing, researching, and writing a variety of expositions, letters, and essay answers *Grammar*; Capitalization: Proper nouns and words formed from proper nouns: Particular persons, places, things; Political and economic organizations and alliances; Words referring to Deity and Holy Scripture; Words from proper nouns; Common noun or adjective when part of proper name; Titles of persons, titles of works; First word of every sentence; Pronoun *I* and interjection *O*; First word of every line of poetry; Punctuation: End marks: Period: For declarative sentences and abbreviations; For indirect question and polite request; Question mark for interrogative sentences; Exclamation point for exclamatory sentences; Commas: Before a coordinating conjunction joining two independent clauses; To indicate: Omissions or avoid possible misreading; Nonessential elements in a sentence: Appositive and appositive phrase; Participial phrase; Adjective and adverb clauses; Direct address; *Well, yes, no, or why*; Parenthetical expressions; To set off introductory phrases or clauses; In dates and addresses; After salutations and closings of letters; Semicolons: Between independent clauses: If not using coordinating conjunction; Joined by: Transitional words; Coordinating conjunction if clauses already contain commas; Between items in a series if the items contain commas. Colons: Before a list of items; To introduce a formally announced statement or quotation; Between: Chapter and verse of Bible reference; Hour and minute of time reference; After salutation of a business letter; Italics: For titles of books, magazines, newspapers, plays, works of art, ships, trains, aircraft, and spacecraft; For words, letters, numbers referred to as such; For foreign words or phrases; Hyphens: To divide a word at the end of line; In compound numbers; In fractions used as adjectives; In prefixes before a proper noun or adjective; In compound adjectives before a noun; Quotation marks: In a direct quotation; To enclose: Titles of short poems, songs, chapters, articles, and other parts of books or magazines; A quoted passage of more than one paragraph: at the beginning of each paragraph and at the end of the last paragraph; Apostrophes To form: Possessive case of nouns; Individual possession within a group; Possessive case of indefinite pronouns; To show omissions from words; With *s* to form plurals of letters, numbers, signs, and words used as words; Dashes: After a series of words or phrases giving details about a statement that follows; To indicate an abrupt change or break in a sentence; To set off parenthetical elements or confidential comments; Parentheses: To enclose: Parenthetical elements; Brief confirmatory information *Grammar*; The sentence: Definition of sentence; Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory; Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase; Overcoming problems locating subjects and verbs: Finding: Subject in an inverted sentence: interrogative sentence, sentence beginning with *there* or *here*; Subject of an imperative sentence; Verb phrase that is interrupted by other words; Diagraming subjects and verbs; Recognizing and diagraming compound subjects and verbs; Recognizing complements; Correcting fragments and run-on sentences: Correcting run-ons by comma and coordinating conjunction; Correcting run-ons by semicolon or subordination; Sentence structure: Defining dependent and independent clauses; Recognizing and diagraming simple, compound, complex, and compound-complex sentences; Recognizing noun clauses used as subjects of independent clauses; Sentence improvement: Conciseness, subordination, active voice, parallelism, clear pronoun reference; Placement of modifiers; Parts of speech: Recognizing eight parts of speech; Verbs: Recognizing action (transitive and intransitive), linking, and helping verbs; Distinguishing verbs from verbals: participles, gerunds, and infinitives; Using principal parts of verbs; Regular verb endings; Irregular verbs; Using correct principal parts; Verb tenses: Progressive and emphatic forms; When to use the tenses; Using consistent verb tense; Active and passive voice; Avoid incorrect verb forms; Use troublesome verbs correctly and avoid verb usage errors; Use exact and vivid verbs; Nouns: Recognizing nouns: compound, common, proper, and collective; Keeping agreement of subject and verb; Recognizing and diagraming nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address, and appositives; Using parallelism; Using exact and vivid nouns; Pronouns: Antecedents; Recognizing personal, interrogative, demonstrative, indefinite, compound, relative; Keeping agreement of verbs and indefinite pronoun subjects; Making pronouns agree with their antecedents in number and in gender: Using expressions that agree with the object of the preposition such as *one of those who (which, that)*; Nominative case: For subjects, predicate nominatives; For appositives of subjects, appositives of predicate nominatives, appositives to subjects, and appositives to predicate nominatives; Objective case: For direct objects, indirect objects, objects of prepositions; For appositives of direct objects, indirect objects, objects of prepositions; For appositives to direct objects, indirect objects, objects of prepositions; Possessive case; Using correct case for *who, whom, whoever, and whomever* and in incomplete clauses beginning with *than* or *as*; Avoid

pronoun usage problems: double subject, possessive case before a gerund; Adjectives: Recognizing and diagramming adjectives: participles and proper adjectives and infinitives as adjectives; Distinguishing adjectives from nouns and pronouns; Recognizing and diagramming predicate adjectives; Using and diagramming: Prepositional, participial, and infinitive phrases as adjectives; Adjective clauses; Placing and punctuating adjective modifiers; Using adjectives in comparison; Avoiding double comparison and double negatives; Using exact and vivid adjectives; Adverbs: Recognizing and diagramming adverbs; Infinitives as adverbs; Distinguishing adverbs from adjectives; Using and diagramming: Prepositional and infinitive phrases as adverbs; Adverb clauses; Correct placement of adverb modifiers; Distinguishing dependent clauses: Advanced technique to determine dependent clauses as noun, adjective, or adverb; Using: adverbs in comparison, exact and vivid adverbs; Prepositions: Recognizing prepositions, prepositional phrases, and objects of prepositions; Distinguishing between prepositions and adverbs; Using prepositions correctly; Conjunctions: Recognizing coordinating, correlative, and subordinating conjunctions; Using parallel structure; Interjections: Definition; Punctuation with interjections; Other parts of speech used as interjections; Diagramming interjections. *SPELLING*; The challenging words in *Vocabulary and Spelling* emphasize the application of several spelling rules, the addition of specific suffixes, and the necessity of learning frequently misspelled words. To expand students' vocabulary, words and definitions. *Spelling & Vocabulary Skills Development*; Master spelling lists including: Vocabulary words and definitions; Words that follow the spelling rules; Sound-alike suffixes; Commonly misspelled words; Homonyms; Use vocabulary words in proper context; Memorize vocabulary definitions; Be able to identify commonly misspelled words; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn: Antonyms and synonyms of vocabulary words; To distinguish between homophones; Practical spelling tips and suggestions by studying Keys to Good Spelling; Spelling rules: Use *i* before *e*, except after *c*, or when sounded like long *a*; Double final consonant before adding suffix beginning with vowel, *Spelling & Vocabulary Skills Development*; Change *y* to *i* when adding suffixes; Drop the silent *e* before adding a suffix beginning with a vowel; Learn exceptions to the spelling rules; Creating a compound word doesn't change the spelling of the two parts; Adding a prefix to a word doesn't change the word's spelling. *English Literature: Themes in Literature* reflects these eleven themes: truth and wisdom, courage, humility, justice, temperance, joy and peace, beauty, faith and hope, love, Christmas, and time and eternity. As the student becomes familiar with classics. Students learn to appreciate a well-written presentation of a theme. This appreciation not only aids in increased enjoyment of literature but also provides the foundation needed to critically analyze it. This then can serve as a stimulus for corresponding creative essays.

ALGEBRA I

Real Numbers and the Language of Algebra; Using letters, notation, Terms, coefficients, factors, variables, Evaluating algebraic expressions with given value, Translating word phrases into algebra, Commutative property, Addition, Multiplication, Order of operations, Distributive property, Simple interest formula, Distance formula, Numbers, Integers, Natural numbers, Whole numbers, Real numbers, Rational numbers, Irrational numbers, Signed numbers, Addition, subtraction, multiplication, division, Least common denominator (LCD)—numerical, Least common denominator (LCD)—algebraic, Absolute value, Simplifying algebraic expressions, Writing formulas from descriptions, Associative property, Addition, multiplication, Identity property, Addition, multiplication, Inverse property, Addition, multiplication, Linear Equations in One Variable; Solving equations, Addition property of equality, Multiplication property of equality, Linear equations: Identity, contradiction, conditional, Clearing equations of fractions, decimals, Absolute value, Absolute value definition, Linear absolute value equations, Graphing absolute value equations on a number line, Literal equations, Dependent variable, independent variable, Solving word problems, Mixture problems, Linear Equations in Two Variables; Cartesian plane, Ordered pair, Abscissa, Ordinate, Origin, Quadrants, Collinear points, Plotting points on the Cartesian plane, Develop a table of values for a linear equation, Graph a linear equation, Slope: Formula, Horizontal, vertical, zero, undefined, X and Y intercepts, Standard form of an equation, Slope-intercept form, Convert equation to slope-intercept form, Graph equation using slope-intercept form, Find equation using point-slope form, Parallel and perpendicular lines
 Find slope using another slope, Find equation using another equation, Linear Inequalities, Inequality notation, Graphing inequalities on a number line, Addition property of inequality, Multiplication property of inequality, Solve linear inequalities, Graph linear inequalities on a number line, Write inequalities from word problems, Compound inequalities, Interval notation, Solve compound inequalities, Graph compound inequalities on a number line, Absolute value inequalities, Solve absolute value inequalities, Graph absolute value inequalities on a number line
 Linear inequalities in two variables, Solve linear inequalities in two variables, Graph linear inequalities in two variables, Systems of Equations, System of linear equations, Consistent and inconsistent systems, Dependent and independent equations, Point of intersection, Solve a system of linear equations: Graphing, Substitution, Elimination, Solve word problems with systems of equations, Polynomial Arithmetic, Monomial, binomial, trinomial, polynomial, Degree of polynomial, Addition of polynomials, Combining like terms, Subtraction of polynomials, Multiplication of

polynomials, Multiplying monomials, Product rule for exponents, Power rule for exponents, Multiply polynomials by monomials, Multiply a binomial by a binomial; FOIL, Square a binomial, Multiply binomial conjugates, Multiply a polynomial by a polynomial, Division of polynomials, Divide monomials, Quotient rule for exponents, Zero exponent rule, Negative exponent rule, Divide a polynomial by a monomial, Divide a polynomial by a binomial, Scientific notation, Solve equations involving simplification, Write a quadratic equation for a polygon, Plane geometric figures; Three-dimensional geometric figures, Polynomial Factoring, Greatest common factors, Prime, composite, Fundamental theorem of algebra, Factoring: Factor a common factor from a polynomial, Perfect square trinomials, Difference between two squares, Factoring general trinomials, Trinomials with a second variable, By grouping, Zero factor property, Extraneous solutions, Solving equations after factoring, Applying polynomial factoring, Radical Expressions and Equations; Radical, radicand, index, Principal root, Quotient rule for radicals, Product rule for radicals, Simplifying radicals, Adding and subtracting radicals, Like radicals, Multiplying radical expressions, Rationalizing the denominator of a radical, Rationalizing two term denominators: Conjugate; Rational exponent property, Expressions with rational exponents: Simplify, multiply, divide, Solving radical equations, Pythagorean theorem: Hypotenuse, legs, Distance formula, Find distance between two points from formula, Find distance between two points from graph, Quadratic Equations; Quadratic equations in standard form, Solve quadratic equations by: Factoring, Extracting the root, completing the square, Quadratic formula, Rational Expressions and Equations; Rational expression, Undefined, Domain, Simplifying rational expressions, Multiply rational expressions, Divide rational expressions, Add and subtract rational expressions, Least common denominator of rational expressions, Complex fractions, Solving rational equations.

WORLD GEOGRAPHY

World Geography presents a physical-cultural study of the earth and mankind from a conservative, Christian perspective. Basic to this perspective is the conviction that God is the Creator of the earth and of man. By applying to the study of geography their knowledge of the Creation, the Flood, the beginning of nations at Babel, and God's dealing with mankind throughout the ages, students can better understand the physical features of the earth as well as the cultures of its people. While most geography texts approach world geography from the globalist perspective, *World Geography in Christian Perspective* recognizes and discusses the national identities of individual countries. Building on what students have previously learned, this text presents a deeper, more thorough study of the religions, languages, customs, historic backgrounds, resources, and industries to expand the students' knowledge of each continent, region, and country presented. *Introduction to Geography*; The earth: The importance of understanding geography in the Christian perspective; Location and topography; Weather and climate; Natural resources and wildlife: Renewable and nonrenewable resources; Mankind: Culture and the Christian perspective; Cultural characteristics: religion, language, forms of government, economic systems; The geographer's craft: working with and understanding maps, statistics, charts, and graphs *Asia*; Middle East: Fertile Crescent: Cradle of Civilization; Arabian Peninsula: Al-Saud family; Northern Plateaus and Transcaucasia; Central Asia; Southern Asia: Indian subcontinent: Hinduism, Mount Everest, Buddhism; Far East: Chinese sphere: Communism, Great Wall of China, Great Silk Road, Taiwan; Northeast Asia: Korean War; Southeast Asia: Vietnam War, Roman Catholicism *Europe*; Mediterranean Europe: Alexander the Great, Greek Orthodoxy, Mount Vesuvius, Vatican City; Central Europe: Gauls, Franks, Protestant Reformation, Berlin Wall; The Low Countries: Dutch, The Hague, European Union; The British Isles: Angles, Normans, Church of England, Scottish Highlands, the British Empire; Scandinavia: Lutheranism, geothermal energy; Eastern Europe: Ivan the Terrible, Bolshevik Revolution, USSR, *Africa*; Northern Africa: Sahara, Maghreb, Sahel, French Sahel, Sudan; Tropical Africa: Western, Central, and Eastern Africa, hunger and disease; Southern Africa: David Livingstone *Australia, the Pacific, & Antarctica*; Australia: Western Plateau, Central Lowlands, Eastern Highlands, Uluru Rock, Great Barrier Reef, Abel Tasman, Captain James Cook, Matthew Flinders, Australian Gold Rush; The Pacific: Oceania, New Zealand, Papua New Guinea, Easter Island, Challenger Deep; Antarctica: Vinson Massif, Captain Robert F. Scott, Richard E. Byrd, Antarctic Treaty *North America*; Canada: Leif Ericson, "New France," Henry Hudson, Acadia; United States: American Indians, independence; Middle America: Mexico, Central America, the West Indies *South America*; Northern Andean countries: Simón Bolívar, Auca Indians, José de San Martín, Inca Indians; Brazil and the Guianas: the Amazon, Pedro Cabral, environmentalism in the rain forest; Southern countries *Geography*; Geography projects correlating to chapters in text, featuring maps, both physical and political, and review questions: Introduction of geography; Asia; Europe; Africa; Australia and the Pacific; North America; South America; Nations of the world *Prayer Time*; Learn to pray for our nation and for government officials.

SCIENCE: MATTER AND ENERGY

Introduction to Physical Science, understand matter & energy, Measuring matter: Mathematics in science, Accuracy, precision, and significant figures Scientific notation, Units: Systems of measurement: Need for systems of measurement, Metric system/SI: Definition of units: meter, liter, kilogram, second, Celsius temperature scale, Kelvin temperature scale, Volume, density, and specific gravity: Measuring volume by fluid displacement, States of matter: Atomic theory defined, Kinetic theory of matter: Cohesion, Brownian motion, diffusion, Osmosis, Solids: Crystalline vs. amorphous solids, Properties of solids: Elasticity, resilience, rigidity, plasticity, Hardness: Mohs scale Brinell hardness scale, Deformation of solids: Stretching, compression, bending, shear, torsion, Hooke's law, spring, constant, Liquids: Adhesion, Surface tension, Capillarity: Meniscus, Pressure in liquids: Mathematical definition; SI units, Gravitational pressure, Pascal's principle, Hydraulic press, Gases: Gas laws: Boyle's, Charles's, Amontons's, Atmospheric pressure: Barometers:, Physical principles, Applications: straws, siphons, vacuum cleaners, Fluid, displacement: Archimedes' principle, buoyancy, Buoyancy in liquids: floating, neutral buoyancy, Buoyancy in air Bernoulli's principle: Application to flight: forces on flight, control surfaces, streamlining, Other applications: hydrofoils, curve balls, carburetors, Energy: SI unit, Forms: Radiant, mechanical, Energy changes: Conservation of matter and energy, Kinetic energy: Forms; calculation of translational kinetic energy, Potential energy: Fundamental forces: relationship to potential energy, Types, Calculation of gravitational potential energy, Heat and thermal energy: Factors affecting thermal energy, Thermal equilibrium, Heat capacity and specific heat, Calorimetry, Thermal expansion: Explained, Heat transfer: conduction, convection, radiation: Direction, Applications: Dewar flask, indoor heating Thermodynamics: laws of thermodynamics; mechanical equivalent of heat, Carnot engine, entropy, perpetual motion, State changes: Freezing point depression, latent heat, heat of fusion, Volatile, nonvolatile, Scientific definition of boiling; boiling point elevation, heat of Vaporization, Vapor pressure: relationship to boiling point; critical temperature, Heat pumps, Sublimation, deposition, Chemistry, Foundations of chemistry: Chemistry and matter: Brief history, Definition, characteristics of matter, atomic theory, Elements and compounds, History of atomic symbols, Inside the atom: Nucleus with protons and neutrons, atomic number, electrons, Quarks, electron shells, types of ions, Mass number, atomic mass, Atomic models: Quantum theory, uncertainty principle, quantum numbers, Pauli exclusion principle, Nuclear chemistry: Nuclear decay, Fission and fusion, Details of process, Electrons and chemical properties: Valence electron, periodic table of elements: Periods and groups, Alkali metals, alkaline earth, metals, Transition metals, inner transition metals, Groups 13–16, Halogens, noble gases, Molecules and chemistry: Compounds and mixtures: Molecular mass, isomers, Pure substance, homogeneous, heterogeneous, Solutions, solubility, colloids, Chemical bonds: Covalent bonds: Single, double, triple; Lewis structures, Polar and nonpolar; electronegativity, partial charge, Covalent network, formula unit, Ionic bonds: Polyatomic ions; ionic crystals, Metallic bonds, Basic chemical nomenclature; types of chemical formulas, Intermolecular forces: Types, characteristics, and relative strength, Effects on physical properties: solid structure, state changes, solubility, Chemical reactions: Reactants, products, Chemical equations, conservation of mass: Balancing equations, Chemical thermodynamics: Endothermic and exothermic reactions, Entropy in chemical reactions, Chemical, kinetics: activation energy, factors affecting reaction, rates; catalysts, Chemical equilibrium: Le Châtelier's principle, Types of chemical reactions, Salts, Chemistry of acids and bases: pH as a measure of concentration; Redox reactions and electrochemistry: Basic terms; Types and chemistry of electrochemical cells; Organic chemistry: Uniqueness of carbon, hydrocarbon nomenclature; Alkanes, alkenes, alkynes; Aromatics, substituted hydrocarbons, soaps, and polymers; Biochemistry: Carbohydrates, lipids: Disaccharides, glycogen, structure of fats, types of cholesterol; Chemistry and structure of proteins, types and structure of nucleic acids; Metabolism: Chemistry of ATP, Science vs. Evolution; Biblical view of origins: Origin, of time, space, matter, and energy; History of evolutionary philosophy: Darwin, Lyell, Origin of Species, uniformitarianism; Thomas Huxley; Movement to the U.S.: Asa Gray, James Dana; Theistic evolution; Neo-Darwinism defined; evolution and secular humanism; Evolutionary views of origins: Chemical evolution and big bang theory; Stanley Miller's experiment; Modern opposition to evolution: Rise of Creation science; Notable figures and organizations; Notable scientists who believed in Creation: Isaac Newton; William Gilbert, Samuel Morse; Evidences against evolution from chemistry and physics: Impossibility of chemical evolution, DNA complexity, interpretation of DNA; Inverse square laws, second law of thermodynamics, decay of earth's magnetic field; Complexity of the human brain; bat echolocation; electric fish Motion; Describing motion: Brief history of physics; Scalar and vectors, distance and displacement, simple vector addition; Speed; Velocity; Acceleration; Newton's laws of motion: Second and third laws; Forces in nature: Quantitative treatment of gravity; Circular motion: centripetal and centrifugal force; Friction: Causes and types of friction; Quantitative treatment; Work: Quantitative treatment; Power, momentum; Simple machines: Mechanical advantage, efficiency; Types of simple machines: Lever, wheel and axle, inclined plane; Pulley, wedge, screw; Waves and energy: Medium, structure of waves; Types of wave; Measurement of wave properties: Wavelength, frequency; Period, amplitude, speed; Wave behavior; Sound waves: Nature and transmission of sound waves; History of understanding of sound waves; Intensity, loudness; Pitch: Audible, infrasonic, and ultrasonic sounds; Doppler effect; Quantitative treatment of speed, shock waves; Behavior of sound waves: Reflection: Echoes; Sonar; Minimizing reflection: acoustics; Refraction, diffraction,

interference; Music: Scientific definition; Interference in music: Consonance, dissonance, interval; Beats, harmonic series, timbre; Resonance; Main types of acoustic musical instruments, Light & Color; Nature of light: History of theories of light; Quantitative relationship between wavelength and frequency; Dual nature of light; Color: Relationship to frequency and wavelength; additive and subtractive mixing, primary colors; Behavior of light: Reflection, refraction, mirage, scintillation, rainbow formation; Interference, diffraction, polarization; Electromagnetic radiation: Electromagnetic spectrum; Properties of radio waves, microwaves, infrared, ultraviolet, x-rays, and gamma rays; Relationship between frequency and energy; Laser light formation, properties, and uses; Speed of light: Constant; Brief overview of Einstein's special and general relativity, Electricity & Magnetism; Electrostatics: Brief history; Electric charge and fields, law of electric charges; Quantitative treatment of law of electric force; Transferring charges: Conduction, conservation, grounding; Induction; Nature of current in gases, liquids, solids; Electroscopes; Electrostatic generators: Principles of operation; Lightning: Stepped leader, return stroke; Lightning rods; Leyden jar, capacitor; Using static electricity; Magnets and magnetism: Brief history, law of magnetic poles, magnetic fields; Quantitative treatment of law of magnetic force; Permeability; Electron spin, domains; Types of materials: diamagnetic, paramagnetic, ferromagnetic; Methods of magnetization; Electromagnets: Left-hand rule, strength; Demagnetization; Magnetic deflection; Magnetic earth: Compass, dipping needle; Magnetic declination, isogonic lines; Magnetic inclination, isoclinic lines; Magnetosphere; Celestial magnets; Electric current: Moving charges, direct and alternating current, voltage; Current, power, kilowatt-hours; Resistance, Ohm's law: Reducing resistance, resistors; Joule heat, superconductors; Electric circuits: Components of a circuit, closed/open circuits; Short circuits, fuses and breakers; Series and parallel circuits; Using electricity: Incandescent, fluorescent, and neon lamps; CFLs and LEDs; Solenoid, telegraph, relay, and loudspeaker; Basic structure and motions of electric motors; Producing electricity: Electrochemical cells: Batteries in series and parallel; Electromagnetic induction: AC and DC generation; MHD generators, transformers; Electronics: Foundations of electronics: Vacuum tubes, cathode-ray tubes, picture tubes, x-ray tubes; Thermionic emission, diodes, triodes; Semiconductor electronics: How a semiconductor works, doping; Diodes, transistors; Photovoltaic cells; LED, semiconductor lasers; Integrated circuit production and application; Electronic computers: History of the computer: ENIAC and UNIVAC I; Analog vs. digital; Binary and hexadecimal number systems, logic gates; Processing, storage, data transfer; Hardware, software; Modern computers: PCs, servers, mainframes, and supercomputers; Robotics.

BIBLE

A chronological study of Old and New Testament people, places, and events, this course highlights the basic message of the Old and New Testament books, their contribution to God's redemptive storyline, and their significance for Christian thought and practice. Topics will be chosen in accord with the professor's interests and competencies, student interest, and the consent of the school.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Distingue e identifica las semejanzas y diferencias entre el discurso oral formal y el informal en el proceso de comunicación.

Emplea los elementos necesarios para el desarrollo de una dicción correcta.

Desarrolla destrezas con relación a cualidades y propiedades que deben observarse entre un emisor y receptor en el proceso de comunicación oral.

Identifica, utiliza y deduce mensajes e información según la actitud del hablante y el lenguaje corporal.

Responde a la retroalimentación de forma adecuada, deduce, expresa e infiere puntos de vista y signos no verbales para ampliar el signo verbal.

Expone, delinea, examina y valoriza el vocabulario utilizado en el proceso de comunicación oral.

Indica y reconoce vocabulario y formas de expresión utilizados en otros países hispano-parlantes.

Analiza figuras idiomáticas, analogías, metáforas y símiles para inferir significado literal y figurado.

Reconoce, distingue y construye datos y opiniones.

Desarrolla la coherencia y la gramaticalidad en el discurso oral.

Produce con regularidad discursos narrativos, descriptivos y expositivos.

Demuestra las características de un lector eficaz al seleccionar y evaluar textos y estilos de lectura de acuerdo a sus preferencias.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza, y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Acentúa las palabras correctamente.

Utiliza con corrección diversos formatos para escribir cartas de cobro y de recomendación y correos electrónicos.

Prepara el borrador y justifica el bosquejo del proceso a seguir para realizar una investigación.

Utiliza diversas fuentes de información tradicionales y electrónicas para producir trabajos de investigación.

Escribe en distintos formatos usando lenguaje y estructura adecuados al propósito.

Demuestra dominio de la escritura al organizar ideas de una manera coherente y con progresión lógica.

Produce trabajos escritos libres de errores gramaticales.

Utiliza apropiada y consistentemente los verbos en modo subjuntivo de los tiempos simples.

Utiliza apropiadamente los verbos en modo subjuntivo de los tiempos compuestos.

Escribe regularmente composiciones para entretener, informar y evaluar.

COMPRENSIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Desarrolla vocabulario propio de su nivel cognoscitivo utilizando las claves de contexto, el diccionario y otras fuentes de consulta.

Reconoce la diferencia entre lenguaje literal y lenguaje figurado e identifica diversidad de imágenes literarias.

Resume las ideas relevantes de un texto utilizando bosquejos y organizadores gráficos.

Analiza, sintetiza y evalúa el contenido de los textos.

Evalúa las características, roles, motivaciones y conflictos de los personajes.

Evalúa los detalles que son útiles para comprobar o refutar una idea.

Analiza el propósito y los mensajes de un escrito.

Analiza y evalúa la perspectiva empleada por el autor.

Reconoce las distintas voces narrativas.

Analiza y comprende las características que predominan en el espacio y tiempo en que fue escrita una obra.

Analiza la obra literaria para identificar como la misma puede contribuir a su realidad individual y colectiva.

Selección de Obras Literarias.

HOME ECONOMICS

The themes of hospitality and stewardship are woven throughout Scripture. Family/Consumer Sciences presents a wonderful opportunity for young people to learn entertaining and hospitality habits that they can implement as they establish their own homes and families. This practical introductory course on cooking and entertaining covers topics such as nutrition, meal management, and etiquette. The final project is a dinner party that pulls together all aspects studied during the course.

Kitchen Basics

Kitchen safety, food safety, dishwashing

Use and care of appliances

Microwave cooking, basic kitchen techniques

Kitchen equipment

Using a recipe, lab procedures, key nutrients

Nutrition

Key nutrients, dietary guidelines, food pyramid

Weight management, sports nutrition, consumer education

Meal management

Beverages & Breakfast

Milk, coffee, tea, punch

Eggs:

Purchasing and storing

Handling, breaking and separating, cooking

Egg substitutes

Grains

Types of grains, preparation and storage

Quick breads:

Muffins, nut breads, pancakes, French toast, waffles

Biscuits

Yeast breads

Food Preservation

Freezing, canning, making jelly

Serving

Table appointments: dinnerware, flatware, beverage ware, linens, centerpieces

Table setting, place setting

Entering and seating in the dining room

Types of meal service, buffet service

Serving and clearing the table

Plate presentation

Successful Entertaining

Hospitality, table etiquette, table manners

Handling awkward situations, restaurant etiquette

Party planning: budget and theme, invitations, planning details, introductions

Adding Flavor

Herbs, spices, seasonings

Marinades, legumes, pasta

Fats and oils, frying: pan-frying, deep-fat frying

Types of fat: solid, liquid

Sauces, gravies

Produce

Vegetables:

Classification

Selecting high quality: fresh, canned, frozen, dried

Garnishes

Fruits: fresh, frozen, canned, uses

Salads:

Types: fruit, gelatin, pasta, protein, vegetable, green

Dressings

Lunch

Soups and stews, casseroles

Cheese: natural, processed, imitation, storage and use

Sandwiches

Dinner

Meat:

Nutritional value, determining quality

Types: beef, veal, game, lamb, pork

Cuts, purchasing, storing, thawing, handling

Seasoning, cooking, checking for doneness

Poultry:

Nutritional value, determining quality

Purchasing, handling, thawing

Seasoning, cooking, checking for doneness, stuffing

Fish and shellfish:

Nutritional value, purchasing

Whole, drawn, dressed, fillets, steaks

Types of fish

Shellfish: shrimp, mollusks, imitation seafood

Cooking

Appetizers

Varieties:

Hors d'oeuvres

Vegetable, fruit and cheese platters

Finger foods, dips and spreads

Entertaining with appetizers:

Party planning

Arranging the food, arranging the table

Desserts

Selection, garnishes

Custards and puddings

Cookies: bar, drop, pressed, shaped, rolled

Cakes: butter cakes, foam cakes, frosting

Pies and pastries: pie crusts, baking

Candy: cooking stages, storage

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

10TH Grade CURRICULUM

ENGLISH

Learn rules of capitalization and punctuation, the sentence, parts of speech, writing composition, learn manuscript form rules, the library, writing paragraphs, outline, book reviews, and essay, writing descriptions about persons, places, and things, summaries, the writing process, research paper, author project, improving writing style. Capitalization: Proper nouns and words formed from proper nouns: Particular persons, places, things: Political and economic organizations and alliances; Words referring to Deity and Holy Scripture; Words from proper nouns; Common noun or adjective when part of proper name; Titles of persons, titles of works; First word of every sentence; Pronoun *I* and interjection *O*; First word of every line of poetry; Punctuation: End marks: Period for declarative sentences, abbreviations, indirect question, and polite request; Question mark for interrogative sentences; Exclamation point for exclamatory sentences; Commas: Before a coordinating conjunction joining two independent clauses; To indicate omissions or avoid possible misreading; Nonessential elements in a sentence: Appositive and appositive phrase; Participial phrase; Adjective and adverb clauses; Direct address; *Well, yes, no, or why*; Parenthetical expressions; To set off introductory phrases or clauses; In dates and addresses; After salutations and closings of letters; Semicolons: Between independent clauses: If not using coordinating conjunction; Joined by: Transitional words; Coordinating conjunction if clauses already contain commas; Between items in a series if the items contain commas; Colons: Before a list of items; To introduce a formally announced statement or quotation; Between: Independent clauses when second clause further explains first one; Chapter and verse of Bible reference; Hour and minute of time reference; After salutation of a business letter; Italics: For titles of books, magazines, newspapers, plays, works of art, ships, trains, aircraft, and spacecraft; For words, letters, numbers referred to as such; For foreign words or phrases; Hyphens: To divide a word at the end of line; In compound numbers; In fractions used as adjectives; In prefixes before a proper noun or adjective; In compound adjectives before a noun; Quotation marks: In a direct quotation; To enclose titles of short poems, songs, chapters, articles, and other parts of books or magazines; To enclose a quoted passage of more than one paragraph: at the beginning of each paragraph and at the end of the last paragraph; Apostrophes: To form: Possessive case of nouns; Individual possession within a group; Possessive case of indefinite pronouns; To show omissions from words; With *s* to form plurals of letters, numbers, signs, and words used as words; Dashes: After a series of words or phrases giving details about a statement that follows; To indicate an abrupt change or break in a sentence; To set off parenthetical elements or confidential comments, *Grammar*; Parentheses: To enclose: Parenthetical elements; Brief confirmatory information; The sentence: Definition of sentence; Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory; Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase; Overcoming problems locating subjects and verbs: Finding: Subject in an inverted sentence: interrogative sentence, sentence beginning with *there* or *here*; Subject of an imperative sentence; Subject before its appositive; Verb phrase that is interrupted by other words; Diagraming subjects and verbs; Recognizing and diagraming compound subjects and verbs; Recognizing complements; Correcting fragments and run-on sentences: Sentence structure: Defining dependent and independent clauses; Recognizing and diagraming simple, compound, complex, and compound-complex sentences; Recognizing noun clauses used as subjects of independent clauses; Sentence improvement: Conciseness, subordination, active voice, parallelism, clear pronoun reference; Placement of modifiers; Consistency of subject, tense, or voice; Clear and effective diction; Parts of speech: Recognizing eight parts of speech; Verbs: Recognizing action (transitive and intransitive), linking, and helping verbs; Distinguishing verbs from verbals: participles, gerunds, and infinitives; Using: Principal parts of verbs; Regular verb endings, irregular verbs; Using correct principal parts; Verb tenses: Using progressive and emphatic forms; When to use the tenses; Using logical verb tense sequence between clauses and between verbals and independent clause; Avoiding unnecessary shifts in sentences: in subjects, verb tense, voice of verbs; Active and passive voice; Mood: indicative, imperative, and subjunctive; Avoid incorrect verb forms; Use troublesome verbs correctly and avoid verb usage errors; Use exact and vivid verbs; Nouns: Recognizing nouns: Compound, common, proper, and collective; Concrete and abstract; Substantives; Keeping agreement of subject and verb; Recognizing and diagraming: Nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address; Nouns as appositives; Recognizing and diagraming objective complements; Using: Parallelism; Exact and vivid nouns; Pronouns: Antecedents; Recognizing personal, interrogative, demonstrative, indefinite, compound, relative; Keeping agreement of verbs and indefinite pronoun subjects; Making pronouns agree with their antecedents in number and in gender; Nominative case: For subjects, predicate nominatives; For appositives of subjects, appositives of predicate nominatives, appositives to subjects, and appositives to predicate nominatives; Objective case: For direct objects, indirect objects, objects of prepositions; For appositives of direct objects, indirect objects, objects of prepositions; For appositives to direct

objects, indirect objects, objects of prepositions; Possessive case; Using correct case for *who*, *whom*, *whoever*, and *whomever* and in incomplete clauses beginning with *than* or *as*; Avoid pronoun usage problems: double subject, possessive case before a gerund; Adjectives: Recognizing and diagramming adjectives: participles and proper adjectives and infinitives as adjectives; Distinguishing adjectives from nouns and pronouns; Recognizing and diagramming predicate adjectives; Using and diagramming: Prepositional and participial phrases as adjectives; Infinitive phrases as adjectives; Adjective clauses; Placing and punctuating adjective modifiers; Using adjectives in comparison; Avoiding double comparison and double negatives; Using exact and vivid adjectives; Adverbs: Recognizing and diagramming adverbs; Infinitives as adverbs; Distinguishing adverbs from adjectives; Using and diagramming: Prepositional phrases as adverbs; Infinitive phrases as adverbs; Adverb clauses. *Spelling & vocabulary*; Mastering the vocabulary and spelling words in *Vocabulary and Spelling*, will greatly help students in their writing, speaking, and reading comprehension. Students will learn how to solve analogy questions and how to analyze word meanings based on their prefixes, roots, and suffixes. *Spelling & Vocabulary Skills Development*; Master spelling lists including: Vocabulary words and definitions; Words that follow the spelling rules; Sound-alike suffixes; Commonly misspelled words; Homonyms; Use vocabulary words in proper context; Memorize vocabulary definitions; Be able to identify commonly misspelled words; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn to distinguish between homophones; Learn practical spelling tips and suggestions by studying Keys to Good Spelling; Master 48 prefixes, 100 roots, and 48 suffixes; Learn more than 1,000 synonyms, antonyms, and related words for vocabulary words; Analyze word meanings based on their prefixes, roots, and suffixes; Develop ability to solve analogy questions; Learn spelling rules: Use *i* before *e*, except after *c*, or when sounded like long *a*; Double a final consonant before adding a suffix beginning with a vowel; Change *y* to *i* when adding suffixes; Drop the silent *e* before adding a suffix beginning with a vowel; Learn exceptions to spelling rules; Learn the principle of assimilation; Creating a compound word doesn't change the spelling of the two parts; Adding a prefix to a word doesn't change the word's spelling. *Literature*: In previous years, students read mostly for enjoyment, but now they will learn about the makeup of literature by studying a variety of literary terms and devices such as imagery and figurative language. While the first part of *World Literature* offers a background to the study of world literature, the second part introduces works chronologically from the time of the ancient East to the Modern Age (twentieth century). Students will read classics which reflect the thinking of each time period, Art appreciation is also an important part of the literature study in. As the author uses words to paint visual images in our minds, the artist uses his brush to paint a story. *World Literature* includes paintings, sculptures, and architecture that reflect the themes of each unit. *Reading Skills Development*; Develop skills in reading speed and comprehension; Further develop oral reading skills; Be able to identify significant quotations and the selections in which they are featured; Increase vocabulary; Further develop writing skills; Learn various literary forms: short story, essay, novel, narrative poetry, and descriptive poetry; Learn meaning and use of literary terms and devices such as theme, plot, imagery, figurative language, point of view, dramatic structure and dénouement.; Study the development of plot, theme, setting, and character(s) in short stories, essays, and classical works of literature, *Comprehension, Discussion, & Analysis Skills Development*; Read entire works, study drama and learn about Elizabethan and Greek theaters; Develop proper discernment according to the truths of Scripture; Answer factual, interpretive, and inferential comprehension and discussion questions; Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions; Build appreciation for good literature and a love of reading; Develop an understanding of people's motives and feelings while recognizing consequences of particular actions; Learn to analyze literature while studying selections; Comprehend and appreciate the basic elements of a work of literature.

ALGEBRA II

Algebra 2; building from a foundation of basic algebra, develops confidence in problem-solving strategies through application of in-depth algebraic skills. Students will gain thorough exposure to algebraic techniques applied in many branches of mathematics. Concepts such as matrices, linear programming, and hypothesis testing will pique student interest in mathematical application. An increased understanding of algebraic concepts will result in thorough preparation for further study in mathematics. *Algebra 2*; builds from mathematical ideas to practical problem solving with applications in business, science, sports, medicine, and statistics. Students will learn to analyze results and make informed decisions for everyday life. *Basic Algebra*; Order of operations; Algebraic properties; Exponent properties; Negative exponents; Words as Algebraic Expressions; Addition and Subtraction of Polynomials; Multiplication and Division of Polynomials; Special Cases of Multiplication; Factoring Special forms; Sum and Difference of Odd and Even Powers; Factoring by Grouping, *Equations and Inequalities*; Equations in one variable; Absolute value; Literal; Quadratic; Zero Factor property; Extracting the root; Completing the square; Quadratic formula; Discriminant; Rational; Cross-multiplication; LCD; Radical; Inequalities; Interval Notation; Linear; Compound; Absolute Value; Complex numbers; Imaginary unit; Powers of *i*; Standard form; Arithmetic; Quadratic with complex solutions,

Polynomial Equations and Inequalities; Rational Zero Theorem; Factor Theorem; Remainder Theorem; Synthetic Division; Solving a polynomial equation; Equations of the quadratic form; Integer exponents; Rational exponents; Nonlinear absolute value equations; Polynomial Inequalities; Critical number; Rational inequalities, *Functions and The Cartesian Plane*; Two-variable linear equation; Distance formula; Midpoint formula; Slope formula; Intercepts; Graphing with slope and point; Standard form; Slope-intercept form; Point-slope form; Parallel and Perpendicular lines; Direct variation; Inverse variation; Functions; Vertical line test; Algebraic test; Notation; Evaluation; Domain; Range; Types of functions; Quadratic; Constant; Absolute value; Types of functions cont.; Radical; Rational; *Combination of Functions*; *Composition of Functions*; *Translational Graphing*; Parent function; Standard graphing form; Rigid and Nonrigid, Transformations; Parabola Vertex Formula, *System of Equations and Inequalities*; Intersecting, parallel, and coincident lines; Substitution method, Elimination method; Parameter; Three-variable linear systems; Elementary row-operations; Two-variable inequalities; System of two-variable inequalities; Intersection; Unbounded, bounded; Boundary line; Linear programming; Objective function; Constraints; Feasible solution, *Matrices*; Definition; Parts and types of matrices; Arithmetic with matrices; Matrix multiplication; Identity matrix; Inverse matrix; Elementary row operations; Gaussian elimination; Augmented matrix; Triangular form; Gauss-Jordan elimination; Diagonal form; Determinants; Diagonal; Antidiagonal; Cramer's rule; Matrix inversion; Solving by matrix inversion; Adjugate matrix.

HISTORIA DE PUERTO RICO

CAMBIO Y CONTINUIDAD: El estudiante es capaz de analizar con objetividad y tolerancia las actividades humanas a través del tiempo, mediante la aplicación del concepto de proceso histórico.

El estudiante:

Aplica conceptos claves como tiempo, cronología, causalidad, conflicto cambio y continuidad para explicar, analizar y demostrar conexiones entre acontecimientos históricos.

Aplica el concepto proceso histórico en el análisis de acontecimientos históricos de Puerto Rico desde el siglo XX hasta el presente.

Describe el proceso histórico a través de sucesos claves del Puerto Rico contemporáneo para interpretar el pasado, entender el presente y visualizar el futuro; tales como : Guerra Hispanoamericana, desarrollo constitucional (Carta Autonómica, Ley Foraker, Ley Jones, Ley del Gobernador Electivo y Ley 600), creación del Estado Libre Asociado, Guerra Fría y lucha de Vieques.

Describe contribuciones significativas que han hecho hombres y mujeres para el desarrollo político, económico y social en el Puerto Rico

contemporáneo, tales como: Francisco Oller, Eugenio María de Hostos, José de Diego Martínez, Luis Muñoz Rivera, José Celso Barbosa, Luisa Capetillo, Rosendo Matienzo Cintrón, Santiago Iglesias Pantín, Nemesio R. Canales, Ana Roque, Julia de Burgos, Rafael Hernández Marín, Pedro Albizu Campos, Gilberto Concepción de Gracia, Miguel Ángel García Méndez, Jesús Toribio Piñero Teodoro Moscoso, María Libertad Gómez, Luis Muñoz Marín, Inés María Mendoza, Ernesto Ramos Antonini, Ricardo Alegría, Felisa Rincón de Gautier, Luis A. Ferré Aguayo, Sor Isolina Ferré, José Vargas Vidot.

Aplica técnicas de investigación histórica y social para reconstruir el pasado: historia oral, entrevistas y fuentes documentales.

Crea e interpreta líneas de tiempo de eventos históricos de Puerto Rico.

Identifica problemas relacionados con el proceso histórico y social de Puerto Rico: militarización, dependencia económica, nacionalismo, migraciones constantes, cambio de una sociedad agraria a sociedad industrial y al presente.

Analiza la diversidad histórica en los pueblos de Puerto Rico y valora cambios producidos a través de la historia.

Analiza el desarrollo político de Puerto Rico en el siglo XX y en el presente.

Analiza imágenes contenidas en obras de arte, fotografías, periódicos u otros medios gráficos y fílmicos de relevancia para la comprensión y la interpretación de cambios históricos, sociales y culturales de Puerto Rico.

Describe elementos que caracterizan la historia de su municipio, tales como: hechos históricos, rasgos geográficos, rasgos culturales y figuras destacadas.

GENTE, LUGARES Y AMBIENTE: El estudiante es capaz de analizar los elementos esenciales de la organización del espacio y su relación con el ser humano.

El estudiante:

Utiliza diversas fuentes de información para describir los rasgos sobresalientes del ambiente geográfico de Puerto Rico: mapas, fotos aéreas, tablas, gráficas, datos estadísticos.

Usa escalas para computar distancias.

Utiliza diferentes tipos de mapas relacionados con la historia y geografía de Puerto Rico.

Contrasta las peculiaridades del medio ambiente geográfico de Puerto Rico en el contexto de su localización y de sus regiones geográficas.

Explica cómo la localización absoluta impacta la vida y el ambiente de Puerto Rico.

Identifica los principales recursos naturales de Puerto Rico y los clasifica de acuerdo a la región geográfica donde están ubicados.

Analiza imágenes contenidas en obras de arte, fotografías, periódicos u otros medios gráficos o fílmicos de relevancia para los temas de población, lugares, ambiente, aspectos culturales, socioeconómicos y políticos de Puerto Rico.

Analiza formas en que los fenómenos naturales afectan a la sociedad y a la economía de Puerto Rico.

Explica cómo la realidad política y territorial, los procesos migratorios y los conflictos bélicos afectan la distribución de la población y los recursos en Puerto Rico y en el Caribe.

Analiza cómo los movimientos migratorios han configurado la sociedad puertorriqueña en los aspectos políticos, económicos, sociales y ambientales.

Analiza cómo el impacto de los acontecimientos históricos y las actividades humanas influyen en la geografía física y humana de Puerto Rico.

Analiza problemas del ambiente en Puerto Rico: abastos de agua, deforestación, contaminación, calentamiento global entre otros y evalúa alternativas para su solución.

DESARROLLO PERSONAL E IDENTIDAD CULTURAL: El estudiante es capaz de desarrollar su identidad individual y colectiva a partir de la afirmación de los valores de su cultura y su pueblo.

El estudiante:

Identifica características, comportamientos y valores que ayudan a la persona en su desarrollo emocional y que promueven la convivencia humana en armonía con los demás.

Analiza aspectos relevantes que caracterizan el desarrollo de la identidad nacional puertorriqueña.

Presenta formas de enfrentarse a la publicidad que incide en la conducta consumista de los habitantes de Puerto Rico: identifica la propaganda a nivel global y evalúa medidas que se adoptan para combatir el consumismo; investiga en torno a estrategias que usan las organizaciones para promover determinados productos y elabora una estrategia de carácter global para combatir el consumismo.

Valora el trato justo y la igualdad entre los géneros.

Identifica elementos de la expresión cultural que reflejan la capacidad creadora del pueblo de Puerto Rico.

Describe y valora los símbolos que definen a Puerto Rico como nación, tales como: escudo, himno y bandera.

Formula juicios sobre problemas y situaciones del Puerto Rico contemporáneo basado en el análisis de fuentes documentadas.

Crea y analiza textos poéticos y musicales que describen y resaltan temas de la historia, cultura y geografía de Puerto Rico.

Describe cómo las instituciones sociales contribuyen a transmitir y promover y valorar la cultura puertorriqueña.

PRODUCCIÓN, DISTRIBUCIÓN Y CONSUMO: El estudiante es capaz de analizar cómo las personas se organizan para la producción, distribución y consumo de bienes y servicios, así como formula alternativas para la solución de problemas y toma de decisiones.

El estudiante:

Identifica conceptos económicos fundamentales para el análisis histórico de la economía de Puerto Rico, tales como: escasez, prosperidad, recesión, depresión, recuperación, deuda externa, finanzas, presupuesto, inflación, incentivos, intereses, reserva federal, mercantilismo, liberalismo económico, neoliberalismo, capitalismo, socialismo, comunismo, cooperativismo, privatización, empresas, corporación, nacionalización, leyes de cabotaje, oferta y demanda, y globalización.

Identifica conceptos fundamentales para el análisis y la comprensión de la economía de Puerto Rico: ahorro, consumismo, crédito, tasas de interés, fuerza laboral, recursos vs. necesidades, fondos públicos, control de precios y fondos federales.

Ilustra con ejemplos de actividades cotidianas cómo hacer uso efectivo de las finanzas personales.

Analiza el papel de la economía de Puerto Rico en su relación con la economía de los Estados Unidos de América, América Latina y del Mundo: Tratado de Libre Comercio, deuda externa, importaciones, exportaciones y balanza comercial.

Identifica diferentes estrategias que se han adoptado en Puerto Rico para satisfacer las necesidades de su economía.

Explica cómo los países producen sus divisas y cómo establecen el control monetario: bancos centrales e internacionales, inversiones, bolsas de valores y emisión de bonos.

Describe cómo Puerto Rico ha encontrado soluciones para problemas socioeconómicos, tales como: desempleo, pobreza, calidad de la educación, inmigración y emigración y calidad de vida.

Describe varias instituciones que se relacionan con los sistemas económicos, tales como: empresas, bancos, corporaciones públicas, uniones obreras, corporaciones y consorcios.

Compara y contrasta las prioridades que se establecen en la inversión pública en Puerto Rico: productos farmacéuticos, banca, turismo y transportación colectiva.

Analiza debates que se producen al identificar ventajas y desventajas en el establecimiento de empresas en Puerto Rico: incentivos contributivos, personal diestro, tramitación de permisos, educación al consumidor y establecimiento de arbitrios. Propone alternativas para la solución de problemas económicos que enfrenta la sociedad puertorriqueña.

Describe el papel que juega la oferta y la demanda en el establecimiento de precios, incentivos y ganancias, y aplica estos conceptos a la realidad económica de Puerto Rico.

Compara y contrasta los cambios ocurridos en las condiciones socioeconómicas de Puerto Rico: economía del café, capital ausentista, latifundio, Nuevo Trato (Plan Chardón, PRERA, PRRA, Ley de 500 acres, industrialización (Administración de Fomento Económico, Compañía de Fomento Industrial [PRIDCO]), modernización económica, incentivos industriales, economía de dependencia y economía subterránea.

Analiza la situación económica en Puerto Rico y propone alternativas para el desarrollo económico del país en armonía con el ambiente.

CONCIENCIA CÍVICA Y DEMOCRÁTICA: El estudiante es capaz de tomar decisiones en forma analítica y crítica en conformidad con sus derechos y deberes como ciudadano.

El estudiante:

Identifica asuntos de interés ciudadano para los puertorriqueños, tales como: pena de muerte, aborto, y ambiente vs. progreso.

Analiza el poder del gobierno de Puerto Rico en el contexto de los límites y alcances de su autoridad: ámbito de operación de cada poder (balance de poder) y jurisdicción federal vs. Jurisdicción estatal (legislativo, ejecutivo y judicial).

Analiza diversas formas de practicar la democracia en Puerto Rico: partidos políticos, grupos de presión, consenso y desobediencia civil.

Reconoce la importancia de la participación responsable del ciudadano en actividades políticas, económicas, sociales y culturales de Puerto Rico: proceso electoral, responsabilidad contributiva, protección del ambiente, iniciativa cívica y difusión cultural.

Investiga y explica la aportación de las mujeres en su lucha por lograr mayores derechos: Luisa Capetillo, Ana Roque de Duprey, María Luisa Arcelay, Lolita Lebrón, María Libertad Gómez, Felisa Rincón de Gautier, Zaida Hernández, Sila María Calderón, entre otras.

Sugiere asuntos controversiales de Puerto Rico en los cuales se pueda valorar diferentes puntos de vista y se puedan comunicar ideas en forma clara y efectiva para promover una mejor convivencia social.

Reconoce la labor de diversos grupos y organizaciones puertorriqueñas que luchan por los derechos civiles y la protección ambiental: Comisión de Derechos Civiles, Casa Pueblo, Ciudadanos Defensores del Carso y Amigos del Mar.

CONCIENCIA GLOBAL: El estudiante es capaz de crear conciencia acerca de los cambios en las relaciones políticas, económicas, sociales y culturales mundiales y generar acciones que contribuyan al entendimiento global.

El estudiante:

Explica formas en las cuales Puerto Rico se inserta en un mundo de relaciones globales: intercambio de prácticas y estrategias comerciales, promoción de talentos y productos del país.

Explica cómo elementos de la cultura puertorriqueña se han integrado a la cultura de diversos pueblos del mundo: música, artes plásticas, literatura y deportes.

Identifica temas y situaciones en las cuales Puerto Rico se relaciona con otros países, tales como: tratados internacionales, economía mundial, calentamiento global, revolución en las comunicaciones, guerra fría y conflictos bélicos.

Sugiere iniciativas que se pueden desarrollar para demostrar empatía y cooperación con grupos que se enfrentan a problemas que afectan a la humanidad.

Identifica problemas fundamentales que afectan al mundo contemporáneo en los cuales los puertorriqueños pueden contribuir para la búsqueda de soluciones: daños al ambiente, pobreza, discriminación, y conflictos bélicos.

Explica cómo la Organización de las Naciones Unidas y sus respectivos organismos participan en el análisis y discusión de los asuntos relacionados con Puerto Rico.

Investiga las funciones de organismos internacionales que contribuyen a mejorar las condiciones de la humanidad, tales como: Organización de las Naciones Unidas (ONU), Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO), Amnistía Internacional (AI) y Greenpeace.

Muestra aprecio y respeto por la labor de puertorriqueños que se dan a una causa para lograr una efectiva interacción entre los pueblos y las naciones, tales como: Ricardo Alegría Gallardo, Roberto Clemente Walker, Ricky Martín, Germán Rickehoff Sampayo, Sor Isolina Ferré y José Vargas Vidot.

SOCIEDAD CIENTÍFICA Y TECNOLÓGICA: El estudiante es capaz de analizar el impacto que producen los cambios científicos y tecnológicos ocurridos en la vida y la sociedad a través del tiempo.

El estudiante:

Identifica cambios científicos y tecnológicos que impactan la vida y las actividades humanas en Puerto Rico, tales como: trabajo, medios de transportación, comunicación, educación, recreación y deportes.

Investiga cómo el uso de la tecnología influye en las actitudes y comportamientos de los puertorriqueños.

Aplica la tecnología a la investigación, análisis y evaluación de asuntos del ambiente geográfico del presente para hacer proyecciones hacia el futuro.

Propone formas en las cuales el uso de la tecnología contribuye a la protección del ambiente en el contexto de Puerto Rico y el Mundo.

Aplica la tecnología para investigar y analizar procesos históricos de Puerto Rico.

Describe cómo el desarrollo científico y tecnológico ha propiciado cambios en el orden económico, político y social de Puerto Rico a partir del siglo XX: sociedad urbana, cambios en los roles sociales, patrones de consumo, problemas ambientales, problemas sociales, política pública.

Describe cómo las aportaciones de la ciencia y la tecnología contemporánea influyen la forma de vida de los puertorriqueños, tales como: relaciones de género, adelantos en la medicina, hábitos alimentarios, Internet, comunicaciones e industria.

Produce presentaciones multimedia (presentaciones MS PowerPoint, relatos digitales, páginas Web, etc.) en las cuales sintetiza temas de la historia y de la sociedad puertorriqueña.

SCIENCE: BIOLOGY

Botany, Angiosperms: Introduction to biology: definition and major fields of study; Parts of a green plant: flowers, leaves, stems, roots; Nitrogen cycle; Families of angiosperms: Composite, mint, parsley, rose, pea, lily; Mustard, nightshade, cashew; Monocots and dicots: Types of angiosperms: characteristics of monocots and dicots; Grasses: Cereal crops; Turf grasses, other grasses; Broadleaf trees: Observing trees, characteristics of trees; Guide to familiar American broadleaf trees by groups—bark, leaves, fruits, and crown shapes are pictured and explained; Leaves: Systems and organs in plants; External structure of leaves: Leaf shapes; Parts of a leaf: Stipule; Simple and compound leaves; Arrangement of leaves on stems: Nodes, opposite, alternate, whorled, and rosette; Phototropism; Three types of plant tissues: structural, vascular, and meristematic; Structure of leaves: Epidermis, mesophyll; Veins, parts of plant cells; Photosynthesis: Thylakoids, light and dark reactions; Products of photosynthesis; Factors that influence photosynthesis; Fall coloration of leaves and special leaves: Leaf pigments, abscission layer; Cellulase; Water pressure and wilting; Flowers, fruits, and seeds: Flower parts: Sepals, petals, stamen, pistil; Complete and incomplete flowers; Monoecious vs. dioecious; Factors affecting flowering: photoperiodism; Development of fruits and seeds: pollination, fertilization; Formation, types, and function of fruits: Simple, aggregate, and multiple fruits; Seed dispersal; Structure of seeds: parts of the embryo, germination; Stems and roots: External structure of woody stems: Buds, scales, bud-scale scars, growth; Bundle scars; Internal structure of woody stems: Bark, pith; Wood: Heartwood, sapwood, annual rings; Tracheids; Herbaceous stems: dicots and monocots; Vegetative reproduction: Asexual reproduction, cutting, layering, grafting, budding, culturing; Special stems: bulbs, corms, rhizomes, stolons, tendrils, tubers, thorns; Plant hormones; Root systems: Taproots, fibrous roots; Structure: Root hairs, root cortex; Epidermis, central vascular cylinder; Primary and secondary growth; Root's absorption and transportation of water: Diffusion, osmosis,

capillarity; Sap stream; Variety in the world of plants: Classification: Linnaeus, John Ray; Kingdom, phylum, class, order, family, genus, species, scientific name; Domains, phylogeny; Conifers and other gymnosperms: Characteristics and reproduction of conifers, cycads, and ginkgo trees; Ferns, club mosses, and horsetails: Spores; Structures and life cycle of ferns; alternation of generations; Club mosses, horsetails; Lycopodium; Mosses and liverworts: Structures of moss; Uses, types and life cycle of mosses; Liverwort characteristics; Algae: Characteristics; Green algae: Desmids; Brown algae: Gulfweed; Yellow, red, and blue-green algae; Dinoflagellates; Fungi: Importance; Club fungi: Rust life cycle; Molds: Parasitic molds; Sac fungi; Slime molds; Lichens Human Anatomy & Physiology; Fearfully and wonderfully made: Wonders of the human body: the crown of God's creation; Introduction to body cavities: Cranial, spinal; Thoracic, abdominal; Body systems: introduction to eleven systems; Homeostasis and feedback mechanisms; Tissues: Four main types; Tissue fluids; Membranes: four main types; Cells; Matrix; Vestigial organs: brief discussion; Bones and muscles: Detailed discussion of axial skeleton; Detailed discussion of appendicular skeleton; Bones: Classification; Structure: Diaphysis, epiphysis, medullary cavity; Tissues; Bone growth and development: Maintenance; Nutrition; Exercise: Wolff's law; Construction; Fracture and repair; Joints: Synovial fluid; Ligaments, types of joints, problems with joints; Muscles: Types; Specific muscles for moving different parts of the body; Structure of skeletal muscles: Fascia, tendons, fibers, and neuromuscular junction; muscle control; Muscles and exercise: hypertrophy, atrophy, red and white fibers; The nervous system: Divisions of the nervous system: Central nervous system: Glial cells, gray and white matter, myelin, ganglia, plexus, poliomyelitis; Peripheral nervous system: Mixed nerves; Autonomic nervous system; Nerves: median nerve, Schwann cells, multiple sclerosis; How neurons work: Action potential; Synapse, neurotransmitter; Inhibitors; Parkinson's disease; Reflex action: Reflex arc; Parts of the brain: Cerebrum: Hemispheres; Corpus callosum; Cerebral cortex, lobes, cerebral palsy; Cerebellum: Location; Structure; Function, purpose; Brain stem: medulla oblongata, pons, midbrain, reticular formation; Limbic system: Thalamus, hypothalamus; Hippocampus, amygdala; The mind and the brain: Behaviorism; Neurological health: Caring for the nervous system: REM sleep; Importance of avoiding alcohol: Neuritis; Injuries to the nervous system: Sciatica; Stroke, concussion, amnesia, coma; Neurological diseases: Tetanus, Alzheimer's disease, epilepsy; Dementia: Acute confusion, senile dementia; Arteriosclerotic dementia; Senses: Somatic vs. special senses; Skin sensations; Chemical senses (taste and smell): Taste bud structure; Primary odors; Hearing: Malleus, incus, stapes; Tinnitus; Vision: Protection of the eye: socket, eyelid, lacrimal glands; Eye movement; Eye structure and function: Sclera; Uvea: Choroid, ciliary body; Iris, pupil; Retina: Fovea; Structure and function of rod and cone cells; rhodopsin; color vision, persistence of vision; Blind spot Aqueous humor, vitreous humor; Lens; Defective vision: Nearsightedness, farsightedness, astigmatism, night blindness; Presbyopia, colorblindness; Glaucoma; Nutrition and digestion: Nutrients and energy: Calories, metabolism; Obesity; Macronutrients; Carbohydrates, proteins, lipids; Micronutrients; Vitamins, minerals and water: Coenzymes; Edem; Beginning of the digestive system: Alimentary canal, digestion, enzymes, glands; Oral cavity: Palate, bolus, papillae; Wisdom tooth, impacted, mastication; Esophagus: peristalsis, epiglottis; Stomach and intestines: Stomach structure and function: Hunger contractions; Gastric juice, hydrochloric acid, chime; Intrinsic factor; Cardiac and pyloric sphincters; The liver and pancreas in digestion: Bile, gallbladder; Bile salts, emulsification, common bile duct; Pancreatic juice; Sodium bicarbonate production by the pancreas; Small intestine: Primary organ of digestion and absorption; Divisions of the small intestine; Villi; Microvilli, lacteal; Insulin, glucagon; Urea; Large intestine: function and structure; Divisions of the large intestine; Gastrointestinal disorders: Food poisoning; Dyspepsia; Ulcers, effects of alcohol; Constipation, diarrhea; Dysentery, colon cancer; Circulation and respiration: Blood: cardiovascular system, arteries, veins, capillaries; Composition of blood: Plasma, red blood cells, white blood cells, platelets; Plasma proteins, circulatory shock; Red blood cell production, leukemia; Blood types: antigens, ABO blood group, universal donors and recipients, Rh blood group; Design of the heart: Structure: Layers, valves, and skeleton; Blood flow: Through the heart; To the heart; Detailed structure and function of cardiac muscle, electrical system, heart beats; Types, symptoms, and treatment of heart failure; Circulation of blood: Arteries, veins, and capillaries: Structure of blood vessels; Atherosclerosis; Branches of systemic circulation; Pulmonary circulation; Blood pressure and pulse; Cardiovascular health: leading cause of death; Anatomy and function of respiratory system: Types of respiration: external, internal, and cellular; Organs of respiration: Nasal meatuses; Throat structures; Trachea, bronchi; Lungs: Bronchitis, pneumonia, bronchial asthma; Pleural membrane: Pleurisy; Diaphragm; The breathing process: Role of intercostal muscles; Control by the medulla oblongata; Lung capacity: Vital capacity; Tidal volume; Respiratory diseases: Common cold, influenza, tuberculosis, emphysema, lung cancer; Cystic fibrosis; Integumentary, excretory, endocrine, and reproductive systems: Introduction: body's design for maintaining homeostasis; Integumentary system: Purpose; Structure: Psoriasis, keratin in skin, skin pigments; Tanning, sunburn; Hair structure; Sebaceous glands; Details of sweat glands; Excretory system: Kidneys: Function, regulation, structures, failure, dialysis; Endocrine system: Endocrine vs. exocrine glands; Hormones: Hormone receptors; Pituitary gland: Hypothalamus, somatotropin; Disorders: pituitary gigantism, pituitary dwarfism, acromegaly; Gonadotropins; Thyroid and parathyroid glands: Thyroxine; Thyroid disorders: Cretinism, hypothyroidism, hyperthyroidism; Simple goiter; Pancreas (endocrine

function): islets of Langerhans, insulin, glucagon, diabetes mellitus; Adrenal glands: epinephrine, steroid hormones, cortisol, aldosterone; Pineal gland: melatonin; Reproductive system; Gametes; Gonads: Endocrine function: adolescence, puberty, secondary sex characteristics; Major organs; Prenatal development; Gestation, trimesters, primary germ layers, chorion, digestive tube, neural plate, labor; Sexual morality; Disease and the body's immune system: Introduction: disease, microbes, pathogen, infectious and noninfectious, acute, chronic; Noninfectious diseases: degenerative, immunological, hormonal, congenital and genetic, nutritional, harmful substances, cancer; Infectious diseases: Communicable and non-communicable; Bacteria: Structure: Plasmids; Types, variations and shapes, reproduction; Disease: Germ concept of disease, Koch's postulates; Pathogenic activity; Viruses: Replication, diseases; Protozoa, fungi, parasites ;How infectious diseases are spread: Droplet infection, carrier; Vector, sexually transmitted diseases; Incubation; Preventing the spread of disease: epidemic, vaccination; Immune system: Overview, white blood cells; Histamine, interferon; Antibodies; Specific vs. nonspecific defenses; Table of white blood cell types; Lymphatic system: Lymph, vessels, ducts, nodes; Structure and function of lymph nodes; Other organs; Other defenses: skin barrier, mucous membranes, lysozymes, fever, microorganisms of digestion; Acquired immunity, innate immunity; Immune deficiency diseases (HIV, AIDS); Medical defenses against disease: Immune therapy, serums; Chemotherapy, antibiotics; Prevention: nutrition, rest, exercise Life Sciences: Methodology & Philosophy; Natural history and scientific investigation: Natural history through the ages: Bible beginnings, Hebrews; Greeks: Anaximander, Plato, Aristotle; Romans: Pliny, Galen; Ancient science vs. the Bible; Middle Ages: Nestorians; Modern science: Protestant Reformation, advances in biological sciences, microscopy, cell theory; Biology and scientific investigation: Scripture and scientific investigation, scientific method; Repudiation of spontaneous generation, law of biogenesis; Limitations of science; Scientism; Evolution—a retreat from science: Science and faith: great founders of science believed in God and creation; Rejecting the truth: Darwin and Lyell, natural selection; Effects of naturalism; Paleontology: Evidence against evolution, speciation, macroevolution, fossils; Transitional forms and lack thereof; Punctuated equilibrium hypothesis; Geologic column, radiometric dating, Cambrian explosion; Coelacanth, Archaeopteryx, horse series; Hominid fossils, Neanderthal, Cro-Magnon; Biological evidence against evolution: Impossible transitional forms: Bat wings, avian respiratory system; Homology; Molecular biology: design and complexity; Genetics: limited variety, mutations; Natural selection and genetic variety: Peppered moth; Pesticide-resistant insects, antibiotic-resistant bacteria; Bacterial proliferation; Embryonic recapitulation; Why evolution cannot be properly called a science; Threat of evolution to modern science; Ecology; Introduction of basic terms: ecology, habitat, biotic and abiotic factors; Levels of ecology: biosphere, biomes, ecosystems, community, population, organism; Ecological stability; Influences in the ecosystem: biodiversity, carrying capacity, types of abiotic and biotic factors; Nutritional relationships in an ecosystem: Producers and consumers, trophic level, food chain, food web, niches; Energy flow, pyramid diagrams; Special nutritional relationships: Symbiosis, predation, competition; Amensalism; Neutralism; Herbivory; Nutrient cycles: Hydrologic, atmospheric, sedimentary cycles; Carbon-oxygen, phosphorous cycles; Major biomes: Tundra, northern coniferous forest, temperate deciduous forest; Grassland, desert, tropical rain forest; Aquatic biomes: Freshwater; Marine; Estuary; Ecological succession and man's role: Primary succession, secondary succession; Dominion and stewardship Zoology; Mammals: Characteristics of animals, vertebrates, and mammals: Mobility, diversity, symmetry; Types of mammal reproduction; 18 mammal orders: discussed with representative animals; Extinct mammals; Birds: Feathered vertebrates: Characteristics for flight; Backyard and roadside birds; Groups of birds Perching, birds of prey, swimming and wading, game, tropical, flightless; Extinct birds; Avian anatomy and physiology: Feathers, skeletal and muscular systems; Nervous system: brain, senses; Food and digestion: Intestine, cloaca, bursa of Fabricius; Excretory system; Circulatory system: Nucleated red blood cells; Details of respiratory system; Family life of birds: Migration, courtship; Mating and fertilization; Egg, nesting, incubation; Care of young; Reptiles and amphibians: Reptiles: Cold-blooded, similar traits; Lizards: habitat, sizes, poisonous lizards, colorful, detached tail and other defenses, and eating habits; Snakes: Sizes, methods of locomotion, scaly skin; Sense organs: Scale-covered eyes, hearing (quadrate bone); Smell: Jacobson's organ; Design for feeding, groups of snakes, venom, snakebite treatment; Turtles: Reptiles with shells; Characteristics: Tympanic and nictitating membranes; Groups; Crocodilians; Tuatara: parietal eye; Dinosaurs and similar creatures: extinct reptiles, types and characteristics; Amphibians: Vertebrates with a double life: Characteristics: Three-chambered heart; Frogs and toads: Coloring; Toxic skin secretions; External fertilization; Development and metamorphosis; Anatomy: head, oral cavity, body systems; Salamanders: Reproduction and metamorphosis: Spermatophore, paedomorphosis; Sizes; notable salamanders; Caecilians; Fish: Bony fish: Abundance and importance; Detailed study of anatomy and physiology; Cartilaginous fish: sharks, rays, and chimaeras; lampreys, hagfish; Arthropods: Common characteristics, classes; Insects: Life cycle of insects; Grasshopper anatomy and physiology; Orders of insects and their economic significance: 8 of the more than 25 orders are taught; Insects and man; Genetic control; Arachnids: Spiders: External anatomy; Internal anatomy, reproduction; Harvestmen, scorpions, mites, and ticks; Centipedes and millipedes; Crustaceans: Anatomy and life cycle of crayfish; Other crustaceans; Extinct arthropods; Other invertebrates: Mollusks: General characteristics; Bivalves, gastropods,

cephalopod; Echinoderms: Starfish anatomy; Rotifers: parthenogenic; Coelenterates and porifera: Coelenterates: hollow-intestined invertebrates, polyp, medusa, hydra, jellyfish, sea anemones, corals; Porifera (sponges): Anatomy and physiology; Annelids: Earthworms: Characteristics and anatomy and physiology; Sea worms; Leeches; Flatworms and roundworms: Platyhelminths: Anatomy of planarians, flukes, and tapeworms; Nematodes: Filaria, hookworm, trichina, ascaris; Protozoa: Flagellates: Euglena: Pellicle, binary fission; Trypanosome; Sarcodines: Amoeba; Foraminifera, radiolaria; Ciliates: paramecia, other ciliates; Sporozoans Cellular & Molecular Biology; Cytology—design and function of cells: Variety and complexity of cells: Discovery of cells; Variety in cells, complexity of cells; Design of cells: Details of cell structure and organelles; Life and work of cells: Maintaining life, photosynthesis and cellular respiration; Membrane transport, endocytosis and exocytosis, cell movement, cilia and flagella; Cell cycle and mitosis, chromosomes, cell death; Heredity: continuity of life: God’s provision for the continuity of life: Heredity, genes; Differentiation, sexual reproduction, meiosis; Classical genetics: Mendel’s experiments, law of dominance, genotype and phenotype; Punnett squares, hybrids and hybridization, law of segregation; Incomplete dominance, law of independent assortment, linkage; Sutton’s hypothesis; Morgan’s research, sex chromosomes, sex-linked traits; Human genetics: Dominant gene inheritance, codominance; Multiple allele inheritance; Pleiotropy and polygenic inheritance; Sex-linked disorders, genetic advances, eugenics; DNA—regulation of life: DNA: Deoxyribonucleic acid; Watson and Crick, storage as chromatin; Structure of RNA and DNA, bases, base pairing; Activities of DNA: Central dogma of molecular biology, DNA replication, telomeres; Transcription, mRNA, translation, rRNA, tRNA; Noncoding DNA, intron, exon, small RNA; Genetic engineering, cloning; Mutations.

BIBLE

A chronological study of Old and New Testament people, places, and events, this course highlights the basic message of the Old and New Testament books, their contribution to God’s redemptive storyline, and their significance for Christian thought and practice. Topics will be chosen in accord with the professor’s interests and competencies, student interest, and the consent of the school.

PHYSICAL EDUCATION; Fundamental exercise and routines, indoor and outdoor games. Enjoying interacting, playing and engaging with others, value interacting, playing and learning with others, recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes, reflect critically on the effectiveness of the group during and at the end of the process, learn to take turns, and cooperate with others, independently use different strategies to resolve conflict.

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección, discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Identifica los elementos de la comunicación oral y su función en el acto comunicativo.

Enuncia diversos modos de locución siguiendo criterios de corrección como coherencia, claridad, entonación, dicción y lógica.

Reconoce la estructura de los diversos modos de locución como la narración, la descripción, la exposición y la argumentación.

Reconoce la subjetividad y la objetividad en un discurso oral.

Utiliza el sentido literal y figurado de las palabras en diferentes modos de discursos orales.

Se manifiesta con espontaneidad, propiedad y corrección en diversos contextos de comunicación oral como diálogos, debates y paneles, para refinar el uso de reglas socio comunicativas.

Utiliza la expresión no verbal de forma adecuada para reforzar el discurso oral de acuerdo con el contexto y la audiencia.

Reacciona crítica y reflexivamente al texto literario y a los medios de comunicación.

Expresa respeto y aprecio por la diversidad cultural al manifestarla en los diversos textos y contextos tecnológicos.

Demuestra adquisición de los valores al expresarse positivamente acerca de la conducta ética, valores y virtudes humanas.

Se expresa para evaluar y reconocer el valor ético, estético y cultural de la literatura y otras expresiones de arte.

Expresa juicios valorativos y toma decisiones basadas en la selección de alternativas que demuestran respeto por ideas y opiniones divergentes.

Organiza, selecciona y expresa la información y las ideas relevantes de un texto cibernético.

Refuerza la exposición de presentaciones orales mediante el uso de recursos tecnológicos como programas para computadoras e Internet.

Hace presentaciones orales de tipo narrativo y expositivo utilizando secuencias y detalles específicos que sean relevantes al tema.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Escribe bibliografías de diversas fuentes de información.

Planifica y ejecuta investigaciones en varias etapas de desarrollo utilizando los medios tecnológicos y de investigación.

Utiliza adecuadamente el infinitivo, el participio y el gerundio de los verbos en oraciones y párrafos.

Utiliza las preposiciones y conjunciones con corrección al escribir.

Prepara esquemas para producir diversas clases de párrafos.

Analiza oraciones y párrafos con plurales de ortografía dudosa (z, c, s y cc).

Distingue entre oración unimembre e impersonal.

Produce oraciones compuestas coordinadas y subordinadas.

Escribe cartas de presentación y recomendación, solicitud y aceptación de empleo.

Identifica la oración tema de un escrito.

Redacta diversas clases de composiciones narrativas: cuento, noticia y autobiografía.

Utiliza lenguaje preciso y detalles sensoriales al escribir.

Desarrolla ambientes y caracteriza personajes desde diversos puntos de vista del narrador (protagonista, testigo, omnisciente y observador).

Conoce y demuestra dominio de la función de cada uno de los elementos de la estructura oracional.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Compara y contrasta los rasgos característicos de escritos tales como contratos, garantías, manuales, etc.

Amplía las ideas expuestas en textos informativos y literarios.

Resume textos utilizando bosquejos, organizadores gráficos y otros.

Identifica las ideas principales y secundarias de un texto.

Evalúa la credibilidad de los argumentos del autor.

Analiza las interacciones de los personajes principales y secundarios en una obra literaria.

Analiza textos para identificar temas universales y proporciona evidencia que los apoye.

Infiere el contenido de un texto a base del título, clasificación u otras claves.

Elabora ideas y conclusiones a base de lo leído.

Reconoce y muestra aprecio por las manifestaciones literarias de su pueblo.

Interpreta y evalúa el impacto de redundancias, contradicciones e ironías en un texto.

Explica cómo la perspectiva afecta el tono, el argumento y la credibilidad del texto.

Identifica y describe la función del ambiente, el diálogo y los monólogos en las obras literarias.

Señala las características y los propósitos de distintos estilos de poesía.

Genera preguntas críticas sobre problemas y temas de lecturas que pueden ser investigadas.

Selección de obras Literarias.

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

11TH Grade Curriculum

ENGLISH: Grammar & Composition

The abilities to express ideas creatively and to skillfully comprehend the written word are built upon the study elements. The grammar foundation established in previous years and introduce new concepts to further enhance the students' knowledge of basic grammar. In addition, *grammar and composition* emphasizes writing through assignments in argumentative essay, narrative essay, exposition of a process, literary character analysis, and critical book reviews. Several smaller writing assignments are also included throughout the text.

Grammar; Capitalization: Proper nouns and words formed from proper nouns: Particular persons, places, things; Political and economic organizations and alliances; Words referring to Deity and Holy Scripture; Words from proper nouns; Common noun or adjective when part of proper name; Titles of persons, titles of works; First word of every sentence; Pronoun *I* and interjection *O*; First word of every line of poetry; Punctuation: End marks: Period for declarative sentences, abbreviations, indirect question, and polite request; Question mark for interrogative sentences; Exclamation point for exclamatory sentences; Commas: Before a coordinating conjunction joining two independent clauses; To indicate: Omissions or avoid possible misreading; Nonessential elements in a sentence: Appositive and appositive phrase; Participial phrase; Adjective and adverb clauses; Direct address; *Well, yes, no, or why*; Parenthetical expressions; To set off introductory phrases or clauses; In dates and addresses; After salutations and closings of letters; Semicolons: Between independent clauses: If not using coordinating conjunction; Joined by: Transitional words; Coordinating conjunction if clauses already contain commas; Between items in a series if the items contain commas; Colons: Before a list of items; To introduce a formally announced statement or quotation; Between: Independent clauses when second clause further explains first one; Chapter and verse of Bible reference; Hour and minute of time reference; After salutation of a business letter; Italics: For titles of books, magazines, newspapers, plays, works of art, ships, trains, aircraft, and spacecraft; For words, letters, numbers referred to as such; For foreign words or phrases; Hyphens: To divide a word at the end of line; In compound numbers; In fractions used as adjectives; In prefixes before a proper noun or adjective; In compound adjectives before a noun; Quotation Marks: In a direct quotation; To enclose: Titles of short poems, songs, chapters, articles, and other parts of books or magazines; A quoted passage of more than one paragraph: at the beginning of each paragraph and at the end of the last paragraph; Apostrophes; To form; Possessive case of nouns; Individual possession within a group; Possessive case of indefinite pronouns; To show omissions from words ; With *s* to form plurals of letters, numbers, signs, and words used as words; Dashes: After a series of words or phrases giving details about a statement that follows; To indicate an abrupt change or break in a sentence; To set off parenthetical elements or confidential comments; Parentheses; To enclose: Parenthetical elements; Brief confirmatory information; Brackets: To enclose editorial comments within quotations; To replace parentheses within parentheses; The sentence: Definition of sentence; Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory; Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase; Overcoming problems locating subjects and verbs; Finding; Subject in an inverted sentence: interrogative sentence, sentence beginning with *there* or *here*; Subject of an imperative sentence; Subject before its appositive; Verb phrase that is interrupted by other words; Diagraming subjects and verbs; Recognizing and diagraming: Compound subjects and verbs; Complements: direct object, indirect object, objective complement, predicate nominative, predicate adjective; Fragments and run-on sentences; Recognizing and diagraming simple, compound, complex, and compound-complex sentences; Sentence improvement: Unity and coordination; Subordination: Choosing what to subordinate; Avoiding upside-down, illogical, and excessive subordination; Placement of modifiers; Avoid: Squinting modifiers and split constructions; Dangling participial phrases; Dangling gerund and infinitive phrases; Elliptical clauses; Pronoun reference; Clear and logical construction; Parallelism; Point of view: Avoid unnecessary shifts in: Subject, voice, and tense; Mood, person, number, discourse, and tone; Consistency of subject, tense, or voice; Clear and effective diction; Conciseness; Parts of speech: Recognizing eight parts of speech; Verbs: Recognizing action (transitive and intransitive), linking, and helping verbs; Distinguishing verbs from verbals: participles, gerunds, and infinitives; Using principal parts of verbs; Regular verb endings; Irregular verbs; Using correct principal parts; Verb tenses: progressive and emphatic forms; When to use the verb tenses; Using logical verb tense sequence between clauses and between verbals and independent clause; Avoiding unnecessary shifts in sentences: in subjects, verb tense, voice of verbs; Active and passive voice; Mood: indicative, imperative, and subjunctive; Avoid incorrect verb forms; Use troublesome verbs correctly and avoid verb usage errors; Nouns; Recognizing nouns: Compound, common, proper, and collective; Concrete and abstract; Substantives; Keeping agreement of subject and verb; Recognizing and diagraming nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address,

appositives, and objective complements; Using parallelism; Pronouns: Antecedents; Recognizing personal, interrogative, demonstrative, indefinite, compound, relative; Recognizing reflexive and intensive pronouns; Keeping agreement of verbs and indefinite pronoun subjects; Making pronouns agree with their antecedents: In number and in gender; In person; Nominative case; For subjects, predicate nominatives; For appositives of subjects, appositives of predicate nominatives; For appositives to subjects, appositives to predicate nominatives; For complements of the infinitive *to be*; Objective case; For direct objects, indirect objects, objects of prepositions; For appositives of direct objects, indirect objects, objects of prepositions; For appositives to direct objects, indirect objects, objects of prepositions; For subjects of infinitives and complements of the infinitive *to be*; Possessive case; Using correct case for *who*, *whom*, *whoever*, and *whomever* and in incomplete clauses beginning with *than* or *as*; Avoid pronoun usage problems: double subject, possessive case before a gerund; Adjectives: Recognizing and diagramming adjectives: participles and proper adjectives and infinitives as adjectives ; Distinguishing adjectives from nouns and pronouns; Recognizing and diagramming predicate adjectives; Using and diagramming: Prepositional and participial phrases as adjectives; Infinitive phrases as adjectives; Adjective clauses; Placing and punctuating adjective modifiers; Using adjectives in comparison; Avoiding double comparison and double negatives; Adverbs: Recognizing and diagramming adverbs; Infinitives as adverbs; Nouns as adverbs; Distinguishing adverbs from adjectives; Using and diagramming: Prepositional phrases as adverbs; Infinitive phrases as adverbs; Adverb clauses; Correct placement of adverb modifiers; Distinguishing dependent clauses; Using adverbs in comparison; Prepositions: Recognizing prepositions, prepositional phrases, and objects of prepositions; Distinguishing between prepositions and adverbs; Using prepositions correctly; Conjunctions: Recognizing coordinating, correlative, and subordinating conjunctions; Using parallel structure; Interjections: Definition; Punctuation with interjections; Other parts of speech used as interjections; Diagramming interjections; Recognizing and diagramming: Nominative absolute and expletives; Nominative absolute phrases; Word study; Using the dictionary: Kinds of dictionaries; Selecting a dictionary; Using the dictionary; Parts of the dictionary; Usage and diction: Levels of usage; Using correct diction; Using clear and effective diction; Appropriateness; Exactness and vividness; Figurative language; Gobbledygook; Jargon; Triteness; Wordiness: Sentences beginning with *there*, *it*, and *this*; Wordy expressions; Redundancies; Glossary of diction *Composition*; Manuscript form.; Abbreviations, numbers, titles; Abbreviations in footnotes and parenthetical references; The Writing Process: plan, write, rewrite, edit; Introducing paragraphs (7): Topic sentence; Summarizing sentence; Paragraph development by examples, incidents, reasons, comparison and contrast, and combination of methods; Paragraph unity; Paragraph coherence: chronological order, order of importance, transitional expressions, space order, pronoun reference, and repetition; Paragraph with proper emphasis; Essays:: Essay answer; Narrative essay; Argumentative essay; Outline:: Topical and sentence outlines; Format of outline; Parallelism in an outline; Steps to preparing an outline; Paraphrase (5); Summaries (6); Writing about a process (Exposition of a Process); Classification paper; Extended definition; Writing descriptions about persons, places, and things; Steps: point of view, careful selection of details, arrangement of details, use of exact nouns and verbs; Character sketch; Type sketch; Character analysis; The library; The catalog; The reference section: Encyclopedias, dictionaries, special dictionaries, atlases; Handbooks of miscellaneous information, books of quotations; Biographical aids, reference works on literature; Other specialized reference works; The *Readers' Guide to Periodical Literature*; Internet sources; The Dewey Decimal System; The Library of Congress Classification System; Critical book reviews: written and oral review; Writing letters; Friendly: letter parts, thank-you note, bread-and-butter note; Business: Letter parts, order letter, request letter, complaint letter; Letter to a government official; Letter of application, résumé ; Research paper: Planning the paper; Selecting subject; Finding sources: Encyclopedia, periodical databases; *Essay and General Literature Index*, published bibliographies; Writing bibliography cards; Making a preliminary outline; Taking notes: writing note cards, avoiding plagiarism; Writing the paper: introduction, body; Using parenthetical citations; Rewriting the paper: check organization, introduction, conclusion, unity, coherence, and citations ; Editing the paper: check each paragraph, sentence, word; capitalization and punctuation; Typing the paper; General information; Formatting pages: title page, pledge page, outline page, first page, and succeeding pages; Inserting footnotes or endnotes; Additional guidelines: Abbreviations in citation entries; Ellipsis marks in quotations; Block quotations; Documentation for research paper: Parenthetical citations; Endnotes and footnotes; Typing instructions , ENGLISH: Vocabulary and Spelling Mastering the vocabulary and spelling words in *vocabulary and spelling* will greatly help students in their writing, speaking, and reading comprehension. Students will also further develop their ability to analyze words by studying prefixes, roots, and suffixes. *Spelling & Vocabulary Skills Development*: Master spelling lists including: Vocabulary words and definitions; Words that follow the spelling rules; Sound-alike suffixes; Commonly misspelled words; Homonyms; Use vocabulary words in proper context; Memorize vocabulary definitions; Be able to identify commonly misspelled words; Apply spelling and phonics concepts through daily teacher-directed oral practice and independent written practice; Learn to distinguish between homophones; Learn practical spelling tips and suggestions from *Keys to Good Spelling*; Master 48 prefixes, 100 roots, and 48 suffixes, ENGLISH: *Literature Reading Skills Development*;

Develop skills in reading speed and comprehension; Further develop oral reading skills; Be able to identify significant quotations and the selections in which they are featured; Increase vocabulary; Further develop writing skills; Study various literary forms: short story, essay, novel, narrative poetry, and descriptive poetry; Study meaning and use of literary terms and devices such as theme, plot, imagery, figurative language, aphorism, character analysis, conceit, dialect, epitaph, local color, pun, realism, rhetorical devices, and understatement; Study the development of plot, theme, setting, and character(s) in short stories, essays, and classical works of literature; Study historical backgrounds and writing techniques to better understand American literary periods *Comprehension, Discussion, & Analysis Skills Development*; Read entire novels, develop proper discernment according to the truths of Scripture; Answer factual, interpretive, and inferential comprehension and discussion questions; Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions; Build appreciation for good literature and a love of reading; Develop an understanding of people's motives and feelings while recognizing consequences of particular actions; Learn to analyze literature while studying selections; Comprehend and appreciate the basic elements of a work of literature; Learn to appreciate the rhyme, rhythm, and figurative language of poetry; Develop a greater understanding and appreciation for American culture and heritage.

GEOMETRY

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Develop Skills in: Points, Lines, and Planes; Linear Measure and Precision; Distance and Midpoints; Angle Measure; Angle Relationships; Two-Dimensional Figures; Three-Dimensional Figures; Inductive Reasoning and Conjecture; Logic; Conditional Statements; Deductive Reasoning; Postulates and Paragraph Proofs; Algebraic Proof; Proving Segment Relationships; Parallel Lines and Transversals; Angles and Parallel Lines; Slope and Slopes of Lines; Equations of Lines; Proving Lines Parallel; Perpendiculars and Distance; Classifying Triangles; Angles of Triangles; Congruent Triangles; Proving Congruence: SSS, SAS.; Proving Congruence: ASA, AAS; Isosceles and Equilateral Triangles; Congruence Transformations; Triangles and Coordinate Proof; Bisectors of Triangles; Medians and Altitudes of Triangles; Inequalities in One Triangle; Indirect proof; The Triangle Inequality; Inequalities in Two Triangles; Angles of Polygons; Parallelograms; Tests for Parallelograms; Rectangles; Rhombi and Squares; Kites and Trapezoids; Ratios and Proportions; Similar Polygons; Similar Triangles; Parallel Lines and proportional parts; Parts of Similar Triangles; Similarity Transformations; Scale Drawings and Models; Geometric Mean; The Pythagorean Theorem and Its Converse; Special Right Triangles; Trigonometry; Angles of Elevation and Depression; The Law of Sines and Law of Cosines; Vectors; Reflections; Translations; Rotations; Compositions of Transformations; Symmetry; Dilations; Circles and Circumference; Measuring Angles and Arcs; Arcs and Chords; Inscribed Angles; Tangents; Secants, Tangents, and Angle Measures; Special Segments in a Circle; Equations of Circles; Areas of Parallelograms and Triangles; Areas of Trapezoids, Rhombi, and Kites; Areas of Circles and Sectors; Areas of Regular polygons and Composite Figures; Areas of Similar Figures; Representations of Three-Dimensional Figures; Surface Areas of Prisms and Cylinders; Surface Areas of Pyramids and Cones; Volumes of Prisms and Cylinders; Volumes of Pyramids and Cones; Surface Areas and Volumes of Spheres; Spherical Geometry; Congruent and Similar Solids.

US HISTORY

America: Land of New Beginnings (1492–1775), Discovery and exploration: Providence of God; Tribes of North America and ancient civilizations; Protestant Reformation; Exploration of New World: New France sparsely populated; Thirteen original colonies: Spiritual and political heritage of England: Sir Martin Frobisher and “Northwest Passage”; Religious, political, and economic reasons for colonization; Jamestown: failed common-store system; Political structure; Plymouth: importance of the Mayflower Compact; Life in colonial America: Diversity: Immigration, churches, and governments; Social classes; Industry and trade: triangular slave trade; Advance of learning: Harvard College, Ole’ Deluder Satan Act, New England Primer; Newspapers; Relationship of church and state Birth of a Nation (1660–1800); Preparation for independence: Great Awakening; French and Indian War: Anglo-French conflicts; English and French advantages; Battle of Quebec; Fundamental differences between the colonists and the English; Conflict with England: British regulations on the colonists and colonial reaction: Navigation Acts and regulations on industry; Effects of the French and Indian War; War for Independence: American attempts at reconciliation and the British refusal: Olive Branch Petition, Prohibitory Act, and Hessians; Thomas Paine’s Common

Sense; Declaration of Independence: influence of John Locke and William Blackstone; Patriot disadvantages; People: St. Leger, Herkimer, Wayne, Rochambeau; Battle of Oriskany; Treaty of Paris; Critical Period and the Constitution (1776–1790): Articles of Confederation: Understanding the weaknesses; Mount Vernon, Annapolis, and Constitutional Conventions: Jonathan Dayton; William Paterson and New Jersey Plan; Federalists and Anti-Federalists; How the Constitution works; Federal system and implied powers; States' rights with religious freedom: Alexis de Tocqueville; Isaac Backus and John Leland ; Federalist Era: President George Washington: Judiciary Act of 1789; Loose and strict construction; Mint Act of 1792; Federalists and Democratic-Republicans; French Revolution: Citizen Genêt; President John Adams: Department of the Navy; President Thomas Jefferson: 12th Amendment and the Judiciary Act of 1801 A Growing Nation (1800–1841) Age of Jefferson (1800–1814): Marbury vs. Madison, the Burr Conspiracy; Louisiana Purchase violates Jeffersonian principles; Tripolitan War; President James Madison: War of 1812; Responsibilities of freedom; Non-Intercourse Act; Fighting in Canada; Benefits of War of 1812; Nationalist Era: President James Monroe and the Monroe Doctrine: Panic of 1819; John Marshall's Supreme Court; Westward Expansion and the Missouri Compromise: Bonus Bill and American System; Rush-Bagot Agreement; President John Q. Adams and the Favorite Sons Election; Age of Jackson (1828–1841): President Andrew Jackson: Webster-Hayne Debate; Force Bill; President Martin Van Buren: Whig Party, Panic of 1837, and suffrage; President William Henry Harrison; President John Tyler: Aroostook War The American Character (1790–1860) Revival and missions: "Age of Methodism"; Second Great Awakening: Richard Allen; Mission outreach organizations; Reform movements: abolition, temperance, and suffrage; Challenges to Christianity: unitarianism and transcendentalism; Education and technology: American textbooks: Blue-Backed Speller and the Eclectic Readers; Public education: Horace Mann's normal schools and traditional education; Agricultural and industrial advancements: Samuel Slater, James Watt, and Oliver Evans; Improved transportation and communication: John Loudon McAdam; New social classes; Expansion to the Pacific: Texas War for Independence; Oregon Territory: Jason Lee, Whitmans, and Spaldings; President James K. Polk; Mexican War: Texas is annexed and the California Gold Rush; John Slidell Expansion and Conflict (1831–1877); Slavery and secession: Abolition movement; Wilmot Proviso; President Zachary Taylor: Seventh of March speech; President Millard Fillmore; President Franklin Pierce: Kansas-Nebraska Bill; Republican Party; President James Buchanan; Dred Scott Case; Lincoln-Douglas Debate: Freeport Doctrine; President Abraham Lincoln; South Carolina secedes; Civil War: Key battles: Ft. Sumter, Vicksburg, Antietam Creek, Fredericksburg, Chancellorsville, Gettysburg, and Wilderness Campaign; War in the West; Emancipation Proclamation; Gettysburg Address; Confederate surrender at Appomattox Court House; Financing the War: Trent affair and Alabama dispute; Reconstruction: Lincoln's reconstruction plan: Wade-Davis Bill; President Andrew Johnson; Civil War amendments and reconstruction acts; Johnson impeached: Tenure of Office Act; President Ulysses S. Grant; President Rutherford B. Hayes: Election of 1876 and Compromise of 1877; Tuskegee Institute: Booker T. Washington and George Washington Carver The Age of Industry (1865–1900) Nation on the move: Transcontinental railroad: James J. Hill and Jay Gould; Last Frontier: Chisholm Trail; Oklahoma Land Rush; Plains Indians: Wovoka; Helen Hunt Jackson and the Indian Reorganization Act; Triumph of free enterprise: Agricultural progress: Luther Burbank and new legislation; Factors of America's prosperity; Big business organizations; Threats to free enterprise: government regulations; Life in the "Gilded Age": Immigration to America: William Speer; Chinese Exclusion Act; Labor unions; Gay Nineties; Growing Christian influence: Charles Jones Soong; Advances in reforms: Education: Morrill Act and Chautauqua Movement; Temperance Movement: Frances Willard; Literature in the late 19th century; Politics in the Age of Industry: Trouble on the farm: Greenback Labor Party and the Free Silver Movement; "Black Friday"; Presidential Succession Act and Electoral Count Act; Expanding world influence: Relations with foreign countries: England and the Treaty of Washington; Latin America and the Organization of American States; New possessions; Spanish-American War; Philippines: Tydings-McDuffie Act A New Century (1900–1940) Progressive Era: Advances in technology, transportation, and communication; President Theodore Roosevelt: Business and labor: "trust-buster" and Panic of 1907; Natural resources: Gifford Pinchot; Foreign affairs: Hay-Bunau-Varilla Treaty; President William Taft: Payne-Aldrich Bill; Progressive Party; State and local government changes: Joseph G. Cannon, recall, Presidential primary; World War I: Steps toward war and beginning of war; United States' involvement: Sussex Pledge, National Defense Act; Wilson's Fourteen Points, League of Nations, and Treaty of Versailles: Henry Cabot Lodge; Roaring Twenties: Postwar unrest: Communist threats: Sacco-Vanzetti case; Washington Conference for Limitations of Armaments; Fordney-McCumber Tariff; Dawes Plan and Young Plan; McNary-Haugen Bill; Liberalism: social gospel and new thought patterns; Darwinism and the Scopes trial: Results of the Scopes trial; Fundamentalists: Warfield, Gray, Dixon, Meyer, Gaebelein; Depression and the New Deal: President Herbert Hoover; Causes of the Great Depression: Success of private relief versus government intervention; Foreign affairs: Hawley-Smoot Tariff; President Franklin Roosevelt and the New Deal: Relief, recovery, and reform; Repeal of Prohibition; Failure of the New Deal. The Global Age (1940–Present) World War II: Road to war: Disarmament failure and religious unbelief; Geneva Conference; Rising dictatorships; Unchecked aggression and failure of the Munich Pact; American involvement: Lend-Lease Act and Pearl Harbor; America First Committee;

European and Pacific theaters: D-Day, Doolittle's Raid, V-E Day, and V-J Day; Manhattan Project; Holocaust; United Nations; Years of strength and stability: President Harry S. Truman and the Fair Deal: G.I. Bill of Rights and Internal Security Act; Communist subversion: McCarthy trials; Cold War: "Iron Curtain," Truman Doctrine, Marshall Plan, NATO; Japanese Peace Treaty Conference; Korean War: failure of containment; President Dwight D. Eisenhower and the Eisenhower Doctrine; Space race: Sputnik I and NASA; Civil rights: Martin Luther King, Jr.; Rosa Parks; and Jackie Robinson; President John F. Kennedy; Communist Cuba: Bay of Pigs and Cuban Missile Crisis; Troubled times: President Lyndon Baines Johnson: "The Great Society" and 1964 Civil Rights Act; Vietnam War and Communist sympathizers; Moon landing; Cultural revolution: Roe vs. Wade; President Richard M. Nixon: Kent State, 26th Amendment, and Watergate; Middle East: Yom Kippur War and OPEC; President Gerald R. Ford and the fall of Saigon; President Jimmy Carter: Panama Canal Zone, Camp David Peace Accord, and Iran hostages; Reagan Era: President Ronald Reagan: Moral Majority, "Reaganomics," and the Reagan Doctrine; President George H. W. Bush; Foreign policy: Tiananmen Square, Manuel Noriega, Nelson Mandela, and apartheid; Collapse of the Soviet Union: fall of the Berlin Wall; Persian Gulf War; President Bill Clinton: NAFTA and the PLO; Newt Gingrich and "Contract with America"; Budget debate; Immigration boom: "Melting Pot" versus multiculturalism; America enters the new millennium: President George W. Bush and the 2000 election; 9/11 attack: Why America was attacked, security vs. liberty; Patriot Act; Bush Doctrine, Operations Enduring Freedom and Iraqi Freedom; Bioethics: stem cell research and cloning; Neo-conservatism: "One World Order"; Irving Kristol; Rise of conservative talk radio; Intelligent Design; Cultural decay: Lawrence vs. Texas; Euthanasia; Roy Moore; Globalism and environmentalism: Earth Charter, global warming, Kyoto Protocol, and flex fuels; President Barack Obama; Prayer Time; Learn to pray for our nation and for government officials.

CHEMISTRY

Chemistry: An Introduction Branches of chemistry, importance of chemistry; Purpose of science, scientific method; Measurement and mathematics in chemistry: Precision and accuracy, uncertainty; F.P.S. and SI units; Prefixes, measuring length, volume, mass, density, temperature, and other quantities; Unit conversion; Scientific notation: Calculations; Significant figures in measurement and calculation; Problem-solving strategies Matter; States of matter, melting and boiling points; Classification: Atoms, molecules; Elements, compounds, pure substances, mixtures: Relative abundance of elements; Homogeneous and heterogeneous matter; John Dalton and atomic theory: Laws derived from atomic theory; Properties and changes of matter: Properties of matter; Physical and chemical changes; Separation of mixtures; Subatomic particles: Discovery of the electron, proton, and neutron; Atomic number, mass number, isotopes, and ions; Atomic mass: Atomic mass units; Mass spectrometer, mass spectrum; Calculating atomic mass, weighted averages Stoichiometry; Formulas and names: types of chemical formulas, naming binary molecular compounds; Naming ionic compounds: memorizing names of ions, determining empirical formulas; The mole: Molecular masses; Avogadro's number, mole, molar mass; Empirical formulas from percent composition; Balancing chemical equations: Equations, reactants, products, law of conservation of mass; Steps for balancing equations; Classification of chemical reactions: Combination (synthesis), decomposition, single displacement (substitution), and double displacement reactions; Quantitative relationships from the balanced equation: Mole relationships; Limiting reactant, mass relationships in chemical reactions Gases; Kinetic-molecular theory: Five assumptions of kinetic-molecular theory; Ideal gas; Gas pressure: Pressure, barometer; Manometers; The gas laws: Boyle's law, Charles's law, combined gas law; STP, Gay-Lussac's law; Avogadro's law, molar volume, ideal gas law; Diffusion, partial pressures, and stoichiometry: Diffusion; Rates of diffusion, Graham's law, partial pressure; Dalton's law of partial pressures, stoichiometry and gases Chemical Thermodynamics; Energy: Kinetic and potential energy; System, surroundings; Internal energy; First law of thermodynamics: Mathematical statement; Heat in chemical reactions: Enthalpy; Endothermic and exothermic reactions; Calorimetry: Heat of reaction, thermochemical equation; Standard state, enthalpy of formation, mass-heat calculations; Heat and changes of state: Heat of fusion, heat of vaporization; Entropy: Second law of thermodynamics, spontaneity; Gibbs free energy Light, Electrons, & Atomic Structure; Nature of light: Properties of waves: crest, trough, wavelength, amplitude, frequency and speed; Classical theories of light, electromagnetic wave, speed of light, electromagnetic spectrum, quantum theory of light; Photon, wave-particle duality; Photon energy-frequency relationship; Electrons and the structure of the atom: Spectrometer; Line spectra, continuous spectra, hydrogen spectrum; Introductory quantitative treatment of Bohr model, details of energy levels, ground state, excited state, quantized, matter waves; Schrödinger's equation; Uncertainty principle; Detailed description of electron-cloud model; Electron configuration and quantum numbers: Probability contours, orbital shapes; Electron configuration; Four quantum numbers, Pauli exclusion principle; Aufbau principle, Hund's rule; Valence electrons; Lewis structures of atoms. Periodic Table; Historical development of the periodic table: Döbereiner's triads, Newland's octaves; Periodic law; Mendeleev's table; Classification of the elements: Group, period; Nonmetals, metals, semimetals main-group elements, transition and inner transition metals; Brief description of several groups (alkali metals, etc.) Periodicity of chemical properties: periodic properties of elements in the alkali

and alkaline earth metals, combining capacity; Electron configurations and the periodic table: correlations between the two; Periodic properties of the elements: atomic size, ionic size, ionization energy, metallic character, electron affinity, electronegativity. The Chemical Bond & Intermolecular Forces; Types of chemical bonds: Octet rule, explanation of ionic bonding, ionic crystalline solids; Explanation of covalent bonding, nonbonding and bonding electrons; Single, double, and triple bonds; Covalent networks, metallic bonds; Polar and nonpolar covalent bonds, dipole; Shapes and properties of molecules: Lewis structures, delocalized electrons; Resonance structures; Molecular shapes: VSEPR, effect of shape on polar and nonpolar molecules; Intermolecular forces: dipole-dipole, London forces, hydrogen bonds; Crystals: amorphous and crystalline solids: Types of unit cells, close packing Selected Nonmetals & Their Compounds; Hydrogen: most abundant element in universe, properties, preparation, reactions, and uses; Oxygen: occurrence, properties, preparation, reactions, and uses, hydrogen peroxide, free radicals; Nitrogen: occurrence, properties, preparation, reactions, and uses; Phosphorus: occurrence, properties, preparation, reactions, and uses; Sulfur: occurrence, properties, preparation, reactions, and uses; Halogens: Occurrence, properties, preparation, reactions, and uses of stable halogens; Noble gases: Occurrence, properties, compounds, and uses Selected Metals & Semimetals; Metallurgy: Ore; Processing ore; Alkali metals: Occurrence, properties, preparation, and uses; alkali metal compounds; Alkaline earth metals: Occurrence, properties, preparation, and uses; Iron: Occurrence; Properties, production, steel refining, annealing, hardening, and tempering; Copper: Occurrence, properties, preparation, and uses Selected Metals & Semimetals; Precious Metals: Occurrence, properties, preparation, and uses of selected precious metals; Aluminum: Occurrence, properties, chemistry of preparation, and uses; thermite process; Other metals: lead, titanium, and uranium; Important semimetals and their compounds: Silicon and germanium: Occurrence, properties, preparation, and uses; Semiconducting properties; Silicates, glass, silicones; Boron Solutions & Colloids; Introduction to solutions: Solution, solvent, solute; Miscible and immiscible; Hydrated, solvated, ionization; Factors affecting solution rates; Solubility rules; Behavior of solutions: Crystallization, dynamic equilibrium; Solubility; Saturated, unsaturated, supersaturated; Effect of temperature; Effect of pressure on solubility; enthalpy of solution; Measuring solution concentration: Generic concentration expression; Molarity, dilution, molality; Colligative properties: Vapor pressure: Effects of solute; Vapor pressure and changes of state; Quantitative treatment of boiling point elevation and freezing point depression; Electrolytes and colligative properties; Osmotic pressure; Colloids: Tyndall effect, Brownian motion; Types of colloids; Soaps and detergents Chemical Kinetics; Introduction to chemical kinetics: reaction rate, collision theory; Concentration, temperature, and reaction rate: Quantitative treatment; Activation energy; Transition states and energy changes; Transition-state theory, activated complex; Potential energy in endothermic and exothermic reactions; Effects of a catalyst: Alternate pathway with lower activation energy; Energy changes in catalyzed reactions, types of catalysts; Enzymes: Inhibitors; Reaction mechanisms: elementary reactions, chain mechanisms, rate Laws Chemical Equilibrium; Reversible reactions: Chemical equilibrium; Equilibrium concentrations; Le Chatelier's Principle: Concentration changes, pressure changes, temperature changes effects of a catalyst; Equilibrium constants, solubility product constants Acids, Bases, & Salts; Nature of acids and bases: Characteristics of acids and bases; Arrhenius concept, Bronsted-Lowry concept; Conjugate acids and bases, naming acids and bases; Polyprotic acids, acidic and basic anhydrides; Strengths of acids and bases: strong and weak acids and bases; Acids in chemical reactions: Net ionic equations; Reactions with bases—neutralization, salts; Reactions with carbonates, bicarbonates, and metals; activity series; Equivalent and normality: equivalent mass of acids and bases, normality; pH: Ionization of water; Calculating pH, pOH scale, pH measurement; Acid-base indicators; Acid-base titrations: titration, equivalence point, end point; Hydrolysis and buffers: principles of hydrolysis, characteristics of Buffers Oxidation-Reduction Reactions & Electrochemistry; Redox reactions: Oxidizing and reducing agents; Oxidation numbers; Balancing redox reactions; Strength of oxidizing and reducing agents; Electrochemical reactions: Electric current, electrolyte, anode, cathode; Electrolysis: Molten sodium chloride; Water, aqueous salt solution; Electroplating; Voltaic cells: Construction, activity series, salt bridge; Electrode potentials, standard electrode potential; Sign conventions of anodes and cathodes Nuclear Chemistry; Radioactivity: Changes in the nucleus—discovery; Nuclides; Radiation, radioactivity, types of radioactivity; Nuclear stability: Density of the nucleus; Strong nuclear force; Radioactive decay; Nuclear mass defect, nuclear binding energy, electron volt, binding energy per nucleon; Nuclear reactions: Details of alpha, beta, and gamma decay; positron emission; neutron radiation; Penetration ability; Half-life; Activity, units of measurement; Radioactive decay series, bombardment reactions; Particle accelerators, transuranium elements; Effects of radiation on matter: Ionizing radiation, effects on living tissue; Detecting radiation, measuring radiation; Health effects, sources of exposure; Nuclear fission and fusion: Discovery; Details of chain reaction; Critical mass; Atomic bomb; Nuclear reactor: Enrichment; Safety; Waste, breeder reactor; Chemistry of nuclear fusion, proposed confinement methods Organic Chemistry; Introduction to organic chemistry: carbon bonding, isomer, structural formula, functional group; Hydrocarbons: Detailed overview of alkanes, alkenes, alkynes, aromatic hydrocarbons: structure, nomenclature, and reactions; Saturated and unsaturated, alkyl groups, benzene; Sources of hydrocarbons; Substituted hydrocarbons: Alcohols, carboxylic acids, esters: Nomenclature, reactions; Aldehydes and ketones, amines, amides; Other

substituted hydrocarbons: Haloalkanes; Epoxides, thiols; Polymer chemistry: Monomer, polymerization; Polymers by chemical structure: Polyethylene, vinyls, polyesters, polyamides (nylon), polycarbonate silicones; Biological polymers: Protein, cellulose, chitin, and DNA; Biochemistry: Proteins and amino acids, peptide bonds; Carbohydrates, sugars, mono-, di-, and polysaccharides; Pentose, hexose, chain and ring forms; Fats, lipids, fatty acids, oils: Saturated and unsaturated; Saponification; Phospholipids, steroids, cholesterol: Chemical structure; Nucleic acids: DNA, RNA

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje, comprende y produce con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Reconoce la estructura de los diversos modos de locución como narración, descripción, exposición y argumentación.

Produce discursos orales subjetivos y objetivos.

Utiliza la expresión no verbal de forma adecuada para reforzar el discurso oral de acuerdo con el contexto y la audiencia.

Analiza y reacciona crítica y reflexivamente de manera oral a textos literarios y a otros medios de comunicación.

Demuestra adquisición de los valores al analizar la conducta ética, valores y virtudes humanas en textos literarios.

Analiza el valor ético, estético y cultural de la literatura y otras expresiones de arte.

Expresa juicios valorativos y toma decisiones basadas en la selección de alternativas que demuestran respeto por ideas y opiniones divergentes.

Refuerza la exposición de presentaciones orales mediante el uso de recursos tecnológicos como programas para computadoras e Internet.

Produce y enuncia un discurso oral espontáneo teniendo en cuenta los criterios de corrección para la expresión oral.

Produce y enuncia un discurso oral haciendo uso de la estructura tradicional: introducción, desarrollo y conclusión.

Demuestra dominio de los métodos deductivos e inductivos al presentar la argumentación en una exposición oral.

Utiliza adecuadamente recursos gráficos y tecnológicos para reforzar ideas en una exposición oral.

Demuestra sentido de trascendencia e introspección en su expresión oral.

Apela a cuestiones emocionales y éticas para darle tono y perspectiva al discurso.

Utiliza lenguaje técnico apropiadamente cuando es requerido.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Distingue la voz activa y la voz pasiva.

Identifica los diversos formatos de currículum vitae.

Analiza oraciones y párrafos para corregir las secuencias verbales, los metaplasmos y el gerundio.

Prepara el bosquejo y presenta informes orales informales.

Reconoce y escribe oraciones compuestas subordinadas adjetivas.

Redacta diversas clases de párrafos narrativos: cuento, noticia, autobiografía y crónicas de viaje.

Redacta párrafos expositivos de definición, clasificación, comparación y contraste.

Redacta la oración tesis de un escrito.

Prepara una propuesta de investigación.

Demuestra dominio de la función de cada uno de los elementos de la estructura oracional.

Estructura sus ideas y argumentos para escribir de manera sofisticada y persuasiva apoyándose en ejemplos precisos y relevantes. Incorpora recursos retóricos como el paralelismo, la repetición y la analogía para clarificar y apoyar sus ideas.

Escribe narraciones ficticias, biográficas o autobiográficas.

Produce textos con intención literaria como cuentos, poemas y otros a partir de su experiencia como lector.

COMPRESIÓN DE LECTURA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Analiza y evalúa la manera en que los patrones de organización, repetición de ideas principales y sintaxis afecta al contenido del texto.

Reconoce y analiza la estructura y los elementos característicos de los textos narrativos, descriptivos, expositivos y argumentativos.

Elabora ideas y conclusiones a base de lo leído.

Reconoce y muestra aprecio por las manifestaciones literarias de otros pueblos.

Analiza las ideas y creencias explícitas e implícitas del autor sobre temas específicos.

Apoya con evidencia de texto la forma en que el tema y el contenido de una selección representan una postura del autor o de un personaje.

Analiza los efectos que tienen el tono, la ironía, el modo y el estilo del autor en textos literarios.

Evalúa las influencias filosóficas, políticas, religiosas y éticas en textos literarios.

Analiza las características de géneros literarios como dramas, novelas, cuentos, ensayos y poesía.

Selección de Obras Literarias.

BIBLE

A chronological study of Old and New Testament people, places, and events, this course highlights the basic message of the Old and New Testament books, their contribution to God's redemptive storyline, and their significance for Christian thought and practice. Topics will be chosen in accord with the professor's interests and competencies, student interest, and the consent of the school.

COMPUTADORAS

Las Computadoras y Como Usarlas

Las Partes

Tareas Básicas

Encender la Computadora

Abrir un Programa
El Uso de Carpetas, Específicamente la Carpeta “Documentos”
Minimizar, Maximizar, Cerrar y Restablecer Windows

Cómo Crear Documentos en Microsoft Word

Tareas Básicas
Crear un Nuevo Documento
Cómo Cortar, Copiar y Pegar Texto
Cómo Usar la Tecla ENTER para Crear una Nueva Línea
Cómo Usar la Tecla TAB para Sangrar un Párrafo
Cómo Salvar un Archivo
Cómo Abrir un Archivo
Cómo Imprimir un Archivo
Formateando un Documento Cómo Cambiar la Línea de Espaciado
Cómo Seleccionar un Estilo de Fuente
Cómo Ajustar el Tamaño de Fuente
Cómo Resaltar, Italicar y Subrayar
Cómo Insertar una Tabla o una Imagen
Cómo Iniciar la Revisión Ortográfica o Buscar una Palabra en el Diccionario

Cómo Crear Documentos en Microsoft

PowerPoint
Cómo Salvar un Archivo
Cómo Abrir un Archivo
Cómo Imprimir un Archivo
Creando un Nuevo Documento
Como Insertar Nuevas Diapositivas o Duplicar Anteriores
Seleccionar, Mover y Borrar diapositivas
Vista y Vista Previa de sus Diapositivas
Formateando una Diapositiva
Seleccionando un Diseño de Diapositiva o Tema
Cambiando el Fondo
Cómo Cambiar el Espaciamiento de Línea
Cómo Seleccionar el Estilo de Fuente
Cómo Ajustar el Tamaño de Fuente
Cómo Resaltar, Italicar y Subrayar
Cómo Insertar una Tabla o Imagen
Creando Transiciones

Como Crear Documentos en Microsoft Excel

Elementos de una Ventana de Excel
Cómo Salvar un Archivo
Cómo Abrir un Archivo
Cómo Imprimir un Archivo
Creando un Nuevo Documento
Navegando en la Hoja de Cálculo
Seleccionar Celdas
Ingresar Datos
Formateo de Celdas
Cómo Cambiar el Espaciamiento de Línea
Cómo Seleccionar el Estilo de Fuente
Cómo Ajustar el Tamaño de Fuente
Cómo Resaltar, Italicar y Subrayar
Reconocimiento de Patrones o Formas
Insertando y Usando Fórmulas y Funciones
Haciendo Referencia a Otras Celdas
Fórmulas Básicas

Algunas Funciones Básicas Creando Gráficas
Insertando la Gráfica
Dando Formato a la Gráfica

Cómo Desarrollar una Búsqueda en Internet

Formas de Búsqueda
Las Partes de una Ventana del buscador
Buscando Páginas Web
Búsqueda de Imágenes, Videos y Otros
Tips para la Búsqueda de Tareas
Búsqueda Avanzada

Cómo Crear y Enviar un Email (Correo Electrónico)

Las Partes de la Interface Web de Gmail
Crear una Cuenta de Email
Abrir o Leer un Email
Crear y Enviar un Nuevo Email
Organizando Emails
Agregando Contactos
Búsqueda de un Email
Reenviando y Respondiendo un Email
Cambiando Fuentes
Abriendo y Agregando Archivos Adjuntos

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.

12TH Grade CURRICULUM

ENGLISH

GRAMMAR

Demonstrate command of the conventions of English grammar and usage.

Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Apply different types of sentences in various contexts. Assess various grammar and usage texts and online resources analyzing subject-verb agreement and parallel structure.

Express their thoughts in grammatically correct sentences and phrases in both oral and written form.

Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases.

Recognize grammatical modifications for stylistic reasons.

Identify, analyze, synthesize, and use diverse syntactic and semantic language structures in context.

Apply English conventions using appropriate capitalization, punctuation, and spelling.

Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

Use punctuation rules correctly.

Spell correctly.

Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Apply the varied syntax rules for effect, consulting references for guidance as needed.

Apply knowledge of verb tenses (simple present, present progressive, simple past, past progressive, future, future progressive, present perfect; including irregular verbs).

Apply knowledge of active/passive voice.

Apply knowledge of subjunctive mood.

Apply knowledge of sequence of verb tenses (compound/complex sentences).

Apply knowledge of verbals (infinitive, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (can, could, shall, should, will, would, must, have to, may, might, ought to).

Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).

Apply knowledge of tag questions and direct/indirect questions.

Apply knowledge of adjectives and adverbs (comparative and superlative).

Apply knowledge of misplaced, ambiguous, and dangling modifiers.

Apply knowledge of connecting words and expressions (coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions).

Apply knowledge of prepositions and prepositional phrases.

Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)

Demonstrate understanding of figurative language, word relationships, and variation in word meanings.

Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.

Analyze differences in the meaning of words with similar denotations and connotations.

Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grammar

Capitalization: Proper nouns and words formed from proper nouns; Particular persons, places, things; Political and economic organizations and alliances; Words referring to Deity and Holy Scripture; Words from proper nouns; Common noun or adjective when part of proper name; Titles of persons, titles of works; First word of every sentence; Pronoun *I* and interjection *O*; First word of every line of poetry.

Punctuation: End marks; Period for declarative sentences, abbreviations, indirect question, and polite request; Question mark for interrogative sentences; Exclamation point for exclamatory sentences.

Commas: Before a coordinating conjunction joining two independent clauses; To indicate: Omissions or avoid; possible misreading; Nonessential elements in a sentence; Appositive and appositive phrase; Participial phrase; Adjective and adverb clauses; Direct address; *Well, yes, no, or why*; Parenthetical expressions; To set off introductory phrases or clauses; In dates and addresses; After salutations and closings of letters.

Semicolons: Between independent clauses; If not using coordinating conjunction; Joined by transitional words; Joined by coordinating conjunction if clauses already contain commas; Between items in a series if the items contain commas.

Colons: Before a list of items; To introduce a formally announced statement or quotation; Between: Independent clauses when second clause further explains first one; Chapter and verse of Bible reference; Hour and minute of time reference; After salutation of a business letter.

Italics: For titles of books, magazines, newspapers, plays, works of art, ships, trains, aircraft, and spacecraft; For words, letters, numbers referred to as such; For foreign words or phrases.

Hyphens: To divide a word at the end of line; In compound numbers; In fractions used as adjectives; In prefixes before a proper noun or adjective; In compound adjectives before a noun.

Quotation Marks: In a direct quotation; To enclose: Titles of short poems, songs, chapters, articles, and other parts of books or magazines; A quoted passage of more than one paragraph: at the beginning of each paragraph and at the end of the last paragraph.

Apostrophes: To form: Possessive case of nouns; Individual possession within a group; Possessive case of indefinite pronouns; To show omissions from words; With *s* to form plurals of letters, numbers, signs, and words used as words.

Dashes: After a series of words or phrases giving details about a statement that follows; To indicate an abrupt change or break in a sentence; To set off parenthetical elements or confidential comments

Parentheses: To enclose: Parenthetical elements; Brief confirmatory information

Brackets: To enclose editorial comments within quotations; To replace parentheses within parentheses

The sentence: Definition of sentence; Kinds of sentences classified by purpose: declarative, imperative, interrogative, exclamatory; Recognizing subjects and verbs: complete subject, simple subject, complete predicate, simple predicate, and verb phrase; Overcoming problems locating subjects and verbs; Finding: Subject in an inverted sentence: interrogative sentence, sentence beginning with *there* or *here*; Subject of an imperative sentence; Subject before its appositive; Verb phrase that is interrupted by other words; Diagraming subjects and verbs; Recognizing and diagraming compound subjects and verbs; Recognizing and diagraming complements: direct object, indirect object, objective complement, predicate nominative, predicate adjective; Fragments and run-on sentences; Recognizing and diagraming simple, compound, complex, and compound-complex sentences; Sentence improvement: Unity and coordination; Subordination: Choosing what to subordinate; Avoiding upside-down, illogical, and excessive subordination; Placement of modifiers; Avoid: Squinting modifiers and split constructions; Dangling participial phrases; Dangling gerund and infinitive phrases; Elliptical clauses; Pronoun reference; Clear and logical construction; Parallelism; Point of view; Avoid unnecessary shifts in: Subject, voice, and tense, Mood, person, number, discourse, and tone; Consistency of subject, tense, or voice; Clear and effective diction; Conciseness.

Parts of speech: Recognizing eight parts of speech

Verbs: Recognizing action (transitive and intransitive), linking, and helping verbs; Distinguishing verbs from verbals: participles, gerunds, and infinitives; Using principal parts of verbs; Regular verb endings; Irregular verbs; Using correct principal parts; Verb tenses: progressive and emphatic forms; When to use the verb tenses; Using logical verb tense sequence between clauses and between verbals and independent clause; Avoiding unnecessary shifts in sentences: in subjects, verb tense, voice of verbs; Active and passive voice; Mood: indicative, imperative, and subjunctive; Avoid incorrect verb forms; Use troublesome verbs correctly and avoid verb usage errors.

Nouns: Recognizing nouns: Compound, common, proper, and collective, concrete and abstract; Substantives; Keeping agreement of subject and verb; Recognizing and diagraming nouns as predicate nominatives, direct objects, indirect objects, objects of prepositions, direct address, appositives, and objective complements; Using parallelism

Pronouns: Antecedents; Recognizing personal, interrogative, demonstrative, indefinite, compound, relative; Recognizing reflexive and intensive pronouns; Keeping agreement of verbs and indefinite pronoun subjects; Making pronouns agree with their antecedents: In number and in gender, In person; Nominative case: For subjects, predicate nominatives, appositives of subjects, appositives of predicate nominatives, appositives to subjects, and appositives to predicate nominatives; For complements of the infinitive *to be*; Objective case: For direct objects, indirect objects, objects of prepositions and for appositives of direct objects, indirect objects, objects of prepositions and for appositives to direct objects, indirect objects, and objects of prepositions; For subjects of infinitives and complements of the infinitive *to be*; Possessive case: Using correct case for *who*, *whom*, *whoever*, and *whomever* and in incomplete clauses beginning with *than* or *as*; Avoid pronoun usage problems: double subject, possessive case before a gerund.

Adjectives: Recognizing and diagraming adjectives: Participles and proper adjectives and infinitives as adjectives; Distinguishing adjectives from nouns and pronouns; Recognizing and diagraming predicate adjectives; Using and diagraming: Prepositional and participial phrases as adjectives; Infinitive phrases as adjectives; Adjective clauses; Placing and punctuating adjective modifiers; Using adjectives in comparison; Avoiding double comparison and double negatives.

Adverbs: Recognizing and diagraming adverbs; Infinitives as adverbs; Nouns as adverbs; Distinguishing adverbs from adjectives; Using and diagraming: Prepositional phrases as adverbs; Infinitive phrases as adverbs; Adverb clauses; Correct placement of adverb modifiers; Distinguishing dependent clauses; Using adverbs in comparison.

Prepositions: Recognizing prepositions, prepositional phrases, and objects of prepositions; Distinguishing between prepositions and adverbs; Using prepositions correctly.

Conjunctions: Recognizing coordinating, correlative, and subordinating conjunctions; Using parallel structure.

Interjections: Definition; Punctuation with interjections; Other parts of speech used as interjections; Diagraming interjections; Recognizing and diagraming: Nominative absolute and expletives; Nominative absolute phrases.

Word study: Using the dictionary: Kinds of dictionaries; Selecting a dictionary; Using the dictionary; Parts of the dictionary; Usage and diction: Levels of usage; Using correct diction; Using clear and effective diction;

Appropriateness; Exactness and vividness; Figurative language; Gobbledygook; Jargon; Triteness; Wordiness: Sentences beginning with *there*, *it*, and *this*; Wordy expressions; Redundancies; Glossary of diction.

Composition

Manuscript form: Abbreviations, numbers, titles; Abbreviations in footnotes and parenthetical references; The Writing Process: plan, write, rewrite, edit; Introducing paragraphs: Topic sentence; Summarizing sentence; Paragraph development by examples, incidents, reasons, comparison and contrast, and combination of methods; Paragraph unity; Paragraph coherence: chronological order, order of importance, transitional expressions, space order, pronoun; reference, and repetition; Paragraph with proper emphasis; Essays (6): Essay answer; Narrative and argumentative essays.

Outline: Topical and sentence outlines; Format of outline; Parallelism in an outline; Steps to preparing an outline; Extended definition; Writing descriptions about persons, places, and things: Steps: point of view, careful selection of details, arrangement of details, use of exact nouns and verbs; Character sketch; Critical book reviews: written and oral review

Writing letters: Friendly: letter parts, thank-you note, bread-and-butter note; Business: Letter parts, order letter, request letter, complaint letter, and letter to a government official; Letter of application, résumé; Vocation Project (Research paper): Planning the paper: Selecting subject; Finding sources: encyclopedia, periodical databases, *Essay and General Literature Index*, published bibliographies; Writing bibliography cards; Making a preliminary outline; Taking notes: writing note cards, avoiding plagiarism; Writing a questionnaire cover letter and conducting an interview; Writing the paper: introduction, body; Using parenthetical citations; Rewriting the paper: check organization, introduction, conclusion, unity, coherence, and citations; Editing the paper: check each paragraph, sentence, word; capitalization and punctuation; Typing the paper: General information; Formatting pages: title page, pledge page, outline page, first page, and succeeding pages; Inserting footnotes or endnotes; Additional guidelines: Abbreviations in citation entries; Ellipsis marks in quotations; Block quotations; Documentation for research paper: Parenthetical citations; Endnotes and footnotes; Typing instructions

VOCABULARY/POETRY

Knowing and using a selection of choice vocabulary words gives high school students an advantage, whether it is in a job interview, on a college entrance exam, or simply in meeting today's expectations for expression and communication. Mastering the vocabulary words will help students in their writing, speaking, and reading comprehension. Many of the words are taken from English Literature. Students will study the antonyms and synonyms included with the definitions and learn prefixes, root words, and suffixes, expanding their vocabulary even further. Students will also memorize ten poems throughout the year. The students will benefit from reciting and memorizing poetry.

Skills Development

Master vocabulary words and definitions; Use vocabulary words in sentences and in proper context; Memorize vocabulary definitions; Master 48 prefixes, 100 roots, and 48 suffixes; Learn more than 1,000 synonyms, antonyms, and related words for vocabulary words; Analyze word meanings based on their prefixes, roots, and suffixes; Develop ability to solve analogy questions; Apply spelling and phonics concepts through teacher-directed oral practice and independent written practice.

Poetry Skills Development

Memorize 10 lyrical poems; Develop appreciation for poetry; Lay foundation for future literature study; Recite in unison; Use appropriate expression and volume; Increase vocabulary; Demonstrate comprehension of emotion and content; Develop a mental visualization of the poem; Discuss meaning and purpose of poems; Use proper punctuation in writing and reciting poems.

LITERATURE

Presents a chronological study of English literature from the Anglo-Saxon period to the Modern Age (twentieth century). Classics such as *Beowulf*, *The Importance of Being Earnest*, *Pride and Prejudice*, *Paradise Lost*, *Robinson Crusoe*, *David Copperfield*, and *The Canterbury Tales* were chosen not only for their literary value but also for their character development. Students will learn about a variety of literary genres and will further analyze literature through in-depth studies of a tragedy, an allegory, and a novel. In order to help students visualize the works and time periods they are studying.

Reading Skills Development

Develop skills in reading comprehension; Further develop oral reading skills; Be able to identify significant quotations and the selections in which they are featured; Increase vocabulary; Further develop writing skills; Study various literary forms: lyric and epic poetry, drama, allegory, Romantic and Victorian poetry, and modern fiction; Study meaning and use of literary terms and devices such as theme, plot, imagery, figurative language, analogy, aside, caesura, carol, comic relief, exemplum, idyll, kenning, madrigal, metonymy, ode, rondeau, scop, surrealism, and terza rima; Study historical backgrounds and writing techniques to better understand each literary period; Study the development of plot, theme, setting, and character(s) in short stories, essays, and other notable works of English literature.

Comprehension, Discussion, & Analysis Skills Development

Read entire works: *The Pilgrim's Progress* and *Macbeth*; Develop proper discernment according to the truths of Scripture; Answer factual, interpretive, and inferential comprehension and discussion questions; Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions; Build appreciation for good literature and a love of reading; Develop an understanding of people's motives and feelings while recognizing consequences of particular actions; Learn to analyze literature while studying selections; Comprehend and appreciate the basic elements of a work of literature; Learn to appreciate the rhyme, rhythm, and figurative language of poetry.

BUSINESS MATH

Introduces secondary students to beginning accounting procedures and gives valuable insight into the world of investments. At the same time, the course reviews and expands students' understanding of basic mathematic principles, concepts, and skills. Students use arithmetic, algebra, and geometry as tools to make better financial decisions and to gain an understanding of the workings of business. The excellent balance of skills practice and problem solving meets the needs of the varying abilities of the students. Students increase their understanding of good investment practices and the stock market. The daily Basic Mathematics practice exercises review the

fundamentals of mathematics while challenging the students with interesting word problems and concepts that may be new to them. These exercises require students to apply and connect various types of mathematical knowledge.

Stewardship

Keeping money records; Accounting, bookkeeping; Cash receipts and payment records; Terminology: Addends, sum, minuend, subtrahend, difference, multiplicand, multiplier, product, factor, dividend, divisor, quotient; Assets, liabilities, capital: Accounts receivable, accounts payable; Creditor; Accounting equations; Balance sheet; Income, cost of goods sold, operating expenses; Profit, loss: net sales, gross profit, equations; Corporation: average owner's equity, return on equity; Income statement; Debits and credits: Assets, liabilities, capital, income, cost of goods, expenses; Journal, double-entry bookkeeping system, debit entry, credit entry, "T" accounts; General journal: debit and credit entries and totals; General ledger: chart of accounts; Practical exercise application problems; Word problems; General principles

Managing Your Business

Ratio analysis: Ratio, antecedent, consequent; Current ratio, quick ratio; Liquidity of assets, current liabilities; Percent analysis: Percent, cost of goods sold, gross profit, operating expenses, net profit; Proportion, means, extremes, algebraic axioms; Average collection turnover; Average daily sales, equations; Inventory turnover: Cost of goods sold, average inventory; Amount of sales, average inventory; Break-even point: Fixed costs, variable costs; Graph analysis; Parallel lines, intersecting lines, coordinate plane; Review of mathematical order of operation; Formula; Trade discount: list price, net price, percentage; Trade credit: percent of discount, discount period, credit period, E.O. M
Storage and Inventory: Volume, congruent, cube, edges, rectangular solid, cylinder, cone; Conversion factors: Time, English linear, liquid, dry, weight, metric; Metric-English; Practical exercise application problems; Word problems; General principles

Investment

Reading a stock exchange table

Principal, dividends: Fraction, denominator, numerator, mixed number; Greatest common factor, prime number, composite number; Least common denominator, improper fraction; Absolute value, cancellation, reciprocal; Stock market; Buying and selling stock: Stock certificate; Stockbrokers; Stock exchange, New York Stock Exchange; Market value; Mixed decimal, whole number, decimal, terminating decimal, repeating decimal; Capital gain, capital loss; Practical exercise application problems; Stock market game: log sheets, money market fund; Certificate of deposit (CD): simple interest formula, percents; Savings account: FDIC; Finding the principal: ending-balance method, minimum-balance; method, daily-interest method; Real estate: things to be aware of, rate of income, annual net income, cash investment; Corporate bonds: Bondholder, face value, par value, premium, discount, quoted price; Annual yield, annual interest, selling price; Mutual funds: investment portfolio, prospectus; Compound interest; Real return on an investment: Inflation, taxes; Expected gross return, expected after-tax return, expected real return; Word problems; General principles

Income Taxes

Earning a living: Education, years with a business, responsibility; Salary, hourly, commission, piecework, tip, overtime, regular pay, bonus; Deductions: Gross pay, net pay; FICA, social security tax; Maximum taxable income; Inflation; Income tax return: 1040EZ, employee's withholding, allowance certificate, W-4 form, dependents, W-2 form, 1040A, 1040, tax audit; State income taxes: sample rate table; Sales tax; Property tax: Assessed value, property tax rate, market value, assessed value; As a percent, amount per \$100, per \$1,000, in mills; Corporate income tax: corporation, taxable income, annual gross income, deductions, graduated tax; Practical exercise; application problems; Word problems; General principles.

Banking

Checking records: Balance, deposit slip, currency, transit number; Finding percent of increase or decrease; Checks and register: Steps for writing a check; Bouncing a check, poor credit risk; Bank statement; RC, OD; Canceled check, outstanding check; Outstanding deposit, reconcile; Electronic banking: electronic funds transfer, automatic teller, PIN, debit card; Loans to small businesses: Single-payment loans, term, maturity value; Discount loan, proceeds, installment loan, amount financed; Practical exercise application problems; Word problems; General principles.

PRECÁLCULO

Utiliza funciones polinómicas, racionales y algebraicas para escribir funciones y trazar gráficas, para resolver problemas, para encontrar funciones compuestas e inversas y para analizar funciones y gráficas.

- Reconoce y grafica varios tipos de funciones, incluyendo las funciones polinómicas, racionales, algebraicas y de valor absoluto.
- Usar métodos de lápiz y papel y calculadoras que grafiquen.
- Encuentra el dominio, rango, intercepciones, ceros, asíntotas y puntos de discontinuidad de las funciones.
- Modela y resuelve problemas usando funciones y ecuaciones.
- Define encuentra y comprueba funciones inversas.
- Describe la simetría de la gráfica de una función.
- Decide si las funciones son pares o impares.
- Entiende las curvas definidas por un parámetro y trazar sus gráficas.
- Compara las magnitudes relativas de las funciones y su índice de cambio.

Resuelve problemas usando las funciones logarítmicas y exponenciales. Traza y analiza las gráficas y utiliza las funciones inversas.

- Resuelve problemas verbales que involucren aplicaciones de funciones logarítmicas y exponenciales.
- Encuentra el dominio, rango, intercepciones y asíntotas de funciones logarítmicas y exponenciales. .
- Traza y analiza las gráficas de funciones logarítmicas y exponenciales.
- Define, encuentra y comprueba las funciones inversas de las funciones logarítmicas y exponenciales.

Define las funciones trigonométricas usando los triángulos rectángulos.

- Resuelve problemas que involucren triángulos rectángulos y oblicuos.
- Resuelve problemas y aplicarán las leyes de senos y cosenos.
- Aplica las leyes de senos y cosenos para la resolución de problemas.
- Encuentra el área de un triángulo conociendo dos lados y el ángulo comprendido entre ellos.

Define las funciones trigonométricas usando el círculo unitario y usarán grados y radianes.

- Define seno y coseno usando el círculo unitario.
- Convierte medidas de grados a radianes.
- Memoriza los valores exactos del seno, coseno y tangente de 0 , $\pi/2$, $\pi/3$, $\pi/4$, $\pi/6$, y múltiplos de π . Usar esos valores para encontrar otros valores trigonométricos.
- Resuelve problemas que involucren aplicaciones de funciones trigonométricas.
- Define y grafica las funciones trigonométricas (seno, coseno, tangente, cotangente, secante y cosecante).
- Encuentra el dominio, el recorrido, los interceptos, el periodo, la amplitud y las asíntotas de las funciones trigonométricas.
- Define y grafica las funciones trigonométricas inversas.
- Encuentra los valores de las funciones trigonométricas y de las funciones trigonométricas inversas.
- Reconoce que la tangente del ángulo que una línea forma con el eje x es igual a la pendiente de esa línea.
- Establece relaciones entre las proporciones de los triángulos rectángulos, las funciones trigonométricas y las funciones circulares.

Demostrarán identidades trigonométricas, resolverán ecuaciones trigonométricas y resolver problemas

- Conoce la identidad básica $\cos^2x + \sin^2x = 1$ y demostrar que es equivalente al Teorema de Pitágoras.
- Usa las identidades trigonométricas básicas para demostrar otras identidades y simplificar sus expresiones.
- Utiliza las fórmulas de adición para senos, cosenos y tangentes.

- Utiliza las fórmulas del ángulo medio y del ángulo doble para senos, cosenos y tangentes.
- Resuelve ecuaciones trigonométricas.
- Resuelve problemas verbales que involucren aplicaciones de ecuaciones trigonométricas.
- Demuestra y utiliza las fórmulas de adición para las series aritméticas y para las series geométricas finitas e infinitas.
- Usa la recurrencia para describir una sucesión.
- Utiliza el concepto de límite de una secuencia o función cuando la variable independiente tienda a infinito o a un número dado.
- Decide si las sucesiones simples convergen o divergen.
- Resuelve problemas verbales que involucren aplicaciones de secuencias y series.

Modela datos con funciones lineales y no lineales.

- Encuentra modelos lineales usando los métodos de ajuste de la media y
- Calcula e interpreta el coeficiente de correlación.
- Usa el coeficiente de correlación y los residuales para evaluar la línea del “mejor ajuste.”
- Encuentra las funciones cuadráticas, exponenciales, logarítmicas, de potencia o sinusoidales para modelar un conjunto de datos y explicar los parámetros del modelo.

Analiza y grafica círculos, elipses, parábolas e hipérbolas.

- Escribe las ecuaciones de secciones cónicas en la forma estándar (completando el cuadrado y usando conversiones si es necesario), para encontrar el tipo de sección cónica y sus propiedades geométricas (focos, asíntotas, excentricidad, etc.).

Resuelve:

Desigualdades racionales, dando la solución en notación de intervalo, notación de desigualdad o notación grafica

Límite de una función cuando x se aproxima a un valor

Ecuaciones exponenciales

Expresiones logarítmicas

Identidades logarítmicas

Triángulos especiales 30, 60,90 y el 45, 45,90

Dominio y rango de una función

Prueba identidades trigonométricas

Halla los ceros de un polinomio

Define una función, una relación y función 1-1

HISTORY: World History and Cultures

World History and Cultures is written and taught from the Christian perspective. Basic to this perspective is the conviction that God is the Creator of the universe and the Controller of history. Because the focal point of history is the birth of Christ, World History and Cultures takes the view that all history is either pointing toward the birth of Christ or looking back to it. Students study how God used events before the birth of Christ to prepare the world for His coming. Then, after His birth, they trace the impact of Christianity on the events of world history. The Christian perspective of World History and Cultures helps students see the sovereign hand of God in history, as well as the consequences of man’s choices. The Providence of God has guided history for His glory. Yet each person is free to choose whether to obey God and be used by Him, or to disobey and suffer the consequences. Thus world history also illustrates the truth of Proverbs 14:34: “Righteousness exalteth a nation: but sin is a reproach to any people.” Curriculum has Added Enrichment to Provide a framework for understanding the concepts in history; Explore language and writing through the ages; Give insight to the people and events of history and Maps correlating to text.

The subjects discussed are the following:

Foundations for Studying History ; Creation versus evolution ; Capital punishment ; Beginning of languages, nations, and races: Nimrod and Babel

Asia and Africa: The Beginning of Civilization ; Cradle of Civilization: Fertile Crescent and Mesopotamia (c. 2300–1800 B.C.): ; Sumer: ; Cuneiform, culture, civilization, education, architecture, trade, society, religion ; Mathematics, government ; Settlements: Eridu, Uruk, Ur ; Golden Age of Ur, Epic of Gilgamesh ; Middle East (c. 1800 B.C.–A.D. 700s): ; Old Babylonian Empire: ; Hammurabi and the law ; Place-value notation, Babylonian Genesis ; Hittite Empire ; Assyrian Empire: Tiglath-pileser I, Nineveh ; New Babylonian Empire: Nebuchadnezzar and Daniel ; Persian Empire: Cyrus the Great, Darius I, and Xerxes I ; Israel: Patriarchs, Exodus, Moses, Decalogue, theocracy, David, and Divided Kingdom ; Hebrew and Arabic language ; Rise of Islam: Byzantine Empire, Constantinople, and Mohammed ; Middle East (c. 1800 B.C.–A.D. 700s) ; Missionary efforts: ; Ion-Keith Falconer and Samuel Zwemer ; Other Asian cultures (c. 2000 B.C.–A.D. 1800s): ; India: Indus River, Hinduism, caste system, and Buddhism ; Ancient Chinese dynasties ; Chinese language ; Japan: Shinto religion ; Egypt—Gift of the Nile (c. 2300 B.C.–A.D. 1700s): ; History and language: Herodotus and the Rosetta Stone ; Religion: Book of the Dead ; Thebes ; Old, Middle, and New Kingdom ; Other African cultures (c. 2300 B.C.–A.D. 1700s): ; Land of Phut and Cush ; Ethiopia: ; Kingdom of Aksum and Ethiopian Orthodox Church: ; Piankhi, Ebed-melech ; Early Christianity in North Africa: Simon of Cyrene, Tertullian, Clement of Alexandria, Athanasius, and Augustine ; Other empires and kingdoms: ; Ghana, Mali, Songhai, and Kongo: ; Mansa Musa and King Ewuare

Europe: Beginnings of Western Civilization ; Greece (c. 2000–30 B.C.): ; Minoans and Mycenaeans ; Civilization: Homer, Greek gods, city-states, Olympics ; Greco-Persian Wars: ; Ionian Revolt, Battle of Plataea ; Types of government ; Draco’s Code ; Court of Areopagus ; Peisistratus and Cleisthenes ; Sparta and Athens: Peloponnesian War ; Macedonia: ; Alexander the Great ; Battle of Ipsus ; Classical Greece: ; Writing and philosophy ; Hellenic Age, education and architecture, art and science ; Hellenistic Age: ; Stoics and Epicureans ; Language of the New Testament: Koine Greek ; Rome (c. 753 B.C.–A.D. 476): ; Early people: ; Latins, Etruscans, Magna Graecia, Carthage, and Gauls ; Italis ; Society: family, religion, education, and government ; Punic Wars: ; Hannibal and Scipio ; Battle of Cannae ; Civil Wars: reforms of Gracchi ; Pax Romana ; Emperors: ; Claudian, Flavian, “Five Good Emperors,” “Barracks Emperors,” Diocletian ; Hadrian’s wall ; Christian emperor: Constantine I ; Fall of Rome: ; Romulus Augustulus ; Legacy of Rome: language, literature, law ; Early church history (A.D. 30–476): ; Apostolic church: the New and Old Testaments ; Persecuted and imperial church ; Byzantine Empire (c. A.D. 324–1453): ; Age of Justinian: Hagia Sophia, Justinian Code, and Theodora ; Fall of Byzantium ; Byzantine contributions: Eastern Orthodox, Greek liturgy, Byzantine text

The Middle Ages: From the Ancient to the Modern ; Dark Ages (c. A.D. 500–1500): ; Church of Rome: ; Petrine Theory, Pope Leo I, Gregory I ; Patrick of Ireland ; Doctrine of Romanism ; Other teachings: John Wycliffe, Vulgate, Peter Waldo, Council of Toulouse ; Charlemagne’s empire: ; Division: Lothar, Charles, Louis ; Lorraine ; Saxons ; Salians, Hohenstaufens ; Investiture Controversy ; Decline of the papacy: Babylonian Captivity of the papacy and the Great Schism ; Medieval culture (c. A.D. 500–1500): ; Feudal society and chivalry ; Crusades: ; Check and balance results ; Bernard of Clairvaux, Frederick Barbarossa, Philip Augustus ; Pre-Reformation Europe ; Universities and scholasticism: ; Thomas Aquinas and William of Ockham ; Trivium and quadrivium, scholasticism ; Forerunners of the Reformation: ; John Wycliffe, Roger Bacon, and John Huss ; Gerhard Groote and Savonarola ; Italian Renaissance: ; Humanism ; Petrarch, Boccaccio, Giotto ; Johann Gutenberg: Gutenberg Bible ; Rise of modern nations (c. 850–1300): ; Ancient Britain: Stonehenge, Celts, Angles, Saxons, Jutes, and Beowulf ; Alfred the Great ; Norman Conquest: ; Charter of Liberties and Exchequer ; Plantagenet kings: ; Eleanor of Aquitaine, House of Lords, and House of Commons ; Hundred Years’ War, Wars of the Roses ; Feudal France: ; Hugh Capet and Estates-General ; House of Valois ; Spain: ; Moorish culture, the Reconquista, Spanish Inquisition ; El Cid, Antonio de Nebrija ; Portugal: ; Prince Henry ; Alfonso Henriques ; Age of Exploration ; Native civilizations: Arawaks, Mayas, Incas, and Aztecs ; France: Northwest Passage

The Reformation Era: The Modern Age Begins ; Protestant Reformation (c. 1517–1600): ; Renaissance in Germany, England, and France: ; Johann Reuchlin, Philipp Melanchthon, John Colet, Thomas Moore ; Martin Luther: ; Charles V, Edict of Worms, popular education ; Katharina von Bora ; Switzerland: ; Ulrich Zwingli, John Calvin, Conrad Grebel, Anabaptists ; Guillaume Farel ; Post-Reformation Europe (c. 1517–1650): ; Augsburg Confession ; Counter-Reformation: ; The Inquisition, Loyola ; The Index, Council of

Trent ; Reformation in the Netherlands: Council of Blood and William the Silent ; English Reformation: ; Tudor rulers, Spanish Armada ; Act of Supremacy, Lady Jane Grey ; Scottish Reformation: Mary Stuart vs. John Knox ; Reformation in France: Huguenots and St. Bartholomew's Day Massacre ; Thirty Years' War: ; Peace of Westphalia ; Count of Tilly, Albrecht Wallenstein ; Battle of Lützen, results of Thirty Years' War ; Post-Reformation science and culture (c. 1517–1800): ; Founders and progress of modern science ; Classics: music and art

The Age of Ideas: Revolution, Revival, and Reform ; France—road to revolution (c. 1640–1815): ; Age of Absolutism: War of the Spanish Succession ; Enlightenment: ; Diderot ; Reasons for the revolution: religious, economic, and social turmoil ; French Revolution ; Reign of Terror: ; Atheism, deism ; Directory ; Tyranny of Napoleon: Continental System, Battles of Leipzig and Waterloo ; England and America: quest for freedom (c. 1600–1800): ; James I: Puritans, Separatists, KJV, Jamestown, and Plymouth ; National Covenant, Long Parliament, Grand Remonstrance ; English Civil War: ; Oliver Cromwell ; Rump Parliament, Battle of Marston Moor, Battle of Naseby, Treaty of Dover ; Glorious Revolution ; Pietism in Germany: ; Philipp Spener ; Count von Zinzendorf ; Great Awakening in America: Jonathan Edwards and George Whitefield ; Age of Reason: John Locke and David Hume ; Wesleyan Revival: John and Charles Wesley ; Rise of modern missions: ; William Carey and Adoniram Judson ; John Howard ; French and Indian War ; American War for Independence ; Age of Industry (c. 1760–1900): ; Protestant work ethic ; Agricultural advancements: better use of land and tools ; Industrial Revolution: Enclosure Movement and domestic and factory system ; Transportation and communications: ; Guglielmo Marconi ; Science: Dalton, Faraday, Kelvin, Maxwell, Curie, Jenner ; United States' rise to power: capitalism and the Spanish-American War ; Blessings of capitalism: John D. Rockefeller, Andrew Carnegie, J. P. Morgan, philanthropy, and Adam Smith ; Victorian Era: England's Age of Progress (1837–1901): ; Great English statesmen: William Pitt the Younger and Sir Robert Peel ; Victorian England: William Gladstone and Benjamin Disraeli ; China and Japan missions: ; Treaty of Amity and Commerce, Neesima ; Christianity and charity ; British imperialism: ; Crimean War and British North America Act ; India: Sepoy Rebellion, William Carey and Amy Carmichael ; Victorian Era: England's Age of Progress (1837–1901) cont.: ; Africa: ; David Livingstone, Robert Moffat, and Samuel Adjai Crowther ; Khama ; South Africa: ; Afrikaners and Boer War ; Cecil Rhodes, Paul Kruger, Louis Botha ; Beginning of Britain's decline: Charles Darwin, Thomas Henry Huxley, Christian Socialists, Fabian Society, utilitarians, and modernism ; Unbelief and revolution in 19th-century Europe (c. 1800–1900): ; German philosophy and liberal Christianity: romanticism, idealism, relativism, dialectic thinking, "Higher Criticism," modernists, and Darwinism ; Age of Metternich ; Revolutions of the 1830s: France, Belgium, and Central Europe ; Revolutions of 1848: Louis Napoleon, Austria, and German states ; Franco-Prussian War: ; Otto von Bismarck and Wilhelm II ; Third French Republic ; Rise of modern socialism

Twentieth Century: A World at War ; World War I (1914–1918): ; Road to war: spiritual decay ; Fronts: ; Eastern, western, Balkans, and Italian ; Pétain, von Ludendorff ; Bolshevik Revolution ; American involvement: ; Lusitania and the Zimmermann Note ; Weimar Republic ; Providence of God in History ; Aftermath of war: Wilson's Fourteen Points, Treaty of Versailles, and League of Nations ; Rise of Communism (1848–1939): ; Roots of Communism: Karl Marx, dialectical materialism, bourgeoisie, proletariat, Frederick Engels, Communist Manifesto, Das Kapital ; Early Russian history of the czars ; Bolshevik Revolution: Vladimir Lenin, Leon Trotsky, Red Guards, Cheka ; Lenin's Russia: ; Third International, new economic policy, USSR ; Central Committee ; Stalin's Russia: Five-Year Plan, collectivization, genocide ; Why Communism Kills ; Twentieth-century liberalism (c. 1900–1940): ; Defining liberalism and conservatism ; Liberal pseudo-sciences and philosophies ; Liberalism in education versus traditional education ; Religious liberalism: modernism, social gospel, and ecumenism ; Christian witness ; Liberalism and conservatism in the arts ; Prosperity of the Twenties: Paris Peace Pact ; Great Depression: easy credit, risky investment, and government involvement ; World War II (1939–1945): ; Ideologies and dictatorships ; Aggressors on the march: ; Munich Pact, Siegfried and Maginot Lines ; European Theater: ; Battle of Britain, Winston Churchill, and Erwin Rommel ; Invasion of Scandinavia ; Invasion of Russia ; American involvement: ; Neutrality Act, Lend-Lease Act, Pearl Harbor, and D-Day ; Panay Incident ; European Theater: Operation Torch, Italian Campaign ; Key battles in the Pacific Theater:

; Bataan Death March, Doolittle's raid, Midway, Coral Sea, Guam, Saipan, Iwo Jima, Okinawa, and kamikazes ; Battle of the Java Sea, Guadalcanal, the Aleutians, the Gilberts, the Marianas ; Manhattan Project: ; Fermi, Teller, Oppenheimer ; Holocaust ; Aftermath: wartime conferences ; Cold War Era (c. 1945–1989): ; Forming, framework, and failure of the UN ; Communist subversion: Rosenbergs, Klaus Fuchs, and Joseph P. McCarthy ; Response of the West: ; Truman Doctrine, containment, Marshall Plan, and NATO ; Warsaw Pact ; Fall of Nationalist China: Chiang Kai-shek, George C. Marshall, and Taiwan ; Communist China: ; Mao Tse-tung, cultural revolution, Red Guards ; Five-Year Plan ; Korean War: ; MacArthur vs. containment ; Inchon ; International changes: ; Communist Cuba ; South America: Isabel Perón and Salvador Allende ; Asia: ; Conflicts in Israel, Lebanon, Iran, and Iraq ; Conflict in India ; Africa ; Vietnam War: ; Ngo Dinh Diem ; Nuclear freeze movement ; Space Age ; Rise of conservatism in the West ; Margaret Thatcher, Ronald Reagan, Falkland Islands, Reagan Doctrine, SDI: ; KAL 007, Chernobyl ; Changes in Eastern Europe: perestroika, glasnost, Berlin Wall falls, Poland, Hungary ; Tiananmen Square Massacre ; Rise of globalism (c. 1990s–present): ; Persian Gulf War ; Rise of Islamic terrorism: 9/11 attacks and Bush Doctrine ; Pakistan and Kashmir ; Changes in Western Europe: ; Gordon Brown, Jacques Chirac, Angela Merkel ; Maastricht Treaty ; Eastern Europe: Bosnia, Slobodan Milosevic, Kosovo, Dayton Peace Accords ; Russia after the Cold War: ; Boris Yeltsin, Dmitri Medvedev ; Chechnya ; North Korea: Kim Jong Un ; New leaders in African nations ; Cuba and Raul Castro ; South America: Daniel Ortega ; Canada: Pierre Trudeau, Kim Campbell ; United States: GATT ; Asia and the Pacific: ; Japan ; Taiwan and Lee Teng-hui ; South Korea and Kim Young Sam ; Southeast Asia ; Israel and the PLO: ; Road map for peace ; Operation Defensive Shield ; Intelligent Design ; Bioethics ; Environmentalism and globalism **Geography** ; Geography projects (8) featuring maps, both physical and political: ; The World ; The Middle East ; Asia ; Africa ; Europe ; North America ; South America ; Australia and New Zealand
Prayer Time Learn to pray for our nation and for government officials

PHYSICS FÍSICA

NATURALEZA DE LA CIENCIA, TECNOLOGÍA Y SOCIEDAD: El estudiante es capaz de conocer que la ciencia es de naturaleza dinámica, inquisitiva e integradora. Puede formular preguntas e hipótesis, diseñar experimentos y recopilar datos para llegar a conclusiones utilizando la metodología científica de forma crítica y colaborativa. De igual manera el estudiante reconocerá el impacto de la ciencia, la economía y la tecnología sobre la sociedad para tomar decisiones sobre la responsabilidad ciudadana ante los avances científicos y tecnológicos.

El estudiante:

Propone soluciones a problemas utilizando el método de inquirir basándose en el conocimiento científico.

Reconoce que la ciencia no está confinada necesariamente a un laboratorio.

Muestra disposición a modificar sus puntos de vista ante nueva evidencia y a que sus ideas sean cuestionadas por sus pares, además de respetar las ideas de otros.

Comunica los valores de los datos medidos en forma de tablas y gráficas para analizarlos y hace predicciones y generalizaciones sobre los mismos.

Describe el método de inquirir como forma de investigar.

Utiliza el método de inquirir para proponer soluciones a problemas.

Elabora conclusiones a base de los hallazgos de investigaciones.

Analiza y evalúa literatura científica para discriminar sobre la validez y confiabilidad de la fuente de información.

Identifica fuentes de información válida y confiable.

Define operacionalmente los conceptos validez y confiabilidad de los datos.

Argumenta sobre la calidad de la información disponible.

Redacta informes de experimentos e investigaciones al utilizar las técnicas de redacción científica y estilos de fichas bibliográficas apropiadas.

Define operacionalmente el concepto Física a base de sus aplicaciones en la vida diaria y enumera áreas de estudio relacionadas con la misma.

Explica por qué la Física es una disciplina de estudio competitiva en el mundo ocupacional e identifica los oficios y profesiones con las que está relacionada.

Identifica a la Física como una ciencia fundamental para las demás ramas de la ciencia.

Identifica las áreas de estudio de la Física tales como mecánica, óptica, termodinámica y las relaciones con actividades que realiza el ser humano.

Utiliza prácticas de seguridad en los laboratorios de Física, en el campo de la investigación y lo incorpora a su diario vivir.

Demuestra con acciones que el laboratorio es un lugar de trabajo serio y seguro.

Identifica los símbolos de seguridad en el laboratorio y entiende su significado.

Manipula los instrumentos de medir voltaje, potencia, corriente y otro equipo de laboratorio con cuidado para evitar daño físico o eléctrico del equipo.

Representa las propiedades físicas de la materia con unidades estándar y utiliza las matemáticas para establecer conexiones entre éstas, los resultados experimentales y el conocimiento científico – tecnológico.

Explica el uso de los diferentes instrumentos de laboratorio tales como metro, caliper vernier, balanza, probeta, cronómetro, termómetro y otros.

Expresa las medidas con las unidades correspondientes según el instrumento.

Mide propiedades de forma apropiada empleando las unidades.

Expresa y explica los datos científicos con exactitud y precisión aplicando los dígitos significativos en sus medidas y cálculos.

Reconoce que el conocimiento científico se sostiene sobre teorías, leyes y principios.

Describe y predice fenómenos naturales tales como movimiento de los cuerpos celestes, movimiento relativo y otros.

Establece conexiones entre las teorías, leyes y principios para explicar el funcionamiento de un motor,.

Establece conexiones entre las teorías, leyes y principios para explicar fenómenos naturales tales como huracanes, terremotos, cambios climáticos, corrientes marinas, aguas termales, deslizamientos, tormentas eléctricas y arco iris entre otros.

Establece conexiones entre las teorías, leyes y principios para explicar eventos y actividades de la vida diaria tales como un juego de baseball, tenis, competencia atlética, paracaidismo o tocar un instrumento.

Demuestra que valora la aportación de científicos tales como Galileo, Newton y Einstein al desarrollo de teorías, leyes y principios.

Emplea la tecnología como herramienta en el quehacer científico y explica con ejemplos cómo ésta impacta la calidad de vida.

Identifica los riesgos y beneficios que tiene el desarrollo científico, económico y tecnológico para la sociedad.

Identifica ejemplos en los que las aplicaciones de la ciencia y la tecnología han afectado la economía y la calidad de vida.

Hace conexiones entre los que estudia en el curso de física y las actividades de la vida diaria tales como las bolsas de aire en los automóviles, iluminación del hogar.

Diseña o construye tecnología para el estudio o solución de problemas que afectan a la sociedad como por ejemplo, aparatos para reducir el consumo, conservar o usar fuentes alternativas de energía, controlar cambios de temperatura, detectar fenómenos naturales o facilitar la vida de personas enfermas o con impedimentos y otros.

Investiga sobre las diferentes fuentes de energía, su origen y clasificación tales como energía solar térmica, energía solar fotovoltaica, energía geotérmica, energía eólica, biomasa y energía de los mares (energía de las mareas, energía térmica oceánica y energía de las olas).

Evalúa las posibilidades de implantar las diferentes fuentes de energía en términos de costo efectividad, efectos ambientales, ubicación y política pública relacionada con Puerto Rico.

Propone o diseña tecnología para el estudio o uso de las diferentes fuentes de energía y considera los resultados de su investigación.

Identifica elementos en su diario vivir tales como piezas de vehículos, equipo de ayuda a discapacitados o enseres del hogar que puedan ser mejorados y diseña o construye prototipos a escala.

LA ESTRUCTURA Y LOS NIVELES DE ORGANIZACIÓN DE LA MATERIA: El estudiante es capaz de definir lo que son las estructuras, la composición y las propiedades de la materia; diferenciar entre materia viva y no viva y describir la interacción que ocurre entre los organismos vivos y el ambiente físico que les rodea a través del intercambio de materia y energía. Además, descubre los niveles organizacionales de los sistemas biológicos.

El estudiante:

Aplica la teoría cinética molecular en situaciones cotidianas para describir los estados de la materia.

Compara sólidos, líquidos, gases, plasma y relaciona sus propiedades con sus estructuras.
Explica lo que son los fluidos y describe cómo éstos crean presión sobre una superficie.
Describe la materia en términos de las partículas fundamentales y diferencia entre éstas.
Identifica el fenómeno eléctrico como una manifestación de las cargas en las partículas subatómicas: los protones y neutrones.
Explica los conceptos de carga eléctrica, corriente eléctrica, potencial eléctrico, campo eléctrico y campo magnético.
Explica la interacción entre las cargas electrostáticas utilizando las leyes de Coulomb.
Compara las fuerzas eléctricas y magnéticas en cuanto al concepto de campo y su relación con las cargas en movimiento.

LOS SISTEMAS Y LOS MODELOS: El estudiante es capaz de conocer lo que son sistemas, sus interacciones, sus funciones y los componentes de los mismos.

El estudiante:

Expresa la información científica y el comportamiento de la naturaleza en formas variadas: pictogramas, gráficas, verbal y expresiones matemáticas.
Describe los diferentes tipos de movimiento de forma verbal, gráfica y matemática.
Dibuja diagramas de movimiento para describir el movimiento de un cuerpo.
Describe el movimiento relativo de los cuerpos al utilizar marcos de referencia.
Representa y calcula la magnitud y dirección de algunas cantidades vectoriales mediante diagramas.
Emplea las leyes de Newton junto con las ecuaciones de cinética para predecir el movimiento de un objeto.
Representa las fuerzas que actúan sobre un cuerpo con un diagrama de cuerpo libre.
Representa la magnitud, dirección, suma de fuerzas y fuerzas en equilibrio con el uso de vectores.
Analiza las máquinas compuestas y las describe en términos de máquinas simples.
Compara las máquinas simples y compuestas.
Utiliza ecuaciones para calcular la ventaja y la eficiencia mecánica.
Aplica el modelo cinético-molecular para explicar cambios físicos en la materia, según el espectro de ondas electromagnéticas.
Describe el modelo cinético molecular.
Explica los procesos de evaporación, condensación, expansión y contracción.
Utiliza modelos para explicar el comportamiento de las ondas.
Discute cómo los modelos de onda y de partícula explican las propiedades de la luz visible.
Localiza imágenes en espejos y lentes al usar diagramas de rayos.
Calcula la ubicación y tamaño de imágenes en espejos y lentes.
Reconoce que la utilidad de los modelos está limitada por su complejidad.
Diseña, construye y explica el funcionamiento de circuitos eléctricos.
Representa con diagramas, circuitos en serie, en paralelo y circuitos combinados.
Explica el funcionamiento de diversos circuitos eléctricos.

LA ENERGÍA: El estudiante es capaz de inquirir sobre las manifestaciones, las formas, las transferencias, las transformaciones y la conservación de la energía.

El estudiante:

Aplica la ley de la conservación de la energía para predecir el resultado de una transformación.
Clasifica la energía como cinética o potencial y contrasta los diferentes tipos tales como térmica, química, nuclear, electromagnética y mecánica.
Analiza situaciones en las que ocurren transformaciones de energía potencial gravitatoria a cinética y viceversa.
Explica la relación entre la energía, el trabajo y la potencia. E.F.2.1 Identifica las condiciones bajo las cuales una fuerza realiza trabajo.
Calcula el trabajo realizado por una fuerza aplicada horizontal, vertical o en ángulo.
Explica el teorema trabajo – energía.
Compara y contrasta los conceptos trabajo y potencia. Relaciona los conceptos energía, trabajo y potencia.
Explica las leyes de la termodinámica.
Describe la naturaleza de la energía térmica y cómo se distingue de la temperatura.
Reconoce que el calor fluye debido a la diferencia en la temperatura.
Realiza conversiones de temperatura con el uso de las escalas Celsius y Kelvin.
Explica el concepto calor específico.
Calcula la cantidad de calor ganada o perdida de una sustancia a otra al utilizar la ecuación $q = mc p \Delta T$.

Identifica aplicaciones prácticas de la primera y segunda ley de termodinámica.

Analiza el comportamiento de las ondas como un fenómeno de transferencia de energía.

Describe la transferencia de energía en las ondas mecánicas.

Identifica la radiación electromagnética como un tipo de onda capaz de transferir energía.

Explica el origen y los riesgos potenciales de las radiaciones electromagnéticas.

LAS INTERACCIONES: El estudiante es capaz de identificar, describir y analizar la interacción entre la materia y la energía. De igual forma, describirá la relación entre la fuerza y el movimiento, las interacciones básicas de la naturaleza y el continuo cambio en la superficie de la Tierra.

El estudiante:

Utiliza la relación entre la fuerza, la energía y el trabajo para predecir los resultados de las interacciones entre objetos.

Identifica las fuerzas como causantes del cambio en el estado mecánico.

Enumera las cuatro fuerzas fundamentales e ilustra el ambiente en el cual se puede observar cada una.

Define operacionalmente algunos tipos de fuerza tales como la fricción, fuerza normal, de empuje, tensión y peso.

Explica la diferencia entre fuerzas de contacto y fuerzas de largo alcance.

Explica que el concepto inercia está relacionado con la masa (cantidad de materia).

Establece la diferencia entre los conceptos masa y peso.

Explica las leyes de Newton (primera, segunda, tercera y gravitación universal).

Describe cómo las fuerzas dentro de un material afectan su comportamiento.

Relaciona los principios de Pascal, Arquímedes y Bernoulli con algunos eventos cotidianos como sistemas hidráulicos, los submarinos y la aerodinámica.

Describe los efectos de la expansión y contracción en los sólidos.

Describe la propagación de las ondas mediante el uso de las propiedades de amplitud, longitud de onda, frecuencia y velocidad.

Identifica usos prácticos de las ondas tales como en datos sísmicos, efectos acústicos y efecto Doppler.

Distingue entre los tipos de onda mecánica: transversal y longitudinal.

Plantea conocimiento de la naturaleza de las ondas sonoras y de las propiedades que comparten con otros tipos de ondas.

Describe los efectos de interferencia que surgen de la propagación de varias ondas al utilizar los principios de superposición.

Explica la reflexión, refracción, difracción, polarización, entre las ondas y la materia.

Describe la interacción entre los campos eléctricos, los campos magnéticos y la materia.

Explica cómo los objetos cargados eléctricamente ejercen fuerzas tanto de atracción como de repulsión.

Describe las propiedades de los imanes y el origen del magnetismo en algunos materiales.

Compara y contrasta los conceptos campo eléctrico y campo magnético.

LA CONSERVACIÓN Y EL CAMBIO: El estudiante es capaz de identificar cambios, describir patrones de cambio y los factores que los producen, describir la conservación de algunas propiedades, la conservación de la masa y la energía.

El estudiante:

Explica por qué los cambios de estado no varían la composición de la materia.

Describe los cambios de estado de la materia tales como la fusión y la evaporación debido a los cambios de temperatura.

Explica los conceptos punto de fusión, punto de ebullición, punto de congelación, calor de fusión y calor de vaporización.

Expresa algunos procesos físicos como la razón de cambio por unidad de tiempo.

Representa gráficamente y analiza la relación entre el cambio en la posición de un objeto y el tiempo.

Explica y contrasta los conceptos velocidad, aceleración y caída libre.

Describe el movimiento de un objeto sobre un plano inclinado.

Representa gráficamente y describe el movimiento de un proyectil.

Describe el movimiento circular uniforme.

Explica el efecto de la fuerza de gravedad en el movimiento armónico simple.

Explica el concepto equilibrio aplicado a las fuerzas que actúan sobre un cuerpo.

Describe las condiciones en que dos o más fuerzas están en equilibrio.

Explica cómo se produce la tensión en sogas, cuerdas y otros.

Explica la conservación del momentum total de un sistema en las colisiones fundamentado en la ley de conservación de momentum.

Explica y provee ejemplos en que se aplican los conceptos impulso y momentum.

Aplica el teorema impulso – momentum en situaciones de choques de partículas.
Establece diferencia entre los choques elásticos, inelásticos y las explosiones.
Describe las condiciones bajo las cuales el total de la masa y la energía del universo se conservan.

SCIENCE

ANATOMY

Human anatomy and physiology integrates the study of the structures and functions of the human body, focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), instruction should focus on the essential requirements for life. Areas of study include organization of the human body and its chemistry, protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development.

Organization of the Human Body

Students shall explore the organizational structures of the body from the molecular to the organism level.

Infer the relationship between *anatomy* and *physiology*

Sequence the levels of organization of the human body

Identify the major body systems

Describe relative positions, body planes, body regions and body quadrants

Identify the major body cavities and the subdivisions of each cavity

Investigate *homeostatic* control mechanisms and their importance to health and diseases

Predict the effect of positive and negative feedback mechanisms on *homeostasis*

Identify the major characteristics of life:

- metabolism
- responsiveness
- movement
- growth
- reproduction
- differentiation

Cellular Chemistry

Students shall understand the role of chemistry in body processes.

Distinguish between *matter* and *energy*

Explain the basic assumptions and conclusions of the *atomic theory*

Distinguish between *compounds* and *mixtures*

Explain the role of ionic, *covalent*, and *hydrogen bonds* in the human body

Write simple formulas and chemical word equations for the four basic types of reactions:

- *synthesis*
- *decomposition*
- single replacement
- double replacement

Analyze the role of water in the human body

Explain the relationship among acids, bases, and salts

Relate the concept of pH to *homeostasis*

Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids

Describe the characteristics and importance of *enzymes*

Anatomy and Physiology of the Cell

Students shall understand that cells are the basic, structural, and functional units of life.

Explain the structure and function of the *plasma membrane*

Compare and contrast the different ways in which substances cross the *plasma membrane*:

- *diffusion* and *osmosis*
- *facilitated diffusion*
- *active transport*

- filtration
- *endocytosis*
- *exocytosis*

Describe the structure and function of *organelles* and cell parts

Identify chemical substances produced by cells

Differentiate among replication, *transcription*, and *translation*

Differentiate between *mitosis* and *meiosis*

Explain the consequences of abnormal cell division

Tissues

Students shall understand the *histology* of the human body.

Describe the structure, location, and function of each *tissue* category:

- *epithelial*
- *connective*
- *nervous*
- *muscle*

Body Systems

Integumentary system

Students shall describe the *anatomy* and *physiology* of the *integumentary system*.

Identify the components of the *integumentary system*

Discuss the physiological mechanisms of the skin

Identify the macroscopic and microscopic structure of the *integumentary system*

Describe disorders associated with the *integumentary system*

Skeletal system

Students shall describe the *anatomy* and *physiology* of the *skeletal system*.

Identify the components the *skeletal system*

Discuss the physiological mechanisms of the *skeletal system*

Identify the macroscopic and microscopic structure of bone

Describe disorders associated with the *skeletal system*

Muscular system

Students shall describe the *anatomy* and *physiology* of the *muscular system*.

Identify the components the *muscular system*

Discuss the physiological mechanisms of the *muscular system*

Identify the macroscopic, microscopic, and molecular structure of muscle

Describe disorders associated with the *muscular system*

Nervous system

Students shall describe the *anatomy* and *physiology* of the *nervous system*.

Identify the components the *nervous system*

Discuss the physiological mechanisms of the *nervous system*

Identify the macroscopic, microscopic, and molecular structure of the *nervous system*

Describe disorders associated with the *nervous system*

Endocrine system

Students shall describe the *anatomy* and *physiology* of the *endocrine system*.

Identify the components of the *endocrine system*

Discuss the physiological mechanisms of the *endocrine system*

Identify the macroscopic, microscopic, and molecular structure of the *endocrine system*

Describe disorders associated with the *endocrine system*

Cardiovascular system

Students shall describe the *anatomy* and *physiology* of the *cardiovascular system*.

Identify the components of the *cardiovascular system*

Discuss the physiological mechanisms of the *cardiovascular system*

Identify the macroscopic, microscopic, and molecular structure of the *cardiovascular system*
Describe disorders associated with the *cardiovascular system*

Immune and Lymphatic systems

Students shall describe the *anatomy* and *physiology* of the *immune* and *lymphatic systems*.

Identify the components of the *immune* and *lymphatic systems*

Discuss the physiological mechanisms of the *immune* and *lymphatic systems*

Identify the macroscopic, microscopic, and molecular structure of the *immune* and *lymphatic systems*

Describe disorders associated with the *immune* and *lymphatic systems*

Respiratory system

Students shall describe the *anatomy* and *physiology* of the *respiratory system*.

Identify the components of the *respiratory system*

Discuss the physiological mechanisms of the *respiratory system*

Identify the macroscopic, microscopic, and molecular structure of the *respiratory system*

Describe disorders associated with the *respiratory system*

Digestive system

Students shall describe the *anatomy* and *physiology* of the *digestive system*.

Identify the components the *digestive system*

Discuss the physiological mechanisms of the *digestive system*

Identify the macroscopic, microscopic, and molecular structure of the *digestive system*

Describe disorders associated with the *digestive system*

Urinary system

Students shall describe the *anatomy* and *physiology* of the *urinary system*.

Identify the components the *urinary system*

Discuss the physiological mechanisms of the *urinary system*

Identify the macroscopic, microscopic, and molecular structure of the *urinary system*

Describe disorders associated with the *urinary system*

Reproductive system

Students shall describe the *anatomy* and *physiology* of the *reproductive system*

Describe the components and the organization of the *reproductive system*

Discuss the physiological mechanisms of the *reproductive system*

Identify the macroscopic, microscopic, and molecular structure of the *reproductive system*

Describe disorders associated with the *reproductive system*

SPANISH

COMUNICACIÓN ORAL: El estudiante, mediante el dominio de las artes del lenguaje comprende y produce, con propiedad y corrección discursos orales e identifica la finalidad del acto comunicativo entre el emisor y el receptor.

El estudiante:

Demuestra adquisición de los valores al expresarse positivamente acerca de la conducta ética, los valores y las virtudes humanas.

Aplica el valor ético, estético y cultural de la literatura y otras expresiones de arte.

Aplica juicios valorativos y toma decisiones basadas en la selección de alternativas que demuestran respeto por ideas y opiniones divergentes.

Organiza, selecciona y expresa la información y las ideas relevantes de un texto cibernético.

Refuerza la exposición de presentaciones orales mediante el uso de recursos tecnológicos como programas para computadoras e Internet.

Produce y enuncia un discurso oral espontáneo teniendo en cuenta los criterios de propiedad y corrección para la expresión oral.

Refina la producción y enunciación de un discurso siguiendo un plan de introducción, desarrollo y conclusión.

Refuerza el dominio de los métodos deductivos e inductivos al presentar la argumentación en una exposición oral.

Utiliza adecuadamente recursos gráficos y tecnológicos para reforzar ideas en una exposición oral.

Demuestra dominio de la expresión oral en los nuevos contextos de medios de información masiva como videoconferencias y conferencias telefónicas.

Identifica juicios falsos en el discurso.

Produce informes orales sobre investigaciones literarias.

Recita poemas y fragmentos de discursos y obras dramáticas.

COMUNICACIÓN ESCRITA: El estudiante, mediante el dominio de los cinco componentes lingüísticos, organiza, analiza y selecciona sus ideas para crear textos que transmitan su pensamiento.

El estudiante:

Genera oraciones compuestas subordinadas adverbiales.

Redacta párrafos expositivos de análisis, causa y efecto y argumentativos.

Identifica y elabora distintas clases de currículum vitae: compendio ejecutivo, sinopsis y paráfrasis.

Analiza oraciones y párrafos para corregir las secuencias verbales, los metaplasmos, el gerundio y los paralelismos sintácticos.

Prepara un bosquejo y presenta informes de carácter formal.

Prepara una monografía utilizando las estrategias de investigación y redacción adecuadas.

Utiliza diversos elementos estéticos y retóricos para alcanzar efectividad en los textos escritos tales como punto de vista, caracterización, estilo, etc.

Integra bases de datos, gráficas y hojas de cálculo en documentos escritos para aclarar o ejemplificar la información.

Demuestra dominio total de la gramática, la sintaxis y el uso del español al escribir textos.

Produce textos literarios como cuentos, poemas y otros a partir de su experiencia como lector.

COMPRENSIÓN DE LECTURA:

El estudiante, mediante el dominio de los cinco componentes lingüísticos, examina, organiza, construye y evalúa información de textos literarios e informativos para el desarrollo del pensamiento crítico al escuchar, leer, observar e investigar.

El estudiante:

Analiza las características y los recursos retóricos de documentos públicos tales como pólizas, discursos, debates, posturas, etc.

Evalúa los efectos que tienen el tono, la ironía, el modo y el estilo del autor en textos literarios.

Critica la validez, veracidad y utilidad de argumentos y posturas en textos.

Evalúa el modo en que el autor usa los recursos literarios y el lenguaje para evocar las emociones del lector.

Analiza obras literarias representativas de distintos periodos y compara los temas y recursos utilizados en cada uno.

Evalúa las influencias filosóficas, políticas, religiosas y éticas en textos literarios de diversos periodos.

Obras Literarias: La Víspera de Hombre, La Amortajada.

BIBLE

A chronological study of Old and New Testament people, places, and events, this course highlights the basic message of the Old and New Testament books, their contribution to God's redemptive storyline, and their significance for Christian thought and practice. Topics will be chosen in accord with the professor's interests and competencies, student interest, and the consent of the school.

SPEECH

Speech for Today presents the art of everyday speech in a friendly, conversational style that students and teachers love. Experience is the key to developing good speaking skills; students need practice speaking to one another in small groups and before larger audiences. An abundance of speaking exercises, group projects, and selections for

interpretation throughout the text provides opportunities for practice and performance. Skills mastered include telephone courtesy, introductions, personal testimonies, group discussion, parliamentary procedure, pantomime, monologues, poetry, and storytelling.

Application

Conversation exercise
Impromptu speeches, interview exercise, personal testimony speech
Group discussion exercise
Parliamentary procedures exercise
Pantomime exercise, character pantomime exercise
Monologue preview and speech
Declamation preview and speech
Poetry preview and speech
Storytelling preview and speech
Devotional speech

Place of Speech in Society

Blessings and responsibilities of free speech; Importance of speech to citizenship and success

Everyday Conversation

Why so much, how to improve conversation

Special Types of Conversation

Telephone conversation
Introductions, impromptu speaking
Interviews, personal testimonies

Group Discussion

Methods:
Committee meetings and conferences
Cooperative investigations, single-leader discussion, debates
Qualities of good group discussion

Parliamentary Procedure

Purpose, constitution and by-laws
Duties of officers, conducting business
The meeting:
Calling to order, reading the minutes
Reports, presenting motions, adjourning the meeting
Electing officers: nominations, elections

Talking with the Body

Why and how we talk with the body
Posture, movement, walking and sitting
Gestures, pantomime

Interpreting Monologues

What is a monologue?
Steps to good characterization
Reacting to unseen characters
How to memorize for performance

Reading with Meaning

Interpretation
Studying the selection: thought analysis, attitude analysis
Techniques of interpretation:
Quality, pitch, range, inflection
Force, time, pause, emphasis

Our Pronunciation

Problem of pronunciation, regional pronunciation
Sounds of Latin speech, articulating the sounds
Putting the sounds together: blending, rhythm

Listening

Do you listen?

Kinds of listening: enjoyment, inspiration, information/ideas, critical listening

How to listen effectively

Interpreting Declamations and Poetry

Value of declaiming, preparing a declamation

Delivering the declamation: Mood, pointing the thoughts, transitions

Impersonating, effectiveness, practicing continuously

Judging a declamation

Storytelling

Values of storytelling, the storyteller, the audience

Types of stories: Fable, folk story, myth, adventure, historical story, biographical story, Bible story, Special occasion story, modern short story.

Choosing, preparing, and presenting the story

Extemporaneous Devotionals

Choosing a topic, tentative outline

Supporting details, final outline, practice delivery

Teachers are asked to cover each subject with the details informed above. However, it is important to note that some groups might cover even more material than specified, while others may not. All material covered will depend on various factors such as time allotment and group learning skills.