



Calvary Chapel Green Valley

Christian Academy

**Elementary
Curriculum
Guide and Academic
Handbook**

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Our Mission

Calvary Chapel Green Valley Christian Academy (CCGVCA), founded in 2007, is a ministry of Calvary Chapel Green Valley. CCGVCA exists to:

- Partner** with parents who seek to raise children in the training and instruction of the Lord (Eph. 6:4)
- Train** students who are being conformed to the image of Jesus Christ (Rom. 8:29)
- Prepare** students for lives of leadership and service (Phil. 2:6)
- Integrate** faith and learning while gaining knowledge and wisdom
- Impact** the community and culture with the Gospel of Jesus Christ (Matt. 28:18-20)

Our Goal and Our Purpose

Our goal is for each student to experience the full, regenerating power of Jesus Christ and the Word of God through the work of the Holy Spirit in their lives. We fully expect that each student will strive for the highest development of each of his or her God-given gifts and talents.

“And daily in the temple, and in every house, they did not cease teaching and preaching Jesus as the Christ.” (Acts 5:42)

Functioning as an extension of the Christian home, CCGVCA supports parents who seek to obey Biblical instruction, which gives them ultimate responsibility for the education of their children. (Deuteronomy 6:7-8) Because the Christian approach to learning differs significantly from the secular viewpoint, CCGVCA offers a curriculum rooted in a God-centered world view. This view recognizes that God’s Word is the standard for all truth. The curriculum, taught by a qualified Christian faculty, allows parents to provide their children with academic instruction consistent with the Christ-centered teaching received at home and at church.

Accreditation, Memberships and Certifications

- Calvary Chapel Christian Schools is:
- Member of the Association of Christian Schools International (ACSI), and will be entering candidacy for accreditation in the Spring of the 2009-2010 school year.
- State of Nevada Exempt School

Our Philosophy of Education

The purpose of a Christian education is to establish a solid foundation of Biblical truth and to build upon a right relationship with God. God has clearly identified parents as the primary educators of their children.

And these words which I commanded you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. (Deut 6:6-9)

It is our desire to come alongside Christian families and minister with them in the pursuit of attaining God's best for their children. Students must be taught the Word of God so that they can form an accurate perception of God, themselves and their role in His creation. We recognize that this partnership calls for the like-mindedness of all those who are involved in Calvary Chapel Green Valley Christian Academy so that each student can mature spiritually, academically, physically and socially in relationship to God.

Calvary Chapel Green Valley Christian Academy provides a safe environment for students to explore and experience practical faith in their studies, elective choices, social development, priorities, and decision-making. We recognize that students have varied learning styles, rates of learning, individual interests, and talents. Calvary Chapel Green Valley Christian Academy is committed to meeting the spiritual and academic needs of our students in learning environments that are challenging, engaging, and inspiring. Godly character is the foundation our students build upon as they move toward the call God has placed on their lives. We are committed to providing opportunities for students to develop and refine their God-given aptitudes in order to succeed in the good works He has prepared in advance for them.

Curriculum

Curriculum and Textbook Selection

Without proper materials that complement the philosophy, the best of philosophies is of little value. The philosophy of the school must be carried out in its educational program. Textbooks and curriculum are important factors within this framework and must be carefully chosen and formulated. All curricula will conform to the philosophy of CCGVCA.

Curriculum committees are composed of teachers and administrators. They screen potential textbook adoptions to determine how closely they align with CCGVCA's philosophy and objectives. In addition, the scope and sequence of each series is considered along with a list of other criteria.

In selecting classroom textbooks, both Christian and secular publishers shall be considered. It is recognized that Christian publishers provide a distinctive Christian perspective. This perspective is especially needed in the social science and physical science areas that have been so strongly influenced by the humanistic philosophy. Christian publishers provide an emphasis on Christian values and Christian thinking. On the other hand, secular publishers often provide excellent teacher aids for skill building. Also, some subject areas such as math, which are less distorted by the humanistic philosophy, may be better presented pedagogically by secular publishers. These publishers may also, unintentionally, provide material that allows the teacher to guide students in critical thinking and Scriptural evaluation of humanistic values.

It is expected that teachers will not stray too far from the subject content of their curriculum. This does not mean that topics of varied interest cannot be discussed, but that primarily attention is to be paid to the course curriculum. Books, magazines and other materials in the library must conform to library policy adopted by the CCGVCA Administration. Normal decisions of appropriateness are made by the librarian or administration.

Course of Study

CCGVCA provides a graded course of study for grades K through 12. Provisions are made for periodic evaluation of courses of study and for revision in order to keep pace with societal and educational change. Curriculum development reflects CCGVCA statements of philosophy and purpose, and is based on reliable findings from the sciences dealing with child growth and development, and learning. The methods of instruction are those which promote inductive learning through exploration and discovery, inquiry and interpretation, critical thinking and creativity. The goal of the entire school effort is to achieve proper and adequate development of the students in terms of academic learning, spiritual growth, and healthy social and physical performance.

It is the belief of CCGVCA that a quality education is the result of the following factors:

- 1) Curriculum that integrates God's Truth into all courses and adequately prepares the student for future career and/or educational endeavors
- 2) Teachers who reflect a Christian philosophy in lifestyle and apply God's truths and precepts
- 3) Class sizes that enable the student to derive maximum benefit from his/her academic exposure
- 4) Academic standards that meet and exceed Nevada State Department of Education standards for student achievement.

5) Academic standards that are driven by National Standards of Education. Several national and education organizations have taken on the voluntary challenge of creating educational standards or guidelines to be used on a national level, including the following:

- National Council of Teachers of Mathematics
- National Council of Teachers of Mathematics
- National Council of Teachers of English
- National Geographic Society
- National Council on Economic Education
- National Council for the Social Studies
- Center for Civic Education
- Consortium of National Arts Education Associations
- National Center for History in the Schools
- International Society for Technology in Education (ISTE)
- National Academies of Science

Each student is expected to use all available school and home resources and to perform at his/her highest level in order to take full advantage of the educational program. Student originality and creativity are encouraged within the organized framework of the classroom.

As a college preparatory school, our core curriculum has required courses in mathematics, science, English, history, foreign language and Bible. All of our courses are taught from a Biblical world view.

Make-Up Assignments after Absences

Daily class work, homework and long-range projects are due on the date assigned by the teacher. Long-range projects that come due during an excused absence will be due on the first day of the student's return to school. However, if the absence is unexcused, the project may not be accepted or may result in a substantial decrease in the grade.

Students with excused absences will be allowed to make up work within a reasonable length of time. Students who are absent will have two days for every day absent to make up work. For example, a student who is absent four days will have eight days to complete make up work. Students should not expect teachers to delay tests or allow them extra time simply because they missed a day of school before the test. Consideration will be given for students missing several consecutive days or those obviously too ill to prepare for school. It is the student's responsibility to determine what work has been missed and to complete the assignments.

Students who are absent for reasons other than illness will need to contact their teacher at least three days prior to the absence with a written request to receive the work before leaving school. This work will be submitted before leaving or on the day of return.

Please note: When a student has an unplanned absence, a parent must call the school office by 10:00 a.m. in order to pick up make-up assignments by 3:00 p.m. that day. If the request is received later than 10:00 a.m., there may be a delay in obtaining make-up assignments.

Calvary Chapel Christian School Policy on Outside Course Work

While students are enrolled at Calvary Chapel Christian School, during the school year they must be enrolled in courses taught at CCGVCA. Students may not take courses from other sources (correspondence, home school, college) concurrently with enrollment at CCGVCA, *if* comparable courses are also taught at CCGVCA. This may be waived if there is an irreconcilable schedule conflict with the CCGVCA course, preventing the student from enrolling in it.

Grading/Reporting Periods

The evaluation of student achievement is one of the important functions of the teacher. The basic guidelines of evaluation have been established by the school. The requirements of a class will be delineated by the teacher both in the course syllabus and as the course progresses. If for any reason students are in doubt concerning a grading procedure, the teacher should be contacted immediately.

Grade Reports become part of each student's cumulative academic record.

Kindergarten Students will receive a Report Card designed specifically for their curriculum. The report card will be sent home at the end of the first semester and the end of the year. All parents will be scheduled for a conference with the teacher at the end of the first quarter to be informed of the students' progress.

Grades 1-5 Students will follow the quarter system. Report Cards will be issued at the end of each nine weeks. In computing the end of year grade, an average of the four quarters will be computed. Progress reports will be sent home at the mid-point of each quarter. All parents will be scheduled for a conference with the teacher at the end of the first quarter to be informed of the students' progress.

Grade Level Course Descriptions

First Grade

Calvary Chapel Green Valley Christian Academy Course Description

Course Title: *1st Grade Language*

School Year: 2009-2010

Class Meetings (Per Week): 5 times a week

Course Length: Full Year

Textbooks/Curriculum: A Beka Language Series, level 1
A Beka Publishing Co.
Pensacola, Fla. 32523-9160

General Course Description: An introduction to written language for the first grade student, integrating grammar, creative writing, and reading comprehension

Biblical Principals:

1. The ability to communicate with one another and with God is part of His plan for our lives. (Jeremiah 1:4-9; Galatians 4:6, Job 6:25)
2. To understand and obey God's precepts, we must be able to read and decipher His written Word. (Psalms 119:27)

General Course Content:

1st Quarter –

- Suffix – S can mean more than one: it says “S” or “Z”
- Beginning sentences with a capital letter
- Ending sentences with a period
- Rhyming words
- Compound words

2nd Quarter –

- Opposites
- Syllables: part words, root words, suffixes
- Word division: between double consonants: between root words and suffixes
- Composition: writing sentences in a journal

3rd Quarter –

- Word division: between a vowel and a consonant: between two consonants that are and are not alike
- Doubling the final consonant, dropping the silent e
- Alphabetical order: apple, bat, cup
- Composition: writing stories, journal writing

4th Quarter –

- Capitalization: names, days of the week, months of the year, first word in a sentence, and the word I
- Prefixes: a-, al-, be-, en-, and un-
- Contractions, changing y to i before adding a suffix
- Review of topics introduced all year
- Composition: writing sentences, paragraphs and stories, journal writing

Related Student Objectives/Learner Objectives:

The student will be able:

1. To identify long and short vowel sounds
2. To follow directions using the words first and last, beginning, middle, and end, recognizing consonant sounds b,m, g,f,c,and r at the beginning of words
3. To identify pictures with particular sounds
4. To sort pictures by beginning sounds
5. To identify word families by playing rhyming games
6. To match phrases to pictures
7. To identify rhyming words with short vowels, a, e, i, o, u
8. To be able to identify root words and suffixes
9. To be able to identify words with a short o by using them in sentences, pantomime them, and match them with rhyming words
10. To identify number words and use them in sentences and in a jump rope rhyme
11. To identify what a root word is and what a suffix is
12. To divide words between a vowel and a consonant and between double consonants
13. To identify the special sounds as wh in who, tch in patch and ear in ear
14. To identify the double consonant rule
15. To listen to a poem about colors, use color words to complete a description, integrate spelling and writing by writing a sentence using color words
16. To identify that when a root word ends with a silent e, you must drop the e before adding a suffix beginning with a vowel
17. To identify the rule when g is followed by e, i, or y, it says "j"
18. To identify the correct words to use in sentences to identify present and past tense
19. To match contractions with the two words they stand for
20. To add ing to words to make them tell what is happening

Presentation Method:

The book is intended to be used as a seatwork book. A brief explanation of the work is given. New rules are introduced and help is given to insure understanding. Whenever time allows, each child's work is checked and errors are corrected.

Evaluation and Grading Methods:

- _ Teacher observation of child's ability to apply skills to written and spoken word
- _ Check and have student correct workbook pages
- _ Daily language review – practice sheets presented in standardized testing format focusing on four to five language essentials like sentence structure, punctuation, plurals, etc.

Enrichment and/or Supplemental Activities:

- _ Journal writing
- _ Creative writing activities: ie "You are a knight of old, fighting a fire-breathing dragon. What does it look like?"

- _ Shape stories
- _ Sequencing pictures and writing a story about them

**Calvary Chapel Green Valley Christian Academy
Course Description**

Course Title: 1st grade Phonics

School Year: 2009-2010

Class Meetings (Per Week): 25 min. daily

Course Length: Full Year

Textbooks/Curriculum: Letters and Sounds, Level 1
A Handbook for Reading
A Beka Publishing Co.
Pensacola, Fla. 32523-9160

General Course Description: A back-to-basics phonics approach to teaching reading. Students will be taught basic consonant and vowel sounds, to blend the consonants with the vowel sounds, to read one and two-vowel words, to learn letters that combine to make a certain sound and the clue words which contain that sound.

Biblical Principals:

1. We need to learn to communicate with God and with one another through verbal expression and to be able to read the written word, since it alone is absolute truth. (II Corinthians 6: 1-7)
2. We need to be able to read the written word to understand His precepts and obey them. (Psalms 119:27)
3. His Word will stand forever because God communicates with us; He wants us to know His thoughts. (Amos 4:13, Hebrews 1:1-2. Isaiah 39:8)

General Course Content:

1st Quarter – Lessons 1-42

Short vowels, consonants, blends

Beginning/ending sounds

One-vowel rule

Long vowels

Two-vowel rule

Use of u and q

Use of k or c before a vowel

Rhyming words

Suffix – s can mean more than one; it says “s” or “z”

Compound Words

Use of ck or ke at the end of a word

Special sounds: e in me, o in go, y in fly, ay in pray, st in stop, pl in plane, fr in fro, th in

Thick, bl in block, cl in clock, fl in flake, gl in glue, br in bride, dr in drum, pr in pray, gr in

Grin, sc in scat, sk in skate, sm in smoke, sp in spade, cr in crab, tw in twins, spl in splash, Scr

in scream, squ in squeak, sn in snack, sl in sleep, str in stream, sw in swim.

2nd Quarter – Lessons 43-86

Opposites

Syllables

Root words

Suffixes

Word division: between double consonants; between root words and suffixes.

Special sounds: thr in three, ar in stars, ch in church, or in morning, ou in out, ow in owl, ow in bowl, io in coin, oy in boy, oo in book, and tooth, wor in worms, igh in night, all in ball, alk in walk, ang in bang, ing in king, ong in long, ung in strung, ank in bank, ink in wink, unk in trunk, y in baby, le in little, ed in played, tch in patch, ear in ear and bear, old in gold, mb in lamb, ew in flew and few, y in rainy, er in bigger, est in biggest, ly in slowly

Word division: between a vowel and a consonant; between two consonants that are not alike

At the beginning of a word, a usually says “u”

Doubling the final consonant

Dropping the silent e

Alphabetical order:

Apple, bat, cup

3rd Quarter – Lessons 87-129

Homonyms (not mastered in 1st grade)

Alphabetical order:

cat, lion, rooster

bat, bed, box

bat, big, cot

Prefixes

Word division: between prefixes and root words

Special sounds: en in sharpen, es in peaches, ild, in child, ind in kind, o in shovel, a banana, C in city, au in faucet, aw in saw, ea in leaf, thread, ea in steak, ey in key and obey, ph in phone, ch in chorus, ought in thought, aught in caught, g in giant, dge in fudge, a in asleep, al in also, be in because, en in enjoy, un in unbutton, wr in wrinkle, ould in could, air in hair u in push, ough in enough, ou in country, arr in carry, ire in fire, ful in beautiful

4th Quarter – Lessons 130-170

Changing y to i before adding a suffix

Alphabetical order

brick, broke, brush

Contractions

Special sounds: y in rainy, are in care, tain in mountain, ure in pure, ture in pasture, war in warm, err in merry, tion in nation, sion in missionary, sion in television, eigh in eight, err in cherry, c in city

Related Student Objectives/Learner Objectives:

Students will be able to:

1. Identify and read basic consonant and vowel sounds
2. Blend consonants with vowel sounds
3. Read one-vowel words by pronouncing the blend and adding the sound of the final consonant
4. Read two-vowel words and state rule: When there are two vowels in a word, the first vowel says its long sound and the vowel is silent

5. Recognize and say the special phonics sounds
6. Know and use prefixes and suffixes
7. Recognize the number of syllables in words
8. Use alphabetical order
9. Recognize and work with rhyming words, same sounding words, compound words and contradictions.

Presentation Method:

Phonics chart to teach and review rules throughout the year
Basic phonics flashcards to teach sounds
A Handbook for Reading to reinforce lessons
Blend letters
Clue word cards

Evaluation and Grading Methods:

Teaching observation of child's ability to apply word attack skills to the written word; ability
Child to apply phonics knowledge to journal and creative writing.
Tests and quizzes

Enrichment and/or Supplemental Activities:

Games: Phonics Baseball, Around the Farm, Clue Review
Music: "Ferris Wheel" Song for vowels and blends
Take home project of miniature Ferris Wheel and vowel and blend cards to practice

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 1st Grade Reading

School Year: 2009-2010

Class Meetings (Per Week): 3 times per week

Course Length: Full Year

Textbooks/Curriculum: A Beka Reading Series, Level 1
A Beka Publishing Co.
Pensecola, Fla. 32523-9160

General Course Description: This is a course designed to help children learn to read with understanding and appreciation so that they will be able to read the Bible with understanding, acquire good character traits, and read for knowledge and pleasure.

Biblical Principals:

1. To know and apply God's Word to our lives. (Psalms:105)
2. To read His Word with understanding and hide it in our heart. (Psalms 119:11)
3. To obey the command "to give attendance to the reading of scripture". (1Tim. 4:13)

General Course Content:

1st Quarter –

1. Fun with Pets
2. Tiptoes

2nd Quarter –

1. Stepping Stones
2. Secrets and Surprises
3. The bridges Book

3rd Quarter –

1. Open Windows
2. Kind and Brave

4th Quarter –

1. Strong and True
2. Aesop's Fables

Related Student Objectives/Learner Objectives:

The Student will be able:

1. To blend consonant and vowel sounds
2. To describe the one vowel rule of if there is one vowel in a word, it usually says its short sound
3. To identify the two vowel rule
4. Word analysis skills, to build vocabulary, and increase reading comprehension
5. Special sounds such as ay in pray, st in stop, pl in plane, fr in frog, tr in train, and sh in ship
6. To identify and chart words with special sounds like th in this, bl in block, and cl in clock
7. To decode one and two vowel words
8. To identify blend sounds
9. To identify special sounds of the week
10. To identify special sounds as ow in bowl, er in verse, ur in nurse, and ir in bird
11. To identify words with short e and write them
12. To be able to identify the short I sound in words such as sit, hit, big, dig, in, pin, it, and, will
13. To identify the suffixes like y in rainy, er in bigger, est in biggest, and ly in slowly that are added to root words
14. To identify words with the long o sound

15. To identify that an e at the end of a word makes the first vowel long
16. To identify the special sounds as ought in thought, aught in caught, g in giant, dge in fudge, an a in asleep
17. To identify prefixes
18. To identify the special sounds, cl, sl, and st
19. To identify special sounds en, in enjoy, un, in unbutton, al, in also, and be, in because
20. To identify the blends tr, fr, and gr
21. To identify the special sounds wr in wrinkle, ould in could, and air in hair
22. To integrate spelling and writing by writing a sentence using everyday words
23. To identify the correct words to use in sentences to identify present and past tense
24. To identify special sounds as tion in nation sion in missionary
25. To identify special sounds as tion in nation sion in missionary
26. To read with smoothness, speed, accuracy, expression and an alertness to punctuation
27. To recall events of a story in proper sequence
28. To read with comprehension and draw conclusions from the facts given in a story
29. To demonstrate the following qualities of oral reading: smoothness – reading by phrases rather than word, alertness to punctuation – pausing at a comma by word, dropping voice at a period while raising it at a question mark, volume – reading loudly enough to be heard with enunciation, speed, accuracy, poise, and expression

Presentation Method:

- _ Divide class into reading groups – group II average readers and group III slow readers
- _ Reading circle once a week
- _ Assigned reading for home once a week

Evaluation and Grading Methods:

- _ Oral reading comprehension questions
- _ One on one conference with individuals where key skills are checked and recorded
- _ Assigned reading at home to parents

Enrichment and/or Supplemental Activities:

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 1st grade Social Studies

School Year: 2009-2010

Class Meetings (Per Week): 30 min.twice weekly

Course length: Full Year

Textbooks/Curriculum: My America by A Beka Publishing Co.

Using Maps in your Home and School/Weekly Reader Instructional Materials

General Course Description: The purpose of My America is to stimulate the students' interest in their country through a study of important symbols, history, and places of interest in the United States. In Using Maps/Weekly Reader students are helped to relate specific map skills to real events and to apply specific map skills in interactive follow up activities. Students will focus on the five themes of geography: location, movement, human/environmental interactions, place, and region.

Biblical Principles:

1. God has a plan He is carrying to completion and history records the progress of that plan. (Matthew 5:17-18, Luke 24:27)
2. God expects us to learn for knowledge of history. (Deuteronomy 4:32-34, I Corinthians10:11)
3. We are to keep written records of eyewitness accounts. (Luke 1:1-4, Revelation 1:11)

General Course Description:

1st Quarter –

- My America's Flag
- My America's Freedoms
- Symbols of My America

2nd Quarter-

- Great People of America
- Pilgrims
- Abraham Lincoln
- George Washington
- Paul Revere
- Benjamin Franklin

3rd Quarter-

- My America Grows
- My America Talks
- Using Maps in your Home and School, of Special Places, and for Travel

4th Quarter-

- My America Travels
- My America is Beautiful
- My America Sings (done all year long)

Related Objectives/Learner Outcomes:

The student will be able:

1. To describe the country in which we live
2. To demonstrate the use of maps
3. To locate our home state on a US map
4. To recognize the number 50 as in the number of states
5. To identify which ocean lies to the east of the United States and which lies to the west
6. To recite the Pledge Allegiance and state what it means to be true to our country
7. To identify America's freedoms
8. To identify the number of Stars and Stripes on a flag and tell what they stand for

9. To identify the importance of laws
10. To define freedom of worship and freedom of speech
11. To define freedom of the press and freedom of assembly
12. To identify a symbol i.e.: the Great Seal, an eagle, the Flag of the U.S., the Statue of Liberty, and the White House
13. To identify the symbol Uncle Sam and tell what he stands for
14. To explain why the Declaration of Independence, and the Bill of Rights are important
15. To be able to tell what is written on every United States coin (“In God We Trust” and “Liberty”) and why it is important
16. To identify what a patriot is
17. To recognize George Washington as the Father of our country and the first President of the United States
To identify great people of America such as Paul Revere and Benjamin Franklin and list what ways they helped our country grow strong
18. To recognize that Benjamin Franklin signed two important documents-the Declaration of Independence and the Constitution
19. To identify Abraham Lincoln as a great leader, the sixteenth President of the United States and list the ways he helped our country grow strong
20. To identify the name of the army from the North in the War of 1865
21. To identify the name of the army from the South in the War of 1865
22. To define communication as the way we get messages to one another
23. To identify Francis Scott Key as the writer of our of our National Anthem and the date (1812) it was written
24. To locate Washington D.C. on a map
25. To identify whether Washington D.C. is east or west from our state on a map
26. To recognize the Capital Building, Washington Monument, the White House, the Lincoln and Jefferson memorials are located in Washington, D.C.
27. To locate where Massachusetts is on a map (the landing place of the Pilgrims)
28. To identify the reasons the Pilgrims left England
29. To define pilgrim
30. To identify the name of the ship that brought Pilgrims to America
31. To identify the date of the first Thanksgiving (1621)
32. To identify and use maps of the interior and exterior spaces to locate things and trace pathways
33. To use a compass rose to find relative directions on a map of Washington, D.C.
34. To use a map to learn cardinal directions and to analyze and interpret data using a globe
35. To use maps of special places to locate specific items
36. To identify some of our great leaders during Black History Month such as George Washington Carver and Ruby Bridges
37. To identify places of interest such as Plymouth Rock, Niagra Falls, Fort McHenry, Grand Canyon and tell their significance to our history
38. To locate places of interest in America on a map ie: Mount Rushmore, Yellowstone National Park, The Grand Tetons, Rocky Mountain National park, etc.

Presentation Methods:

- Individual reading
- Lecture
- Discussions
- Visual aids
- Tapes
- Videos

-Field trips

Evaluation and Grading Methods:

-Individual projects completed

-Group activities

-Chapter quizzes

-Tests

-Interest shown in discussions and in supplementary reading and exploratory materials.

Enrichment Resources or Special Activities:

- Compare symbols of America with symbols of God.

-Thanksgiving Breakfast.

-Observe artifacts and focus on famous people: Lincoln, Washington, Ben Franklin, Martin Luther, and Columbus. Highlighting parts of America and its environments.

-Collage of Our America cutting magazine pictures and gluing them down on a big U.S. map.

-Observe Black History month; focus on Afro-Americans who played a significant role in shaping America

-Pictographs for Indian stories

- Christmas customs around the world and we make gingerbread houses.

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 1st Grade Math

School Year: 2009-2010

Class Meetings (Per Week): 30-45 min. daily

Course Length: Full Year

Textbooks/Curriculum:

Bob Jones Math 1

Bob Jones University Press

Supplements:

Math Their Way Activities

Box It / Bag It Activities

General Course Description: A manipulative-based concept approach of math which teaches problem solving skills, promotes understanding of math concepts through an inductive teaching method, includes Bible stories and teaches Christian principles and involves parents with suggestions and ideas for reinforcing at home skills taught in each chapter.

Biblical Principles:

1. God care about numbers. He knows them all; He has recorded many for our information. (Psalms 147:4, Luke 12:7)
2. God's concern for numbers shows us how important we are to Him. (Matthew 10:30)
3. God uses numbers to demonstrate the orderliness, precision, and consistency of His nature. (Genesis 6:14-16, Numbers 14:29-33, 26:64-65)

General Course Description:

1st Quarter-

- Numbers 0 - 10
- Addition facts to 6
- Subtraction facts to 6
- Metric measurement

2nd Quarter-

- Time and calendar
- Addition facts to 12
- Subtraction facts to 12
- Metric measurement

3rd Quarter-

- Fractions
- Two-digit addition and subtraction
- Money
- Time and calendar

4th Quarter-

- Customary measurement
- Fraction
- Addition and subtraction facts to 18
- Renaming readiness, multiplication and division readiness

Related Objectives/Learner Outcomes:

The student will be able to:

1. Distinguish between the terms right and left
2. Recognize top, middle, and bottom
3. Discriminate between large and small objects
4. Match objects by size and/or shape, length, and by one-to-one correspondence
5. Determine the set with fewer and more objects
6. Recognize numbers 6-10
7. Write the numbers 6-10
8. Recognize the number word for six through ten
9. Recognize the dot patterns for six through ten
10. Write the numbers that comes just before or just after a given number
11. Write the numbers 0-10 in order (forward and backward)
12. Identify the ordinal positions of objects first through tenth
13. Identify equal sets
14. Recognize the equal and the not equal signs
15. Draw tally marks for numbers 1-10
16. Join sets to demonstrate addition
17. Write the numbers that represent the addends and the sum
18. Write an addition sentence for sets of objects
19. Write the sum for an addition problem
20. Identify names for three and six
21. Identify the number of tens and ones in each number, 11-99
22. Recognize the numbers to 100
23. Write the number for a set of objects
24. Write the number that comes just before or just after a given number
25. Write the number that comes between two numbers
26. Write the remainder for a subtraction sentence
27. Identify parts of a calculator
28. Use a calculator to add
29. Make numbers up to ten on a place value mat
30. Rename 10 ones as 1 ten
31. Identify the number of tens and ones in each number, 11-19
32. Write the numbers by 2s to 50
33. Count by 5s to 100 and write numbers
34. Count by 10s to 100 and write the numbers
35. Identify the greater of two numbers through 100
36. Identify the lesser of two numbers through 100
37. Read a pictograph
38. Read the expanded form of a number
39. Recognize the equal and not equal signs
40. Complete a number sentence with the equal or not equal sign
41. Complete an addition sentence using pennies with facts to six
42. Complete a subtraction sentence using pennies with facts to six
43. Identify the value of a dime as ten cents
44. Rename a dime as two nickels or ten pennies
45. Determine the value of a set of pennies and dimes by counting on
46. Arrange events in sequence
47. Identify the hour hand and the minute hand
48. Demonstrate an understanding of hour and minute
49. Demonstrate time to the hour
50. Tell time to the hour

51. Match an analog clock to the correct digital time
52. Write time to the hour and half hour
53. Write the days of the week
54. Name the days of the week in order
55. Count the days in week and in a month
56. Identify specific days on a calendar
57. Identify the longer/longest object
58. Identify the shorter/shortest object
59. Identify the taller/tallest object
60. Arrange objects according to height
61. Measure length and height using a nonstandard unit
62. Complete subtraction equations for a set of ten, eleven, and twelve
63. Demonstrate an understanding of fact families
64. Cross out the objects representing the subtrahend in a subtraction word problem
65. Join sets to demonstrate addition
66. Measure distance using centimeters
67. Recognize a liter as a measuring unit for capacity
68. Determine whether a container has a capacity of more than one liter
69. Recognize kilogram as a measuring unit for mass
70. Read a Celsius thermometer
71. Add and subtract mentally
72. Use a calculator for counting on and counting back
73. Identify a sphere, a cylinder, a rectangular solid and a cone
74. Distinguish between solid figures and flat shapes
75. Identify a rectangle, triangle and distinguish between rectangles and triangles
76. Draw a rectangle and a triangle
77. Identify objects having the same size and shape
78. Match a figure to its stencil
79. Recognize, copy, and extend a pattern
80. Identify positions inside, outside, and on a figure
81. Identify one-half, one-third, and one-fourth of a shape
82. Color one-half, one-third, and one-fourth of a shape
83. Recognize fractions as a part of a set
84. Identify one-half of a set of objects
85. Color one-half of a set of objects
86. Write an addition or subtraction equation for a word problem
87. Identify shapes that are divided into equal parts
88. Determine the number of equal parts in a shape
89. Identify objects that have been divided into halves, thirds, and fourths
90. Identify the number of tens and ones in two-digit numbers
91. Add two-digit numbers without renaming
92. Join sets to demonstrate addition
93. Write an addition problem in vertical form
94. Subtract two-digit numbers without renaming
95. Separate a set to demonstrate subtraction
96. Make a bar graph
97. Demonstrate an understanding of place value on a calculator
98. Use a calculator to add two-digit numbers
99. Write an addition problem and subtraction problem
100. Write an addition equation and equation for a word problem

- 101. Add money using two-digit numbers without renaming
- 102. To solve problems on fractions and equivalent equations

Presentation Methods:

- Hands on / Manipulatives
- Games
- Workbooks
- Drills
- Flashcards
- Bible Stories

Evaluation and Grading Methods:

- Mental and written drills
- Written tests at the end of chapters
- Worksheet grades
- Observation during hands on

Enrichment Resources or Special Activities:

- Play acting especially with unit on Money - playing store using real coins.
- Use small individual clocks (Judy Clocks) to match the teacher's clock
- Measuring and counting using cereal, M&Ms, miniature marshmallows, etc. and liquids for mental math activities
- One minute drills on addition facts (0-18) called "Mad Minutes"

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: First Grade Physical Education
Class Meetings (Per Week): 2, 40 minute classes

School Year: 2009-2010
Course Length: Full Year

Textbooks/Curriculum: None

General Course Description: Physical education for students will promote an enjoyment, appreciation and safety of physical activity while developing physical skills, activity skills, and developmental skills with a Christian focus on the body.

Biblical Principles:

1. God needs our bodies to be strong to do His will. (Proverbs 3:7)
2. We are to treat our bodies as God's temple. (I Corinthians 3:16)
3. We are instructed always to do our best and never give up. (I Corinthians 9:24)
4. God promises us strength and endurance if we wait on Him. (Isaiah 40:30)

General Course Content:

1st Quarter –

Students will develop body awareness, locomotor, and non-locomotor skills. Students will increase fitness levels and improve strength, flexibility, and agility.

1. Establish training camp rules for class
2. Record height and weight for each student
3. Complete AAPERD Physical Fitness Testing including the following:
 - a. ½ mile run/walk
 - b. Flexibility test
 - c. Flexed arm hang
 - d. 50 yd. Dash
 - e. Sit-ups
 - f. Sit n Reach
 - g. Shuttle Run
4. Various low organizational games to encourage appreciation of movement and promote cardiovascular fitness, strength, and agility

2nd Quarter –

Students will develop body rhythm, movement skills: improve body strength and agility, and improve endurance

1. Rhythmic Activities – Learn a Jewish dance to be performed during the Succoth Celebration
2. Perform exercises to promote strength, flexibility and agility:
 - a. push-ups
 - b. sit-ups
 - c. stretches
 - d. jumping jacks
 - e. running laps games
3. Jump rope skills

3rd Quarter –

1. Enhance spatial awareness and flexibility via basic gymnastic movements
2. Low organizational games
3. Parachute activities

4. Correct use of ball handling techniques to be used in future game situations (basketball, soccer, kickball, volleyball)

5. Continue with exercise program

4th Quarter –

Students will be reinforced in overall loco motor and non-locomotor skills. Students will develop new activity skills and increase cardiovascular fitness, strength, endurance, and agility

1. Compete in obstacle course activities
2. Continue to learn new low organizational games
3. Continue to exercise and run laps
4. Complete Spring Physical Fitness Testing:
 - a. ½ mile run/walk
 - b. 50 yd. Dash
 - c. Sit-ups
 - d. Flexed arm hang
 - e. Shuttle run
 - f. Sit n' Reach

Related Student Objectives/Learner Outcomes:

The student will be able:

1. Learn joy in movement
2. Appreciation of physical abilities
3. Exhibit participation and cooperation with other students in class situations
4. Demonstrate cardiorespiratory fitness by completing ½ mile walk/jog with no time limit established
5. Demonstrate strength and muscular endurance by following the AAHPERD Youth Fitness Sit- Up Test procedures (complete 24 sit-ups)
6. Demonstrate flexibility by participating in then flexed arm hang
7. Demonstrate strength by following the flexed arm hang (7 seconds)

Presentation Methods: Teacher and student demonstration

Evaluation and Grading Methods:

Teacher evaluation – fitness tests recorded

Teacher observation in both individual skill and group situations

Enrichment and /or Supplemental Activities:

Second Grade

Calvary Chapel Green Valley Christian Academy Course Description

Course Title: 2nd Grade History

School Year: 2008-2009

Class Meetings (Per Week): 2-3 times

Course Length: Full Year

Textbooks/Curriculum: Language Seatwork Text – A Beka
Letter and Sound Phonics Seatwork Text – A Beka

General Course Description: Incorporating writing skills when writing about experiences students have had or thought about. Developing confidence and poise when making an oral presentation.

Biblical Principals:

1. God's Word is the Bible written so men can understand God's plan for us. (Exodus 34:1, Revelations 1:11)
2. God wants His Word to be communicated from generation to generation. (Exodus 17:14)
3. God wants us to record what he shows us and does for us so we can remember His work for us. (Hebrews 2:2, Revelations 1:11)

General Course Content:

1st Quarter –

Labeling Papers – with name and date
Writing Lists
Writing Interviews
Writing Words, Phrases, Sentences, and Comparing Them
Writing with Punctuation – The Period, Question Marks, The Exclamation Mark
Writing using Capitalization at the Beginning of Sentences and for Proper Nouns
Identifying Story Structure

2nd Quarter –

Focusing on the Spelling of One/Two Syllable Words
Identifying Nouns, Verbs, Pronouns
Writing Descriptions, Rhyming Words, Directions, a Narration and Letters
Writing Interesting Titles
Writing a Paragraph
Listing Words in ABC order to the Third Letter

3rd Quarter –

Writing with Contractions, Possessives, Suffixes, Plural Forms and Synonyms
Writing Interesting Lead-in Sentences
Writing a Comma

4th Quarter –

Writing with Adverbs and Adjectives
Writing Comparisons – Er and Est
Writing Tenses – Past, Present, and Future

Related Student Objectives/Learner Objectives:

The student will be able:

1. To match the words run, make, jump, melt, with pictures and sentences with 80% accuracy
2. To integrate spelling and writing in a personal writing response
3. To complete sentences by drawing a line to the correct ending
4. To identify the beginning and the end of a sentence
5. To identify small words in large words i.e.: grandmother
6. To recognize that God gave His message in written form, by studying the Bible
7. To write 3 minute commercials
8. To do activities for words br, gr, st, or sw
9. To build new words by replacing initial consonant blends
10. To spell words with mp, nd, nt, sk, or st.
11. To write the number of syllables in words
12. To write and begin sentences with capital letters
13. To identify why a story needs a beginning, middle, and end
14. To complete sentences by adding a capital at the beginning and a period at the end
15. To use review words to complete a story, a poster, and a journal entry
16. To complete sentences by adding a period
17. To proofread a thank you note for spelling and capitalization errors
18. To write poems that describe
19. To demonstrate comprehension by arranging words correctly to complete a sentence
20. To demonstrate that you end a telling sentence with a period
21. To use creative abilities to write a sentence describing a sentence
22. To begin sentences with a capital letter
23. To analyze words to identify the root word and circle them
24. To form new words by adding s, ing, and ed.
25. To identify color words and demonstrate comprehension by matching a picture with a color word
26. To write a personal response
27. To locate dictionary guide words
28. To define and spell base words with the ed or ing endings
29. To add ed and ing to make a new word
30. To integrate spelling and writing to create a sign
31. To complete an activity for base words and words ending with the ending ed and ing
32. To write a telling sentence using capitals and ending with periods
33. To identify sentences
34. To identify days of the week
35. To form rhyming words
36. To form compound words by adding ed or ing
37. To listen to a tape and follow directions
38. To proofread a form
39. To use entry words in a thesaurus
40. To be able to divide words between double consonants
41. To demonstrate completing sentences by adding s, ing, and ed to certain words
42. To identify and list the number of syllables of a word
43. To be able to divide between a vowel and a consonant
44. To be able to write the months of the year in order
45. To write a personal response about a classroom job
46. To recall information about thunderstorms to discuss a poem about summer showers
47. To be able to differentiate a ball game from a football game
48. To examine a persuasive writing and correct its errors
49. To proofread for spelling and capitalization

50. To compose an invitation to a party
51. To proofread a letter for spelling errors and handwriting errors
52. To write a letter
53. To add suffixes to words ending in silent e
54. To read the story of Moses and answer questions in complete sentences
55. To rewrite sentences with correct capitalization and punctuation
56. To complete activities to make statements into questions by using how, what, and why words
57. To correct sentences by adding correct capitalization and punctuation
58. To complete sentences by adding exclamation marks
59. To list words that have the long o sound spelled as o, oe, ough, ow, o plus a vowel
60. To spell words ending in y and their plurals
61. To apply guidelines to add es to words ending in y
62. To demonstrate proofreading a sign
63. To be able to write words that makes comparisons between two items as a means of expanding vocabulary
64. To write words with double consonants, consonant digraphs in the initial and final positions
65. To sort words with the ce, se, endings
66. To be able to add es to make plurals with the words that end in y
67. To apply guidelines to add es to words ending in y
68. To proofread a sign
69. To integrate spelling and write a response
70. To write words that makes comparisons between two items as a means of expanding vocabulary
71. To be able to circle letters not heard in the words through and would
72. To write about a class activity using at least three complete sentences and a list word
73. To write an acrostic using the letters in their name
74. To classify and sort words with ou and ow sounds
75. To be able to proofread a Thank You note for spelling, capitalization, and punctuation errors
76. To use a "word web" to study words
77. To be able to proofread a problem and find two spelling errors and one pronoun error
78. To be able to make compound words with the words: day, body, fish, and side

Presentation Method:

Variety of Games: Big Boggle, Syllable Game, Silent E Game, Ungame, Silly Sentences Charts: develop sentences and paragraphs by creating a group chart using words and Sentences from the individual child's vocabulary, *Using yellow pages to look for words In ABC order (example: choose 3 automobiles that begin with the same letter. Put in ABC Order)

Book Stories read to the class

Children's Stories read to the class or printed on a computer.

Write our own books

Other Printed Materials: Yellow pages, Newspapers, Magazines (using newspapers and Magazines to teach and review skills) Example: Circle and cut out 5 words from the Newspaper that are capitalized. Explain why they are capitalized.

Evaluation and Grading Methods:

Homework (work research) –Papers collected and filed at school for the entire year. They Serve as a record of child's growth as a writer during the year.

Proofreading by students for 1 skill each day
Daily writing assignments – to record skills as they are mastered
Classroom assignments
Students' assignments
Daily Oral Language

Enrichment and/or Supplemental Activities:

Publishing – Child chooses one composition from his writing folder to edit and revise to be displayed or published
Spelling Games – Using a variety of materials (example: shaving cream, Jell-O, and finger paint)
Whole Group Games (Example: Spelling Tag)

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 2nd Grade Phonics
Class Meetings (Per Week): 4 times

School Year: 2009-2010
Course Length: Full Year

Textbooks/Curriculum: Letters and Sounds Phonics Seatwork Text
A Beka Language Series\

General Course Description: A working knowledge of the graphophonic system on which our language is based is important for all readers and writers. The SUCCESS approach to learning phonics, however, is different from most. Most phonics instruction is abstract and void of meaning. The more meaningful any learning is the learner, the more lasting it is and the easier to transfer to other settings. The SUCCESS approach to phonics is meaningful for the reasons discussed.

1. The words written on the chart and discussed are volunteered by students and come from the students' vocabularies. The vocabulary is not controlled by the teacher or the teacher's manual. This ensures that the words are meaningful to students. All ability levels.
2. The letter patterns are studied in realistic and therefore, meaningful situations.
3. Sound patterns are always discussed in the context of words.
4. If sound-symbol relationships are discussed in this way, students will begin to generalize or discover graphophonic rules. They will think of the conventions as generalities, rather than as rules with many exceptions. Second-graders cannot always articulate the generalities they have discovered, but they will be evident in their compositions, as well as the words they volunteer for Word Study charts.

Biblical Principles:

1. God reaches where we are and He is no respecter of persons. Everyone rich, poor, intelligent or not, can all accept Jesus. (Acts 10:34, I Timothy 2:4, Isaiah 1:18)
2. God wants us to increase in knowledge. (Colossians 1:10, Hosea 4:6)
3. God wants us to evaluate the truth of all communication. II Timothy 3:16 All scripture is given by God and is useful for teaching and showing people what is wrong in their lives. It is useful for correcting faults and teaching how to live right.

General Course Content:

1st Quarter –

- Label paper
- Find words up to 2 syllables
- Mark vowels
- Identify and pronounce the following: a-z, ck, c, k; bl, tr; pl, gr; sl, dr;, st, cl;cr, fr; gl, sh;,
Ch, th; str, tw; thr, sm; spl, sw; pr, br; sk, sc.

2nd Quarter –

- Focus on adverbs, 3-4 syllable words, adjectives
- Identify and pronounce the following: sp, wh; gn, kn; nk, nt; ing, ed; ee, oo; ty, ph; nd, lk;

Ar, er; ir, ur; or, ok; ll, ss; tt, mm; sn, sm; gh, mb; ay, ai; un, en; tle, ple; kle, ble; ex, ac;

Ew, ow; re, in; re, ut; id rt; an, ne

3rd Quarter –

Focus on adverbs

5 syllable words

Suffixes

Compound Words

Identify and pronounce the following: de, ap; es, est; ful, ly; dl, fl; oa, ei; igh, my; oi, oy; re, ot; sta, ion; ea, ou; ow, ox; ness, ous; pp, gg; cc, oon; pho, tho; pre, dis; bi, tri; pro, sub; auto, non; trans, co; sur, mid; mis, al; tel, lo; in, um

4th Quarter –

Focus on common and proper nouns

Prefixes

Identify and pronounce the following: em, et; wn, le; ere, ment; ge, ce; gi, ci; gy, cy; if, it; sis, met; nce, less; gle, el; ick, ock; ho, ja; op, dl; bell, all; ban, dri; son, ad; my, out; ry, ol

Related Student Objectives/Learner Objectives:

The student will be able to:

1. Spell aloud each word contributed
2. Write using a listing of words, phrases, and sentences from the chart which he/she CAN read
3. Add to his/her list as time goes on and confidence builds, words and sentences are written which are not on the chart
4. File his/her papers
5. Contribute words to the chart
6. Identify words with special criteria required for the lesson
7. Recognize syllables, long and short vowels, special sounds
8. Identify the following WORD STUDY elements: single words, word clusters, sentences dialogue, 1-4 paragraphs, 2-5 syllables, suffixes, prefixes, compound words, common and proper nouns, verbs, adjectives, adverbs

Presentation Method:

The word module devotes 30 minutes to exploring the form of our written language.

Students volunteer words, groups of words or sentences that meet at least one of the lesson's criteria. As the teacher records the students' ideas on a large chart, the class talks about how letters are put together to form words.

All students are able to contribute something to the chat, regardless of ability levels.

Vocabularies will increase with time and discussion, along with knowledge of how words are put together.

Evaluation and Grading Methods:

The Word Study papers are an important source of information about each student.

Papers are kept in folders after they have been marked for labeling and meeting the

Criteria Set for that lesson. A paper per week is sent home for parents to see and initial.

The progress of each child is documented. A gradual increase in criteria to be met should be evident:

For example:

List of words-longer lists

Syllabication noted

Vowels – marked long or short

Special blends, diagraphs, vowel sounds noted

Grades are as follows:

+ for criteria met (90-100%)

criteria met (70-89%)

- if less than 70% criteria met

Enrichment and/or Supplemental Activities:

Alpha One Letter People Stories/Dittos

A Beka Letter and Sounds 2

Inventive Spelling

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 2nd Grade Reading

School Year: 2009-2010

Class Meetings (Per Week): 4 times

Course Length: Full Year

Textbooks/Curriculum: A Beka Reading Series
A Beka Publishing Co.
Pensecola, Fla. 32523-9160

General Course Description: Students are asked questions in reading groups on all reading material; the Teacher Edition of each reader gives suggested questions and discussion guidelines. The belief is that while students are learning to read, they should read good examples of patriotism, honesty, respect for authority, industry, perseverance, cheerfulness, kindness and personal initiative and material with a deep respect for God and the Bible.

Biblical Principles:

1. God has given us a revelation and we need to be able to read and to comprehend the Word accurately. (I Timothy 4:13, Isaiah 34:16, Psalms 119:11)
2. God's Word is a lamp unto my feet. (Psalms 119:1-5)
3. God's Word keeps us from sin. (Isaiah 34:16, Ephesians 3:4, Psalms 119:11)

General Course Content:

1st Quarter –

Story Tree
Treasure Chest
No longer a Nobody

2nd Quarter –

Hidden Treasure
Paths of Gold
*Growing Up Where Jesus Lived
*Primary Bible Reader

3rd Quarter –

Sunshine Meadows
Silver Sails
*All Kinds of Animals

4th Quarter –

All Things – Even Frisky
*Class and novel reading

Related Student Objectives/Learner Objectives:

The student will be able:

1. To write three letter words to match pictures
2. To complete sentences to show that sentences have a beginning and an end and express a whole idea
3. To find short letter sounds using bingo
4. To write words with ee, zz sounds
5. To be able to listen and follow one step directions
6. To learn how to treat pets by reading about the subject
7. To decode 2 syllable words (find, spell) beginning with c, k
8. To read pages and correct errors
9. To decode new words

10. To read about camping trips and describe how to apply what they learn to a real trip
11. To identify the attributes of the weather in Israel and list them
12. To describe obedience by telling at least one positive outcome of obedience
13. To read about families in Jesus' time and to describe at least one job each family member had to do
14. To read and do corrections with 75% accuracy
15. To look for one-two syllable bl. pl, sl, words in the dictionary and list them
16. To read and write the number of syllables for each word written
17. To correct and answer one page of comprehension book
18. To read about and discuss the rewards of helping someone through a bad time
19. To find words in the dictionary that begin with fr, tr, br
20. To read and correct errors in a certain amount of time
21. To write words with fr, br, tr on lined paper to meet the criteria: 5 words which the student must be able to read, note number of syllables, underline special sounds
22. To match letter sounds to two words
23. To read chapters and answer comprehension questions from the chapter
24. To find words in the dictionary that begin with st, sh, and the
25. To answer oral comprehension questions
26. To list words that begin with certain sounds
27. To define the words Pilgrim and Immigrant from viewing the film Molly's Pilgrim
28. To compare the dwelling places of the Indian tribes, Navajo, Apache, Hopi, Inuit, etc, and choose which one they would like to live in
29. To listen to the story of the bison and discuss what the parts of the buffalo were used for
30. To describe the Pilgrim's journey to America
31. To describe different parts of a letter
32. To demonstrate how to follow the format of a letter
33. To demonstrate how to address a letter
34. To identify words with ou, and ow and list them in phrases
35. To classify and sort words spelled with the ee and/or ea letter combinations
36. To demonstrate completing sentences to show that a sentence is a whole idea with words which have an order
37. To demonstrate changing plurals as f to v and adding -ies
38. To find words that change completely when plural (man to men)

Presentation Method:

- Reading Groups: Group 1 – Advanced; Group II – Average
- Reading Tapes for Group III (4 children)
- Reading Circle (Once a week)
- Individual Conferences (2 times per week)

Evaluation and Grading Methods:

Oral reading is evaluated once per week for accuracy, expression and comprehension as follows:

- + = Excellent ability
 - + = Above average with a need to work on one or two specific qualities
 - = Average ability
 - = Must sound out many words and reread several times
 - = Extreme difficulty
- Comprehensive Questions (written) 70% (plus accuracy)

Enrichment and/or Supplemental Activities:

- Write class books

Story writing and presenting
Story related projects
Opinion papers on stories
Change ending of stories read

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 2nd Grade History

School Year: 2009-2010

Class Meetings (Per Week): 2-3 times

Course Length: Full Year

Textbooks/Curriculum: A Beka Book Publishers: Our America
Map Skills

General Course Description: This history series is progressive with each consecutive year adding to the fullness of the children's understanding of our history as a nation. Built into the curriculum are lessons to develop Christian character and to appreciate the Christian heritage in this nation.

Biblical Principles:

1. The fear of the Lord is the beginning of wisdom. (Psalm 111:10a)
2. The fear of the Lord is the beginning of knowledge. (Proverbs 1:7)

General Course Content:

1st Quarter-

America , Our Home

- Continents, Nations, States
- Communities & Helpers

America's Flag

- Flag & Freedoms
- Rules for Flag

America's Songs

- "Yankee Doodle"
- "The Star-Spangle Banner"
- "America"
- "America the Beautiful"
- "God Bless America"

2nd and 3rd Quarter-

America's Patriotic Holidays

- George Washington's Birthday
- Abraham Lincoln's Birthday
- Memorial Day
- Flag Day
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day

4.4B

The People Who Built America

- The Separatists
- America's Indians
- The Colonists
- America's Pioneers
- America's Cowboys

4th Quarter-

The New Americans

Tomorrow's America

Related Objectives/Learner Outcomes:

Student Will Be Able:

1. To define scarcity and find examples of it in the classroom
2. To describe how families provide for needs and wants
3. To describe what a need and a want is by doing role-play
4. To locate the Pacific and Atlantic Oceans and the North American continent
5. To locate the equator and poles
6. To identify the causes of day and night
7. To identify seven continents
8. To identify the four types of shorelines
9. To identify the goods colonists produce and services they provide
10. How to sequence how milk is used
11. To be able to describe the significance and importance of our flag, the pledge, and demonstrate a respect for the flag
12. To identify the flags and our freedoms
13. To identify the rules for the flag
14. To be able to discuss the following holidays, why they are significant, why we celebrate them and the role played in the purpose of God: George Washington's Birthday, Abraham Lincoln's Birthday, Memorial Day, Independence day, Flag day, Labor day, Thanksgiving Day
15. To recognize the following songs and be able to discuss the significance of each and have the experience of singing them: (Usually done in part in conjunction with music class), "Yankee Doodle", "The Star Spangled Banner", "America", "America the Beautiful", and "God Bless America"
16. To be able to discuss the first people to travel to America; The Separatists, America's Indians
17. To Identify the ways the Indians helped the Colonists
18. To be able to discuss the hardships and struggles of the colonists
19. To be able to discuss the journey west and demonstrate the journey west with the computer program "Oregon Trail"
20. To match cities and places of Columbus' day and make a craft
21. To identify the differences between goods and services purchased for their home
22. To find items on a map and label them with certain symbols
23. To color the 1st U.S. flag and describe its star field
24. To identify and write about the differences between producers and consumers
25. To locate the Atlantic and Pacific Oceans on a globe
26. To say the pledge and discuss it as a promise of faithfulness to our country
27. To identify map symbols and map keys
28. To define the supply and demand of economics
29. To sequence the life of a Wampanoag Indian in a year
30. To chart the voyage of the Pilgrim's by playing a game
31. To identify cranberries, how they are harvested and do a cranberry bounce game to test a berry from a good one
32. To be able to sort chores done by children of colonial times and children of today
33. To demonstrate finding a way through a map of a neighborhood by using a compass rose for direction
34. To identify animal tracks

- 35. To identify a tornado, the water cycle, and clouds
- 36. To be able to discuss the immigrants and their effect on America's future

Presentation Methods:

- Videos
- Interest Centers
- Discussions
- Lectures
- Art Projects
- Charlie Brown Thanksgiving feast
- Field Trips
- Computer: Oregon Trail

Evaluation and Grading Methods:

This is a "non-graded" course on the second grade level.

These marks are used on the report card to indicate progress in the following categories: + / -
(Excellent progress, Satisfactory, Improvement needed)

- Understands concepts
- Participates
- Shows interest
- Individual activities completed
- Group activities completed
- Chapter Tests
- Interest as shown by any of the following: discussion in class, pointing out, supplementary materials found in classroom, bringing relevant material and /or objects from home to share with class.

Enrichment Resources and Special Activities:

- Indian Items
- Christopher Columbus Video: Family Entertainment Network
- Classroom Library Books on the following subjects:
 - Indians
 - American Leaders
 - Occupations
 - Pioneers
 - Colonists
 - U. S. Flag
 - Patriotic Songs
 - Holidays
 - Cowboys
- Maps by Scholastic
- ABC Teach Special Activities
- Word Search of Presidents
- Writing Activities for Special themes

Calvary Chapel Green Valley Christian Academy

Course Description

Course Title: 2nd Grade Mathematics

School Year: 2009-2010

Class Meetings (Per Week): Daily

Course Length: Full Year

Textbooks/Curriculum: Mathematics 2 – A Beka

General Course Description: Math 2 for Christian Schools is a manipulative-based concept approach:

1. Utilizing the concept approach to teaching
2. Promoting an understanding of math concepts through an inductive teaching method (questioning students).
3. Emphasizing student discovery using concrete manipulatives before using abstract math symbols.
4. Teaching problem - solving skills.
5. Providing a systematic plan for the practice of skills and the review of concepts taught in the lessons.
6. Including Bible stories and Christian principles.
7. Meeting the needs of individual students with reinforcement and enrichment activities.

Also hands-on and worksheet activities to learn Math concepts required in 2nd grade.

Biblical Principles:

1. God cares about numbers. He knows them all. (Psalm 147:4, Exodus 23:26, Numbers 3:15, Daniel 5:26, Matthew 10:30)
2. Numbers tell us how important we are to Him. (Matthew 10:30, Luke 12:7, Matthew 10:30)
3. God uses numbers to show perfection, completion and foundation. (Exodus 23:26, Daniel 5:26, Numbers 3:15)

General Course Content:

1st Quarter-

- Addition and subtraction facts to 6
- Place value to 100
- Addition and subtraction to 12
- Time
- Addition and subtraction facts to 18

2nd Quarter-

- Money
- Add 2 digit numbers
- Subtract 2 digit numbers
- Geometry

3rd Quarter-

- Place value to 100
- Addition 3 digit numbers
- Fractions
- Subtract 3 digit numbers
- Customary measurement

4th Quarter-

- Multiplication readiness
- Money
- Multiplication
- Time intervals

-Division readiness

Related Objectives/Learned Outcomes;

The student will be able:

1. To be able to graph class birthdays with a bar graph
2. To estimate and count using a "10 grid"
3. To be able to graph areas of the town in which we live
4. To be able to use the # character and be able to answer the flash cards
5. To be able to count by 2's and 3's
6. To identify shapes
7. To be able to do graph papers on different kinds of graphs with 75% accuracy
8. To demonstrate drawing bar graphs, pie graphs, and picture graphs
9. To demonstrate graphing their names
- To demonstrate how to use the number line to add and subtract
10. To demonstrate the use ofifix cubes to measure whale lengths
11. To demonstrate the use of a centimeter ruler to measure whale lengths
12. To organize groupings of 10
13. To demonstrate writing numbers to 100
14. To show odd and even using unfix cube and follow up with written activities
15. To listen to word problem stories, do calculations in head, and answer questions that pertain to the story
16. To be able to complete a one- minute timed drill
17. To be able to list number of 10 more and 10 less
18. To place the < > signs in the correct way in a problem
19. To write the ordinal numbers to 10
20. To identify patterns +10, -10, +100, -100, as well as the greater than, less than signs
21. To complete addition facts to 12
22. To complete equations with three and four addends
23. To complete examples of fact families in addition and subtraction
24. To solve problems of addition and subtraction facts to 12
25. To list addition and subtraction names for 7 to 12
26. To solve word problems using the missing addend
27. To manipulate unfix cubes to show the process of regrouping or renaming
28. To identify hours and half hours on the clock
29. To be able to do 25 problems in one minute
30. To demonstrate counting objects by 10's and ones
31. To demonstrate arranging pattern blocks to cover a certain cue
32. To identify and read maps with symbols
33. To demonstrate time intervals
34. To identify what elapsed time is
35. To get 70% accuracy and higher on math addition and subtraction facts
36. To tabulate numbers in a column
37. To identify addition and subtraction facts to 14
38. To demonstrate a one-minute addition drill
39. To be able to write dictated money amounts to a dollar
40. To be able demonstrate counting by 5's, 10's & 25's
41. To demonstrate carrying and place value
42. To be able to identify and count pennies, dimes, nickels, and dimes
43. To count and compare money amounts to \$1.00 and demonstrate their knowledge by circling the greater amounts
44. To demonstrate a class graph using various Christmas objects

45. To be able to identify various coins i.e.: penny, nickel, quarter and count amounts to a dollar
46. To be able equivalent amounts of money
47. To be able to count monies, purchase items and identify amounts left
48. To compare shaded parts within groups of objects to tell the fraction that is shaded
49. To be able to identify the process of probability by interpreting circle graphs and the probability of the spinner landing in each area on the graph
50. To locate numbers in a Venn graph that satisfies certain criteria
51. To perform the operations of addition and subtraction regrouping
52. To identify geometric shapes - cube, rectangular solids, sphere, and cylinder
53. To complete word problems with the operations of addition and subtraction of two digits
54. To interpret a picture showing hundreds, tens, and ones and write numerals for the picture in two ways: the place value way and the numeral way
55. To be able to read the place values of a numeral and associate the values with a numeral and write the numeral
56. To write numerals in the expanded form $200+30+4=234$
57. To be able to associate and write a numeral in its word form
58. To be able to match numerals with its expanded form
59. To locate and circle numerals in various place value positions
60. To be able to write numbers that comes just before and just after and between given numbers
61. To be able to draw a greater than and less than sign to complete given numbers

Presentation Methods:

- Hands on/Manipulatives
- Games
- Workbook
- Computer-Math Voyager

Evaluation and Grading Methods:

- Mental math drill 1 day per week
- Written tests at end of units
- Worksheets grades
- Observation during hands on

Enrichment and/or Supplemental Activities:

- Making paper airplanes measuring cm. before, during and after it is made, then measure distance it flies in meters.
- Making recipes in class using measuring cups, spoons, etc.
- Using liquid/solid measuring utensils outside and measure water and rice separately.
- Frisbee throwing contest (using small ones) including measuring the distances.
- Use small individual clocks to match my large clock.
- Mental math activities: One minute drill on 20 addition facts and later on subtraction facts.

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: Second Grade Physical Education
Class Meetings (Per Week): 2, 40 min. class
Textbooks/Curriculum: None

School Year: 2009 – 2010
Course Length: Full School Year

General Course Description: Physical education for students at Calvary Chapel Green Valley Christian Academy will promote an enjoyment, appreciation and safety of physical activity while developing physical skills, activity skills, and developmental skills with a Christian focus on the body.

Biblical Principles:

1. God needs our bodies to be strong to do His will. (Proverbs 3:7)
2. We are to treat our bodies as God's temple. (I Corinthians 3:16)
3. We are instructed to always do our best and never give up. (I Corinthians 9:24)
4. God promises us strength and endurance if we wait on Him. (Isaiah 40:30)

General Course Content:

1st Quarter –

Students will develop body awareness, loco motor, and non-loco motor skills. Students will increase fitness levels and improve cardiovascular fitness, strength, and agility

1. Establish training camp rules for class
2. Complete AAPHERD Physical Fitness Test:
 - a. one mile,
 - b. standing broad jump,
 - c. sit and reach,
 - d. 50 yd. Dash,
 - e. sit ups,
 - f. flexed arm hang,
 - g. pull ups,
 - h. shuttle run
3. Play low to moderate organizational games, (Dodge Ball, soccer, whiffle ball, and kick ball), to encourage appreciation of movement and promote cardiovascular fitness, strength, and agility

2nd Quarter –

Students will continue to develop body rhythm, movement skills, improve body strength and agility, improve endurance, and improve cardiovascular fitness.

1. Perform rhythmic activities: Learn one Jewish dance for Succoth celebration
2. Perform exercises:
 - a. sit-ups
 - b. jumping jacks
 - c. stretches
 - d. running
3. Play low to moderate organized games: Basketball
4. Jump rope skills

3rd Quarter –

Students will continue to improve physical performance in skills, conditioning, body awareness, flexibility and agility

1. Enhance spatial awareness and flexibility via basic gymnastic movements
2. Low organizational games
3. Parachute activities
4. Correct use of ball handling techniques to be used in future game situations (basketball, soccer, kickball, volleyball)
5. Continue with exercise program

4th Quarter –

Students will increase overall cardiovascular fitness, flexibility, strength, and agility.

Students will increase physical and activity skills

1. Compete in obstacle course activities
2. Continue to learn new low organizational games
3. Continue to exercise and run laps
4. Complete Spring Physical Fitness Testing:
 - a. ½ mile walk/ run
 - b. 50 yd. Dash
 - c. Sit-ups
 - d. Flexed arm hang/pull-up
 - e. Shuttle run
 - f. Sit n' Reach

Related Student Objectives/Learner Outcomes:

The student will be able to:

1. Appreciation of physical abilities
2. Exhibit participation and cooperation with other students in class situations
3. Model and perform a Succoth dance
4. Demonstrate skills in low organizational games ie: kickball, throwing a ball, jump rope, skipping and catching a ball
5. Demonstrate strength and muscular endurance by: Following the AAPERD Youth Fitness Sit-Up Test and completing 1 pull-up for boys and 7 second am hang for girls
6. Demonstrate cardiorespiratory fitness by completing the ½ mile walk/jog with no time limit established
7. Demonstrate agility by completing the AAHPERD Youth Fitness Shuttle Run in 12.3 seconds or less for boys and 12.8 second or less for girls
8. Demonstrate speed by running the 50 yard dash in 9.1 seconds or less for boys and 9.5 seconds or less for girls

Presentation Methods: Teacher and student demonstrations

Evaluation and Grading Methods:

Teacher observation during individual and group activities

Participation and attitude

Fall and Spring fitness testing/Scores recorded

Enrichment and /or Supplemental Activities:

Third Grade

Calvary Chapel Green Valley Christian Academy Course Description

Course Title: 3rd Grade Language

School Year: 2010

Class Meetings (Per Week):

Daily Course Length: Full Year

Textbooks/Curriculum: Language 3, Third Edition
A Beka Book

General Course Description: A knowledge of grammar helps students to express themselves clearly and creatively as they communicate with others. It also enables them to think in a logical, orderly manner and assists in the development of analytic ability. When students see the orderly structure of their language, we can remind them of God's orderly plan for the world and their lives.

Biblical Principles:

1. Words are powerful. Using language and speech in positive scriptural ways brings glory to the Lord. *The tongue has the power of life and death. (Proverbs 18:21)*
Reckless words pierce like a sword, but the tongue of the wise brings healing. (Proverbs 12:18)
2. It was through the word that the universe was spoken into being. *In the beginning Was the Word, and the Word was with God, and the Word was God...Through Him all things were made. (John 1:1-3)*
3. God's love is communicated through words. *Give thanks to the Lord, for His love Endures forever. (II Chronicles 20:21)*
4. The Bible is the Word of God and it is rich with beautiful prose and poetry that Describes God's plan, His world, and His majesty. He desires for us to communicate clearly, effectively, and beautifully. *May the words of my mouth and the meditation of my heart be pleasing in your sight, O Lord, my Rock, and my Redeemer. (Psalm 19:14)*

General Course Content:

1st Quarter –

- Recognizing and Writing complete sentences
- Recognizing and writing declarative, interrogative, and exclamatory sentences
- Capital letters
- Periods and commas
- Apostrophes to show possession
- Quotation marks and end punctuation in direct quotations

2nd Quarter –

- Writing good sentences
- Forming plurals
- Forming contractions
- Using words correctly with singular and plural words
- Recognizing and writing synonyms, antonyms, and homonyms

3rd Quarter –

- Writing friendly and thank you letters

- Addressing envelopes
- Writing events in chronological order
- Using a and an
- Using these words correctly: may, can; teach, learn; sit, set, sat; to, two, too
- Using a dictionary
- Using words (verbs) that do and do not need helping words
- Memorize seven helping words

4th Quarter –

- Writing about a picture
- Common nouns
- Proper nouns
- Subjects in a sentence
- Verbs
- Diagramming subject/verb
- Story writing
- Proofreading
- Correct use of: their, there, they're; himself, themselves; its, it's
- Adjectives
- Articles
- Writing good descriptions

Related Student Objectives/Learner Objectives:

The student will be able:

1. To recognize and write complete sentences
2. To identify complete sentences from incomplete ones
3. To write complete sentences from incomplete ones
4. To be able to combine short sentences into long sentences
5. To identify a 3rd kind of sentence
6. To demonstrate phonetic spelling
7. To identify letter slants and spacing
8. To demonstrate manuscript writing
9. To apply the I before e rule such as in believe and receive
10. To identify interrogative and exclamatory sentences
11. To apply the end punctuation to a sentence before adding quotation mark
12. To identify a declaration sentence
13. To demonstrate writing different kinds of sentences
14. To identify and place the correct punctuation for the three kinds of sentences
15. To be able to write down seven sentences from a picture and combine them into a story
16. To be able to demonstrate capitalization and the rules for it
17. To define a sentence
18. To demonstrate their knowledge of a sentence by choosing them from a group of complete/incomplete sentences
19. To define vocabulary words and how to use them in a sentence
20. To identify correct possessive words in sentences
21. To apply periods according to the 4 rules
22. To apply the rules for commas after yes and no and after the name of a person spoken to
23. To properly use quotation marks before and after a direct quotation
24. To demonstrate knowledge that the end punctuation goes inside the quotation

- marks in a direct quotation
25. To recognize possessive words
 26. To be able to rewrite groups of words so that each group has a possessive word
 27. To be able to identify the proper use of capitalization and punctuation
 28. To apply the capitalization and punctuation rules
 29. To write good sentences and add correct capitalization and punctuation
 30. To combine short sentences into one good sentence
 31. To demonstrate applying the rule of adding s to most nouns to make them plural
 32. To recognize two short sentences and be able to combine the two short sentences into one longer one
 33. To form plurals to most nouns by simply adding an s
 34. To be able to write the meaning of singulars and plurals
 35. To apply rule # 2: to form the plurals of words ending in sh, ch, s,x,and z simply by adding to the singular word
 36. To be able to demonstrate changing f and fe to v's and add es
 37. To look at two words and determine if it is singular or plural
 38. To form plurals from words ending in f, and fe
 39. To write the correct form of a singular noun
 40. To be able to apply the 3 rules to form a plural noun
 41. To be able to change the plural of a word ending in y preceded by a consonant by changing the y to I and add es
 42. To recognize that to form a plural of some singular words, the spelling is changed
 43. To be able to demonstrate adding capital letters and punctuation marks in the correct place
 44. To recognize and write the two words for a contraction
 45. To recognize and describe the 5 main parts of a friendly letter
 46. To demonstrate putting the parts of a letter in the correct position
 47. To identify and place the parts of addressing an envelope in the correct places
 48. To identify elements in a mystery
 49. To demonstrate working together using critical thinking skills, and analyzing information
 50. To demonstrate using listening skills
 51. To assimilate information from notes, the tape, cue cards, and the case they read
 52. To access information
 53. To evaluate information
 54. To use review words correctly in a sentence
 55. To recognize the words sit, sat, set and use it properly in a sentence
 56. To identify the proper use of the words to, too, and two
 57. To be able to alphabetize words from lesson
 58. To show an understanding of Guide words and their purpose
 59. To be able to use the correct meaning of a word in a sentence
 60. To be able to use grew, grown, flew, flown, knew and know in written sentences
 61. To demonstrate mastering the weeks spelling words by getting 90% accuracy on test
 62. To demonstrate when to use helping words with verb forms
 63. To demonstrate using the proper forms of verbs
 64. To demonstrate the proper use of verbs with and with out helping verbs
 65. To identify when verb forms take, taken, gave, given, came, and come need a helping verb
 66. To identify and use verbs correctly

67. To demonstrate using good opening and ending sentences
68. To identify and list the helping verbs
69. To identify the main verb and helping verb
70. To identify proper nouns from common nouns
71. To identify words that contain the au, o, aw, and ea sounds
72. To demonstrate mastery of spelling words by scoring 80% or above
73. To identify the noun in each sentence as a subject in a sentence
74. To identify the subject of each sentence
75. To match words that best fit the subject
76. To create and write a character sketch with a title and no mechanical errors
77. To identify the subject and verb in a sentence
78. To diagram sentences identifying subject and verb
79. To identify the action verb in each sentence by underlining it twice
80. To identify the verbs in each sentence that don't show action
81. To be able to describe a person's physical appearance, habits, and character
82. To apply word and word meaning in sentences
83. To identify with the subject and the verb
84. To be able to identify correct punctuation and capitalization in a story
85. To be creative in sentence writing
86. To be able to identify the differences between they're, their, and there
87. The proper use of himself and themselves
88. To be able to distinguish it's and its properly in a sentence
89. To be able to write 5 sentences on a certain topic and expand them into a paragraph
90. To identify objectives
91. To describe a noun by using colorful objects
92. To identify complete sentences
93. To find definitions in a glossary
94. To be able to complete a word search
95. To be able to identify words and their definitions
96. To identify 4 kinds of sentences and the correct punctuation mark associated with it
97. To demonstrate mastery of spelling lists
98. To identify the content words that are science related
99. To be able to read a story with missing words and identify the missing spelling word and write it in the blank to complete the story
100. To change two words into a contraction and visa-versa
101. To identify the correct word use for the following: is, are, isn't and aren't
102. To identify the correct word use for the following: there is, is there, there are, and aren't here
103. To be able to match synonyms
104. To correctly identify synonyms and antonyms
105. To identify homonyms
106. To identify words as similar or opposite and correctly name them

Presentation Method:

- Lecture
- Games and activities
- Workbook exercises

Evaluation and Grading Methods:

- Written test at end of each unit
- Worksheet grades
- Evidence of mastery in creative writing exercise
 - 90%-100% - A
 - 80%-89% - B
 - 70%-79% - C
 - 60%-69% - D
 - 0% - 59% - F

Enrichment and/or Supplemental Activities:

- Using the computer to type stories

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 3rd Grade Reading

School Year: 2009-2010

Class Meetings (Per Week): Daily

Course Length: Full Year

Textbooks/Curriculum: A Beka Reading Program
Third Grade Books:
Handbook for Reading
Primary Bible Reader
Read and Think Skill Sheets 3
Paths to Adventure
Footprints
Crossroads
Pilgrim Boy
Secret in the Maple Tree
Better Bridges
Worlds of Wonder
Pilgrim's Progress

General Course Description: A well rounded program of classic literature that includes poetry and prose written by men and women which help students grow intellectually, emotionally, and spiritually, by demonstrating discernment, aesthetic values, and character. A strong phonics approach is included in the Handbook for Reading which is the accompanying text. Comprehension is tested weekly through the Read and Think Skill Sheets.

Biblical Principles:

1. Literature: God desires for us to have an understanding of our times and our culture. Literature is a reflection of our culture. ("To these four young men God gave knowledge and understanding of all kinds of literature and learning." Daniel 1:17)
2. Reading: God communicates to His people by the written word. To be a reader who retains with good comprehension is important in our understanding of God, His Word, and His expectations for His people. It is also important as a means for our faith to grow. 9Faith comes by hearing and hearing by the Word of God. Romans 10:17)
3. Oral reading: It is important to God that His people are able to read orally in a fluent manner in order for His Word to be proclaimed clearly. (When all Israel comes to appear before the Lord our God at the place He will choose, you shall read this law before them in their hearing. Deuteronomy 31:11) (They stood where they were and read from the Book of the Law of the Lord their God for a quarter of the day, and spent another quarter in confession and in worshipping the Lord their God. Nehemiah 9:3)
4. Recreational Reading: God wants His people to enjoy Him and His creation and to be encouraged. (The people read it and were glad for its encouraging message. Acts 15:31)
We read in order to gain understanding. God works through this to add to our knowledge, wisdom. (Surely you have heard about the administration of God's grace that was given to me for you, that is, the mystery made known to me by revelation, as I have already written briefly. In reading this, than you will be able to understand my insight into the mystery of Christ. Ephesians 3:2-4)

General Course Content:

1st Quarter – Phonic Skills:

- Recognize the short vowels and their sounds
- Recognize the consonants and their sounds
- Blend a vowel and consonant together
- Sound one vowel words
- Learn the sounds of the long vowels
- Sound two-vowel words
- Learn and apply the special phonic sounds

2nd Quarter – Phonic Skills

- Blends st, pl, fr, tr, bl, cl, fl, gl, br, dr, gr, sm, sc, sk, sp, cr, tw, spl, spr, scr, squ, sn, sl, str, sw
- Diagraphs: sh, th, thr, ch, wh, ph
- Vowel diphthongs: ar, or, er, ir, ur, oi, ou, ow, oo, oy, igh, all, ell, ew, au, aw, ey
- Silent letter combinations: kn, gn, wr

3rd Quarter –

- Prefixes; a, al, be, en, un
- Suffixes: any, ung, ong, ink, ank, unk, ed, le, y, tch, er, est, ly, en, es, ful, tion, sion
- Other special sounds: wa, old, ear, ild, ind, dge, ought, aught, ch, ould, air
- Identify prefixes and suffixes
- Recognize rhyming words, opposites, synonyms, compound words, homonyms, contractions, and related words

4th Quarter –

- Primary Bible Reader
- Comprehension, dictionary skills, recalling details
- Creative writing
- Timed comprehension activities
- Character qualities
- Vocabulary
- Specific reading skills: Comprehension, sequencing, paragraph writing, list making, choral reading

Related Student Objectives/Learner Objectives:

The student will be able:

1. To demonstrate skill development in reading
2. To demonstrate skill in reading short stories
3. To identify how Ben Franklin was inspired by God's Word to develop his inquisitive mind
4. To demonstrate strong comprehensive skills by answering questions about the story
5. To identify the proper technique needed in creative writing
6. To write a letter to a friend telling how their very good friend gave His life for them
7. To identify and each a very important lesson about doing our best with a good attitude
8. To sequence events from a story and illustrate in sections on paper
9. To identify a letter and write their own story using as many words as they can that start with that letter

10. To identify Character Themes ie: Courage and perseverance
11. To recognize their dependence on God and faith in His help
12. To be able to identify antonyms with the weeks vocabulary words
13. To identify a synonym from an antonym
14. To be able to match words with their definitions
15. To identify the meaning of 13 words and be able to match the word and its meaning
16. To demonstrate good comprehension skills by scoring 80% or above
17. To demonstrate comprehensive skills
18. To identify six vocabulary words a week
19. To identify long and short vowel sounds
20. To identify vowel and consonant blends
21. To demonstrate sounding out words on chart by saying blend first and then adding final consonant sound such as be-ll, mo-m, pu-p
22. To identify the first and second vowel rule
23. To identify homonyms and demonstrate how to apply them to a story
24. To demonstrate how implied meaning is used
25. To demonstrate mastering comprehension skills
26. To identify 12 vocabulary words and their meaning
27. To write their own fable using animal characters
28. To demonstrate ability to speak in front of group
29. To demonstrate knowledge of action verbs
30. To identify if you are still a word to word reader
31. To demonstrate word meaning by matching word with proper definition
32. To be able to read out loud to an audience
33. To be able to define vocabulary and match them to their meanings
34. To demonstrate mastery in their comprehension skills by answering questions
35. To identify with the characters in a book
36. To identify the census
37. To identify with the character Flora, who identified with a lost lamb
38. To identify with the King who showed humility
39. To identify 3 ways to be a Patriot
40. To demonstrate knowledge of what the flag represents through discussion and a written assignment
41. To illustrate the ultimate sacrifice given by one for his country
42. To describe the power of prayer
43. To be able to describe what happens when the character takes the wrong path

44. To write a story beginning with any letter and see how many words in that story can begin with that letter
45. To identify the principle of sowing and reaping as in Galatians
46. To identify certain words in a story by circling them as a puzzle
47. To read “Lincoln and the Quaker Lady” and illustrate from that story the importance of knowing people are praying for you and the difference it will make
48. To read the story “America the Beautiful” and identify it with Patriotism
49. To read “The Barber of Bagdad” and compare this story’s theme to Galatians 6:7
50. To identify scriptures on humility
51. To describe the feelings of contentment
52. To identify the meaning of contentment and write out ways to apply it to their lives

53. To identify the teachings of Christ in the story “The Ugly Duckling”

Presentation Method:

- Reading homework
- Oral reading in class
- Dramatic readings
- Story discussion
- Comprehension quizzes
- Read and think comprehension activities
- Recreation reading which includes fiction, nonfiction, reference material, poetry, Bible skits, plays comics, sports, science, history, mysteries, jokes, animal stories

Evaluation and Grading Methods:

- Worksheet grades
- Vocabulary tests
- Read and think comprehension sheets
- Quizzes on stories
- Various supplementary skill sheets on specific reading skills
e.g. (sequencing, details, main idea, etc.)
 - 90% - 100% A
 - 80% - 89% B
 - 70% - 79% C
 - 60% - 69% D
 - 0% - 59% F

Enrichment and/or Supplemental Activities:

- Participation in reading programs (Book It, Six Flags, Raging Rivers)
- Reading to students
- Library
- Book reports
- Book club orders
- Subscription to God’s World magazine
- Reading to one another
- Reading orally to classroom volunteers

Calvary Chapel Christian Academy
Course Description

Course Title: 3rd Grade Spelling
Class Meetings (Per Week): 30 min. 4 times

School Year: 2002-2003
Course Length: Full Year

Textbooks/Curriculum: Spelling and Poetry 3
A Beka, 1997

General Course Description: Thirty-four spelling lists of twenty-eight words each are presented grouped together using same phonetic sounds. Each list includes three vocabulary words.

Biblical Principles:

1. God is a God of excellence and order. He wants us to be like him. (Whatsoever you do in word or deed, do it all for the glory of God. I Corinthians 10:31)
2. Listening to the Lord and communicating it to others clearly and correctly brings glory to God and blessings to the individual. (Whoever gives heed to instruction prospers, and blessed is he who trusts in the Lord. Proverbs 16:20)
3. Accurate recording is important to the Lord. Correct spelling is an important part of the writing process. (Writing, therefore, what you have seen, what is now and what will take place later. Revelations 1:19; So, Moses wrote down this law and gave it to the priests. Deuteronomy 31:9)

General Course Content:

1st Quarter – Special Phonetic Sounds:

- ck in duck, e in me, o in go, y in fly, ay in pray, st in stop, pl in plane, fr in frog, tr in train, sh in ship, bl in block, th in thick, thin this, cl in clock, fl in flake, gl in glue
- br in bride, dr in drum, pr in prat, gr in grin, sc in scar, sk in skate, sm in smoke, spl in splash, spr in sprain, tw in twin, sp in spade, cr in crab,
- scr in scream, squ in squeak, sn in snack, sl in sleep, str in stream, sw in swim

2nd Quarter – Special Phonetic Sounds

- thr in three, ar in stars, ch in church, or in morning, ou in outm ow in owl, ow in bowl, er verse
- Thanksgiving words
- Ur in nurse, ir in bird, oi in coin, oy in boy, oo in tooth, oo in book, wor in worms, igh in night. All in ball, alk in walk, ing pointing
- Christmas words
- Kn inknot, gn in gnat, ang in bang, ing in king, ong in long, ung in strung, ank in bank, ink in wink, onk in honk, unk in trunk

3rd Quarter – Special Phonetic Sounds:

- wa in wash, a in adopt, y in baby, le in little, -ed in locked, -ed in wanted, -ed in played, tch in patch, ear in ear, ear in earth, ear in bear, wh in whale, who in who,

- old in gold, mb in lamb, ew in flew, ew in few, y in rainy, -er in bigger, -est in gest, - ly in slowly
- George Washington and Abraham Lincoln words
- -en in sharpen, ild in child, ind in kind, -es in peaches, c in city, o in shovel, au in faucet, aw in saw, ea in leaf, a in banana, ea in thread, eain steak, ey in obey, ph in phone

4th Quarter – Special Phonetic Sounds:

- ie in brownie, ey in key, ch in chorus
- Easter words
- Ought in thought, aught in caught, g in giant, dge in fudge, a- in asleep, as-in also, be- in because, en- in enjoy, un- in unbutton, wr in wrinkle, ould in could, air in hair, u in push, ough in enough, ou in country, arr in carry, ire in fire, ful in beautiful, are in care, tain in mountain, ure in pure, ture in pasture, war in war, tion in nation, sion in missionary, sion in television, eigh in eight, or in sailor, ar in dollar
- Summertime words

Related Student Objectives/Learner Objectives:

The student will be able to:

1. Recognize and spell special phonetic sounds
2. Correctly spell words based upon special sounds
3. Spell correctly for academic excellence
4. Increase his vocabulary by writing definitions to vocabulary words
5. Complete sentences using spelling words
6. Write good sentences
7. Write creatively under the teacher's supervision
8. Put words in alphabetical order
9. Interpret dictionary markings for pronunciation
10. Use guide words effectively
11. Use a glossary for pronunciations and definitions
12. Use a dictionary confidently
13. Identify misspelled words
14. Use words such as of and off, their and they're correctly
15. Identify compound words
16. Group words according to subject
17. Identify rhyming words
18. Identify common and proper nouns
19. Analyze pairs of words and identify them as homonyms, antonyms, or synonyms
20. Demonstrate proofreading techniques
21. Recite good poetry
22. read poetry with good expression

Presentation Method:

- Textbook activities
- Teacher directed
- Oral spelling
- Computer spelling software
- Homework plan
- Varied games and activities

- Pretests
- Weekly spelling tests
- Demonstration of dictionary and word usage skills

Evaluation and Grading Methods:

- Written test on Friday
- Workbook grades
- Observation of correct spelling in composition
 - 90% - 100% A
 - 80% - 89% B
 - 70% - 79% C
 - 60% - 69% D
 - 0% - 59% F

Enrichment and/or Supplemental Activities:

- Word games
- Teacher made crossword puzzles and word finds
- Cooperative learning games and activities
- Creative writing exercises
- Spelling Bee

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 3rd Grade American History
Class Meetings (Per Week): 40 min. 3 times

School Year: 2009-2010
Course Length: Full Year

Textbooks/Curriculum: A Beka Publications
Our American Heritage, 3rd Grade level

General Course Description: Students will study American history through biographies in chronological order of great Americans. The emphasis is on patriotism, character development, and the contributions made by these Americans to this country. Geographical concepts will be integrated into the curriculum according to the individuals studied.

Biblical Principles:

1. God wants us to learn from history-the recording of past events. (These things happened to them as examples and were written down as warnings for us, on whom the fulfillment of the ages has come. I Corinthians 10:11) (For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope. Romans 15:4)

2. God has our personal history planned out with an expected end in mind. (“For I know the plans I have for you ,” declares the Lord, “plans to prosper you and not harm you, plans to give you a hope and a future.” Jeremiah 29:11)

3. God has directed that written records be kept. (This is what the Lord, the God of Israel, says: “Write in a book all the words I have spoken to you. The days are coming declares the Lord, when I will bring my people Israel and Judah back from captivity and restore them to the land I gave their forefathers to possess,” says the Lord. Jeremiah 30:2)

4. God has a plan He is carrying to completion, history records the progress of that plan. (And beginning with Moses and all the prophets, he explained to them what was said in all the Scriptures concerning himself. Luke 24:27)

General Course Content:

1st Quarter –

- Christopher Columbus
- John Smith
- Pocahontas
- Miles Standish
- Squanto

2nd Quarter –

- William Penn
- Benjamin Franklin
- George Washington

- Thomas Jefferson
- Daniel Bone

3rd Quarter –

- Noah Webster
- John Greenleaf Whittier
- Robert E. Lee
- Abraham Lincoln
- Clara Barton
- Ulysses S. Grant

4th Quarter –

- Louisa May Alcott
- Booker T. Washington
- George Washington Carver
- Laura Ingalls Wilder
- Billy Sunday

Related Student Objectives/Learner Objectives:

The student will be able:

1. To identify the famous men and women they will study throughout the year and the impact God had in their lives
2. To identify time lines and demonstrate by creating one of their own by using events in their lives
3. To be able to use the scale to measure approximate distances of flight path frenzies
4. To be able to locate provinces and territories
5. To be able to locate seven oceans and four oceans
6. To demonstrate the habit of being polite toward their classmates
7. To choose and describe why two lines from a poem are their favorite
8. To identify the most important names and places in the chapter they are studying
9. To be able to point out on a map the part of the world Christopher Columbus lived in
10. To demonstrate a high knowledge of Christopher Columbus
11. To identify important facts about Robert E. Lee
12. To be able to identify important names to the civil war
13. To be able to predict which side Robert E. Lee chose to fight with
14. To identify the effect Lee had on the Virginia Army
15. To be able to demonstrate their knowledge of the information that was taught
16. To identify important knowledge in regards to Abraham Lincoln
17. To identify how Abe's early years set the precedence for his reputation as "Honest Abe"
18. To identify the process Abe went through to become President
19. To be able to provide more information regarding Abraham Lincoln that cannot be found in their book
20. To be able to describe three causes of the civil war
21. To demonstrate knowledge of a chapter by getting 80% accuracy or above on test
22. To identify on a time line, the era and events that happened when Clara Barton

lived

23. To identify Clara Barton's role with the Red Cross
24. To show mastery of Lincoln facts by scoring 80% accuracy
25. To ascertain that information covered in chapter can be applied
26. To identify Clara Barton's accomplishments
27. To identify three members of Clara's family and tell what they taught her
28. To be able to identify why Clara decided to be a nurse
29. To be able to describe why Clara was called the Angel of the Battle
30. To be able to describe three functions of the Red Cross
31. To identify President Grants achievements
32. To identify the three most important events in Grants life
33. To be able to identify the reasons the south lost the war
34. To match peoples names and places with the correct description
35. To identify certain facts about Ulysses S. Grant
36. To identify important words, nations, and places
37. To describe George's resourcefulness and willingness to learn
38. To identify Miles Standish's life with the scripture Matthew 7:12
39. To identify the quality that helped Miles Standish win respect with the Indians
40. To identify leadership qualities of Miles Standish
41. To identify the most important facts about Miles Standish
42. To identify the importance of Squantro's knowledge of the region and the survival of the Pilgrims at Plymouth
43. To identify Squantro's feelings while he was in England
44. To identify with each person mentioned in the text and describe their role they played in establishing the Plymouth Colony
45. To describe how hatred was created by the white man against the Indians
46. To describe why Squantro was called an instrument of God by the Pilgrims
47. To accurately place 6 events in the proper order they occurred
48. To be able to explain why they wear a helmet when skateboarding
49. To be able to describe what happens when a killer whale is released into the wild after it had been in captivity for several years
50. To write a paragraph about the first Thanksgiving
51. To be able to identify why the Quakers were persecuted in England
52. To list the reasons why William Penn became a Quaker
53. To be able to list reasons why King Charles II gave land to William Penn who was a Quaker
54. To identify the things Thomas Jefferson wrote in his diary
55. To identify correct locations on a map by using a map key
56. To be able to describe why the colonists were unhappy with England
57. To identify the writers of the Constitution

Presentation Method:

- Lecture
- Discussion
- Videos
- Filmstrips
- Overhead and Transparencies
- Oral reading in class
- Written answers to questions in chapter

Evaluation and Grading Methods:

- Review Sheets
- Tests and quizzes
- Reports
 - 90% - 100% A
 - 80% - 89% B
 - 70% - 79% C
 - 60% - 69% D
 - 0% - 59% F

Enrichment and/or Supplemental Activities:

- Oral and Written reports on the person each student chooses
- Puzzles
- Activity packets including puzzles, activities, and coloring pages for some chapters

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 3rd Grade Math

School Year: 2009-2010

Class Meetings (Per Week): Daily

Course Length: Full Year

Course Title: 3rd Grade Math **School Year:** 2002-2003

Class Meetings (Per Week): Daily **Course Length:** Full Year

Textbooks/Curriculum: Bob Jones Math 3 for Christian Schools
Daily Math and Mad Minute

General Course Description: Workbook activities and drills to learn the math concepts required in third grade.

Biblical Principles:

1. The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God. (Genesis 6:14-16, Numbers 14:29-33, 26:64-65)

2. Mathematical study should result in greater appreciation of the works of God in His creation. (Psalms 8:3-9, Colossians 1:16-17)

3. The Bible consistently mentions mathematical functions and concepts. Our understanding of math is founded in the Word of God itself and enhanced by the descriptions used in the Word. The use of mathematics in God's Word is more than numbers, they are principles of life and godliness surrounding each principle. From giving God what belongs to Him to being just in our measurements, there are overriding principles to govern our attitudes, motives and actions.

Counting:

Teach us to number our days aright, that we may gain a heart of wisdom. (Psalms 90:12)

And the very hairs on your head are all numbered. (Mathew 10:30)

Calendar Skills:

Man's days are determined; you have decreed the number of his months and have set limits he cannot exceed. 9Job 14:5)

Addition and Subtraction:

Do not add to what I command you and do not subtract from it, but keep the commands of the Lord your God that I give you. (Deuteronomy 4:2)

Multiplication:

May the Lord your God multiply the troops a hundred times over, and may the eyes of my lord the king see it. (II Samuel 24:3)

Division:

You are to divide it equally among them. Because I swore with uplifted hand to give it to your forefathers, this land will become your inheritance. (Ezekiel 47:14)
4.4B

You are to divide the land into seven parts. (Joshua 18:5)

Fractions:

If the owner wants to redeem the animal, he must add a fifth to its value. (Leviticus 27:13)

Place Value:

I have taken great pains to provide for the temple of the Lord a hundred thousand talents of gold, a million talents of silver...(I Chronicles 22:14)

Time:

It is interesting to note that although we can give a reason to divide time into hours in a day, days in a month, and length in a year, there is no natural reason to have a seven day week.

By the seventh day God had finished the work he had been doing: so on the seventh day He rested from all His work. And God blessed the seventh day and made it holy... (Genesis 2:2-3)

Money:

“Show me the coin used for paying the tax,” They brought him a denarius, and he asked them. “Whose portrait is this?... “Give to Caesar what is Caesar’s, and to God what is God’s.” (Matthew 19:20)

Decimal and Percentages:

“Bring the whole tithe into the storehouse, that there may be food in my house... Test me in this, “ says the Lord Almighty, “and see if I will not throw open the floodgates of Heaven and pour out so much blessing that you will not have room enough for it.” (Malachi 3:10-11)

Measurement:

I was given a reed like a measuring rod and was told, “Go and measure the temple as God and the alter, and count the worshippers there.” (Revelation 11:1)

General Course Content:

1st Quarter –

- Adding and subtracting to 20 and adding strategies
- Place value to 1000
- Addition: Two and three digit numbers
- Metric measurement
- Subtraction: Two and three digit numbers

2nd Quarter –

- Place value to 1,000,000
- Adding and subtracting to 10,000 with checking
- Fractions
- Multiplication facts through 5’s
- Division below 5

3rd Quarter –

- Time and money
- Multiplication above 5
- Standard measurement
- Division above 5
- Geometry

4th Quarter –

- Two place multiplication
- Fractions and decimal fractions
- Division
- Time and money

Related Student Objectives/Learner Objectives:

The student will be able:

1. To complete a bar graph
2. To develop a plan to solve a word problem
3. To complete addition facts with sums
4. To define the principles of addition
5. To apply the zero principle
6. To identify the facts that are doubled

7. To describe the adding strategy
8. To group principles of addition
9. To identify the appropriate fact strategy to aid in remembering addition facts
10. To demonstrate place value to 1,000
11. To identify ways to write and express numbers
12. To identify greater than sign $>$
13. To identify less than sign $<$
14. To identify equal to sign $=$
15. To identify the greater than expanded form
16. To match the number on the path with the correct number word or expanded form in the box
17. To demonstrate knowledge of the three forms of a number: standard, number word, and expanded form
18. To solve word problems using the necessary information
19. To solve two step word problems
20. To identify odd and even numbers
21. To describe place value
22. To round numbers to the nearest 10
23. To identify the number of ones, tens, hundreds, thousands, ten hundred thousand, and hundred thousands in a six digit number
24. To rename and solve a problem
25. To show an understanding of rounding numbers to hundreds place
26. To rename 10 hundreds as 1 thousand
27. To be able to work a problem using front end estimation
28. To rename 1 ten as 10 ones
29. To estimate the difference of a subtraction problem
30. To subtract two-digit numbers with and without the remaining of 1 ten as 10 ones
31. To write an equation for a word problem
32. To estimate the answers by using front end estimation
33. To accurately apply FRONT end estimates to 5 problems
34. To be able to subtract a 3 digit number by renaming in hundreds position
35. To be able to demonstrate understanding of a Palindrome such as 404
36. To show their understanding of subtraction of three digits by renaming /or borrowing from hundreds place
37. To define ways to express number in expanded form, standard form, and number word form
38. To recognize and write numbers in three ways
39. To apply five steps for solving a word problem
40. To solve a word problems, write the equation, solve the problem, and label the answer
41. To show an understanding of the concepts of the unit by scoring 80% or above
42. How to solve problems and how to check for their accuracy
43. To demonstrate using front end estimations to see if their answer is correct
44. To use rounding technique before solving a problem
45. To solve accurately four digit subtraction problems
46. To be able to round off numbers correctly
47. To write an equation from word problems
48. To be able to define numerator and denominator
49. To be able to demonstrate an equivalent fraction
50. To be able to distinguish if one fraction is larger than, lesser than, or equal to another fraction

51. To demonstrate the addition of fractions
52. To use a number line to complete the facts
53. The Order Principle and apply it
54. To apply the Order Principle to match the Facts
55. To master the times tables
56. To identify the dividend, divisor, and quotient and illustrate them using a cube
57. To demonstrate division facts with 2 or 3 as the divisor
58. To write a division equation for a set of pictures
59. To write an equation for a word problem
60. To be able to solve a missing factor equation
61. To be able to make sets of 4 or 5 within a group of objects
62. To be able to tell and write time to the nearest five minute interval
63. To be able to write the different times in hours and minutes between two clocks
64. To be able to write the exact amount of money on a page which shows many different coins of different values
65. To be able to tell how much money is left after purchasing an item
66. To be able to figure out the magic square by using addition and subtraction
67. To prove their understanding of time and money by getting 85% accuracy on test
68. To be able to master the 0-5 multiplication facts
69. To be able to master the 0-6 multiplication facts
70. To solve word problems
71. To use multiplication facts with 1-8 as factors
72. To demonstrate making equal sets and writing a word problem
73. To create and learn how to use a multiplication facts table
74. To identify the multiplication-addition principle and when to apply it
75. To demonstrate mastery of the multiplication-addition principle
76. To identify with the order principle and apply it successfully
77. To solve a multiplication equation having 3 factors and demonstrate an understanding of it by using plastic blocks to illustrate
78. To be able to read a table, complete a table, use a table, to solve word problems and to solve 2 step problems
79. To be able to identify in inches how long an item is
80. To identify the correct unit needed to measure the object
81. The meaning of capacity and how to apply it
82. Use their best estimate to solve a problem
83. To identify the equation needed to solve a word problem
84. To demonstrate measuring inches into feet, feet into yards, yards into miles
85. To identify cups, pints, quarts, and gallons
86. To demonstrate complete division facts with 1-5 as divisors
87. To write a division equation for a word problem
88. To make sets of 6 within a group of objects
89. To complete a division fact with 7 as the divisor
90. To use repeated subtraction to complete a division fact
91. To be able to identify different shapes
92. To identify the corners in a circle as angles
93. To identify square corners in a circle as right angles
94. To demonstrate different shapes on a geo board
95. To be able to identify shapes by the number of line segments in the shape
96. To be able to identify figures that are similar, congruent, and have symmetry
97. To identify the way to find the perimeter of an object

- 98. To use an inch ruler to measure the sides of each figure and to write an equation to find the perimeter
- 99. To write the monetary amounts using the dollar sign and the decimal point
- 100. To multiply amounts of money less than one dollar by one digit
- 101. To rename 10 hundreds as one thousand
- 102. To get a picture from a pictograph
- 103. To compare like and unlike fractions using the lesser than, greater than, equals to signs
- 104. To read and write numbers
- 105. To write a fraction for part of a set of objectives
- 106. To identify the digits in tens place, ones place, and tenths place
- 107. To identify the digits in the hundreds place, tens place, ones place, tenths place, and hundredths place
- 108. To solve addition problems with four digit numbers
- 109. To be able to make equivalent for part of a whole
- 110. To be able to read and write mixed numbers
- 111. To write a fraction or mixed number as a decimal
- 112. To solve problems using a coordinate graph

Presentation Method:

- Hands on
- Manipulatives
- Games
- Workbook

Evaluation and Grading Methods:

- Written test at end of each unit
 - Worksheet grades
 - Homework grades
 - Observation
- 90%-100% A
 80%-89% B
 70%-79% C
 60%-69% D
 0% -59% F

Enrichment and/or Supplemental Activities:

- Daily math word problem
- Daily fact drill
- Measurement activities
- Enrichment activities for advanced students

Fourth Grade

Calvary Chapel Green Valley Christian Academy Course Description

Course Title: 4th Grade Language

School Year: 2009-2010

Class Meetings (per week): 5 times weekly

Course Length: Full Year

Textbooks/Curriculum: God's Gift of Language
4th Grade, A Beka Book

General Course Description: This course focuses on writing and grammar. The material is a review of writing concepts (punctuation, capitalization, types of sentences) learned at the third grade level. Importance is placed on the process of writing, including the proper usage of materials such as the dictionary and encyclopedia. The second and third quarter focuses solely on grammar. The fourth quarter ends with the Missouri history project, which utilizes all of the skills learned during the year.

Biblical Principles:

1. Speaking is a powerful gift. God wants us to use our words correctly. Job 6:25
2. God is a communicating God: He wants us to know His thoughts. Amos 4:13, Hebrews 1:1-2
3. The ability to communicate with one another and God is part of His plan for our lives. Exodus 4:10-12, Jeremiah 1:4-9, Galatians 4:6
4. We must evaluate the truth of all other communication by the Bible, since it alone is absolute truth. Isaiah 8:20, II Corinthians 6:1-7

General Course Content:

1st Quarter - Unit 1: Recognize and Writing good sentences

Unit 2: Writing Letters

Unit 3: Something to Write About

2nd Quarter - Unit 4: The writing Process

Unit 5: Punctuating Your Writing

Unit 6: Capitalizing Important Words

Unit 13: The Dictionary: The Writer's Friend

3rd Quarter - Unit 7: Verbs: The Doers of the Sentence

Unit 8: Nouns: What's in a Name

Unit 9: Pronouns: The Noun Substitutes

Unit 10: Adjectives: Which One and What Kind?

4th Quarter - Unit 11: Adverbs: How, When, and Where?

Unit 12: Prepositions, Conjunctions, Interjections:

The Rest of the Sentence

Unit 14: Using Words Correctly

Related Student Objectives/Learner Outcomes:

Students will learn:

1. To identify and write good sentences
2. To identify sentence fragments
3. To be able to accurately punctuate sentences with missing punctuation marks
4. To accurately capitalize at the beginning of sentences
5. To identify the four types of sentences
6. To demonstrate correct usage of ending punctuation for each of the four types of

sentences

7. To recognize a run-together sentence
8. To correct run-together sentences
9. To use specifics to write interesting sentences
10. To use specifics to write informative sentences
11. To identify the five parts of a friendly letter
12. To write a friendly letter in the correct form
13. To be able to write a thank-you note that contains how they feel about something, why they like it, or how they can use it
14. To list a minimum of 3 situations in which a thank you note should be used
15. To be able to accurately address an envelope
16. To accurately address a post card
17. To be able to write a post card using the correct format
18. To identify and label the parts of a business letter
19. To write a business letter in the correct format
20. To will be able to use the correct end marks for the 4 types of sentences
21. To be able to accurately use commas to separate three or more items in a series
22. To be able to accurately use commas to separate items in dates and addresses
23. To accurately use commas to separate "yes" and "no" at the beginning of a sentence
24. To accurately use commas to set off words of direct address
25. To accurately use a comma after the greeting of a friendly letter
26. To accurately use a comma after the closing of any letter
27. To accurately use a comma in direct quotations
28. To be able to accurately place quotation marks before and after direct quotations
29. To accurately place quotation marks before and after the titles of short stories, poems, songs, chapters, and magazine or newspaper articles
30. To be able to accurately place apostrophes in contractions
31. To be able to accurately place apostrophes in possessive words
32. To be able to accurately place colons in time references
33. To be able to accurately place colons in Scripture references
34. To accurately place colons after the greeting in a business letter
35. To accurately use underlining for the titles of books, magazines, newspapers, ships, plays, and works of art
36. To be able to capitalize the first word of every direct quotation
37. To capitalize the word "I"
38. To be able to capitalize the days of the week and months of the year
39. To NOT capitalize the seasons
40. To capitalize holidays and special days
41. To accurately capitalize names of particular persons, places, and things
42. To accurately capitalize such words as Mother, Father, Grandmother, and Grandfather when that are used as names
43. To accurately capitalize all names that refer to God and the Bible
all initials
45. To capitalize the title of a person when it comes before a name
46. To be able to write a descriptive paragraph
47. To be able to write a comparison paragraph
48. To be able to correctly form and write contractions
49. To correctly use negative words and avoid double negatives
50. To be able to use the following troublesome words correctly: lie/lay, accept/except, affect/effect and beside/besides

51. To identify sentences which do not have subject-verb agreement
52. To be able to write sentences in which the subjects and verbs agree
53. To be able to use the following troublesome words correctly: between/among, burst/bust, have/of, less/fewer, off of/off, to/and, wait on/wait for
54. To be able to use the following troublesome words correctly: it's/its, your/you're, their/they're/there, to/too/two, learn/teach, can/may, good/well
55. To use to: read and gather information, think and plan, write and rewrite, check and polish, and share their results
56. To be able to use the writing process to read and gather information, think and plan, write and rewrite, check and polish, and share their results
57. To identify verbs
58. To be able to determine if a verb is an action or state of being verb
59. To be able to identify verb phrases
60. To determine what verbs are helping verbs in a verb phrase
61. To be able to identify all nouns within a sentence
62. To be able to determine whether a noun is common, proper, and/or compound
63. To be able to determine if a noun is the subject of the sentence
64. To be able to accurately spell the plural form of nouns
65. To be able to identify pronouns within a sentence
66. To be able to identify pronouns that are functioning as the subject of a sentence
67. To be able to identify possessive pronouns
68. To be able to use correct pronoun
69. To identify adjectives that come before the noun
70. To be able to identify adjectives in the predicate that describe the subject
71. To be able to identify comparing adjectives
72. To identify adverbs in a sentence
73. To be able to identify adverbs that modify verbs
74. To identify adverbs that modify adjectives and adverbs
75. To be able to distinguish adverbs from adjectives
76. To distinguish negatives from adverbs
77. To be able to identify prepositions and prepositional phrases
78. To be able to identify conjunctions and interjections in sentence
79. To diagram sentences
80. To accurately spell words that have a silent t between s and le and s and en
81. To be able to spell accurately words with the long u sound using eu an ew
82. To write a descriptive paragraph of at least 5 sentences that contains a topic sentence, supporting detail sentences, and a closing sentence
83. To write a narrative paragraph of at least 5 sentences using transition words that contains a topic sentence, supporting detail sentences, and a closing sentence
84. To write a comparative/contrast paper that contains a topic sentence, supporting detail sentences, and a closing sentence for both the similarities and differences of the subjects
85. To rewrite a sample encyclopedia paragraph into their own words

Presentation Methods:

- Lectures
- Discussions
- Overhead
- Daily Oral Language
- Writing Projects
- Grammar Rock

Evaluation and Grading Methods:

- Daily Assignments
 - Tests
 - Writing Samples
- 90% - 100% - A
80% - 89% - B
70% - 79% - C
60% - 69% - D
0% - 59% - F

Enrichment and/or Supplemental Activities:

- Creative Writing
- Research Paper
- Letter Writing
- Speeches
- Writing Descriptive Paragraphs
- Writing Narrative Paragraphs
- Writing Comparative/Contrasting Paragraphs
- Converting Sample Encyclopedia Paragraphs into Words

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 4th Grade Reading

School Year: 2009-2010

Class Meetings (per week): **Course Length:** Full Year

30 minutes, 4 times a week

20 minutes, 1 time a week

Textbooks/Curriculum:

Abeka Reading Series, Level 4

Abeka Publishing Co.

Pensacola, Fla. 32523-9160

General Course Description: This course is designed to assure reading comprehension, to develop reasoning ability, to teach good character traits, and to help students enjoy and appreciate good literature.

Biblical Principles:

1. We must evaluate the truth of all communication by the Bible since it alone is absolute truth. (Isaiah 8:20, II Corinthians 6:1-7)
2. One of the ways we seek the Lord is through reading His Word. (Isaiah 34:16)
3. God expects us to put our attention and energy on reading. (I Timothy 4:13)
4. We can be blessed through reading. (Revelations 1:3)
5. We should seek acceptable, upright words. (Ecclesiastes 12:10)

General Course Content:

1st Quarter –

- Frontiers to Explore (Reader)
- Song of the Brook (Novel)

2nd Quarter –

- Liberty Tree (Reader)
- On His Own (Novel)

3rd Quarter -

- Flags Unfurled (Reader)
- Saved at Sea (Novel)

4th Quarter –

- Enchanted Isles (Reader)
- Martha of California (Novel)

Related Student Objectives/Learner Outcomes:

Students will learn:

1. To find details in a story to accurately answer questions regarding the story
2. To retain reading facts and ideas that are carried to successive chapters
3. To be able to identify new characters and their relationships to the main characters
4. To recognize cause-effect relationships
5. To determine which event was the cause, and which event was the effect
6. To distinguish between fact and opinion
7. To be able to note correct sequence of events
8. To recognize an author's point of view
9. To choose the main idea of a paragraph
10. To draw conclusions from a story
11. To identify the following genres; i.e., mystery, fiction, nonfiction, and biography
12. To be able to recognize the climax of a story and the events leading up to it

13. To identify the elements/parts of a short story ie: author, title, summary, main character, 2 main character traits, conflict, resolution, illustrator, setting
14. To write and orally present a non-fiction book report
15. To identify the title and author of story
16. To summarize a story within 2 or 3 sentences
17. To be able to choose between relevant and irrelevant sentences in a paragraph
18. To determine the topic sentence of a paragraph
19. To determine the supporting details of a paragraph
20. To be able to predict outcomes
21. To be able to write and orally present a mystery book report
22. To be able to place words into alphabetical order by 1st, 2nd, and 3rd letters
23. To be able to place words into alphabetical order when there is a combination of letter placements that must be checked
24. To be able to use the pronunciation key on each page of a dictionary and the phonetic respelling of a word to accurately determine the correct pronunciation of homonyms and homographs by the context of a sentence ie: Did he refuse to throw the refuse away?
25. To be able to determine the correct numbered definition of a word by using the context of a sentence
26. To be able to locate synonyms and antonyms by using a Thesaurus
27. To be able to determine what part of speech a word is by locating it up in a dictionary
28. To be able to determine if there are any special plural spellings by locating it in a dictionary
29. To be able to use an atlas to locate information
30. To be able to locate information in an encyclopedia by using guide words
31. To be able to locate information within an encyclopedia article by using headings
32. To be able to use an almanac to locate information
33. To be able to locate specific information in a book by accurately using the index and table of contents
34. To be able to locate the publisher, copyright date, glossary, and index in a book
35. To choose the most appropriate word to express a specific idea
36. To find synonyms of overworked words to express sensory descriptions
37. To be able to graph what they read on a web
38. To be able to classify info they read into specified categories
39. To be able to write and orally present a biography book report
40. To read and accurately follow written directions
41. To read a paragraph and answer questions pertaining to it within a timed framework
42. To read a paragraph and place the contents in an outline form
43. To be able to read a fictional book, write a report, and orally present it
44. To be able to accurately identify the correct meaning of an unfamiliar word by using the context of a paragraph
45. To be able to use the syllable breakdown of a word to accurately decode the pronunciation of words
46. To be able to accurately separate and identify word parts into prefixes, base words, and suffixes
47. To be able to accurately identify the meaning of a word by using its suffix to determine meaning
48. To be able to accurately identify the meaning of a word by using its prefix to determine meaning
49. To be able to accurately identify the correct pronunciation of a word by using stress marks to determine meaning

- 50. To be able to accurately identify a character's feelings in written passages
- 51. To be able to identify word referents and correctly match it to the person to whom it refers
- 52. To be able to accurately identify the meaning of similes by reading them within a passage
- 53. To be able to accurately identify the meaning of metaphors by reading them within a passage
- 54. To be able to accurately identify the meaning of idioms by reading them within a passage

Presentation Methods:

- Oral Reading
- Silent Reading
- Group Reading

Evaluation and Grading Methods:

- Daily Assignments
- Quizzes
- Tests
- Book Reports
- Projects
- Grading Scale as follows:
 - 90-100 = A
 - 80-89 = B
 - 70-79 = C
 - 60-69 = D
 - Below 60 = F

Enrichment and/or Supplemental Activities:

- Mystery book report with diorama and speech
- Fiction book report with movie poster and speech
- Biography book report with poster and speech
- Nonfiction book report with speech
- Elements of a short story mobile with speech

Supplemental Resources for Enrichment:

Calvary Chapel Green Valley Christian Academy

Course Description

Course Title: Spelling 4th Grade

School Year: 2009-2010

Class Meetings (per week): 20-30 min. daily **Course Length:** Full Year

Textbooks/Curriculum: A Beka Spelling, Vocabulary Poetry 4
A Beka Publications Co.
Pensacola, Fla. 32523-9160

General Course Description: This course is designed to help fourth graders develop into expert spellers. They will learn to apply spelling rules and phonic keys, as well as use the dictionary to learn more about the words in the English language.

Biblical Principles:

1. The ability to communicate with one another and God is part of His plan for our lives. (Exodus 4:10-12, Jeremiah 1:4-9, Galatians 4:6)
2. Our communication should never be corrupt, but should minister grace to others. (Ephesians 4:29)
3. Our words are very powerful things. We must choose them wisely. (Revelation 12:11, Proverbs 10:11)

General Course Content:

1st Quarter – Lessons 1-9

2nd Quarter – Lessons 10-19

3rd Quarter – Lessons 20-29

4th Quarter – Lessons 30-35

Most commonly misspelled words

Related Student Objectives/Learner Objectives:

Students will learn:

1. To be able to spell words that are commonly misspelled by 4th graders
2. To accurately spell words using the "i" before "e", except after "c" rule
3. To be able to explain that the long "a" sound can be spelled with an a, ai, or ea, and accurately spell words of each example
4. To accurately spell words using the "i" before "e", except after c or when sounded like a as in neighbor or way
5. To be able to explain that the long "e" sound can be spelled with e, ee, ea, or eo and accurately spell examples of each
6. To be able to accurately spell words using the long e spelled with a y at the end of an unstressed syllable
7. To be able to accurately spell words that are exceptions to the "ie" rule
8. To be able to accurately spell words with the long "o" sound with o, ough, and oa.
9. To accurately spell words using the "double the final consonant before a suffix beginning with a vowel if (1) the word has only one syllable or is accented on the last syllable and the word ends in a single consonant preceded by a vowel
10. To accurately spell words with the oo sound using oo or u
11. To accurately spell words with the ow sound using ow or ou
12. To accurately spell words that have a "y" that sounds like a long "i"
13. To accurately spell words that end in a "y" preceded by a consonant, by dropping the "y" but not adding an "i" if the suffix begins with an "i"

14. To be able to accurately spell words that originally end in a "y" preceded by a consonant by dropping the "y", adding an "i", then adding the suffix
15. To be able to accurately spell words using the rule that any word that ends in "y" preceded by a consonant must change the "y" to an "i" before adding a suffix unless the suffix begins with an "i", in that case the "y" is retained
16. To be able to accurately spell words that end in a "y" preceded by a vowel after a suffix is added
17. To be able to accurately spell words with a c that begin with the soft s sound when the c is followed by an e, i, or y
18. To be able to accurately spell words whose root word ends in a silent e, by dropping the e, and adding a suffix that begins with a vowel
19. To be able to accurately spell words that end in a silent e before adding a suffix that begins with a consonant by retaining the e
20. To be able to accurately spell and pronounce words that have a "g" followed by an e, i, or y as a soft g sound
21. To be able to accurately spell words with the "sh" sound using the letters "ti"
22. To be able to accurately spell words whose base word ends in a silent "e" by retaining the "e" when adding on a suffix that begins with a consonant
23. To be able to accurately spell words whose base word ends in "ue" by dropping the "e" before adding the suffix
24. To be able to accurately spell words with the "er" sound using an "or"
25. To be able to accurately spell words whose base word ends in "ce" or "ge" when the "c" and "g" is soft and the "e" is silent by retaining the "e" before adding the suffixes - "able" and "ous"
26. To accurately spell the plural form of nouns that end in ss, x, sh, ch, and s by adding es
27. To be able to accurately spell words with the "kw" sound using the letters "qu"
28. To be able to accurately spell the plural of nouns that end in an o by adding only an "s" or "es"
29. To accurately spell words with the sh sound by using the letters ch
30. To accurately spell words with a r sound by using the letters rh
31. To accurately spell words with the "er" sound using ei, ir, and ur

Presentation Method:

- Group search, find, and circle
- Guessing the rule game
- Group discussion
- Sharing vocabulary sentences

Evaluation and Grading Methods:

- Daily Assignments
- Spelling test
- Vocabulary tests

Enrichment and/or Supplemental Activities:

- Rainbow words
- Spell check
- Vocabulary sentences
- Crossword puzzles
- Word searches

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 4th Grade Math

School Year: 2009-2010

Class Meetings (per week): Daily 45 min.

Course Length: Full Year

Textbooks/Curriculum: 4th Grade Math
4th Grade, A Beka Book

General Course Description: Hands on and worksheet activities to learn the math concepts required in 4th grade.

Biblical Principles:

1. God cares about numbers. He knows them all. He has recorded many for our information. Psalm 147:4, Luke 12:7
2. The consistency of mathematical truths demonstrates the orderliness, precision, and consistency of God. Genesis 6:14-16, Numbers 14: 29-33, Numbers 26: 64-65
3. Mathematical study should result in greater appreciation of the works of God in His creation. Psalm 8:3-9, Colossians 1:16-17

General Course Content:

1st Quarter -

- _ Principles of addition and subtraction Fact Families
- _ Types of Subtraction
- _ Place Value to 9 digits
- _ Addition and subtraction facts to 5 digits
- _ Time and money
- _ Multiplication facts

2nd Quarter –

- _ Division facts
- _ Common fractions
- _ Multiplication: one digit multipliers
- _ Measurement; Customary
- _ Division: one digit advisors

3rd Quarter –

- _ Decimal Fractions
- _ Geometry: Plane figures
- _ Multiplication: Two-digit multipliers
- _ Measurement: Metric
- _ Division: Two-digit divisors

4th Quarter –

- _ Common Fractions: addition and subtraction
- _ Statistics and graphing
- _ Geometry
- _ Pre-Algebra
- _ Group problem solving

Related Student Objectives/Learner Outcomes:

Students will learn:

1. To accurately complete the addition facts
2. To identify the order principle of addition
3. To demonstrate the order principle of addition
4. To identify the zero principle of addition

5. To demonstrate the zero principle of addition
6. To be able to identify the grouping principle of addition
7. To demonstrate the grouping principle of addition
8. To identify the zero principle of subtraction
9. To demonstrate the zero principle of subtraction
10. To identify the four types of subtraction
11. To be able to read a word problem, write the correct equation, then solve and label the answer
12. To be able to list all of the members of fact families with 4 members
13. To list all of the members of fact families with 3 members
14. To be able to list all of the members of fact families with 2 members
15. To list the 5 steps for solving a word problem
16. To identify the place value through the millions place
17. To be able to write a number in standard form, expanded form, expanded form multiplication, and number word form
18. To write the value of each digit in a number
19. To order numbers from least to greatest
20. To determine if a number is less than, equal to, or greater than another number and will use the appropriate symbol
21. To round money to the nearest ten dollar place and to any other place value specified that is lower than the ten dollar place value
22. To round a number to the nearest hundred million and to any other lesser place value that is specified
23. To look on a chart showing Roman numerals representing digits and write the correct Roman numeral representation for numbers through the thousands place value
24. To look on a chart showing Roman numerals representing digits and write the correct standard number being represented in Roman numeral form
25. To use front-end estimation in addition problems
26. To be able to use front-end estimation in subtraction problems
27. To use front-end estimation with adjustment in addition problems
28. To use front-end estimation with adjustment in subtraction problems
29. To be able to use rounding from the ten thousands place value downward to estimate an addition problem
30. To be able to use rounding from the ten thousands place value downward to estimate a subtraction problem
31. To use rounding to estimate a subtraction money problem
32. To be able to use rounding to estimate an addition money problem
33. To use front-end estimation with and without adjustment to estimate addition and subtraction of money problems
34. To be able to add and subtract a five digit number
35. To be able to add and subtract a five digit number from a five digit number that has four zeroes
36. To rename minutes as seconds, hours as minutes, and days as hours
37. To be able to tell time to the nearest minute
38. To be able to match equivalent times that are written in different units
39. To be able to distinguish between A.M. and P.M.
40. To be able to determine the amount of elapsed time
41. To accurately read a calendar
42. To be able to match dates in which one has the month spelled out and year completely written to one that is written strictly with numbers and slash marks

43. To complete an appointment book using a calendar
44. To be able to figure and write the total value of money when presented with an assortment of bills and coins
45. To be able to determine what bills and coins to use for various purchases
46. To be able to match equivalent values when comparing dollar amounts to groups of coins
47. To be able to count change back from \$10.00 using the fewest bills and coins possible
48. To answer questions using a timeline
49. To be able to depict a multiplication problem by coloring an array
50. To be able to depict a multiplication problem by circling items into groups
51. To be able to identify the zero principle of multiplication
52. To be able to demonstrate the zero principles of multiplication
53. To be able to identify the one principle of multiplication and to demonstrate it
54. To demonstrate the multiplication-addition principles ie: $6 \times 7 = (3 \times 7) + (3 \times 7)$
55. To be able to explain what a factor, product, multiple, divisor, dividend, and quotient
56. To be able to list all of the multiplication and division facts for each fact family
57. To identify the numerator and the denominator of a fraction
58. To compare fractions that have numerators that are the same but the denominators are different
59. To compare fractions that have denominators that are the same but the numerators are different
60. To determine if two fractions with different numerators and denominators are equivalent by cross-multiplying
61. To be able to raise a fraction to higher terms
62. To be able to reduce fractions to its lowest term
63. To be able to compare mixed numbers to determine =, <, or > status
64. To identify the Grouping Principle of multiplication
65. To demonstrate the Grouping Principle of multiplication
66. To mentally solve multiplication problems in which one factor is a multiple of 10,000 or 1,000
67. To be able to solve multiplication problems in which one factor has up to four digits and the other factor has two digits
68. To be able to solve multiplication problems in which one factor is in dollar-and-cent form
69. To be able to determine the more sensible measurement of an object using standard measurements
70. To be able to determine what unit should be used in measuring the length, weight, temperature, and volume of an object using standard measurements (ie: inches, feet, pound, ounces, Fahrenheit, etc)
71. To be able to rename units of measurement from cups into pints, into quarts, into gallons, etc, within the confines of standard measurements
72. The more sensible measurement of an object using standard measurements
73. To solve a division problem with multiples of 10 or 100 as the dividend
74. To solve a division problem with a one-digit divisor
75. To perform a multiplication check with and without a remainder
76. To determine the amount of digits in the quotient of a division problem before solving
77. To write an equation and solve it for division and multiplication word problems
78. To accurately place a zero in the quotient when there are not enough tens or ones to divide into the dividend
79. To be able to solve division problems when the dividend is money

80. To write a word problem that would portray a division equation
81. To determine the total and average of a list of numbers
82. To explain and/or define a point, line, line segment, ray, angle, circumference, radius, and diameter
83. To be able to name a point, line, line segment, ray, and angle
84. To identify a vertex
85. To be able to identify a right angle
86. To be able to identify an acute angle
87. To be able to identify an obtuse angle
88. To be able to determine the perimeter of an object
89. To be able to determine the area of an object
90. To be able to identify and label the sides and angles of the following polygons: triangle, quadrilateral, pentagon, hexagon, heptagon, and octagon
91. To be able mentally multiply multiples of 10
92. To be able to explain and use the multiplication-addition principle in order to solve a multiplication problem
93. To be able to accurately measure the length of an object in metric measurements
94. To be able to determine a logical estimate of the length of an object in metric units
95. To be able to determine the more sensible measurement of an object using metric measurements
96. To be able to determine what unit should be used in measuring the length, width, temperature, and volume of an object using metric measurements
100. To be able to rename units of measurement from centimeter to decimeters to meters, etc. within the confines of the metric system
101. To be able to solve multiplication problems in which both the multiplicand and multiplier have at least two digits
102. To be able to accurately measure the length of an object in metric units
103. To be able to determine a logical estimate of the length of an object in metric units
104. To be able to determine the more sensible measurement of an object using metric measurements
105. To be able to determine what unit should be used in measuring the length, width, temperature, and volume of an object using metric measurements
106. To be able to solve long division problems with double-digit divisors with and without remainders
107. To be able to perform a multiplication check on division problems
108. To be able to mentally solve division problems in which the divisor is a multiple of 10
109. To be able to solve addition problems of like fractions
110. To be able to solve subtraction problems of like fraction
111. To be able to add and subtract mixed numbers
112. To be able to add and subtract unlike fractions
113. To be able to determine the equivalent percentage of fractions with a denominator of 100
114. To be able to organize information on bar graphs, line graphs, and pictographs
115. To be able to determine the mode and frequency of graphed information
116. To be able to determine if two figures are similar or congruent
117. To be able to determine lines of symmetry in figures
118. To be able to figure the perimeter of various figures
119. To be able to figure the area of various figures
121. To identify the following parts of a three-dimensional figure: face, edge, vertex, flat surface, and curved surface

122. To be able to identify the following 3-dimensional figures: rectangular prism, cone, cylinder, pyramid, and sphere
123. To be able to figure volume of various three-dimensional figures
124. To examine and determine whether 2-dimensional figures have been turned, flipped, or slid
125. To be able to add positive and negative numbers using a number line
126. To be able to add positive and negative numbers using an algebra mat and counters
127. To be able to subtract positive and negative numbers using a number line
128. To subtract positive and negative numbers using an algebra mat and counters
129. To be able to read a word problem, write a number sentence using a letter to represent the unknown, then solve the problem
130. To read every day business problems and solve them using math

Presentation Methods:

- Manipulatives
- Visual Aids
- Workbook
- Hands On
- Music/Sing Along

Evaluation and Grading Methods:

- Written Test at end of each unit
- Worksheet grades
- Observation during hands-on and board work activities

90% - 100% - A

80% - 89% - B

70% - 79% - C

60% - 69% - D

0% - 59% - F

Enrichment Resources or Special Activities:

- Using place value sheets and manipulatives to demonstrate remaining
- Using play money and coins to make change
- Demonstrating time using small individual clocks
- Fraction tiles

Calvary Chapel Christian Academy
Course Description

Course Title: Fourth Grade Physical Education

School Year: 2009-2010

Class Meetings (Per Week): 2, 40 minute classes
per week

Course Length: Full School Year

Textbooks/Curriculum: None

General Course Description: Physical education for students at Calvary Chapel Green Valley Christian Academy, will promote an enjoyment, appreciation and safety of physical activity while developing physical skills, activity skills, and developmental skills with a Christian focus on the body.

Biblical Principles:

1. God needs our bodies to be strong to do His will. (Proverbs 3:7)
2. We are to treat our bodies as God's temple. (I Corinthians 3:16)
3. We are instructed to always do our best and never give up. (I Corinthians 9:24)
4. God promises us strength and endurance if we wait on Him. (Isaiah 40:30)

General Course Content:

1st Quarter –

Students will reinforce their loco motor and non-loco motor skills. Students will increase fitness Levels, increase strength, flexibility, coordination, and agility. They will increase endurance and Cardiovascular fitness

1. Games: Matt Ball, Flicker ball, Scoop ball
2. Compete in Physical Fitness Testing:
 - a. mile run
 - b. sit-ups
 - c. standing broad jump
 - d. sit and reach,
 - e. 50 yd. Dash,
 - f. flexed arm hang
 - g. pull-ups
 - h. shuttle run
3. Record height and weight fro each student
4. Low organizational games to encourage appreciation of movement , increase strength, flexibility coordination and agility
5. Exercise and laps to increase cardiovascular fitness and strength

2nd Quarter –

Students will continue to develop body rhythm and movement skills. They will increase strength And cardiovascular fitness, and increase balance, coordination, flexibility, and agility.

1. Perform rhythmic activities: Learn and perform Jewish Dance at Succoth Celebration
2. Low to more complex organizational games to increase balance coordination, flexibility strength and agility
3. Running/walking activities to increase strength and cardiovascular fitness
4. Soccer Unit

3rd Quarter –

Students will increase overall cardiovascular fitness, flexibility, strength, endurance

And agility. They will increase their physical and activity levels.

1. Low to more complex organizational games to improve strength, coordination, agility, and flexibility
2. Exercises with walking and running to improve cardiovascular fitness, strength and endurance
3. Parachute activities
4. Volleyball skills

4th Quarter –

Students will improve performance in the standardized physical fitness test. They will increase Overall physical skills and conditioning and reinforce body awareness, flexibility, and agility.

AAPHERD Physical Fitness Test:

- a. one mile run
 - b. shuttle run
 - c. 50 yd. Dash
 - d. pull-ups/arm hangs
 - e. sit n' reach
 - f. standing broad jump
2. Continue with exercises and laps to improve cardiovascular fitness, strength and endurance
 3. More complex organizational games: softball, volleyball, soccer skills

Related Student Objectives/Learner Outcomes:

The student will be able to:

1. Learn appreciation of fitness concepts
2. Experience success in learning game skills and rules
3. Learn joy in movement
4. Model and perform Succoth dance
5. Demonstrate skills in low organizational games ie: kickball, throwing a ball, jump rope, skipping and catching a ball
6. Demonstrate strength and muscular endurance by: Following the AAPHERD Youth Fitness Sit-Up Test completing 36 sit-ups for boys and 32 for girls
7. Demonstrate cardiorespiratory fitness by completing the one mile in 9 ½ seconds or less for boys and 10 ½ seconds or less for girls
8. Demonstrate agility by completing the AAHPERD Youth Fitness Shuttle Run in 11.2 seconds or less for boys and 11.8 second or less for girls
9. Demonstrate speed by running the 50 yard dash in 8.2 seconds or less for boys and 9.6 seconds or less for girls
10. Demonstrate flexibility by participating in the sit n' reach
11. Demonstrate leg power by participating in the AAPHERD standing broad jump test by jumping 4'11" or longer for boys and 4'8" or longer for girls

Presentation Methods: Teacher and student demonstrations

Evaluation and Grading Methods:

Teacher observation during individual and group activities

Participation and attitude

Fall and Spring fitness testing/tests recorded

Enrichment and /or Supplemental Activities:

Fifth Grade

Calvary Chapel Green Valley Christian Academy Course Description

Course Title: 5th Grade Language

School Year: 2009-2010

Class Meetings (Per Week): Daily

Course Length: Full Year

Textbooks/Curriculum: God's gift of Language
A Beka

General Course Description: Grammar is taught with the purpose of making clear to students the orderly structure of language. The student is guided to develop complete and orderly thoughts, and then curriculum emphasizes how to use the gift of language most effectively.

Biblical Principles:

1. God is a communicating God. He wants us to know His thoughts. (Amos 4:13, Hebrews 1:1-2)
2. The ability to communicate with one another and with God is part of His plan for our lives. (Exodus 4:10-12, Jeremiah 1:4-9, Galatians 4:6)
3. We must evaluate the truth of all other communications by the Bible, since it alone is absolute truth. (Isaiah 8:20, II Corinthians 6:1-7)
4. The Lord desires for us to speak of excellent things. (Proverbs 8:6)
5. Right words offer strength. (Job 6:25)

General Course Content:

1st Quarter –

Synonyms
Antonyms
Homonyms
Dictionary Skills
Using a thesaurus
Subjects/Predicates
Identifying verbs
Correct verb forms

2nd Quarter –

Nouns
Simple sentences
Compound sentences
Diagramming subjects and verbs
Compound subjects and verbs
Pronouns
Adjectives
Adverbs

3rd Quarter –

Diagramming adjectives and adverbs
Prepositions
Conjunctions
Interjections
Prepositional phrases

4th Quarter –

Writing process

Writing good paragraphs

Outlines

Writing rough drafts

Proofreading

Writing reports

Related Student Objectives/Learner Objectives:

The student will be able:

1. To master subjects and predicates - simple and compound
2. To identify verbs, compound verbs, and state of being verbs
3. To recognize and be able to list the state of being verbs
4. To recognize and be able to list helping verbs
5. To demonstrate the ability to list verb tenses and understand usage
6. To identify nouns and use it correctly in context
7. To identify subjects and verbs
8. To identify common nouns
9. To identify proper nouns
10. To identify plural nouns and recognize correct plurals
11. To identify declarative, exclamatory, imperative, and interrogative sentences
12. To locate out of the ordinary subjects (inverted order)
13. To identify the subjective, objective and possessive cases of nouns
14. To identify compound pronouns
15. To identify demonstrative and interrogative pronouns
16. To identify verbs and subjects which agree
17. To demonstrate diagramming subjects and verbs
18. To demonstrate diagramming compound subjects and verbs
19. To diagnose whether a sentence is simple or compound
20. To identify correct usage of good and well
21. To identify correct use of negatives
22. To list all comparison adjectives (regular adjectives)
23. To list all comparison adjectives (irregular adjectives)
24. To identify comparing adverbs
25. To identify correctly adverbs from adjectives
26. To identify the usage of correct subject/verb agreement
27. To diagram pronoun or subjects
28. To identify modifiers in a sentence
29. To diagram adjectives and adverbs
30. To distinguish between adjectives and adverbs
31. To identify subjective, objective, and possessive pronouns
32. To identify personal pronouns
33. To identify compound pronouns
34. To identify demonstrative and interrogative
35. To demonstrate correct usage of "NO" words
36. To demonstrate correct usage of comparing adjectives ie: tall, taller, tallest, etc
37. To identify correct usage and the difference between good and well
38. To identify "negative" words
39. To be able to identify correct spelling and usage of comparative adjectives
40. To identify irregular comparative adjectives
41. To identify correct usage of comparing adverbs
42. To demonstrate an understanding of prepositions and objects of prepositions
43. To distinguish between a preposition and an adverb

44. To demonstrate correct diagramming of prepositions
45. To demonstrate an understanding and correct usage of conjunctions
46. To identify interjections
47. To be able to write a common fraction for part of a set, and a point on a number line
48. Compare alike and unlike fractions using $<$ and $>$
49. To be able to determine whether a number is prime or composite
50. To identify prime numbers to 100
51. To be able to list the factors of a number
52. To be able to find the common factors between 2 numbers
53. To identify if a prepositional phrase is acting as an adjective or adverb
54. To diagram prepositional phrases correctly
55. To identify conjunctions
56. To identify interjections
57. To be able to demonstrate correct usage of commas in compound sentences
58. To identify run-on sentences and methods of correcting them
59. To identify a sentence fragment
60. To demonstrate correct usage of commas in dates, letters, and addresses
61. To identify correct usage of commas to set apart words
62. To demonstrate correct usage of commas needed in compound sentences
63. To identify sentence fragments
64. To identify complete sentences
65. To identify run on sentences and ways to correct them
66. To demonstrate correct usage of commas in dates, letters, and addresses
67. To identify words set off by commas
68. To identify contractions and the words they replace
69. To identify correct usage of apostrophe to show possessions
70. To demonstrate correct usage of hyphens
71. To demonstrate correct usage of colons between the hour and minute in written time
72. To demonstrate correct usage of colons after business letter salutations
- 4.4B
73. To demonstrate correct usage of colons between the chapter and verse in a scripture reference
74. To demonstrate correct usage of colors to separate the parts of a compound sentence
75. To demonstrate correct usage of underlining for the titles of books, newspapers, and magazines
76. To demonstrate correct usage of underlining the names of ships, trains, and planes
77. To demonstrate the correct usage of underlining the names of works of art
78. To demonstrate correct placement of quotation marks for direct quotations
79. To demonstrate underlining of titles, books, newspapers, and magazines
80. To identify correct underlining of names of ships, trains, and planes
81. To identify correct underlining of works of art
82. To demonstrate correct usage of quotation marks and format used in writing dialogue
83. To identify the seven rules of capitalization
84. To demonstrate the correct usage of capitals for proper names of days, names, and places
85. To identify proper adjectives

86. To identify capital letters used to show respect
87. To demonstrate giving an oral book report highlighting the main points of a book
88. To demonstrate writing friendly letters, thank you letters, and business letters
89. To demonstrate writing a paragraph by writing a topic sentence, at least three supporting sentences, and a closing sentence
90. To demonstrate a topical outline
91. To demonstrate a sentence outline
92. To demonstrate correct procedures to fill out bibliography research cards when writing a research paper
93. To demonstrate the correct format to write a bibliography for a research paper
94. To demonstrate alphabetizing words- using guide words (dictionary skills)
95. To identify correct usage of can and may
96. To identify predicate nominatives in a sentence
97. To identify predicate adjectives in a sentence
98. To diagram sentence completers, ie: predicate nominatives, predicate adjectives, direct objects, and indirect objects

Presentation Method:

- Lecture
- Student presentation
- Games involving student knowledge of subject
- Workbook pages
- Worksheets

Evaluation and Grading Methods:

- Grading daily assignments
 - Quizzes and tests
 - Game proficiency
 - Writing outlines and research reports
 - Creative writing
 - Compositions
- 90% - 100% - A
80% - 89% - B
70% - 79% - C
60% - 69% - D
0% - 59% - F

Enrichment and/or Supplemental Activities:

- Creative writing – students write several short stories
- Original poetry is written and displayed: - Haiku
- Working with partners/research activities
- Newspaper challenges
- Thank you letters are written to school personnel
- A research paper is written and oral report given by each student
- Each student writes his/her autobiography

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 5th Grade Reading

Class Meetings (Per Week): Daily

Textbooks/Curriculum: A Beka Reading Series, Level 5
A Beka Publishing Co.
Pensecola, Fla. 32523-9160
Tow-Merrill Reading Skill Text
Merrill Publishing Co.
Columbus, Ohio

School Year: 2009-2010

Course Length: Full Year

General Course Description: This course is designed to assure reading comprehension. To foster good character traits, and to help students enjoy and appreciate good literature. It also exposes readers to different types of literature, story elements, writing styles and author's purposes.

Biblical Principles:

1. We seek the Lord through reading His Word. (Isaiah 34:16)
2. God exhorts us to continue reading His Word. (I Timothy 4:13)
3. We can be blessed through reading Revelations 1:3.
4. We should seek acceptable upright words. (Ecclesiastes 12:10)
5. Several references made to God's people reading His Word and laws. (Acts 13:15, II Corinthians 3:14)

General Course Content:

1st Quarter –

Widening Horizons
Golden Rule Series – 2-3 stories weekly plus comprehension activities
Monthly book reports
Weekly timed readings in Think and Skill sheets
Weekly comprehension assignment in Tom Skill Text

2nd Quarter –

Noah Webster: A Man Who Loved Words (read orally)
Widening Horizons – 2-3 stories read weekly plus comprehension activities
Monthly book reports
Weekly timed readings in Adventures in Nature and Read and Think Skill sheets
Weekly comprehension assignments in Tom Skill Text

3rd Quarter –

Of America I – 2 stories read weekly plus activities
Monthly book reports
Weekly timed readings in Adventures in Nature and read and Think Skill sheets
Weekly comprehension assignments in Tom Skill Text

4th Quarter –

Rosa (novel) – Daily assigned reading
Research topics
Weekly timed readings in Adventures in Nature and Read and think Skill sheets

Weekly comprehension assignment in Tom Skill Text

Related Student Objectives/Learner Objectives:

The student will be able to:

1. Identify clues from surrounding words to interpret word content
2. Identify correct possessive forms of nouns
3. Identify compound words
4. Identify the differences between FACT and Opinion
5. Predict outcomes of stories
6. Identify guide words in a dictionary
7. Identify prefixes
8. Identify suffixes
9. Identify root words
10. Determine the main ideas of a paragraph
11. Accurately read time charts
12. Accurately read maps
13. Draw conclusions from information given
14. Identify idiomatic and figurative language
15. Identify words with multiple meaning
16. Identify antonyms
17. Identify synonyms
18. Identify homonyms
19. Identify the correct way to look up entries in encyclopedia with multiple words in the title
20. Distinguish between cause and effect
21. Identify life skills information, determining symbols of telephone, restaurant information, etc.
22. Summarize facts from a passage of script
23. Compare and contrast items
24. Outline materials
25. Determine correct abbreviation for commonly used words
26. Identify markings used in dictionary for correct pronunciation
27. Classify similar words (determining what they have in common)
28. Identify the sequence of events in a story
29. Identify the author's purpose in writing
30. Alphabetize words with similar spellings
31. Identify correct syllabication of word

Presentation Methods:

Student oral reading
Teacher oral reading
Skill sheets
Oral book reports
Written book reports

Evaluation and Grading Methods:

Oral reading critique
Skill sheet
Book reports
Comprehension timed readings

Enrichment and/or Supplemental Activities:

Every month involves a different type of book report to expose students to different types of books and creative ways to report on them:

- For biographies, students dress as the character (1st quarter)
- For biblical characters, students present a study again dressed as the character (3rd quarter)
- In groups, students create new ways to tell Aesop's Fables ie; poems, raps, songs, etc.
- Creative activities
- One month's book report involves choosing a chapter in Proverbs and explaining the importance of the wisdom it contains
- Students are read a book and then watch the same movie. Both storylines and methods are compared

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 5th Grade Spelling

School Year: 2009-2010

Class Meetings (Per Week): 4 times

Course Length: Full Year

Textbooks/Curriculum: Spelling, Vocabulary and Poetry
A Beka Books

General Course Description: This course is designed to develop spelling abilities and provide a battery of spelling rules and pronunciations. Word lists provide 25 words plus ten vocabulary words weekly. Each word list centers around a certain theme.

Biblical Principles:

1. We should seek acceptable upright words. (Ecclesiastes 12:10)
2. Hold on to my words with all your heart. (Proverbs 4:4)
3. Wisdom is the most important thing; so get wisdom. (proverbs 4:7)

General Course Content:

1st Quarter –

- Lesson 1: Word Theme: Time
- Lesson 2: Word Theme: Home
- Lesson 3: Word Theme: Agriculture
- Lesson 4: Word Theme: Plurals
- Lesson 5: Word Theme: Plurals
- Lesson 6: Word Theme: Geography
- Lesson 7: Word Theme: Music
- Lesson 8: Word Theme: Recreation

2nd Quarter –

- Lesson 9: Review
- Lesson 10: Word Theme: Food
- Lesson 11: Word Theme: American Cities
- Lesson 12: Word Theme: Animals
- Lesson 13: Word Theme: Health and Medicine
- Lesson 14: Word Theme: Personality
- Lesson 15: Word Theme: Education
- Lesson 16: Word Theme: Faraway Places
- Lesson 17: Word Theme: Class List
- Lesson 18: Word Theme: French Words

3rd Quarter –

- Lesson 19: Word Theme: American Documents
- Lesson 20: Word Theme: Borrowed Words
- Lesson 21: Word Theme: Government
- Lesson 22: Word Theme: Bible
- Lesson 23: Word Theme: Military
- Lesson 24: Word Theme: Plants
- Lesson 25: Word Theme: Language
- Lesson 26: Word Theme: Mathematics
- Lesson 27: Word Theme: Fifty States

4th Quarter –

- Lesson 28: Word Theme: Professions
- Lesson 29: Word Theme: Weather, Climate
- Lesson 30: Word Theme: Art

Lesson 31: Word Theme: Literature
Lesson 32: Word Theme: Clothing
Lesson 33: Word Theme: Descriptive Words
Lesson 34: Word Theme: Compound Words

Related Student Objectives/Learner Objectives:

The student will be able to:

1. Demonstrate academic excellence in spelling.
2. Demonstrate word definition knowledge
3. Demonstrate increased vocabulary
4. Identify and demonstrate correct pronunciation of words
5. Exhibit dictionary skills
6. Identify meanings of diacritical markings
7. Identify misspelled words
8. Divide words into syllables
9. Exhibit improved proofreading abilities
10. Define and identify homonyms
11. Define and identify antonyms
12. Define and identify synonyms
13. Spell classmates names accurately
14. Spell the names of fifty states accurately
15. Exhibit proper word usage in written form
16. Exhibit proper word usage in spoken form
17. Identify prefixes and their meaning
18. Identify suffixes and their meaning
19. Identify root words
20. Identify foreign derivatives of English words
21. Read poetry with expression
22. Identify dictionary markings and usage for correct word pronunciation
23. Identify nouns with the same singular and plural forms
24. Exhibit ability to create adjectives by adding a suffix
25. Identify words which double the final consonant before adding a suffix beginning with a vowel
26. Identify words with prefixes non, pro, and un are not hyphenated unless they are joined to a word beginning with a capital letter
27. Identify words with prefixes ex, and self and self and the suffix elect as words that ARE hyphenated
28. Identify nouns which end in the suffix- ione, retain the e if the suffix begins with a consonant and drops the e if the suffix begins with a vowel
29. Identify words with consonant team ch which are pronounced “k”
30. Identify words ending in y proceeded by a consonant as words where the y is changed to an I before adding all suffixes except those beginning with I

Presentation Method:

- Dialogue
- Word Searches and puzzles
- Sentences are written
- Class discussion
- Teacher pronunciation

Evaluation and Grading Methods:

- Two quizzes weekly
- Credit given for word search and puzzle completion
- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- 0% - 59% F

Enrichment and/or Supplemental Activities:

- Spelling Bee
- Spelling Contests
- Bonus Points given for correct spelling of words in ensuing lessons.
(correct recall rewarded)
- Bulletin boards using word illustrations
- Foods are sampled to create interest in and understanding of food words
- Mystery pattern calendar for state names

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: 5th Grade United States History
and Geography

School Year: 2009-2010

Class Meetings (Per Week): 35 min. 3x week **Course Length:** Full Year

Textbooks/Curriculum: A Beka Publications
New World History and Geography

General Course Description: This course is designed to provide a solid foundation in history and geography of the New World which is based on the word of God and Christian principles.

Biblical Principles:

1. God wants us to learn from history – the recording of past events. (I Corinthians 10:11)
2. God knows our personal history and also personal future. (Jeremiah 29:11)
3. God has directed that written record be kept. (Exodus 17:4, Jeremiah 30:2, Luke 1:1-4)
4. God has a plan He is carrying to completion; history records the progress of that plan. (Matthew 5:17-18, Luke 24:27)

General Course Content:

1st Quarter –

Chapters 1-5

1. The First Americans
2. Lands to the North
3. Canada
4. Eastern United States
5. North American Plains

2nd Quarter –

Chapters 6-8

6. The American West
7. Colonial Heritage
8. George Washington and the New World's First Republic

3rd Quarter –

Chapters 9-13

9. Expansion and Evangelism
10. Division and Reunion
11. The Nation grows and Prospers
12. Into the Twentieth Century
13. No substitute for Victory

4th Quarter –

Chapters 14-18

14. Time for Freedom and Responsibility
15. Mexico and Central America
16. The west Indies
17. South America's Natural Resources
18. Nation's of South America

Related Student Objectives/Learner Objectives:

The student will be able:

1. To identify a Table of Contents, a dictionary, a world atlas, national documents
2. To list facts on the Tower of Babel
3. Describe the difference between physical and climate
4. To identify longitude and latitude
5. To identify time zones
6. To identify equator and prime meridian
7. To plot using a grid
8. List Facts about Alaska
9. List Facts about the 10 largest countries, largest islands and freshwater lakes in Canada
10. List Facts about Eastern Canada
11. List Facts about prairies in Canada
12. List Facts about people, resources and industry in Canada
13. List Facts about British Columbia and the Territories
14. Label the geography of Canada
15. List the Indian tribes in the Eastern United States
16. To identify the 8 culture regions of the world
17. To contrast Western and Eastern culture
18. To name the two superpowers that emerged after WWII
19. To name the 8 world posers that have the most influence on the world
20. To recite the Preamble
21. List the mountain ranges of North America
22. To identify the major rivers of The Continental Divide
23. To identify and list and the importance and survival or the animals of the Rockies
24. To identify the natural features of Western United States and Western Cities
25. To identify characteristics of Colorado Plateau, Grand Canyon, Painted Desert and Petrified Forest
26. To identify characteristics of Western Deserts
27. To identify characteristics of animals and mountain ranges of the Pacific Coast
28. To identify the Indians of the West
29. To compare sizes of each of the 50 states
30. To identify geography, climate and wildlife of Central America
31. To identify the names and locations of the 7 countries of Central America
32. To identify facts about “The Panama Canal”
33. To identify facts about early explorers, climate and hurricanes of The West Indies
34. To identify major geographical points of The West Indies
35. To identify sea creatures and industry of The West Indies
36. To identify facts about the Spanish American War, George Liele, and Robert Boyle
37. To identify major landmarks of Puerto Rico
38. To identify major settlements of the Virgins Islands
39. To define communism
40. Distinguish between free government and communism
41. To identify the opposite seasons of the northern and southern hemispheres
42. To identify plant life of South America
43. To list different uses of rubber
44. To summarize the history of South America
45. To describe major events in the history of South America using a time line

46. To locate major geographical features of South America
47. To state the importance of coffee to the economy of South America
48. To compare population density to rainfall, vegetation and mineral maps
49. To explain the sources of Brazil's prosperity
50. To compare the poverty of Paraguay to the prosperity of Uruguay
51. To apply map skills in locating islands and archipelagoes on a map
52. To explain why England and NOT Spain or France was first to colonize America
53. To describe the love of "religious freedom" that the pilgrims had
54. To identify the struggles of the different colonies
55. To compare the nationalities to the areas of colonization
56. To compare and contrast the Southern colonies to the Northern & Middle
57. To identify major players in the Great Awakening and discuss the importance of the G.A. in the New World
58. To analyze the different Indian territories and the importance of rivers in discovering the new territory
59. To identify facts regarding the "new freedoms", struggles and fight for independence
60. Describe the Treaty of Paris
61. To identify the importance of the new government
62. To interpret the character of George Washington
63. To identify 3 branches of Government
64. To calculate the pioneer's push westward
65. To identify preachers of our early heritage
66. To identify the importance of Louisiana Purchase in America's expansion
67. To explain the process of the expansion to the west coast
68. To recognize the struggles of developing a relationship with Japan
69. To identify facts on the U.S. timeline 1840-1900
70. To explain the importance of Merriwether Lewis and William Clark in our expansion to the West

Presentation Method:

Lecture
 Discussion
 Videos
 Round Robin Team Review
 Oral Reports and Projects

Evaluation and Grading Methods:

Daily Assignments
 Tests and quizzes
 Projects
 Maps
 Oral and written reports

Enrichment and/or Supplemental Activities:

Videos
 Biography Reports on Persons in History
 Round Robin Competitions to test knowledge

Calvary Chapel Green Valley Christian Academy

Course Description

Course Title: 5th Grade Mathematics

School Year: 2009-2010

Class Meetings (Per Week): Daily

Course Length: Full Year

Textbooks/Curriculum: Bob Jones math 5 for Christian Schools
Times Tables

General Course Description: This course combines hand on activities, daily mathematics challenge problems and traditional math to teach math concepts.

Biblical Principles:

1. There are many accounts of numbering or counting. (II Samuel 24:2, Numbers 4:41, Psalms 90:12)
2. God cares about numbers. He has recorded many of our information. (Psalm 147: 4, Luke 12:7)
3. Mathematical truths demonstrate the orderliness, precision, and consistency of God. (Genesis 6:14-16, Numbers 14:29-33, 26: 64-65)
4. Mathematical study should result in greater appreciation of the works of God in His creation. (Psalm 8:3-9, Colossians 1:16-17)

General Course Content:

1st Quarter –

Review of Multiplication Facts 1-12
Place Value
Addition and Subtraction
Multiplication

2nd Quarter –

Geometry Lines and Angles
Decimal Fractions: Addition and Subtraction
Division: One- Digit Divisors
Common Fractions

3rd Quarter –

Measurement: Metric
Division: Two Digit
Common Fractions: addition and Subtraction
Geometry: Plane and 3-D Figures
Decimal Fractions: Multiplication

4th Quarter –

Decimal Fractions: Multiplication and Division
Measurement: Customary
Common Fractions: Multiplication and Division
Statistics and Graphing

Related Student Objectives/Learner Objectives:

The student will be able:

1. To recognize and read 4 to 12 digit numbers
2. To demonstrate how to write 4 to 12 digit numbers in standard form, expanded form, and as number words
3. To identify the value the value of all digits in 4 to 12 digit numbers
4. And demonstrate making the greatest possible number from 6 given digits
5. To demonstrate the ability to read and write Roman numerals

6. To demonstrate the ability to prioritize and use logic to solve problems
7. The ability to read and write time and demonstrate it
8. To demonstrate the commutative, identity, and associative properties of addition
9. To demonstrate addition and subtraction facts for a fact family
10. To demonstrate how to find the missing number in an addition or subtraction problem
11. To demonstrate how to write an equation for a word problem
12. To estimate the sum of an addition problem
13. To add 2 to 6 digit numbers
14. To use compensation to add 2 and 3 digit numbers mentally
15. To subtract 2 to 6 digit numbers
16. To use compensation to subtract 2 digit numbers mentally
17. To solve multi-step word problems
18. To apply the Commutative, Identity, Zero, Associative, and Distributive Properties of multiplication
19. To solve a multiplication problem having more than 2 factors
20. To write an equation for a word problem
21. To list the factors of a number
22. To determine whether a number is prime or composite
23. To list the multiples of a number
24. To identify and name points, lines, line segments, rays, and planes
25. To identify parallel, intersecting, and perpendicular lines
26. To identify the vertex and sides of an angle
27. To identify and name angles
28. To identify the center of a circle and identify the name
29. To identify and distinguish among right, acute, and obtuse angles
30. To write multiplication problems
31. To mentally compute numbers using multiples of 10
32. To display the ability to multiply 2,3 and 4 digit numbers by 2 or 3 digit numbers
33. To demonstrate solving multi-step problem
34. o determine the difference between the diameter and the circumference of a circle
35. To calculate the circumference of a circle
36. To illustrate and interpret a Venn diagram
37. To locate a city/country using latitude and longitude coordinates
38. To identify the tenths, hundredths, and thousandths place using decimals
39. To name a circle
40. To identify, name, and draw a radius, a diameter, and a chord of a circle
41. To demonstrate the use of a protractor to measure the central angles of a circle
42. To demonstrate the use of a compass to draw a circle
43. To demonstrate a decimal fraction with pictures and on a number line
44. To write a common fraction or mixed number as a decimal fraction
45. To compare fractions using a $<$, $>$, or equal sign
46. To demonstrate rounding decimal fractions to the nearest whole number, nearest tenth, and nearest hundredth
47. To be able to rename one as tenths, 1 tenth as hundredths, and 1 hundredth as 10 one thousandths
48. To be able to solve problems adding and subtracting decimals
49. To write an equation for a word problem involving decimals
50. To demonstrate adding and subtracting of decimal fractions
51. To identify the dividend, divisor, and quotient in division problems

52. To demonstrate solving equations with a missing factor
53. To be able to figure the averages of a group of numbers
54. To identify the correct order for solving multi-step problems
55. To use manipulatives to demonstrate a common fraction
56. To identify the numerator and denominator of common fractions
57. To identify a preposition, its phrase and object
58. To determine between a preposition and adverb
59. To identify prepositional phrases used as adjectives and adverbs
60. To be able to diagram a prepositional phrase
61. To identify conjunctions
62. To demonstrate equivalent fractions using multiplication or division
63. To identify the greatest common factor of two numbers
64. To complete a factor tree
65. To rename a fraction in lower terms using prime factorization
66. To rename an improper fraction as a mixed number and a mixed number as an improper fraction
67. To compare mixed numbers and fractions using $>$ and $<$ signs
68. To write ordered pairs to identify points on a coordinate graph
69. To graph points on a coordinate graph
70. To identify word problems having too little information
71. To identify word problems having extra information
72. To be able to solve word problems
73. To demonstrate an understanding of the metric system
74. To identify metric prefixes and their meanings
75. To identify the symbol (abbreviation) for each metric unit
76. To rename metric linear, capacity and mass units
77. To determine the appropriate unit of length, capacity, and mass
78. To demonstrate an understanding of the metric
79. To name the metric prefixes and identify their values
80. To determine the appropriate metric unit of length, capacity, or mass
81. To determine the correct temperature using a Celsius thermometer
82. To rename metric linear, capacity, and mass units
83. To demonstrate adding and subtracting metric measurements
84. To determine distance using a map scale
85. To rename standard English measurements in metric
86. To divide multiples of 10 to determine 1 digit quotient
87. To demonstrate checking a division problem using multiplication
88. To write an equation for a division word problem
89. To divide 2,3,4, and 5 digit dividends to find 1,2, and 3 digit quotients
90. To solve a missing factor equation
91. To use traditional form of division to find quotients
92. To demonstrate dividing money
93. To write a word problem for a division problem
94. To identify more than one way to solve a problem
95. To demonstrate correct addition of like fractions
96. To demonstrate adding like fractions
97. To demonstrate adding mixed numbers
98. To demonstrate subtracting like fractions
99. To write a subtraction equation for a word problem
100. To identify the number of sides and angles of polygons

101. To identify and draw congruent, similar, and symmetrical figures
102. To identify and draw a line of symmetry on a figure
103. To identify equilateral, isosceles, and scalene triangles
104. To identify a square, a rectangle, a parallelogram, a trapezoid, and a rhombus as special quadrilaterals
105. To be able to estimate to the nearest inch
106. To be able to measure to the nearest inch, half inch, fourth inch, eighth inch, and sixteenth inch
107. To write the abbreviation for each customary unit of length, capacity and weight
108. To measure temperature using a Fahrenheit thermometer
109. To measure to the nearest cup, pint, and quart
110. To measure to the nearest ounce and pound
111. To solve problems multiplying a whole number times a fraction
112. To solve problems multiplying fractions
113. To solve problems multiplying a whole number times a mixed number
114. To solve problems dividing a whole number times a fraction
115. To demonstrate understanding of recipes and their use of fractions

Presentation Method:

- Hands On
- Manipulatives
- Games
- Worksheets
- Teacher Presentations
- Daily Math Challenge Problems (workbook is logged)
- Daily Homework or Activity
- Group or Partner Projects Planning a Menu plus Expenditures

Evaluation and Grading Methods:

- Competency is noted during game situations
- Written Tests
- Recitation of Math Facts
- Daily Homework or activity

90% - 100% - A

80% - 89% - B

70% - 79% - C

60% - 69% - D

0% - 59% - F

Enrichment and/or Supplemental Activities:

Calvary Chapel Green Valley Christian Academy
Course Description

Course Title: Fifth Grade Physical Education
Class Meetings (Per Week): 2, 40 minute classes
per week

School Year: 2009-2010
Course Length: Full School Year

Textbooks/Curriculum: None

General Course Description: Physical education for students at Calvary Chapel Green Valley Christian Academy, will promote an enjoyment, appreciation and safety of physical activity while developing physical skills, activity skills, and developmental skills with a Christian focus on the body.

Biblical Principles:

1. God needs our bodies to be strong to do His will. (Proverbs 3:7)
2. We are to treat our bodies as God's temple. (I Corinthians 3:16)
3. We are instructed to always do our best and never give up. (I Corinthians 9:24)
4. God promises us strength and endurance if we wait on Him. (Isaiah 40:30)

General Course Content:

1st Quarter –

Students will reinforce their loco motor and non-loco motor skills. Students will increase fitness Levels, increase strength, flexibility, coordination, and agility. They will increase endurance and Cardiovascular fitness

1. Record height and weight for each student
2. Introduction to the Games: Matt Ball, Flicker ball, Scoop ball
3. Compete in Physical Fitness Testing:
 - a. mile run,
 - b. sit-ups,
 - c. standing broad jump,
 - d. sit and reach,
 - e. 50 yd. Dash,
 - f. flexed arm hang,
 - g. pull-ups,
 - h. shuttle run
4. Soccer Unit

2nd Quarter –

Students will continue to develop body rhythm and movement skills. They will increase strength And cardiovascular fitness, and increase balance, coordination, flexibility, and agility.

1. Perform rhythmic activities: Learn and perform Jewish Dance at Succoth Celebration
2. Exercises: sit-ups, jumping jacks, stretches, and running laps to increase balance coordination, flexibility strength, agility, and cardiovascular fitness
3. Engage in moderate to more complex organizational games: Flag football,
4. Running/walking activities
5. Floor Hockey Unit

3rd Quarter –

Students will improve performance in the standardized physical fitness test. They will increase Overall physical skills and conditioning and reinforce body awareness, flexibility, and agility.

1. Compete in Physical Fitness Test
 - a. One mile run
 - b. Sit-ups
 - c. Sit n' Reach
 - d. Shuttle Run
 - e. Pull-ups and flexed arm-hangs
 - f. Standing Broad Jump
 - g. Standing Broad Jump
 - h. 50 yd, Dash
2. Play various moderate organizational games:(basketball) to improve strength, flexibility, coordination and agility
3. Exercise and running to improve cardiovascular fitness, strength and endurance

4th Quarter –

Students will increase overall cardiovascular fitness, flexibility, strength, endurance And agility. They will increase their physical and activity levels.

Physical Fitness Testing

- a. One mile run
 - b. Sit-ups
 - c. Sit n' Reach
 - d. Shuttle Run
 - e. Pull-ups/Flexed arm hangs
 - f. Standing Broad Jump
 - g. 50 yd. Dash
2. Continued various low to more complex organizational games to improve strength, coordination, agility, and flexibility
 3. Continued exercises to improve cardiovascular fitness, strength and endurance
 4. Softball Unit

Related Student Objectives/Learner Outcomes:

The student will be able:

1. To demonstrate endurance and muscular strength by following the AAPHERD Youth Fitness Sit-Up Test procedures by completing 38 sit-ups for boys and 34 sit-ups for girls
2. To demonstrate flexibility through Sit n' reach activity
3. To demonstrate the skills of catching and throwing techniques by playing softball
4. To demonstrate the skills of hitting, throwing, fielding and playing different positions of playing softball
5. To demonstrate agility and endurance by performing shuttle run in 10.9 seconds for boys and 11.5 seconds for girls
6. To demonstrate eye-hand coordination using various organizational games
7. To demonstrate the skills of dribbling, passing, shooting, rebounding and endurance by playing Basketball
8. To demonstrate good sportsmanship at all times
9. To demonstrate speed by running the 50 yd. Dash in 8.2 seconds or less for boys and 8.6 seconds or less for girls
10. To demonstrate cardiovascular fitness by running the mile in 9 seconds or less for boys and 10 seconds and less for girls
11. Demonstrate led power by completing the AAHPERD Youth Fitness Broad Jump Test by jumping 5'2" or longer for boys and 4'8" or longer for girls

Presentation Methods: Teacher and student demonstrations

Evaluation and Grading Methods:

Teacher observation during individual and group activities

Participation and attitude

Fall and Spring fitness testing/scores recorded

Student attitude and behavior recorded

Enrichment and /or Supplemental Activities:

Succoth Dance – a Jewish celebration dance