

Learning Objectives

For Kindergarten Through Grade Eight



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How to Use These Objectives

A major question you must answer is “What should I teach?” To help you plan your curriculum, we have developed the following lists of objectives.

These are lists of what the student should study and/or what he or she can be expected to do by the **END** of the year at that grade level. It is important that the student knows the concepts in the preceding levels before being given new ones to master. Review previous grade-level objectives at the beginning of each year. If this is your first year of homeschooling a student from a graded classroom, consider what he should have already learned. *If there are any lower-level concepts your student has not mastered, plan to include those missed objectives in your current year’s curriculum.*

These objectives are targets. Children can be above or below “grade” level due to different rates of development but still be progressing normally. As long as you are aware of it and providing activity to promote progress, perfection is not to be expected. Worthy objectives can be worked on again and again. Advanced children may move on to concepts in the next grade level. They should not have to wait to learn next year’s material if they are ready now, just as children should not be expected to perform on a level that is more than their present development can handle.

Determine the objectives that you will present in the new year. At the end of each month, review these objectives again, marking ones that have been introduced and/or mastered. Objectives are intended to be mastered. For subject areas such as math which can be measured by the number of problems correctly done, 90% is considered mastery. For skills not measurable by standard testing, such as word usage, the child needs to use the word correctly in three to five different contexts.

Use the objectives lists as you teach each concept. Present the concept, use it for awhile, then work on other concepts. Review concepts regularly for retention. We forget what we do not use and review; therefore, review is necessary. Once your child has become proficient in a concept, avoid tedious repetition of the same material; simply check periodically for retention.

When you are teaching for mastery and not using texts and workbooks for a specific grade level, refer often to the objectives lists to assure coverage of all items. All lists have been compared with recognized standards to ensure that your students will not be surprised on standardized achievement tests by items to which they have not been introduced.

The rows of squares before each goal can be used to keep track of where three students are in mastering each concept. Use a column for each student and place the student's initial in the boxes of those concepts you have introduced or want to introduce . You could circle the box once the child understands the concept and draw a line through it or highlight it once the concept is mastered and/or applied.

Note: We have used "History/Geography" in the place of "Social Studies." Social studies has developed negative connotations due to the teaching of "values" which sometimes are contrary to the Judeo-Christian family structure. Social studies programs may now elevate having "politically" correct values while ignoring the central thrust of events and people that have shaped our world. Therefore, we place an emphasis on actual history which will also incorporate how people relate to each other (e.g., being courteous) and the physical planet as you "write" the history of your generation.

Kindergarten

Language Arts

- K.01 Identify the letters (upper- and lower-case) of the alphabet
- K.02 Recognize the sounds usually represented by all the letters of the alphabet
- K.03 Hear simple blends of sounds (syllables containing one vowel sound)
- K.04 Begin to use beginning sounds
- K.05 Recognize and write own first name
- K.06 Begin to understand concept of opposites, words with similar meanings, and rhyming words
- K.07 Understand we read a book from front to back, and a page from left to right and top to bottom
- K.08 Begin to use context and picture clues to understand a story
- K.09 Know location of the children's section of the library and how to use it
- K.10 Know how to check books in and out of the library
- K.11 Know the library contains books of all kinds
- K.12 Explore new books
- K.13 Enjoy listening to a variety of books
- K.14 Listen with understanding
- K.15 Ask questions about words and stories
- K.16 Predict while listening to a story, watching a movie, etc.
- K.17 Connect characters with actions
- K.18 Retell a simple story in sequence
- K.19 Look at pictures in books independently
- K.20 Read familiar signs and labels
- K.21 Read and follow simple directions or symbols
- K.22 Tell a short creative story based on pictures
- K.23 Listen to, organize, and create ideas
- K.24 Dictate and draw stories
- K.25 Share thoughts with others through writing, drawing, conversation
- K.26 Observe other people's responses

Math

- K.01 Recognize and draw squares, circles, triangles
- K.02 Identify numerals 0 through 9
- K.03 Count orally up to 20
- K.04 Know cardinal (1, 2, 3, etc.) and ordinal (first, second, third, etc.) sequencing of numbers up to 10
- K.05 Participate in creating a picture graph to show *more*, *less*, or *same*
- K.06 Know *whole* and *half* concepts
- K.07 Do simple grouping and categorizing
- K.08 Sort objects by color, size, or shape
- K.09 Apply one-to-one correspondence; e.g., one fork for each person
- K.10 Match numerals with groups of the number
- K.11 Identify pennies, dimes, nickels
- K.12 Understand spatial (*up*, *down*) and directional (*left*, *right*) concepts
- K.13 Develop calendar and clock skills to the hour
- K.14 Explore nonstandard measurements of length and weight
- K.15 Estimate small/large, short/shorter, tall/taller, etc.
- K.16 Recognize, extend, and create color and shape patterns
- K.17 Put simple puzzles together
- K.18 Begin to use mathematics to define and solve problems: learning from trying even if unsuccessful, asking questions and drawing conclusions
- K.19 Apply math to real-life situations; e.g., setting the table with correct number of plates
- K.20 Gather mathematical information by listening and observing

Science/Health

- K.01 Observe to learn more about the world around us
- K.02 Recognize the various tools used to make measurements
- K.03 Do simple recording of science data
- K.04 Recognize seasons and seasonal changes in weather, plants, and animals
- K.05 Identify human body parts
- K.06 Understand the need for personal and dental hygiene
- K.07 Understand the importance of rest and exercise
- K.08 Dress appropriately for weather, activity, and safety
- K.09 Indicate basic safety precautions in the home and neighborhood; e.g., for fire, electricity, climbing, poisons, water, getting lost, and strangers
- K.10 Demonstrate simple first-aid procedures; e.g., cleaning cuts
- K.11 Understand the preventive measures taken for common communicable diseases; e.g., blocking a sneeze or cough

History/Geography

- K.01 Increase knowledge of Bible stories and biblical concepts
- K.02 Identify the current holiday and at least one custom for it
- K.03 Appreciate holidays
- K.04 Recognize importance of several types of transportation
- K.05 Become familiar with social customs
- K.06 Interact with others (family, church, community, and varied age groups)
- K.07 Increase awareness of personal uniqueness and relationship to others

Physical Development

- K.01 Develop skill in coloring
- K.02 Develop skill in cutting and pasting
- K.03 Develop skill in drawing
- K.04 Play and exercise to increase physical skills and coordination

Grade One

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 1.01 Recognize rhyming words in phrases and verses
- 1.02 Repeat a series of four to five numbers; e.g., 2, 5, 1, 6
- 1.03 Follow three sequential directions given only once orally
- 1.04 Screen out sounds that would distract from listening
- 1.05 Relay a brief telephone message accurately
- 1.06 Give the main idea of a conversation or short paragraph
- 1.07 Listen to stories and poems and express ideas about them
- 1.08 Order correctly the events of a story
- 1.09 Retell details of text (plot, characters, etc.)
- 1.10 Identify author's purpose
- 1.11 Give a logical conclusion to a short story
- 1.12 Recognize and react to moods of a story
- 1.13 Listen with attention for a period of ten minutes
- 1.14 Differentiate between right and wrong choices made by people in a story
- 1.15 Find a moral lesson from a given selection

ORAL LANGUAGE

- 1.16 Show respect and courtesy in all conversations
- 1.17 Say rhyming words for any given word
- 1.18 Give own name, address, and phone number
- 1.19 Recite the Pledge of Allegiance
- 1.20 Answer the telephone courteously
- 1.21 Place a telephone call correctly
- 1.22 Introduce two people to each other
- 1.23 Recite the alphabet in sequence from memory
- 1.24 Name any letter of the alphabet on sight
- 1.25 Participate in choral-speaking, role-playing, and storytelling
- 1.26 Express complete thoughts in sentence dictation
- 1.27 Give a logical conclusion to a series of events
- 1.28 Use correct word order in statements and questions
- 1.29 Describe activities, places, and personal experiences using descriptive language
- 1.30 Give a brief oral report using illustrations or exhibits; e.g., show and tell
- 1.31 Dictate ideas to be recorded

READING

The age at which these skills develop varies with each child:

- 1.32 Identify settings of pictures
- 1.33 Use pictures to predict and confirm text
- 1.34 Associate printed form with spoken word
- 1.35 Sense relative size, motion, and distance in pictures
- 1.36 Establish left-to-right direction on the page for reading
- 1.37 Recognize action or outcome from picture stories
- 1.38 Use periods, commas, and exclamation points as signals to meaning
- 1.39 Use phonics to decode words at grade level
- 1.40 Use picture clues, word shape, and context as clues to unfamiliar words
- 1.41 Note structural changes made by adding *-s*, *-ed*, *-ing*, *-er* to root words
- 1.42 Identify main idea implied but not directly stated
- 1.43 Recognize that words may have more than one meaning
- 1.44 Read familiar texts fluently
- 1.45 Project meaning, mood, and emotion through intonation when reading orally
- 1.46 Recognize structure of contractions
- 1.47 Comprehend what is read at grade level
- 1.48 Read independently (looking at pictures or reading aloud to self)
- 1.49 Use reading as a tool for gathering information

LITERATURE

- 1.50 Demonstrate understanding of a story by retelling it in own words
- 1.51 Describe the feelings expressed by characters in stories and poems
- 1.52 Understand story elements (plot, character, sequence)
- 1.53 Find similarities and differences in story
- 1.54 Identify fiction and nonfiction text
- 1.55 Identify author's purpose (e.g., entertain, explain)
- 1.56 Talk about words in a selection that have appeal for their beauty, sound, or rhythm

LIBRARY/STUDY

- 1.57 Know how to choose a book
- 1.58 Demonstrate ability to take care of books
- 1.59 Understand headings, a table of contents, page numbers; use to locate specific story
- 1.60 Complete work

THINKING

- 1.61 Follow simple directions given orally
- 1.62 Read simple diagrams and maps
- 1.63 Classify from light to dark, hot to cold
- 1.64 Describe and compare color, shape, and size of objects
- 1.65 Classify pictures and objects by categories

COMPOSITION AND CREATIVE WRITING

These skills are dependent on motor development and vary with each child:

- 1.66 Use various art media to depict stories
- 1.67 Dictate and copy complete sentences
- 1.68 Dictate a two- or three-sentence story
- 1.69 Choose own topic and use own language in telling the story
- 1.70 Use logical sequence in telling a story
- 1.71 Understand the concept of beginning, middle, and end
- 1.72 Dictate a report of 1 or 2 sentences
- 1.73 Share writing
- 1.74 Accept and use feedback from others

CAPITALIZATION/PUNCTUATION

- 1.75 Capitalize first word of sentences
- 1.76 Capitalize names (e.g., of people, pets), *God*, and the pronoun *I*
- 1.77 Capitalize titles of respect, honor, or rank; e.g., *Mr.*, *Mrs.*, *Pastor*, *Dr.*
- 1.78 Capitalize days of the week
- 1.79 Capitalize names of places; e.g., cities, states, streets
- 1.80 Capitalize important words in titles (stories, books, music, or plays)
- 1.81 Use periods at the end of statement sentences
- 1.82 Use question marks after questions

GRAMMAR AND USAGE

These will be demonstrated mostly incidentally in reading, oral, and listening activities:

- 1.83 Identify naming, action, and descriptive words
- 1.84 Recognize a pronoun as a word which takes the place of a noun
- 1.85 Recognize connecting words (*and*, *but*, *or*)
- 1.86 Add *s* to make plurals
- 1.87 Identify compound words as two words forming one word
- 1.88 Use correct word order to convey the intended meaning; e.g., *her head is on the pillow or the pillow is on her head*
- 1.89 Understand that a sentence has two parts: naming and acting

SPELLING

The age at which these skills develop varies with each child:

- 1.90 Recognize individual phonemes in words (smallest single unit of sound—*sh, oa, t, ng*)
- 1.91 Substitute consonants (*had, fad*) and vowels (*had, hid*) to spell new words from known words
- 1.92 Use sound-symbol association to spell phonetically accurate words
- 1.93 Spell sight words according to ability

PENMANSHIP

These skills are dependent on motor skills and vary with each child:

- 1.94 Know correct body position for writing
- 1.95 Follow left-to-right direction in writing words
- 1.96 Recognize proper paper placement
- 1.97 Know and use the correct pencil position
- 1.98 Form numerals correctly
- 1.99 Form upper- and lower-case letters correctly in manuscript
- 1.100 Space letters and words accurately
- 1.101 Know proper alignment and proportion of letters
- 1.102 Write within the lines
- 1.103 Recognize vertical placement of straight lines
- 1.104 Evaluate own handwriting and improve areas of weakness

Math

VALUES

- 1.01 Develop neatness and accuracy in mathematical work
- 1.02 Develop good habits in completing mathematical tasks
- 1.03 Show evidence of learning the value of money and time

STRATEGY FOR SOLVING STORY PROBLEMS

Use the following strategy to solve word problems in which a solution is not readily apparent:

- 1.04 a. Identify the problem
- 1.04 b. Decide which operation to use
- 1.04 c. Write the number sentence
- 1.04 d. Solve the sentence
- 1.04 e. Check the work

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 1.05 Count on orally by 1s and 10s from 0 to 100
- 1.06 Understand counting on (skip counting) by 2s and 5s
- 1.07 Count back from 20 to 0
- 1.08 Match objects and numerals up to 12
- 1.09 Match number-words and numerals from 0 to 12
- 1.10 Count concrete objects and record the results in 1s and 10s
- 1.11 Use ordinals *first* through *tenth*
- 1.12 Tell which in a set has *more*, has *less*, has the *most*, or if items *match*
- 1.13 Recognize *before—after*, *one more—one less*, *left—right*
- 1.14 Apply addition with sums to 12
- 1.15 Apply subtraction facts with minuends to 12
- 1.16 Recognize place value (tens and ones)
- 1.17 Understand, select, use appropriate operations (addition or subtraction)
- 1.18 Use *plus* (+), *minus* (−), and *equal* (=) symbols
- 1.19 Add one- and two-digit numbers without regrouping with or without manipulatives; e.g., $10 + 2 = \square$
- 1.20 Recognize $\frac{1}{2}$ and $\frac{1}{4}$ as parts of a whole

MEASUREMENT, TIME, AND MONEY

- 1.21 Compare the sizes of two or more objects using the terms *same as* (equal to), *longer—shorter*, *larger—smaller*, *longest—shortest*, *largest—smallest*
- 1.22 Measure objects using nonstandard units of length; e.g., a paper clip, hand, block
- 1.23 Identify and compare the values of a *penny* (1 cent), *nickel* (5 cents), *dime* (10 cents), and *quarter* (25 cents)
- 1.24 Choose the coins needed to make a purchase up to 20 cents
- 1.25 Recognize the days as a part of the weekly cycle
- 1.26 Name the days of the week
- 1.27 Tell time to the hour and half hour

GEOMETRIC CONCEPTS

- 1.28 Identify and trace circles, squares, triangles, rectangles, ovals, hexagons
- 1.29 Identify sphere (ball), cube (block), and rectangular prism (shoe box)
- 1.30 Compare the relative positions of objects (*over—under*, *above—below*, *top—bottom*, *inside—outside*, *nearer—farther*)
- 1.31 Identify symmetry

LOGIC AND REASONING

- 1.32 Classify a set of objects by one attribute; e.g., size, shape, color, or texture
- 1.33 Pattern with manipulatives and symbols; e.g. completing a pattern of colors, of figures, of dots for a number
- 1.34 Make predictions based on data
- 1.35 Extend math thinking to real-world situations
- 1.36 Use pictures or models to demonstrate understanding

STATISTICS, GRAPHING, AND PROBABILITY

- 1.37 Use a pictograph to display information
- 1.38 Collect (by observing and listening) and organize data

Science/Health

SCIENCE

Grades 1 and 2 Science/Health Objectives can be studied any time during both years:

- 1.01 Use simple scientific investigative processes
- 1.02 Recognize the various tools used to make measurements
- 1.03 Record science data
- 1.04 Use resource materials to find information
- 1.05 Recognize that the earth is made up of water and land surrounded by air
- 1.06 Understand that the earth never stops rotating
- 1.07 Understand that the sun never stops shining
- 1.08 Comprehend the importance of the sun to life on earth; e.g., heat and light
- 1.09 Understand that any change in the placement of the sun or earth would cause a disaster for life on earth
- 1.10 Know why telescopes are used
- 1.11 Know and give examples of the two forms of life: animal and plant
- 1.12 Know all creatures have the same needs for water, air, and food
- 1.13 Name farm animals and resulting products
- 1.14 Name adult and offspring of wild and domestic animals
- 1.15 Recognize the basic plant parts and growth needs
- 1.16 Predict and demonstrate whether an object will sink or float

HEALTH AND SAFETY

- 1.17 Identify the basic food groups on a pyramid chart and give examples
- 1.18 Understand how the body is affected by the foods eaten
- 1.19 Choose foods from the food groups to make a balanced meal
- 1.20 Distinguish between “junk” food and healthful food
- 1.21 Understand the effects of eating foods with too much sugar and fat and snacking between meals
- 1.22 Recognize the importance of pure water and fresh air to good health
- 1.23 Know about “bad” germs and their effect on the body
- 1.24 Understand how cleanliness helps guard against illness
- 1.25 Identify the five senses and how we use them
- 1.26 Identify stress and develop skills for coping responsibly

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 1.01 Appreciate own country’s heritage
- 1.02 Practice good citizenship
- 1.03 Understand the Pledge of Allegiance
- 1.04 Know the origin of “The Star-Spangled Banner”
- 1.05 Demonstrate proper care and respect of own country’s flag
- 1.06 Appreciate holidays and their customs
- 1.07 Identify, compare, and contrast people’s dwellings in many countries
- 1.08 Display courtesy to others
- 1.09 Show respect and service for the elderly
- 1.10 Recognize each person has roles and responsibilities within the family

MAPS

- 1.11 Know the purpose of a map
- 1.12 Draw a simple map of a room showing the location of two or three key items
- 1.13 Recognize the globe as a model of the earth
- 1.14 Indicate land and water areas on a globe
- 1.15 Locate and name own country and state on a map
- 1.16 Locate North American continent on a map or globe
- 1.17 Locate the United States within the North American continent on a map or globe

Grade Two

Language Arts

LISTENING: *The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:*

- 2.01 Identify descriptive words or phrases in a short oral selection
- 2.02 Recognize a variety of rhythms in music and poetry
- 2.03 Recognize/label the difference between commands and questions
- 2.04 Distinguish which person is speaking in the story being read
- 2.05 Listen for enjoyment for at least 10 to 15 minutes
- 2.06 Follow five sequential directions given only once orally
- 2.07 Indicate the main idea of an oral story and poem to show understanding

ORAL LANGUAGE

- 2.08 Tell a story in sequence or give a series of events in order
- 2.09 Use synonyms for specific words
- 2.10 Include vocabulary words in telling stories and events
- 2.11 Say the days of the week and months of the year
- 2.12 Use words such as *yesterday*, *today*, *morning*, and *evening* correctly
- 2.13 Participate in choral-speaking and role-playing
- 2.14 Tell a personal experience using complete thought patterns
- 2.15 Participate courteously in a discussion, making relevant remarks
- 2.16 Make introductions considering age and sex
- 2.17 Create a different ending for a short story

READING

The age at which these skills develop varies with each child:

- 2.18 Recognize that different letter patterns may represent the same vowel sound; e.g., *boot*, *blue*, *grew*
- 2.19 Recognize that the same letter patterns may represent more than one vowel sound; e.g., *bead*, *head*
- 2.20 Recognize that consonant sounds may be represented by more than one letter or letter combination; e.g., *f*, *ff*, *gh*, *ph*
- 2.21 Note changes to root words by adding *-est*, *-en*, *-ly*, *-ful*, *-ish*, *un-*
- 2.22 Recognize words and phrases and know what they mean
- 2.23 Read orally with expression
- 2.24 Perceive sentences as complete thought units
- 2.25 Identify paragraphs as units of meaning
- 2.26 Identify the main idea of a paragraph
- 2.27 Recognize dialogue by the way it is punctuated (quotation marks)
- 2.28 Apply critical thinking skills to reading selections
- 2.29 Demonstrate comprehension by retelling
- 2.30 Read silently

LITERATURE

- 2.31 Read/listen to a variety of literature
- 2.32 Understand the nature of a person by the actions portrayed

LIBRARY/STUDY

- 2.33 Know and use all kinds of media available through library
- 2.34 Use picture dictionary to look up words for meaning and spelling
- 2.35 Use entry and guide words in a dictionary
- 2.36 Alphabetize using first and second letters
- 2.37 Locate specific information on a map
- 2.38 Recognize the parts of a book
- 2.39 Locate title page and index of books
- 2.40 Recognize the difference between the *author* and the *illustrator*
- 2.41 Match words and pictures
- 2.42 Match words and definitions
- 2.43 Recognize words may have multiple meanings
- 2.44 Manage personal space
- 2.45 Work independently when needed
- 2.46 Complete work on time

THINKING

- 2.47 Interpret picturesque and idiomatic language
- 2.48 Draw conclusions—generalize on the basis of what is stated
- 2.49 Recall information and verbalize with feelings and reactions
- 2.50 Sequence events in the order in which they happen
- 2.51 Differentiate between right and wrong
- 2.52 Evaluate information in light of what is already known
- 2.53 Distinguish between factual and exaggerated statements
- 2.54 Enjoy make-believe but differentiate it from fact

COMPOSITION AND CREATIVE WRITING

- 2.55 Provide appropriate endings for unfinished stories
- 2.56 Write short experience stories
- 2.57 Write simple sentences from dictation
- 2.58 Develop a main idea
- 2.59 Organize writing sequentially
- 2.60 Write simple research reports of one or two sentences
- 2.61 Write instructions or directions
- 2.62 Compose simple rhymes
- 2.63 Write/dictate a journal
- 2.64 Edit stories for simple spelling and punctuation errors

CAPITALIZATION/PUNCTUATION

- 2.65 Capitalize a person's title or the abbreviation of the title
- 2.66 Capitalize organizations, churches, etc.
- 2.67 Capitalize months and holidays
- 2.68 Use a period after an abbreviation
- 2.69 Use commas after the greeting and closing in letters
- 2.70 Use commas to separate names of cities and states
- 2.71 Use commas to separate days of the months and year
- 2.72 Use commas to separate words in a series
- 2.73 Use apostrophes in possessives and contractions

GRAMMAR AND USAGE

These will be demonstrated mostly incidentally in reading, oral, and listening activities:

- 2.74 Recognize naming words (*nouns*)
- 2.75 Recognize action words (*verbs*)
- 2.76 Use *a* and *an* correctly
- 2.77 Use appropriate describing words to modify a given noun or verb
- 2.78 Form plurals of regular nouns by adding an *s*

SPELLING

The age at which these skills develop varies with each child:

- 2.79 Recognize the individual phonemes in words
- 2.80 Substitute consonants and/or vowels to spell new words from known words at grade level
- 2.81 Spell phonetically accurate words at grade level
- 2.82 Spell sight words according to ability
- 2.83 Expand vocabulary and use new terms in everyday speech and writing

PENMANSHIP

- 2.84 Write both upper- and lower-case letters in manuscript form
- 2.85 Write own name and address
- 2.86 Follow left-to-right direction in writing words
- 2.87 Use appropriate spacing of letters, words, and sentences
- 2.88 Use appropriate size and alignment of letters
- 2.89 Evaluate own handwriting to improve areas of weakness

Math

STRATEGY FOR SOLVING STORY PROBLEMS/ MATH REASONING

- 2.01 Use the strategy learned in Grade 1
- 2.02 Determine if an answer is reasonable; e.g., by estimating, modeling, searching for patterns
- 2.03 Classify a set of objects by two attributes; e.g., color and size
- 2.04 Complete a simple sequence of numbers; e.g., 1, 3, 5, 7
- 2.05 Read and do simple word problems related to daily living

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 2.06 Count and write numbers to 1000
- 2.07 Count on and back by 2s, 5s, 25s (skip counting) to and from 100
- 2.08 Understand counting on by 3s and 4s
- 2.09 Match number-word, ordinal, numeral, and objects for 1 through 30
- 2.10 Recognize even and odd numbers
- 2.11 Compare and order numbers
- 2.12 Use place value of three-digit numbers (ones, tens, hundreds)
- 2.13 Write numbers using the 0 as a place holder in the ones and tens place
- 2.14 Write problems vertically and horizontally (equation form)
- 2.15 Use symbols of *less than* ($<$), *greater than* ($>$), *equals* ($=$), *not equal* (\neq)
- 2.16 Know addition and subtraction facts up to 10
- 2.17 Apply addition and subtraction facts up to 18
- 2.18 Understand that the order in which two numbers are added does not change the sum; e.g., $3 + 5$ or $5 + 3$ (*commutative property*)
- 2.19 Know it does not matter where the parentheses are placed when adding three numbers; e.g., $(2 + 3) + 5 = 2 + (3 + 5)$ (*associative property*)
- 2.20 Add two-digit numbers with regrouping; e.g., $51 + 29 = \square$
- 2.21 Add three-digit numbers with no regrouping; e.g., $125 + 101 = \square$
- 2.22 Determine differences for three-digit numbers with no regrouping; e.g., $123 - 111 = \square$
- 2.23 Determine differences for two- or three-digit numbers with one regrouping; e.g., $122 - 13 = \square$
- 2.24 Add two or three numbers using mental computation; e.g., $3 + 4 + 2 = \square$
- 2.25 Recognize multiplication facts to 5
- 2.26 Write fractions to describe a model showing *halves*, *fourths*, *thirds*

MEASUREMENT, TIME, AND MONEY

- 2.27 Measure objects to the nearest *inch* or *centimeter*
- 2.28 Measure with *quarts*, *cups*, and *liters*
- 2.29 Understand the monetary values of coins and one dollar bill
- 2.30 Choose the coins needed to make a purchase up to \$1.00
- 2.31 Know and write the meaning of the symbol of the dollar sign (\$)
- 2.32 Tell time to the nearest fifteen and five minutes (e.g., 3:15 and 4:05)
- 2.33 Locate a specific date on a calendar
- 2.34 Recognize the week as part of a month
- 2.35 Identify area, perimeter, mass, weight, and temperature

GEOMETRIC CONCEPTS

- 2.36 Identify open and closed curves
- 2.37 Identify cylinder (can)
- 2.38 Identify symmetry and line of symmetry
- 2.39 Identify congruent figures

STATISTICS, GRAPHING, AND PROBABILITY

- 2.40 Conduct experiments involving chance
- 2.41 Identify and construct picture graphs
- 2.42 Make and read bar graphs
- 2.43 Construct charts and tables

Science/Health

Grade 1 & 2 Science/Health Objectives can be studied any time during both years:

SCIENCE

- 2.01 Observe, sort, and describe objects
- 2.02 Use various tools to make scientific measurements
- 2.03 Record science data
- 2.04 Use investigative processes and methods
- 2.05 Use resource materials to find information
- 2.06 Recall the four seasons and weather specific to it
- 2.07 Recall the position of the nine known planets in our solar system
- 2.08 Classify animals into basic groups: mammals, birds, etc.
- 2.09 Recognize the body parts of an insect
- 2.10 Recognize birds common to local area
- 2.11 Demonstrate what gravity does to objects

HEALTH AND SAFETY

- 2.12 Know how alcohol and drugs affect the body
- 2.13 Recognize how our feelings influence our behavior
- 2.14 Develop skills in making sound decisions
- 2.15 Identify several ways to cope with problems

History and Geography

History and Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 2.01 Know religious and national holidays and festivals
- 2.02 Know significant contributions of leaders in early U.S. history
- 2.03 Recognize states in the United States
- 2.04 Recognize families as a unit of society
- 2.05 Appreciate the early days of local community
- 2.06 Recognize local community workers and services
- 2.07 Compare local community with others in U.S. and those in other lands
- 2.08 Describe man's sources of food and shelter

MAPS

- 2.09 Locate the continents on a map or globe
- 2.10 Label/locate the four cardinal directions on a map and globe
- 2.11 Recognize a floor plan drawing of own home as a map
- 2.12 Prepare a map of own neighborhood, indicating points of interest
- 2.13 Locate home town on a map

Grade Three

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 3.01 Listen and participate in small group discussions
- 3.02 Answer questions about details of a given selection
- 3.03 Distinguish between statements and exclamations
- 3.04 Complete orally assigned tasks independently
- 3.05 Arrange in order five specific events from a given selection
- 3.06 Recognize alliteration in a given selection
- 3.07 Listen with a designated purpose

ORAL LANGUAGE

- 3.08 Display courteous behavior when talking to others
- 3.09 Give a short report or demonstration
- 3.10 Give clear and concise directions for an activity
- 3.11 Pantomime recognizable objects, animals, or situations
- 3.12 Use appropriate speed, inflection, and volume
- 3.13 Evaluate a discussion in which actively involved

READING

The age at which these skills develop vary with each child:

- 3.14 Read orally with fluency and expression
- 3.15 Find similarities and differences in stories
- 3.16 Recognize and apply syllable and accent rules
- 3.17 Interpret written directions
- 3.18 Know the meaning of words and phrases from context and picture clues
- 3.19 Recognize there is more than one pronunciation for some words
- 3.20 Recognize that double negatives change the meaning to positive
- 3.21 Know word pronunciation may depend on its function in a sentence
- 3.22 Use critical thinking skills at grade level with selections that are read
- 3.23 Distinguish the main idea and see detail as supporting the main idea
- 3.24 Comprehend material read silently

LITERATURE

- 3.25 Choose appropriate reading material
- 3.26 Describe the feelings or moods expressed in a variety of selections
- 3.27 Recognize poetry as an avenue of seeing everyday things in a new way
- 3.28 Recognize cause/effect due to attitudes and actions of story characters
- 3.29 Identify character, mood, plot in stories
- 3.30 Recognize figurative language

LIBRARY/STUDY

- 3.31 Use alphabetical sequence to the third letter
- 3.32 Apply dictionary skills
- 3.33 Use title page, table of contents of a book
- 3.34 Use the encyclopedia and other references as resources
- 3.35 Stay on task

THINKING

- 3.36 Predict events from implied information
- 3.37 Form conclusions and summary from given information

COMPOSITION AND CREATIVE WRITING

- 3.38 Expand simple sentences with descriptive words and phrases
- 3.39 Recognize a paragraph; e.g., by indentation and having at least three sentences
- 3.40 Indent the first word of a paragraph
- 3.41 Write a friendly letter including all five parts
- 3.42 Write a three-sentence story using descriptive words and phrases
- 3.43 Write a poem describing something
- 3.44 Write invitations and replies
- 3.45 Write a one-paragraph report, news story, essay, or instructions
- 3.46 Organize material for stories and reports
- 3.47 Critique own work for improvement

CAPITALIZATION

- 3.48 Capitalize initials
- 3.49 Capitalize *Mother* and *Father* when used as names
- 3.50 Capitalize abbreviations such as *Mr.*, *Mrs.*, *Miss*, *Ms.*
- 3.51 Capitalize salutation and close of letters
- 3.52 Capitalize names of countries and continents
- 3.53 Capitalize names of ships, planes, trains

PUNCTUATION

- 3.54 Use periods after numerals in listing items
- 3.55 Use periods in writing initials
- 3.56 Use an exclamation mark at the end of an exclamatory sentence
- 3.57 Use apostrophes in contractions and singular possessives
- 3.58 Use a colon when writing time; e.g., 2:15
- 3.59 Underline a book title

GRAMMAR AND USAGE

- 3.60 Define *noun* and recognize common nouns
- 3.61 Form plurals of regular nouns by adding *es*
- 3.62 Form plurals of frequently used irregular nouns
- 3.63 Identify pronouns
- 3.64 Differentiate between nouns and pronouns
- 3.65 Recognize singular possessives
- 3.66 Identify and use verbs
- 3.67 Form past tense by adding *d* or *ed*
- 3.68 Use contractions
- 3.69 Recognize and use homonyms
- 3.70 Identify the subject and predicate of sentences

SPELLING

- 3.71 Correct and learn correct spelling of misspelled words in written work
- 3.72 Use resources to find spelling errors; e.g., dictionaries, spell checker
- 3.73 Increase spelling vocabulary of frequently used words
- 3.74 Use personal notebook for recording spelling words taken from misspellings, current studies, new vocabulary words, etc.
- 3.75 Spell sight words according to ability

PENMANSHIP

- 3.76 Transition from manuscript to cursive form
- 3.77 Join letters (cursive form) within words correctly
- 3.78 Use appropriate size, slant, shape, and spacing of letters and words
- 3.79 Write within the lines
- 3.80 Evaluate own handwriting and improve weaknesses

Math

STRATEGY FOR SOLVING STORY PROBLEMS/ MATH REASONING

Use the following strategy to solve word problems in which a solution is not readily apparent:

- 3.01 a. Identify the problem
- 3.01 b. Select the needed information
- 3.01 c. Decide which operation to use
- 3.01 d. Write the number sentence
- 3.01 e. Estimate to determine the reasonableness of the answer
- 3.01 f. Solve the problem
- 3.01 g. Check the answer

- 3.02 Classify a set of objects by several attributes
- 3.03 Complete a sequence of numbers; e.g., 2, 4, , 8
- 3.04 Identify function rules; e.g., the function rule to solve $4 \underline{\quad} = 7$, $5 \underline{\quad} = 8$, and $12 \underline{\quad} = 15$ is $+3$
- 3.05 Create simple word problems related to daily living and select appropriate operations

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 3.06 Match number-word, ordinal, numeral, and objects for 1 through 100
- 3.07 Read and write numerals between 0 and 10,000
- 3.08 Understand/apply place value of four-digit numbers (through thousands)
- 3.09 Recognize place value to million
- 3.10 Skip count 2s through 10s
- 3.11 Round numbers to nearest 10 and 100
- 3.12 Model negative and positive numbers on number line
- 3.13 Add and subtract using any three-digit numbers
- 3.14 Memorize basic multiplication facts through 9
- 3.15 Show that the order in which two numbers are multiplied does not change the product; e.g., $2 \times 7 = 7 \times 2$ (*commutative property*)
- 3.16 Multiply two-digit numbers by one-digit numbers; e.g., $28 \times 3 = \square$
- 3.17 Do division facts corresponding with multiplication facts; e.g., $3 \times 7 = \square$; $21 \div 7 = 3$
- 3.18 Use symbols for *multiply* (\times), *divide* (\div), *division bar* (—), *division box* ($\overline{\quad}$)
- 3.19 Recognize fractions with denominators up to 12
- 3.20 Add or subtract two or three numbers using mental computation; e.g., $9 - 2 - 6 = \square$; $9 + 2 - 4 = \square$

MEASUREMENT, TIME, AND MONEY

- 3.21 Know *inches, feet, yards, centimeters, and meters*
- 3.22 Measure to quarter inch
- 3.23 Identify volume of standard containers—*cup, pint, quart, gallon, milliliter, and liter*
- 3.24 Identify *half-dollar (50 cents), dollar (100 cents), and \$2.00 bill (200 cents)* and compare value with smaller units
- 3.25 Name the total amount of money in sets of coins up to \$5.00
- 3.26 Count change for purchases made
- 3.27 Write amount of money using the dollar sign and decimal point (\$1.00)
- 3.28 Tell time to the nearest minute
- 3.29 Use *quarter after, half past, and quarter to* in telling time
- 3.30 Write time in standard form (one o'clock) and in digital form (1:00)
- 3.31 Model elapsed time using a clock
- 3.32 Recognize the months as a part of the yearly cycle
- 3.33 Know own birthday: day, month, year
- 3.34 Measure and compare *mass, perimeter, area*
- 3.35 Estimate/weigh objects using *pounds/ounces, grams/kilograms*

GEOMETRIC CONCEPTS

- 3.36 Identify and draw a line
- 3.37 Identify and draw a line segment
- 3.38 Identify and draw a point on a line
- 3.30 Identify and draw an angle
- 3.40 Identify and draw a plane figure

STATISTICS, GRAPHING, AND PROBABILITY

- 3.41 Solve problems related to picture and bar graphs
- 3.42 Locate a given whole number on a number line

Science/Health

Grades 3 and 4 Science/Health Objectives can be studied any time during both years:

SCIENCE

- 3.01 Relate the earth's motion to day and night
- 3.02 Describe the motion of the earth and moon; infer motion of other bodies
- 3.03 Describe oceans and what can be found in them
- 3.04 Describe the three states of matter: solid, liquid, and gas
- 3.05 Compare rocks and fossils
- 3.06 Define and give an example each of natural and man-made forces
- 3.07 Describe the nature and behavior of light
- 3.08 Understand the sun is a source of light

- 3.09 Explain why shadows seem to move
- 3.10 Appreciate need to conserve and find new sources for energy
- 3.11 Know that vibrations cause sound waves
- 3.12 Describe the inventions Edison and Bell made in relation to sound
- 3.13 Know the three parts of the ear
- 3.14 Know a magnet is able to attract some materials
- 3.15 Describe how various animals care for their young
- 3.16 Describe the habitat of various wildlife

HEALTH AND SAFETY

- 3.17 Learn about proper balance of life's activities
- 3.18 Distinguish life cycles, describing how childhood fits into them
- 3.19 Learn safety in relationship to the community; e.g., skateboarding
- 3.20 Take care of eyes and ears
- 3.21 Relate health to food, shelter, and clothing

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 3.01 Participate in service for others
- 3.02 Identify kinds of transportation and their importance past and present
- 3.03 Identify kinds of communication and their importance past and present
- 3.04 Describe types of clothing of earlier periods
- 3.05 Name sources of food, clothing, and shelter today
- 3.06 Identify customs and cultures of American Indians
- 3.07 Discuss contemporary people; e.g., a missionary, local community person
- 3.08 Investigate career choices

MAPS

- 3.09 Draw a map of a study area including specific details
- 3.10 Know common symbols used on a map
- 3.11 Understand scale and how it applies to map
- 3.12 Distinguish between political and physical maps
- 3.13 Locate the oceans and countries bordering the U.S. on a map/globe
- 3.14 Identify the North and South Poles on a map/globe

Grade Four

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 4.01 Listen to a message and ask clarifying questions
- 4.02 Predict a reasonable outcome; e.g., cause-effect
- 4.03 Identify different sounds and emotions
- 4.04 Recall five or more facts from an oral presentation
- 4.05 React to the feeling or mood of a given selection
- 4.06 Identify the main idea and supporting details
- 4.07 Distinguish between fact and opinion

ORAL LANGUAGE

- 4.08 Describe clearly and logically how to do a given task
- 4.09 Answer accurately who, what, where, when, and how questions
- 4.10 Use variations in rate and inflection in speech
- 4.11 Enunciate smoothly and distinctly
- 4.12 Participate in group activities; e.g., choral-speaking, skits, discussions
- 4.13 Describe an incident from a factual rather than judgmental viewpoint
- 4.14 Give directions for a trip using a road map of own state

READING

- 4.15 Recognize root words as base words
- 4.16 Recognize a hyphen divides or connects words
- 4.17 Divide words into syllables to determine pronunciation
- 4.18 Recognize function of introductory paragraphs
- 4.19 Translate abbreviations in reading for meaning
- 4.20 Build comprehension and speed of silent reading
- 4.21 Read orally with expression, fluency, and clarity
- 4.22 Read for information and enjoyment outside the study environment
- 4.23 Use critical thinking skills at grade level with selections read
- 4.24 Use reading skills in variety of ways; e.g., scanning for information

LITERATURE

- 4.25 Describe thoughts or feelings after viewing works of art, music, literature
- 4.26 Recognize that the format of poetry may enhance its beauty and meaning
- 4.27 Enjoy the sounds in poems and stories
- 4.28 Recognize many colorful expressions are figurative rather than literal
- 4.29 Comprehend story plot, setting, point of view, character, problem solution
- 4.30 Form a better understanding of self and other people

LIBRARY/STUDY

- 4.31 Use library's indexing system
- 4.32 Know the arrangement of the library
- 4.33 Recognize the function and use of reference tools and materials
- 4.34 Use skill in alphabetizing to locate books and information
- 4.35 Use subheadings to aid in locating information
- 4.36 Use key words to locate information
- 4.37 Use index entries, sub-entries, and cross references
- 4.38 Use subtitles in organizing and summarizing information
- 4.39 Restate dictionary definition of words and use them in sentences
- 4.40 Read to locate specific information, verify an opinion, or prove a point
- 4.41 Adjust reading rate for different purposes
- 4.42 Use time effectively

THINKING

- 4.43 Understand mood and emotions portrayed in a presentation
- 4.44 Make or withhold judgments on the basis of available information
- 4.45 Distinguish fact from opinion

COMPOSITION AND CREATIVE WRITING

- 4.46 Write sentences that appeal to the five senses
- 4.47 Use exclamatory, declarative, imperative and interrogative sentences
- 4.48 Write an original story
- 4.50 Express creative, imaginative thoughts through poetry
- 4.51 Use simple dialogue in writing
- 4.52 Use imagery, figurative language, and variety in sentence structure
- 4.53 Write a simple news item for a newsletter, relative, or shut-in
- 4.54 Write well-organized directions for a specific procedure
- 4.55 Write a one-paragraph report on a book read, field trip, material studied
- 4.56 Write a business letter in correct form
- 4.57 Proofread work for usage, capitalization, and punctuation errors at grade level

CAPITALIZATION

- 4.58 Capitalize brand names
- 4.59 Capitalize geographic features (rivers, oceans, mountains) and regions (Northwest)
- 4.60 Capitalize names of buildings, schools, parks
- 4.61 Capitalize first word in a direct quotation

PUNCTUATION

- 4.62 Use commas to set off nouns of direct address
- 4.63 Use commas between the name of a city and a state or country
- 4.64 Use commas between the day and the year
- 4.65 Use commas to separate groups of words in a series
- 4.66 Use commas to separate *yes* or *no* (when an independent comment) from the rest of the sentence
- 4.67 Use quotation marks to set off the exact words said by a person

GRAMMAR AND USAGE

- 4.68 Recognize that a complete subject always contains a noun or pronoun
- 4.69 Understand *proper nouns* (names of specific persons, places, or things)
- 4.70 Use possessive forms of singular and plural nouns
- 4.71 Recognize that a complete predicate always contains a verb
- 4.72 Use correct form of verb tenses
- 4.73 Recognize and use helping verbs (*be*)
- 4.74 Recognize adjectives as one kind of descriptive words
- 4.75 Use adjectives to compare and contrast
- 4.76 Know possible origins of words

SPELLING

- 4.77 Recognize spelling patterns and write new words based on those patterns
- 4.78 Spell words that deviate from the regular spelling patterns
- 4.79 Follow a study plan for learning new words
- 4.80 Recognize many English words which are borrowed from other languages
- 4.81 Assume responsibility for correct spelling in all written work

PENMANSHIP

- 4.82 Write cursive letters correctly
- 4.83 Use appropriate size, slant, shape, and spacing of letters and words
- 4.84 Use cursive form in written work
- 4.85 Increase speed without sacrificing legibility and correct letter formation

Math

STRATEGY FOR SOLVING STORY PROBLEMS

Use the following strategy to solve word problems in which a solution is not readily apparent:

- 4.01 a. Identify the problem
- 4.01 b. Select the needed information
- 4.01 c. Decide which operation(s) to use
- 4.01 d. Determine the correct sequence of operations

- 4.01 e. Write the proper equation
- 4.01 f. Estimate to determine the reasonableness of the answer
- 4.01 g. Solve the equation
- 4.01 h. Check the answer

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 4.02 Check answers using the inverse operation
- 4.03 Gain speed/accuracy in the multiplication and division facts through 9s
- 4.04 Read and write any numeral from 0 to 1,000,000
- 4.05 Know place values through seven digits
- 4.06 Add and subtract any three- or four-digit number combination
- 4.07 Regroup factors using the associative property;
e.g., $(4 \times 2) \times 3 = 4 \times (2 \times 3)$
- 4.08 Multiply two- and three-digit numbers by one digit; e.g., 251×4
- 4.09 Know the properties of 0 and 1 for multiplication
- 4.10 Divide any three-digit dividend by a one-digit divisor;
e.g., $100 \div 5 = \square$
- 4.11 Add and subtract fractions having a common denominator;
e.g., $1/8 + 2/8 = \square$
- 4.12 Determine the fraction *greater than*, *less than*, or *equal to* another
- 4.13 Know equivalent fractions; e.g., $1/2$, $2/4$, $3/6$, $4/8$
- 4.14 Know and read all fractions up to 10
- 4.15 Recognize a fractional part of a set
- 4.16 Add, subtract, multiply, and divide four or more numbers using mental computation; e.g., $9 + 6 \div 3 \times 2 = \square$
- 4.17 Know Roman numerals to **L** (50)
- 4.18 Know that subtraction and division are noncommutative;
e.g., $4 - 2 \neq 2 - 4$ and $3 \div 6 \neq 6 \div 3$

MEASUREMENT, TIME AND MONEY

- 4.19 Use appropriate unit for measuring length *mile/yard/foot/inch*,
centimeter/meter/kilometer
- 4.20 Weigh objects to the nearest *ounce*, *kilogram*
- 4.21 Use appropriate unit for measuring liquid *gallon/quart/pint*,
liter/milliliter
- 4.22 Know all U.S. money values
- 4.23 Use addition and subtraction to solve problems involving money
- 4.24 Write money as cents (26ϕ) and as a fraction of a dollar ($$.26$)
- 4.25 Read the thermometer to the nearest degree Celsius or Fahrenheit

- 4.26 Know the symbol for degree (°)
- 4.27 Compute elapsed time
- 4.28 Tell time to the nearest second

GEOMETRIC CONCEPTS

- 4.29 Recognize the models of a sphere, cylinder, and cube
- 4.30 Recognize parallel lines
- 4.31 Recognize perpendicular lines
- 4.32 Know *circle*, *radius*, *circumference*, and *diameter*
- 4.33 Use line of symmetry and reflections

STATISTICS, GRAPHING, AND PROBABILITY

- 4.34 Locate a point on a grid using a numbered pair of numbers
- 4.35 Construct bar and picture graphs from given data
- 4.36 Make and read frequency tables (tallying)
- 4.37 Conduct survey and represent results
- 4.38 Find the mean
- 4.39 Identify the probability of an event

Science/Health

Grades 3 and 4 Science/Health Objectives can be studied any time during both years:

SCIENCE

- 4.01 Describe environment of own state: climate, weather, resources, etc.
- 4.02 Describe an ocean in terms of tides, currents, and resources it provides
- 4.03 Understand how water, soil, and air affect our planet Earth
- 4.04 Name causes and possible solutions for environmental pollution
- 4.05 Recognize the influence of weather on people, crops, ecology
- 4.06 Distinguish and give examples of animals, plants, minerals
- 4.07 Distinguish plants by classification
- 4.08 Describe the food cycle: seed, plant's full growth, to market, the table
- 4.09 Name insects and classification characteristics

HEALTH AND SAFETY

- 4.10 Learn about nutrients and how they help the body
- 4.11 Relate proper nutrition to the daily food groups
- 4.12 Know the effects of caffeine, tobacco, alcohol, and drugs on the body
- 4.13 Know parts of the body and their functions
- 4.14 Understand the principles of digestion
- 4.15 Take care of body: teeth, sleep, exercise, bathing, fluid intake

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 4.01 Describe own state history (usually studied for 1/4 to 1/2 year)
- 4.02 Know the relationship of own state to region, country, and world
- 4.03 Identify natural resources in local state
- 4.04 Identify people and their contributions in the history of own state
- 4.05 Investigate laws and why we need them
- 4.06 Recognize the important of being a responsible citizen
- 4.07 Understand the significance of the equator

MAPS

- 4.08 Draw a map that is proportionately accurate
- 4.09 Know certain living conditions can be shown on a map; e.g., climates
- 4.10 Estimate distances using the distance scale on a road map
- 4.11 Recognize symbols for natural/manmade landmarks, capitals, boundaries
- 4.12 Mark principal cities (including capital) on local state map
- 4.13 Locate and name major geographical points on local state map
- 4.14 Compare desert, mountains, plains, forest regions
- 4.15 Trace the course of a river from its source to its mouth
- 4.16 Locate the major regions of the United States; e.g., Southwest
- 4.17 Locate and name the oceans and continents on a map/globe
- 4.18 Locate Northern and Southern hemispheres and the equator

Grade Five

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., stories read to him, oral instructions, television programs:

- 5.01 Determine appropriate/inappropriate use of rate, volume, and inflection in an oral presentation
- 5.02 Describe personal thoughts and feelings inspired by listening to literary or musical selections
- 5.03 Differentiate among types of listening and adapt the appropriate listening to the situation
- 5.04 Recognize inferences and understand the implied meanings
- 5.05 Identify the main events that form the plot

ORAL LANGUAGE

- 5.06 Give precise directions to or from a specific location
- 5.07 Prepare and present an informal report
- 5.08 Practice articulate speech
- 5.09 Use variation in rate and inflection
- 5.10 Use speech in a variety of activities; e.g., choral-speaking, puppetry, discussions, skits
- 5.11 Give a presentation from memory
- 5.12 Make a short presentation aimed at changing the audience's point of view
- 5.13 Demonstrate a given human emotion through role-playing

READING

- 5.14 Infer from context the meaning of words after suffixes and prefixes have been added
- 5.15 Recognize that shifting the accent of a word affects the pronunciation and the meaning; e.g., *con'tent*, *con-tent'*
- 5.16 Use context clues to interpret unfamiliar expressions or to determine meanings of specialized vocabulary; e.g., from an occupation, a field of science
- 5.17 Use context clues to determine the meaning of words that are spelled and pronounced the same: a huge *bear*, *bear* the pain
- 5.18 Use context clues to determine the pronunciation and meaning of words that are spelled the same but pronounced differently: the *wound* is painful, the clock was *wound*
- 5.19 Read orally with good expression, pronunciation, enunciation, and rhythm
- 5.20 Understand that dialects may be regional, social, or situational
- 5.21 Restate the main idea of a paragraph in reading material

- 5.22 Recognize literary devices such as exaggeration or figurative language
- 5.23 Build vocabulary through reading
- 5.24 Recognize plot, character, theme, setting

LITERATURE

- 5.25 Recognize the author's use of language, style, perspective
- 5.26 Recognize that what is viewed, heard, or read affects one's self-concept and relationship with others
- 5.27 Read poetry to create word pictures

LIBRARY/STUDY

- 5.28 Pick out key words or thoughts to make notes
- 5.29 Organize materials into logical groups for study; e.g., animals
- 5.30 Use *author*, *title*, and/or *subject* to locate specific books in the library indexing (cataloging) system
- 5.31 Explain the arrangement of books in each category
- 5.32 Determine the type of book by its call number
- 5.33 Use headings, charts and graphs, indices in research
- 5.34 Selecting and use reference materials such as an atlas, encyclopedia, thesaurus, dictionary, glossary
- 5.35 Use a study strategy to aid in comprehension and retention of content material; e.g., SQ3R (see *Write Source 2000*)
- 5.36 Select appropriate word meaning from among meanings in dictionary
- 5.37 Use written information to perform tasks

THINKING

- 5.38 Recall important facts in a selection
- 5.39 Formulate conclusions and generalizations from given information
- 5.40 Distinguish between fantasy and reality
- 5.41 Recognize cause-effect relationships
- 5.42 Identify and react to mood of a selection
- 5.43 Analyze, interpret, and synthesize what is read
- 5.44 Make predictions based on what is read
- 5.45 Recommend reading to others
- 5.46 Identify the purpose of text

Uses the following strategy to solve problems:

- 5.47 a. Identify problem
- 5.47 b. Formulate possible solution
- 5.47 c. Use facts to evaluate possible solution
- 5.47 d. Select best possible solution
- 5.47 e. Determine if chosen solution is workable

COMPOSITION AND CREATIVE WRITING

- 5.48 Use a thesaurus to vary writing vocabulary
- 5.49 Identify a topic sentence at the beginning of a paragraph
- 5.50 Write a topic sentence and at least two supporting sentences to form a paragraph
- 5.51 Vary sentences—long, short, different beginnings, etc.
- 5.52 Revise sentences for cadence and flow
- 5.53 Write stories using dialogue and/or surprise endings
- 5.54 Write a poem describing an experience
- 5.55 Use descriptions that appeal to the senses
- 5.56 Identify and use different types of outlining; e.g., webbing, clustering, formal
- 5.57 Identify and use parts of friendly and business letters
- 5.58 Address an envelope correctly
- 5.59 Write multi-paragraph reports and stories with reasonable organization
- 5.60 Critique own work for usage, capitalization, spelling, and punctuation errors at grade level
- 5.61 Choose precise words, metaphors, and figures of speech appropriately

CAPITALIZATION/PUNCTUATION

- 5.62 Capitalize and underline (italicize on computer) book titles
- 5.63 Capitalize historical periods and events
- 5.64 Capitalize groups of people—nationalities, races
- 5.65 Use the colon after the greeting of a business letter
- 5.66 Use commas to set off the words *well*, *no*, *yes*, and *oh* when used at the beginning of sentences
- 5.67 Use commas to separate two related sentences joined by a conjunction

GRAMMAR AND USAGE

- 5.68 Recognize the relationship between nouns and modifiers
- 5.69 Know and use plurals of irregular nouns; e.g., *child—children*
- 5.70 Know singular and plural pronouns
- 5.71 Differentiate between/use personal and possessive pronouns
- 5.72 Recognize and use plural and singular verbs with plural and singular nouns and pronouns
- 5.73 Know and use two-word verb phrases
- 5.74 Recognize and use auxiliary verbs
- 5.75 Know that adjectives are modifiers of nouns
- 5.76 Know how to use comparative adjectives
- 5.77 Recognize descriptive and restrictive adjectives

- 5.78 Differentiate between adverbs and adjectives
- 5.79 Know that adverbs describe how, when, and where
- 5.80 Recognize adverbs ending in *ly*
- 5.81 Change adjectives to adverbial forms; e.g., *nice—nicely*
- 5.82 Recognize and use antonyms
- 5.83 Recognize and use synonyms
- 5.84 Recognize and use homographs
- 5.85 Understand the use of double negatives
- 5.86 Recognize and use sentences containing compound subjects
- 5.87 Know that two related sentences can be combined using coordinate conjunctions (*and, but, or, nor, for, and yet*)

SPELLING/PENMANSHIP

- 5.88 Self-evaluate handwriting for legibility and improvement
- 5.89 Increase spelling vocabulary
- 5.90 Use resources to edit spelling; e.g., dictionary, spell checker

Math

STORY PROBLEM SOLVING

- 5.01 Use strategy learned in Grade 4.

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 5.02 Estimate to determine the reasonableness of answers
- 5.03 Check answers using the inverse operation
- 5.04 Round numbers to nearest 1,000
- 5.05 Know place value through ten digits
- 5.06 Write the numeral for a given number-word
- 5.07 Add three numbers having at least three digits with regrouping; e.g., $109 + 391 + 168 = \square$
- 5.08 Subtract four-digit subtrahend from five-digit minuend with regrouping; e.g., $10,000 - 8,995 = \square$
- 5.09 Divide and multiply using multiple-digit numbers as multipliers and divisors (with and without remainders in division)
- 5.10 Write equivalent fractions for a given fraction; e.g., **1/4**: $2/8, 4/16, 8/32$
- 5.11 Write a mixed number for any fraction with a numerator larger than the denominator; e.g., $10/4 = 2 \frac{1}{2}$
- 5.12 Find the lowest common denominator for two given fractions with different denominators; e.g., 12 for $1/4$ and $1/3$

- 5.13 Reduce fractions to simplest form
- 5.14 Add, subtract, multiply, and divide fractions (no regrouping)
- 5.15 Find the sum or difference for two given mixed numbers without regrouping
- 5.16 Find the product of any two proper fractions
- 5.17 Understand decimals
- 5.18 Read and write decimals to tenths and hundredths
- 5.19 Indicate place value in numbers up to two decimal places
- 5.20 Use decimals in all operations to the hundredth's place
- 5.21 Know the meaning of *percentage* and its symbol (%)
- 5.22 Write negative numbers using minus symbol (-3)
- 5.23 Know/use the symbol for angle (\angle)
- 5.24 Read and write Roman numerals up to *C* (100)
- 5.25 Use the four basic operations in mental computation that includes two-digit numbers; e.g., $15 \times 3 - 5 \div 10 + 15 = \square$

MEASUREMENT, TIME, AND MONEY

- 5.26 Know capacity measurements and relationship of *pints, quarts, gallons, milliliters, and liters*
- 5.27 Know time measurements from seconds to years
- 5.28 Understand time differences related to time zones
- 5.29 Make linear measurements (no conversions)
- 5.30 Solve problems involving money using all four basic operations
- 5.31 Know relationship between Fahrenheit and Celsius temperature scales

GEOMETRY

- 5.32 Know *arc, centers, and semicircles*
- 5.33 Recognize simple *polygons, cones, pyramids, and prisms*
- 5.34 Know the meaning of congruent and incongruent figures
- 5.35 Use alphabet letters to name points, segments, and angles

STATISTICS, GRAPHING, AND PROBABILITY

- 5.36 Construct and interpret line graphs
- 5.37 Know beginning probability
- 5.38 Write a fraction to describe a specific outcome from among possible outcomes (e.g., the fraction for tossing a penny 10 times and getting 5 heads is $5/20$ or $1/4$)
- 5.39 Compute averages

Science/Health

SCIENCE

- 5.01 Distinguish between vertebrates and invertebrates
- 5.02 Understand the process and use of classification
- 5.03 Discuss weather in terms of *temperature, moisture, wind velocity, and clouds*
- 5.04 Identify cloud and weather formations
- 5.05 Recognize sources of weather information; e.g., meteorologist, weather satellites, newspaper, TV
- 5.06 Understand seasonal variations
- 5.07 Explain how a compass works
- 5.08 Name the forms of energy and how they affect our ability to work
- 5.09 Describe nature and behavior of electricity
- 5.10 Know how electrical energy is harnessed and used
- 5.11 Understand the need of conservation of natural resources: soil, land, water, air
- 5.12 Describe and give examples of rocks
- 5.13 Identify minerals and fossil fuels that are mined or quarried
- 5.14 Know properties of water and air
- 5.15 Describe cells
- 5.16 Describe atoms
- 5.17 Distinguish molds and bacteria
- 5.18 Relate contributions of major historical people in science being studied

HEALTH AND SAFETY

- 5.19 Know community health resources
- 5.20 Know how local water is supplied and cared for
- 5.21 Know how sewage is disposed of
- 5.22 Describe the growing skeletal structure's changing needs
- 5.23 Describe the circulatory system
- 5.24 Describe the excretory system
- 5.25 Contrast good nutrition/diet and the abuse of food (overeating or undereating)
- 5.26 Define/explain the need for protein, carbohydrates, minerals, vitamins
- 5.27 Recognize germ-bearing insects and pests and how to react to them

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 5.01 Describe Old World backgrounds
- 5.02 Place major events in U.S. history from exploration to today on time line
- 5.03 Recognize U.S. presidents and historical heroes
- 5.04 Know natural resources of the U.S.
- 5.05 Relate history and culture of Latin America and the U.S.
- 5.06 Relate history and culture of Canada and the U.S.
- 5.07 Describe contributions of history-making people of North/South America
- 5.08 Note geographical regions of North/South America
- 5.09 Note climate and topographical differences in regions of North/South America
- 5.10 Recognize important current events

MAPS

- 5.11 Line up a map with a directional compass and use in simple situations
- 5.12 Recognize and explain elevation lines on a topographical map
- 5.13 Chart a hike on a topographical map
- 5.14 Define basic geography terms: *topography, climate, natural resources, region, population*
- 5.15 Know the terms *latitude* and *longitude*, how to use them, and see they are the same on all maps
- 5.16 Locate time zones in the United States on map/globe
- 5.17 Locate Central America, its countries and capitals, on map/globe
- 5.18 Locate South America, its countries and capitals, on map/globe
- 5.19 Locate islands in the Caribbean, their countries and capitals, on map/globe
- 5.20 Locate Canada, its provinces and their capitals, on map/globe

Grade Six

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., speeches, poetry recitations, oral instructions, television programs:

- 6.01 Interpret the tone of a literary selection which expresses emotion
- 6.02 Listen critically to media presentations to formulate relevant questions regarding content
- 6.03 Paraphrase a message accurately
- 6.04 Recognize how a speaker's point of view affects the content of a message
- 6.05 Give examples of propaganda techniques; e.g., patriotic appeal

ORAL LANGUAGE

- 6.06 Present a brief factual report using visual aids, notes, a simple outline
- 6.07 Plan and conduct interviews
- 6.08 Give an impromptu speech
- 6.09 Develop ability to speak to various age groups
- 6.10 Understand simple parliamentary procedures
- 6.11 Participate in skits, plays, or other presentations using verbal and nonverbal cues to convey mood

READING

- 6.12 Expand vocabulary through reading
- 6.13 Use context clues to determine meaning of foreign words
- 6.14 Use prefixes and suffixes as an aid in determining word meaning
- 6.15 Summarize a selection several pages in length by listing the main ideas
- 6.16 Recognize author's use of colorful words vs. overworked words in forming vivid sensory images
- 6.17 Use critical thinking skills with reading selections: inferring, linking elements together, comparing and contrasting details
- 6.18 Adjust reading aloud expressively for purpose and type of material

LITERATURE

- 6.19 Recognize and appreciate human traits expressed in selections; e.g., kindness, courage
- 6.20 Enjoy different types of poetry
- 6.21 Recognize effective word choice, sound, and rhythm in literature
- 6.22 Discover words and expressions that appeal to the senses
- 6.23 Compare and weigh the values of various characters in a story
- 6.24 Recognize how an author's point of view affects the content of the story
- 6.25 Recognize literary elements: plot, setting, theme, character, humor, figurative language

LIBRARY/STUDY

- 6.26 Use parts of books, including title page, copyright page, and appendix
- 6.27 Outline selections using a main heading and two levels of indentations
- 6.28 Use a dictionary to locate information such as derivations of words, abbreviations, and measures
- 6.29 Use charts, diagrams, globe, graphs, maps, tables
- 6.30 Prepare a simple bibliography
- 6.31 Develop and/or use a good study plan such as SQ3R (see *Write Source 2000*)
- 6.32 Adapt rate of reading to purpose and content

THINKING

- 6.33 Identify statements as being fact or opinion
- 6.34 Recognize purpose of propaganda
- 6.35 Form value judgments based on action/experiences of story characters
- 6.36 Make inferences, predictions, and conclusions based on reading

COMPOSITION AND CREATIVE WRITING

- 6.37 Create acronyms (combining initial letters of words)
- 6.38 Develop a theme with focus, logic, and detail
- 6.39 Write comparisons, cause and effect
- 6.40 Create a visual picture of a character through writing
- 6.41 Participate in writing a dramatic presentation
- 6.42 Compose various styles of simple poetry; e.g., haiku, limerick
- 6.43 Keep a personal diary/journal
- 6.44 Write a paragraph summarizing the main points of a news article
- 6.45 Write a paragraph expressing a view on a given subject
- 6.46 Write a news article answering the five Ws: *who, what, when, where, why*
- 6.47 Explore and present information; e.g., a research paper
- 6.48 Rearrange sentences for better flow of ideas
- 6.49 Recognize that not all paragraphs have clear-cut topic sentences
- 6.50 Critique spelling, grammar, capital letters, punctuation, paragraph and sentence construction, and word choices at grade level
- 6.51 Study effective writing to learn how to improve own writing

CAPITALIZATION//PUNCTUATION

- 6.52 Capitalize names and pronouns identifying deity
- 6.53 Capitalize first word in a line of poetry
- 6.54 Place hyphens in words which require them
- 6.55 Use quotation marks to enclose titles of short stories, short poems, and songs, and chapters/articles in books/magazines
- 6.56 Use a semicolon to separate related sentences which have no conjunction

GRAMMAR AND USAGE

- 6.57 Use objective forms of pronouns
- 6.58 Use nominative forms of pronouns
- 6.59 Recognize indefinite pronouns
- 6.60 Recognize proper pronouns and their relationship to proper nouns
- 6.61 Recognize verb phrases of more than two words
- 6.62 Identify direct objects of verbs
- 6.63 Know first- (*I*), second- (*you*), and third-person pronouns (*he, she, it*)
- 6.64 Use degrees of adjectives: comparative, superlative
- 6.65 Understand conjunctions
- 6.66 Recognize prepositions
- 6.67 Know that interjections are words that demonstrate strong feeling

SPELLING/PENMANSHIP

- 6.68 Write legibly
- 6.69 Follow a plan for learning new words
- 6.70 Write spelling-list words correctly when used in other work
- 6.71 Understand that the English language is in a constant state of change

Math

VALUES AND STORY-PROBLEM SOLVING

- 6.01 Use the strategy learned in Grade 4 for solving story problems
- 6.02 Connect math and mathematical reasoning to other areas of living
- 6.03 Demonstrate values and relationship with models
- 6.04 Understand how statistics can be used to support points of view
- 6.05 Communicate math ideas

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 6.06 Read and write numbers to billions and beyond
- 6.07 Order numbers through one billion
- 6.08 Add, subtract, multiply, and divide with any whole number
- 6.09 Round large numbers to a given place
- 6.10 Know prime numbers—divisibility and factoring
- 6.11 Read and write Roman numerals to *M* (1,000)
- 6.12 Estimate products and quotients
- 6.13 Use the symbol and know the value of π

FRACTIONS

- 6.14 Find fraction equivalents for percentages and vice versa
- 6.15 Place a mixed fraction on a number line
- 6.16 Add and subtract like fractions
- 6.17 Add and subtract mixed numbers with like fractional parts
- 6.18 Add and subtract unlike fractions
- 6.19 Add and subtract mixed numbers with unlike fractional parts
- 6.20 Multiply and divide simple fractions
- 6.21 Multiply and divide mixed numbers
- 6.22 Multiply and divide a fraction and a whole number
- 6.23 Change fractions to decimals
- 6.24 Change decimals to fractions

Write equivalent forms by:

- 6.25 a. reducing
- 6.25 b. converting to higher terms
- 6.25 c. changing mixed numbers to improper fractions
- 6.25 d. changing improper fractions to mixed numbers

DECIMALS

- 6.26 Extend decimals to the thousandth's place
- 6.27 Add and subtract decimal numbers to thousandths
- 6.28 Multiply mixed numbers and decimals to the thousandth's place
- 6.29 Divide with decimals to the thousandth's place
- 6.30 Interchange decimals, fractions, and percents

GEOMETRY

Identify these polygons:

- 6.31 a. regular
- 6.31 b. triangle
- 6.31 c. quadrilateral
- 6.31 d. pentagon
- 6.31 e. hexagon
- 6.31 f. octagon

Identify these solids:

- 6.32 a. cube
- 6.32 b. pyramid
- 6.32 c. cylinder
- 6.32 d. cone
- 6.32 e. sphere
- 6.33 Calculate circumferences of circles

- 6.34 Calculate areas of rectangles
- 6.35 Calculate areas of circles
- 6.36 Identify and use lines and perimeter
- 6.37 Know about degrees and measuring angles
- 6.38 Locate points on a rectangular coordinate plane
- 6.39 Know metric measurements—linear and weight

STATISTICS, GRAPHING, AND PROBABILITY

- 6.40 Locate points on a number plane
- 6.41 Compute the probability of single events

Science/Health

SCIENCE

- 6.01 Know about space, space travel, and people famous for space research
- 6.02 Describe/evaluate the different theories of the origin of the earth
- 6.03 Describe the Milky Way and the sun
- 6.04 Describe characteristics and interaction of the sun, moon, stars, planets
- 6.05 Identify the parts of a cell
- 6.06 Classify cells
- 6.07 Discuss nature of matter in terms of *atoms*, *molecules*, and *elements*
- 6.08 Describe the classes of matter: animal, plant, minerals
- 6.09 Understand the states of matter and physical changes of matter
- 6.10 Relate how chemistry affects our lives and occupations
- 6.11 Know the mathematical formulas used to show the effects of forces
- 6.12 Describe simple machines in relation to physics
- 6.13 Describe the interaction of potential and kinetic energy
- 6.14 Know the forms of energy
- 6.15 Describe the types of sound waves
- 6.16 Recount the properties of light
- 6.17 Appreciate need for recycling of resources and methods of conservation

HEALTH AND SAFETY

- 6.18 Evaluate and use first-aid procedures
- 6.19 Evaluate cure and prevention of common diseases
- 6.20 Know the harmful effects of tobacco, alcohol, and narcotics on the body
- 6.21 Describe the muscles and their vitamin and energy requirements
- 6.22 Describe the endocrine system
- 6.23 Define *emotions* and enumerate ways to handle them
- 6.24 Recognize important of health maintenance
- 6.25 Know the importance of good grooming and personal appearance
- 6.26 Know contributions of people in the field of health—past and present

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 6.01 Recognize major peoples and cultures of the ancient civilizations: Old and New Testaments, Egypt, Greek, Rome
- 6.02 Sequence main events of Bible and ancient history on time line
- 6.03 Sequence major events of the Middle Ages, the Renaissance, and the Reformation on a time line
- 6.04 Know the contributions and their significance of major people in Ancient and Medieval history
- 6.05 Describe the major geographical regions in Middle East and Africa
- 6.06 Recognize important current events

MAPS

- 6.07 Know different types of maps; e.g. population, rainfall, and topographic
- 6.08 Read map legends
- 6.09 Read map charts and graphs
- 6.10 Locate places by using latitude or longitude
- 6.11 Know and locate from memory all continents and oceans on a map/globe
- 6.12 Locate the Middle East and its countries and capitals on a map/globe
- 6.13 Locate the Mediterranean Sea and the countries surrounding it on a map/globe
- 6.14 Locate Africa and its countries and capitals on a map/globe

Grade Seven

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., speeches, poetry recitations, oral instructions, television programs:

- 7.01 Follow the order of action in a presentation
- 7.02 Note clue words that aid in understanding (e.g., *so*, *therefore*)
- 7.03 Identify speaker's purpose; e.g., to inform, to persuade, to entertain
- 7.04 Note nonverbal cues and interpret them in relation to verbal cues
- 7.05 Analyze and evaluate a speaker's presentation; e.g., purpose, organization, clarity
- 7.06 Appreciate the beauty of expression in phrases, sentences, or selections
- 7.07 Respect and evaluate opinions expressed by others
- 7.08 Determine the effect of radio and television advertisements

ORAL LANGUAGE

- 7.09 Direct group discussions
- 7.10 Relate experiences, events, and relationships in proper order
- 7.11 Use precise and informative phrases, eye contact, appropriate voice inflections, and gestures
- 7.12 Establish simple techniques for staging skits
- 7.13 Demonstrate an acceptable procedure for introducing a speaker, making an announcement, etc.
- 7.14 Recognize various types of speeches; e.g., entertainment, persuasion, information

READING/LITERATURE

- 7.15 Use structural and phonetic analysis and context clues to determine meaning of unfamiliar words
- 7.16 Recognize and use transition, signal, or clue words (such as *so*, *therefore*, and *moreover*) to determine meaning
- 7.17 Use phrasing, cadence, and emphasis in oral reading of poetry
- 7.18 Locate topic sentence and supporting details
- 7.19 Recognize literary devices such as alliteration, irony, metaphor, onomatopoeia, and simile
- 7.20 Describe sensory images evoked by vivid language
- 7.21 Apply critical thinking skills to reading selections
- 7.22 Determine the literal meaning of a poem
- 7.23 Express and support thoughts and feelings about literary works
- 7.24 Interpret culture, attitudes, and customs through reading

LIBRARY/STUDY

- 7.25 Interpret notations in bibliographies and footnotes
- Locate specific information in newspapers*
- 7.26 a. local, national, and international news
- 7.26 b. editorials; classified advertising
- 7.26 c. weather information
- 7.26 d. society
- 7.26 e. sports news
- 7.27 Use reference materials such as almanacs and directories
- 7.28 Develop note-taking skills by condensing significant written information
- 7.29 Use cross-references as an aid in locating information
- 7.30 Interpret abbreviations, symbols, and phrases which aid in locating research material
- 7.31 Make connections between texts and within a text
- 7.32 Use organizational helps such as calendars, planners

THINKING

- 7.33 Verify information by using more than one source
- 7.34 Identify implied cause-and-effect relationships
- 7.35 Distinguish various kinds of information in magazines, newspapers, TV, movies, etc.
- 7.36 Recognize that authors'/producers' viewpoints may vary, even when discussing the same topic
- 7.37 Identify major values found in a media selection
- 7.38 Recognize statements of biased or prejudiced opinions
- 7.39 Identify propaganda techniques such as bandwagon, faulty cause and effect, name-calling, testimonials

COMPOSITION AND CREATIVE WRITING

- 7.40 Match written work to audience
- 7.41 Use original expressions, precise words, and figures of speech to enrich writing
- 7.42 Know and use various purposes for writing; e.g., inform, clarify, express emotions
- 7.43 Write stories using narrative and dialogue
- 7.44 Generate information for a topic through a variety of techniques; e.g., questioning, surveying, observing, reading
- 7.45 Compose formal and informal communication including friendly and business letters
- 7.46 Recognize that written work for most purposes is not completed with the first draft

- 7.47 Recognize a topic sentence anywhere in a paragraph
- 7.48 Know the organization of a paragraph—lead sentence, body, summary
- 7.49 Write a short research paper of one to two pages in length; include a title page, outline, and bibliography
- 7.50 Narrow a topic for research purposes
- 7.51 Summarize material in own words
- 7.52 Proofread work for capitalization, punctuation, spelling, consistency, and coherence
- 7.53 Revise for more effective use of words, sentence structure

CAPITALIZATION/PUNCTUATION

- 7.54 Use commas to separate name of person being addressed in direct quotations
- 7.55 Use commas to separate a dependent clause from the rest of the sentence
- 7.56 Enclose a phrase with parentheses to show it interrupts the flow of the thought

GRAMMAR AND USAGE

- 7.57 Make subject and predicate agree in number and person
- 7.58 Know and use simple and perfect verb tenses
- 7.59 Locate antecedents
- 7.60 Make sure antecedents and pronouns are the same in number, person, and gender
- 7.61 Differentiate between transitive and intransitive verbs
- 7.62 Identify and form principal part of regular verbs
- 7.63 Identify and form principal part of irregular verbs
- 7.64 Use predicate nominative-case pronouns
- 7.65 Use objective form of pronouns as both indirect and direct object
- 7.66 Recognize possessive pronouns as modifiers; e.g., I am sure that *his* answer is correct
- 7.67 Know and demonstrate classifications of adjectives—descriptive, possessive, proper, etc.
- 7.68 Know articles as adjectives
- 7.69 Recognize and demonstrate adjective clauses (usually introduced by relative pronouns)
- 7.70 Know that an adverb modifies a verb, adjective, or an adverb
- 7.71 Identify adverbial phrases that modify verbs
- 7.72 Know when to use adverbs in making comparisons
- 7.73 Recognize prepositional phrases
- 7.74 Recognize heteronyms—words that are spelled the same but pronounced differently; e.g., *close* (cloz) “shut” and *close* (clos) “near”

SPELLING/PENMANSHIP

- 7.75 Write legibly
- 7.76 Find examples of borrowed words that have changed in the English language
- 7.77 Recognize the Indo-European (Germanic) origin of the English language

Math

STORY-PROBLEM SOLVING

Solve word problems involving the following:

- 7.01 a. ratio
- 7.01 b. proportion
- 7.01 c. unit conversion
- 7.01 d. percent
- 7.01 e. base—rate—percentage

NUMBER SYSTEMS, OPERATIONS, AND ARITHMETIC

- 7.02 Do simple equations involving positive and negative numbers
- 7.03 Use exponents in notation; e.g., 5^2
- 7.04 Use exponents in unit notation; e.g., ft^2

Demonstrate familiarity with the following terminology:

- 7.05 a. sum
- 7.05 b. difference
- 7.05 c. product
- 7.05 d. quotient
- 7.05 e. dividend
- 7.05 f. divisor

- 7.06 Multiply/divide with powers of 10
- 7.07 Use square roots
- 7.08 Use mathematical symbol for finding a square root $\sqrt{\quad}$

FRACTIONS

- 7.09 Understand proportions
- 7.10 Use three or more addends
- 7.11 Subtract mixed numbers with unlike fractions and borrowing
- 7.12 Multiply and divide mixed numbers
- 7.13 Cancel before doing an operation
- 7.14 Multiply with more than two factors

GEOMETRY

Use the following linear measure:

- 7.15 a. inches
- 7.15 b. centimeters
- 7.15 c. millimeters
- 7.15 d. fractions of an inch

Use polygon forms for the following quadrilaterals:

- 7.16 a. trapezium
- 7.16 b. trapezoid
- 7.16 c. parallelogram
- 7.16 d. rhombus
- 7.16 e. rectangle
- 7.16 f. square

Use polygon forms for the following triangles:

- 7.17 a. equilateral
- 7.17 b. isosceles
- 7.17 c. scalene
- 7.17 d. acute
- 7.17 e. right
- 7.17 f. obtuse

- 7.18 Compute volume and surface area of cubes and blocks
- 7.19 Know the sum of angles in triangles (180°)

STATISTICS/GRAPHING/PROBABILITY

- 7.20 Construct and interpret circle graphs
- 7.21 Graph ordered pairs of integers
- 7.22 Graph in the coordinate plane

ALGEBRA

- 7.23 Use one-step equations
- 7.24 Evaluate simple one-variable expressions and formulas

Science/Health

SCIENCE

- 7.01 Describe cells in relationship to living organisms
- 7.02 Describe the life cycle of insects
- 7.03 Know basic genetic organisms and mutations
- 7.04 Relate heredity to human beings
- 7.05 Distinguish matter and energy
- 7.06 Classify minerals and rocks with testing techniques
- 7.07 Identify *galaxies, stars, meteors, comets, asteroids*
- 7.08 Understand ecosystems and the environment
- 7.09 Name causes of weather such as tornadoes, hurricanes
- 7.10 Evaluate energy uses and alternative sources
- 7.11 Illustrate electromagnetism and generation of electricity
- 7.12 Recognize scientists in relationship to topics studied and their contributions

HEALTH AND SAFETY

- 7.13 Describe the brain and the nervous system
- 7.14 Practice good grooming and posture
- 7.15 Describe personality development
- 7.16 Describe life cycles (infancy, childhood, preadolescence, etc.) and how adolescence fits into them
- 7.17 Recognize self as growing and changing and how a person can affect his or her growth
- 7.18 Explain physical and behavioral effects of stimulants and narcotics
- 7.19 Describe the heart and its functions
- 7.20 Explain the body's use, maintenance, and production of blood
- 7.21 Recount ways to prevent accidents
- 7.22 Evaluate positive and negative aspects of immunizations
- 7.23 Describe toxins and antitoxins

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 7.01 Describe discovery and exploration of own country
- 7.02 Know and evaluate contributions of people in history of own nation—past and present
- 7.03 Name natural resources of own country
- 7.04 Recognize major peoples and cultures of Old World and connections to the New World
- 7.05 Order major historical events in the U.S. up to and including the present time on a time line
- 7.06 Describe colonial life, pioneer life, the Westward movement
- 7.07 Tell the main events leading to the Revolutionary War
- 7.08 Identify the purpose and function of the U.S. Constitution
- 7.09 Identify the purpose and function of the Bill of Rights
- 7.10 Sequence major events of the the Civil War period
- 7.11 Understand significance of industrial growth in the United States
- 7.12 Recognize important current events
- 7.13 Identify explorers of the polar regions

MAPS

- 7.14 Understand map projections and the distortions of each
- 7.15 Gain information for reporting from maps
- 7.16 Locate the polar regions on map/globe
- 7.17 Locate Europe and its countries and capitals on map/globe
- 7.18 Identify the major geographical features of the U.S.

Grade Eight

Language Arts

LISTENING

The following apply to activities in which the student must listen; e.g., speeches, poetry recitations, oral instructions, television programs:

- 8.01 Summarize information from a story or report in correct sequence
- 8.02 Analyze and interpret information gleaned from discussions
- 8.03 Determine the effect of television and radio on one's family life, education, and relationship with God

ORAL LANGUAGE

- 8.04 Direct meetings and committees using simple parliamentary procedure
- 8.05 Make a short speech on a topic selected for a specific purpose, audience, and time
- 8.06 Recognize the influence of voice inflections on self and others
- 8.07 Analyze and evaluate own presentation

READING/LITERATURE

- 8.08 Discern shades of meanings in synonyms or antonyms
- 8.09 Use critical thinking skills at grade level with reading selections
- 8.10 Read from the best literature possible
- 8.11 Recognize how an author develops characterization
- 8.12 Develop a growing understanding of self and others
- 8.13 Make value judgments based on content of a selection
- 8.14 Identify/read biographies
- 8.15 Distinguish between biography and autobiography
- 8.16 Distinguish between literal and figurative meanings

LIBRARY/STUDY

- 8.17 Interpret and use coding systems in multiple-volume references
- 8.18 Use reference materials such as biographical sources
- 8.19 Use *Reader's Guide to Periodical Literature* to locate periodicals
- 8.20 Develop note-taking skill by condensing significant oral information
- 8.21 Outline a short selection using main heading and three levels of indentation
- 8.22 Assume increasing responsibility for time management and organization

THINKING

- 8.23 Distinguish relevant from irrelevant information
- 8.24 Apply acceptable criteria to determine reliability of source of information
- 8.25 Determine reasons for point of view of author/producer
- 8.26 Determine reasons for point of view of main character

- 8.27 Evaluate author's qualifications for his or her expressed point of view
- 8.28 Identify and discuss implied values
- 8.29 Confirm or revise conclusions on basis of additional information
- 8.30 Analyze propaganda and campaign techniques; e.g., bandwagon, glittering generalities
- 8.31 Form an opinion on the basis of known facts

COMPOSITION AND CREATIVE WRITING

- 8.32 Use original expressions and figures of speech to enrich own writing
- 8.33 Express ideas in simple forms of verse; e.g., rhymed, shaped, free verse
- 8.34 Express personal thoughts and feelings
- 8.35 Use details and imagery to describe a personality in a biography, dialogue, or character sketch
- 8.36 Develop and clarify a topic through the use of various techniques; e.g., illustrating, contrasting, comparing
- 8.37 Identify and use various purposes for writing; e.g., to inform, to persuade, to express emotions
- 8.38 Use an outline as a guide for writing
- 8.39 Develop a sense of unity in paragraph writing
- 8.40 Organize material in a logical sequence as determined by the subject, purpose, and audience
- 8.41 Refer to authorities when needed to validate own postulates or ideas
- 8.42 Write an autobiography
- 8.43 Write a biography
- 8.44 Write a research paper of two to three pages in length including bibliography, outline, title page, footnotes (use parenthetical documentation)
- 8.45 Proofread work for capitalization, punctuation, spelling, and organizational errors

PUNCTUATION/GRAMMAR AND USAGE

- 8.46 Use commas to mark nonrestrictive phrases or clauses
- 8.47 Properly place quotation marks in relation to other punctuation
- 8.48 Know/use all tenses of verbs—present, past perfect, future perfect, etc.
- 8.49 Use a relative pronoun to introduce a dependent clause
- 8.50 Know/use demonstrative pronouns
- 8.51 Recognize adverbial phrases modifying adjectives and adverbs
- 8.52 Recognize conjunctions that connect independent clauses
- 8.53 Recognize conjunctive adverbs: *like, however, instead, for example*
- 8.54 Recognize prepositional phrases used as either an adjective or adverb
- 8.55 Recognize that verbs can be used as other parts of speech (infinitives, participles, gerunds)

Math

STORY-PROBLEM SOLVING

Set up and solve problems involving the following math functions:

- 8.01 a. rate—ratio—proportion
- 8.01 b. base—rate—percentage
- 8.01 c. unit conversion
- 8.01 d. percent—fraction—decimal equivalents

NUMBER SYSTEMS, OPERATION, AND ARITHMETIC

- 8.02 Use place values in nondecimal systems
- 8.03 Use notation for repeating decimals
- 8.04 Classify numbers as prime or composite, positive, or negative
- 8.05 Work problems with addition and subtraction of measurements
- 8.06 Solve equations involving addition, multiplication, division of integers, fractions, and decimals
- 8.07 Transform equations; e.g., $x + (11) = 4$ becomes $x = -(11) + 4$

Understand the following terms:

- 8.08 a. *addend*
- 8.08 b. *minuend*
- 8.08 c. *subtrahend*
- 8.08 d. *multiplicand*
- 8.08 e. *factor*
- 8.09 Use absolute value in problems
- 8.10 Find powers and roots of whole numbers
- 8.11 Find powers and roots of fractions
- 8.12 Add and multiply exponential expressions using both positive and negative exponents
- 8.13 Find decimal roots using cut-and-try method

FRACTIONS

- 8.14 Solve one- and two-step equations using fractions
- 8.15 Develop greater speed in adding, subtracting, multiplying, and dividing of fractions regardless of form
- 8.16 Work with percents greater than 100

GEOMETRY

- 8.17 Find area of triangles, parallelograms, and trapezoids
- 8.18 Find volume of cones, pyramids, and prisms
- 8.19 Find area, volume, and surface area of figures which contain semicircles
- 8.20 Identify complementary and supplementary angles

Construct and copy the following:

- 8.21 a. angles from a given measure
- 8.21 b. perpendicular bisectors
- 8.21 c. angle bisectors
- 8.22 Use rules of similar triangles to find missing sides of given triangles
- 8.23 Use symmetry as an aid to finding area
- 8.24 Use the Pythagorean Theorem to find missing sides on a right triangle

ALGEBRA

- 8.25 Add, multiply, and divide signed numbers
- 8.26 Evaluate an expression given the value of the variables in the expression
- 8.27 Use addition-subtraction and multiplication-division rule to solve equations
- 8.28 Use parentheses and brackets in simplifying equations
- 8.29 Add like terms
- 8.30 Solve multiple-term equations by combining like terms first
- 8.31 Use the distributive property to multiply variables

STATISTICS, GRAPHING AND, PROBABILITY

- 8.32 Know *range, mean, median, mode*
- 8.33 Know how to get a sampling
- 8.34 Know “if . . . then” sentences
- 8.35 Know how to construct a simple, basic flow chart
- 8.36 Graph inequalities on a number line
- 8.37 Compute probability of independent events
- 8.38 Compute probability of independent events occurring in a designated order
- 8.39 Compute permutations without repetition

Science/Health

SCIENCE

- 8.01 Use the scientific method
- 8.02 Use scientific vocabulary
- 8.03 Use scientific measurement
- 8.04 Recognize basic scientific classification of animals, plants, and minerals
- 8.05 Determine reasons for own belief of the origin of the earth
- 8.06 Read weather instruments, record data, and predict weather
- 8.07 Show the relationship between weather and erosion
- 8.08 Show how the ocean, rivers, and streams affect own locality
- 8.09 Determine the different functions of water; e.g., ground water, water table, cycle, caves, geothermal, geysers, glaciers
- 8.10 Describe composition of the earth

- 8.11 Relate geology to Christian beliefs
- 8.12 Describe minerals and rocks
- 8.13 Recognize basic physics concepts in relation to energy and matter
- 8.14 Relate ecology and the environment to worldview
- 8.15 Understand the principles of recycling

HEALTH AND SAFETY

- 8.16 Relate sanitation to own community
- 8.17 Recognize mental hygiene; e.g., positive attitude, pure thoughts
- 8.18 Form good grooming habits
- 8.19 Understand bodily functions including reproduction
- 8.20 Describe how the body uses food
- 8.21 Understand the need for and apply safety procedures

History and Geography

History/Geography objectives can be covered at any time during Grades 1–8 depending upon curriculum used:

- 8.01 Describe the geographical regions in the Eastern Hemisphere (climate, rainfall, topography)
- 8.02 Recognize major peoples and cultures of Eastern Hemisphere
- 8.03 Differentiate among life-styles of various areas of the Eastern Hemisphere
- 8.04 Conclude the results of revolutions (industrial, economic, social, political)
- 8.05 Describe world trade and how it affects the U.S.
- 8.06 Describe the United Nations and its function
- 8.07 Appreciate the importance of current ecological issues
- 8.08 Describe the role of the United States as a world power
- 8.09 Know how the U.S. economic system works
- 8.10 Compare differing economic systems
- 8.11 Know basically how the U.S. political system works
- 8.12 Compare differing political systems
- 8.13 Explain workings of democracy
- 8.14 Describe the different cultures within the United States
- 8.15 Know qualifications and preparation needed for careers of interest

MAPS

- 8.16 Use information on map: graphs, keys, legends, symbols, longitude and latitude
- 8.17 Use and make special purpose maps: weather, climate, temperature, time zone, road, historical, products, natural resources, population
- 8.18 Locate major countries and capitals of Eastern Hemisphere
- 8.19 Locate geographical regions in the Eastern Hemisphere (desert, mountainous, tropical, etc.)

Art, Music, and Character Development

Kindergarten Through Eight

Art Objectives

The student will be able to:

KINDERGARTEN

- K.01 Understand and use the basic components (elements) of point, line, and shape
- K.02 Perceive and represent the edges of objects
- K.03 Understand how to position things on a paper high or low to indicate apparent distance
- K.04 Recognize the eight basic colors
- K.05 Become familiar with the care and usage of a variety of art materials (collage, clay, crayon, chalk, tempera paint, etc.)

GRADE ONE

- 1.01 Understand and use the basic components (elements) of color, pattern, texture, and space
- 1.02 Draw the five basic shapes: circle, square, rectangle, triangle and oval
- 1.03 Understand how to draw an object different sizes to indicate distance
- 1.04 Identify the three primary colors
- 1.05 Become familiar with the care and usage of an increased variety of art materials (charcoal, watercolors, etc.)
- 1.06 Practice safety and conservation in use of materials
- 1.07 Appreciate a variety of art forms and artists, including Marc Chagall, Vincent Van Gogh, and Pablo Picasso

GRADE TWO

- 2.01 Understand how to represent overlapping on a drawing
- 2.02 Identify five basic shapes: sphere, cube, cone, pyramid, and cylinder
- 2.03 Deepen familiarity and skill in working with previously used materials and experiment with others
- 2.04 Relate basic shapes to the real world through discussion and art work
- 2.05 Appreciate a variety of art forms and artists, including Paul Cezanne, Paul Klee, and Henri Rousseau

GRADE THREE

- 3.01 Perceive and represent relationships between various objects
- 3.02 Use surface lines to give the appearance of three dimensions
- 3.03 Utilize given space on a piece of paper
- 3.04 Identify the three secondary colors
- 3.05 Recognize the contribution of artists in our community, state, and region
- 3.06 Appreciate a variety of artists, including Grandma Moses, Joseph Stella, and Harmensz van Rijn Rembrandt

GRADE FOUR

- 4.01 Perceive and represent lights and shadows
- 4.02 Understand the basic component of value
- 4.03 Understand how to use shading to represent shape in a drawing
- 4.04 Identify colors on a twelve-point color wheel
- 4.05 Understand unity, balance, rhythm/repetition, and variety
- 4.06 Identify and be able to intelligently discuss likes and dislikes in art work
- 4.07 Identify famous artists Georgia O'Keeffe, Albrecht Dürer, Jackson Pollock

GRADE FIVE

- 5.01 Understand how to use density (drawing more darkly and with more detail) to show nearness
- 5.02 Understand the basic component (element) of form
- 5.03 Understand emphasis, domination/subordination, and radiation principles
- 5.04 Define and use art vocabulary correctly
- 5.05 Continue to develop skill in several different areas of art production
- 5.06 Become familiar with the care and usage of oil, acrylic paints, India ink
- 5.07 Identify other famous artists, including Giotto di Bondone, Winslow Homer, and Roy Lichtenstein

GRADE SIX

- 6.01 Identify, compare, and use simple one and two point perspective
- 6.02 Understand how to use foreshortening to show depth in a drawing
- 6.03 Understand and apply the concepts of tints and shades
- 6.04 Experiment with different media, perhaps including photography
- 6.05 Discuss and evaluate pieces of art using art vocabulary and criteria
- 6.06 Identify artists Auguste Rodin, Andy Warhol, and Leonardo da Vinci

GRADE SEVEN

- 7.01 Recognize analogous, monochromatic, complementary, warm and cool color schemes
- 7.02 Perceive the whole, or *gestalt*
- 7.03 Discuss/evaluate self-produced art using correct art vocabulary/criteria
- 7.04 Continue to explore new areas of art (perhaps computer art or sculpting), while developing skill and real expressiveness in two or three
- 7.05 Identify artists (Mary Cassatt, Edouard Manet, Pierre-Auguste Renoir)

GRADE EIGHT

- 8.01 Continue to explore various types of methods and media, while developing personal style in at least two areas
- 8.02 Recognize and be able to discuss the art styles of cubism, realism, impressionism, pointillism, symbolism, and surrealism
- 8.03 Compare and contrast two or more pieces of art using correct art vocabulary and criteria
- 8.04 Identify artists including Henri Matisse, Alexander Calder, Edvard Munch

Music Objectives

The following are very general guidelines for what to expect from your children musically. A child who is introduced to music and reading music at an early age or who is musically talented may be able to do much that is placed in an advanced category. On the other hand a very bright high-schooler who is just beginning to study music will be learning concepts from the beginning level.

PREMUSIC ACTIVITIES

- 1.01 Be aware of sounds and rhythms in the home and environment
- 1.02 Learn finger-plays that take dexterity such as “Eency Weency Spider”
- 1.03 Keep a steady beat
- 1.04 Play singing games such as “London Bridge”
- 1.05 Imitate motions to songs such as “From the Rising of the Sun”
- 1.06 Dance expressively to music
- 1.07 Respond physically (with the whole body) to melody, rhythm, tempo (fast/slow) by clapping, marching, dancing, etc.
- 1.08 Make up stories that describe the music heard
- 1.09 Understand loud/soft, fast/slow
- 1.10 Sing in tune (though some children are unable to do this until around nine years of age)
- 1.11 Listen to a variety of music: classics, folk songs, Scriptures set to music

BEGINNING LEVEL

- 2.01 Understand God made music to hear, enjoy, and praise Him
- 2.02 Play musical games (London bridge, musical chairs) and chants (red rover)
- 2.03 Learn to sing a variety of songs and hymns
- 2.04 Use music for movement (dances, physical education exercises)
- 2.05 Know that the time in history a composition was written affected its style
- 2.06 Listen to a short composition from several time periods: baroque, classical, romance, modern
- 2.07 Explain the AB, ABA, and canon forms of music
- 2.08 Identify mood, feeling, and emotion of music
- 2.09 Recognize high/low pitch
- 2.10 Recognize when a melody ascends and descends
- 2.11 Develop the ability to sing on pitch with good tone quality
- 2.12 Learn rhythmic patterns (through clapping, rhythm bands, games)
- 2.13 Understand accented and unaccented notes and rests
- 2.14 Recognize fast and slow tempos
- 2.15 Learn the names of lines and spaces in treble clef
- 2.16 Identify whole, half, and quarter notes/rests
- 2.17 Dramatize/pantomime story songs

- 2.18 Recognize individual musical instruments (shape and sound)
- 2.19 Demonstrate respect for equipment and instruments

INTERMEDIATE LEVEL

- 3.01 Appreciate/enjoy music as a gift from God
- 3.02 Worship God through music, singing hymns, etc.
- 3.03 Continue to develop music vocabulary
- 3.04 Listen to and develop an appreciation for a variety of music
- 3.05 Begin to understand music composition (contrast/repetition)
- 3.06 Be able to sight read new songs
- 3.07 Develop the ability to read notes: two octaves from bass C
- 3.08 Use proper breathing and enunciation when singing
- 3.09 Identify/know the rhythm patterns for whole, half, quarter, eighth, sixteenth, and dotted notes
- 3.10 Identify whole, quarter, eighth, and sixteenth rests
- 3.11 Identify sharps, flats, naturals, fermata, repeat signs
- 3.12 Learn to read music with key signatures C, F, G
- 3.13 Recognize key signatures, and changing keys within a song
- 3.14 Recognize time signatures
- 3.10 Know signs for and how to change tempo; e.g., *a tempo*, *rit.*
- 3.15 Know/use expression signs/words; e.g., *legato*, *staccato*, *dolce*
- 3.16 Know C, F, and G major scales including the pattern of steps
- 3.17 Know a major chord in its three positions
- 3.18 Begin to sing a part in harmony
- 3.19 Classify instruments into groups: strings, brass, percussion, woodwind
- 3.20 Know historical music eras and at least one composer/composition from each
- 3.21 Perform at competency level on instrument

ADVANCED LEVEL

- 4.01 Write and play all of the major scales
- 4.02 Write and play the minor scales
- 4.03 Understand intervals and label them in music
- 4.04 Name intervals by hearing only
- 4.05 Know major and minor chords
- 4.06 Know augmented, diminished, and chords with 6ths, 7ths, etc.
- 4.07 Sing a part in harmony
- 4.08 Know what distinguishes music of different time periods
- 4.09 Know the time period/compositions of major composers
- 4.10 Hear/recognize musical instruments
- 4.12 Sing songs from other countries written in their languages
- 4.12 Give public performance

Character Development

The development of good character traits is a life-long pursuit. We begin it with our children from day one. Our children need to know that we as adults realize we're not perfected yet; so, even as we instruct them, we are ourselves continuing to grow and develop in many of the same areas. At some point, and at some level, we are at the end of our own resources, and must rely on the work of the Holy Spirit.

Character traits fall into two areas: spirit/attitude (inner), and conduct (our interaction with others, or outer). The second, naturally, is an outgrowth of the first. But our behavior and interaction may supersede the inner growth when needed; e.g., we can offer a service of kindness to someone when perhaps no deep sense of compassion lies within us. It is here that the sense of obligation and/or duty prompt the action, rather than the spirit of compassion.

These have been divided into levels so that you can see what you may expect to work on or see in your children at various stages of development.

HONESTY

Stage 1:

- 1.01 Answer parents truthfully, yes or no
- 1.02 Choose to not cover up with "I don't know," "It just happened," "I didn't do it," etc.
- 1.03 Choose to not hedge or skirt an issue

Stage 2:

- 2.01 Develop sincerity, genuineness
- 2.02 Avoid hypocrisy, and understand that it is not an admirable trait
- 2.03 Choose not to deliberately try to mislead others
- 2.04 Choose not to respond deceitfully
- 2.05 Choose to not cheat in order to further one's own interests
- 2.06 Understand that there are ways to be dishonest besides saying an outright untruth

Stage 3:

- 3.01 Be honest with oneself
- 3.02 Be open and honest before God and with His Word's application to life
- 3.03 Distinguish between honesty and deceit in other arenas of life and community
- 3.04 Make decisions based on what is right and honest

SELF-DISCIPLINE

Stage 1:

- 1.01 Obey parents
- 1.02 Begin diligence by staying with a task to its completion
- 1.03 Keep working at a skill to develop it
- 1.04 Be patient when things don't go one's way
- 1.05 Control anger/frustration
- 1.06 Pick up, clean up after oneself

Stage 2:

- 2.01 Understand the need for endurance when the goal is long-range
- 2.02 Realize value of and develop orderliness in one's space and thoughts
- 2.03 Be cheerful; avoid complaining
- 2.04 Show responsibility with tasks, assignments

Stage 3:

- 3.01 Analyze one's traits, decide on a way to improve and follow through
- 3.02 Deny oneself when it's the right thing to do
- 3.03 Understand that "if it feels good, do it" is not the way to success
- 3.04 Know the difference in oneself between being artificially positive about something when one really feels negative, and striving for harmony/solutions

CREATIVITY

Stage 1:

- 1.01 Entertain oneself with play or constructive activity
- 1.02 Develop resourcefulness in games, activities, inventiveness
- 1.03 Use imaginative play

Stage 2:

- 2.01 Take initiative in learning new things, finding new ways of doing things
- 2.02 Begin to assess situations and make decisions
- 2.03 Find ways to be creative and resourceful when "there's nothing to do"
- 2.04 Take initiative in finding resolutions to problems, difficulties
- 2.05 Understand value of being sure one is right before going ahead

Stage 3:

- 3.01 Learn new skills which can be utilized in a productive life
- 3.02 Be willing to learn a trade, take others' ideas and add to/change them to create something new
- 3.03 Be daring enough to have faith in one's ideas
- 3.04 Find new ways to overcome and/or resolve difficulties

ATTITUDES

Stage 1:

- 1.01 Learn that disobedience has negative results
- 1.02 Be willing to share
- 1.03 Take turns
- 1.04 Show kindness to others and pets

Stage 2:

- 2.01 Be respectful to others
- 2.02 Respect others' ideas
- 2.03 Be attentive when others are speaking
- 2.04 Be tolerant and patient with others
- 2.05 Be fair and just
- 2.06 Find ways of making/keeping peace
- 2.07 Develop respect for others
- 2.08 Be forgiving
- 2.09 Develop a spirit of thankfulness and contentment

Stage 3:

- 3.01 Show meekness without weakness
- 3.02 Practice tact and diplomacy
- 3.03 Learn moderation
- 3.04 Practice modesty (not attracting attention to oneself)
- 3.05 Develop a spirit of gratitude
- 3.06 Show faithfulness to principles, friends, family
- 3.07 Be thrifty

CONDUCT

Stage 1:

- 1.01 Play with other children
- 1.02 Share toys/games
- 1.03 Let others choose or be first
- 1.04 Respond when spoken to

Stage 2:

- 2.01 Defend a person who's being turned away by others
- 2.02 Be a friend: listen, sympathize, be honest

- 2.03 Stand for one's beliefs even if it means standing alone
- 2.04 Know how to not reject a person, but rather reject behavior or conduct
- 2.05 Keep confidences; not betray a friend
- 2.06 Know when to speak to an adult about problems
- 2.07 Spend time for the needs of someone else
- 2.08 Develop loyalty to friends and family
- 2.09 Follow the rules

Stage 3:

- 3.01 Show compassion and kindness
- 3.02 Serve others
- 3.03 Give for the needs of others
- 3.04 Honestly confront needs/shortcomings of a friend
- 3.05 Help a friend in overcoming
- 3.06 Accept criticism with a right spirit
- 3.07 Ask for help when necessary
- 3.08 Recognize the need in oneself and others for private space, comfort

Manners

Good manners are primarily focusing on others rather than oneself. They are the effort to make others comfortable. They certainly fall under the "conduct" arena of character development.

There are certain recognized standards of conduct within this subject. However, if the spirit of "others" resides within a person, whatever he does may be considered mannerly, even when it doesn't follow Emily Post's list of rules. When one isn't certain what the accepted form should be, let the idea of someone else's comfort be the guiding force.

Developing good manners, like other character traits, is an ongoing process. Beginning at a very elementary level, they can proceed to the very stiff, formal rules of eating at a formal dinner or gathering of important people. Generally, manners are developed by imitation and gentle, consistent reminders.

These are arranged in stages and in two categories: table manners and general manners.

TABLE MANNERS

Stage 1

- 1.01 Wash hands before eating
- 1.02 Be quiet and reverent when grace is said
- 1.03 Say "please" and "thank you"
- 1.04 Use the correct utensil
- 1.05 Use hands/fingers for finger food only
- 1.06 Chew and swallow one bite at a time
- 1.07 Ask to be excused before leaving the table

- 1.08 Avoid putting one's own utensil into serving dishes or another's plate
- 1.09 Avoid speaking with food in one's mouth

Stage 2

- 2.01 Begin eating after the hostess begins
- 2.02 Place napkin in lap before beginning to eat
- 2.03 Sit straight at the table, without leaning elbows on it
- 2.04 Pass food to the right
- 2.05 Ask for food to be passed with "please" and "thank you"
- 2.06 Avoid reaching across the table; when a reach is necessary, excuse oneself
- 2.06 Avoid negative comments about food
- 2.07 Avoid expressing displeasure with food provided
- 2.09 Avoid coarse, nasty, or quarrelsome topics of conversation at mealtimes
- 2.10 Take only as much food as will be eaten
- 2.11 Avoid taking food you prefer not to eat, unless it's a vegetable that Mom says one must eat
- 2.12 Cut up portions of food as they are eaten, not all of it at once
- 2.13 Break up bread slices into fourths, dinner rolls into halves and butter one piece at a time as eaten
- 2.14 Use eating utensils for eating, not gesturing
- 2.15 Spoon soup away to the far edge of the bowl
- 2.16 Place used utensils on the plate—not the table
- 2.17 Chew with mouth closed, as quietly as possible
- 2.18 Avoid crunching ice from the beverage
- 2.19 Eat soups, etc., quietly without slurping
- 2.20 Cover one's mouth if a sneeze or cough comes unexpectedly, and excuse oneself.
- 2.21 Leave the table when it's necessary to blow one's nose
- 2.22 Take care of personal problems away from the table (scratching, adjusting clothing, picking teeth)
- 2.23 Use a clean utensil to retrieve food spilled onto the table and place it on the plate edge. Unless it's quite large, blot a liquid spill with a napkin; apologize to the hostess
- 2.24 Excuse oneself when leaving the table at any time
- 2.25 Place used utensils across the plate together, when finished with the meal

Stage 3

- 3.01 Know the niceties of formal dining
- 3.02 Distinguish between acceptable home and public table manners

GENERAL MANNERS

Stage 1

- 1.01 Look at others when speaking to them
- 1.02 Respond when spoken to
- 1.03 Remember "Please," "Thank you," "You're welcome," "I'm sorry," and "Excuse me, please"
- 1.04 Avoid public handling of private body parts
- 1.05 Cover mouth when sneezing, coughing, yawning
- 1.06 Use waste containers for getting rid of litter
- 1.07 Follow the rules
- 1.08 Put away toys, clothing, dirty laundry
- 1.09 Avoid wiping nose or mouth on hand or sleeve
- 1.10 Use a tissue to clean one's nose; put the tissue in a waste container

Stage 2

- 2.01 Excuse oneself when in error

Defer to adults

- 2.02 a. stand when they enter a room
- 2.02 b. offer a seat
- 2.02 c. allow them to pass through a doorway ahead of oneself
- 2.02 d. pay attention when addressed by them
- 2.03 Stay with the group
- 2.04 Offer to carry bags, parcels
- 2.05 Open and hold the door for others
- 2.06 Excuse oneself when any violation of accepted behavior is necessary (such as bumping into someone, stepping on toes, walking between two people in conversation, interrupting a conversation)
- 2.07 Disagree without being disagreeable
- 2.08 Ignore improper conduct of others
- 2.09 Develop skill in giving negative feedback, receiving putdowns, in declining invitations in the most acceptable manner possible
- 2.10 Realize that nonverbal communication speaks loudly
- 2.11 Properly borrow from and loan things to others
- 2.12 Avoid whispering in groups where it may be mistaken as gossiping
- 2.13 Avoid inviting oneself to join a group or event

Avoid unpleasant conversation:

- 2.14 a. gossip
- 2.14 b. talking or laughing too loudly or at others
- 2.14 c. criticizing or trying to correct others in an obnoxious way

- 2.14 d. coarse jokes or comments
- 2.14 e. bathroom/bedroom talk
- 2.14 f. monopolizing conversation
- 2.14 g. asking nosy questions
- 2.14 h. telling family or others' secrets
- 2.15 Make an effort to be considerate of others' feelings, problems
- 2.16 Know and use proper etiquette for introductions
- 2.17 Know and use proper etiquette for shaking hands
- 2.18 Know and use proper etiquette for proprieties for male/female circumstances (e.g., when walking along the sidewalk, the male walks on the street side)
- 2.19 Respect property: keep feet/shoes off furniture, handle furniture with care, do not open closed doors to private areas, etc.
- 2.20 Know and follow rules for telephone courtesy
- 2.21 Know and follow rules for giving out information
- 2.22 Follow proper etiquette for responding to invitations
- 2.23 Follow proper etiquette for receiving gifts
- 2.24 Follow proper etiquette for RSVP requests
- 2.25 Follow accepted standards for using titles with names, and last/first names
- 2.26 Overlook or cover up the *faux pas* of others
- 2.27 Develop awareness of others in order to be complimentary and encouraging

At a party given in one's honor

- 2.28 a. welcome each guest personally
- 2.28 b. begin opening gifts with those nearest—not the biggest or those from a favorite person
- 2.28 c. be sure each guest has been individually received, taking care that all have been offered equal services

Know the accepted standards for conduct in the public places one goes:

- 2.29 a. church
- 2.29 b. shopping
- 2.29 c. auditoriums/concert hall
- 2.29 d. dining places
- 2.29 e. recreation and amusement areas

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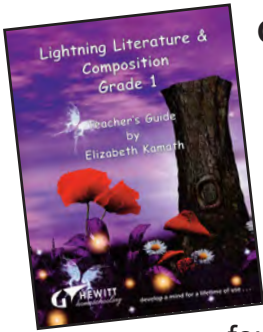
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foundation that

helps your child truly understand what is read—not just simply answer yes and no questions, but able to see more deeply. “*Why do people in Stillwater like Mr. Popper?*”

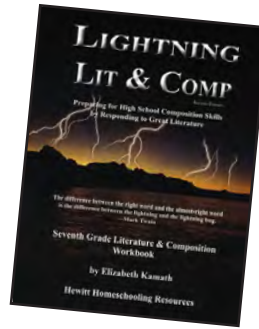


Do you want to

- Instill a love of great literature in children?
- Expand their ability to read intelligently and deeply?
- Improve their communication abilities?
- Prepare them for more advanced language arts concepts?

The three key components to this series are literature, grammar and mechanics, and composition.

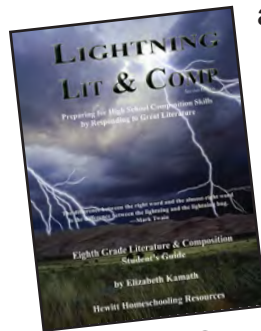
Junior High



Grade 7
Your student becomes an independent worker and still tackles great classics such as

Helen Keller’s autobiography. Eight chapters in all (four full books and four short pieces from *Stories and Poems for the Extremely Intelligent Child*). The set consists of a student guide, workbook (to break the ideas down into consumable chunks),

and teacher’s guide with all the answers.

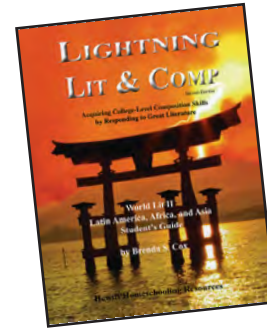


Grade 8 continues in the same format as Grade

Seven. Six full

books such as *The Hobbit*, plus six lessons from *Stories and Poems for the Extremely Intelligent Child* provide all you need except for vocabulary and grammar. The set consists of a student guide, workbook, and teacher’s guide.

Senior High



Grades 9–12
You may want to teach the classics, but lack the confidence to do so. **Lightning Lit** provides

the expertise you may need. Students will get the training they need from our expert authors, and plenty of practice writing in response to reading great literature, rather than just random assignments. We provide the literary lessons, comprehension questions and answers, and writing assignments. We even provide teacher help for grading (see the back page of this brochure.)

High School Guides—Each guide is one semester

- *Early to Mid* and *Mid to Late 19th Century American*
- *Early to Mid* and *Mid to Late 19th Century British*
- *Shakespearean Comedies* and *Tragedies* (with *Sonnets*)
- *British Medieval*
- *Speech*
- *World Lit I* and *II**
- *American* and *British Christian**

A quick note to say I am absolutely in LOVE with this curriculum. I've been homeschooling for 15 years and my older children all used Lightning Lit in Middle School and beyond but we have never found something we loved for Elementary grades. . . . The way you approach teaching writing and tying it together with reading comprehension and challenging book studies is simply brilliant. I have been looking for exactly this for years! N.B.

[My daughter] in 11th grade has always been home-schooled and we have run the gamut of approaches to literature. . . Lightning Literature has been her (and my) absolute favorite. L.G.

*These texts are explicitly Christian; other texts are "neutral" & appropriate for public & charter schools.

Other Hewitt Products

Unit Studies

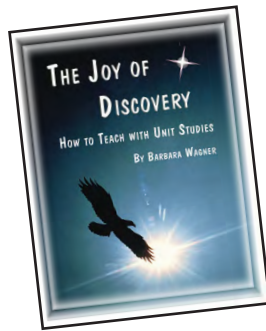
Grades 2–4

It's important that your students learn to express themselves in writing with whole sentences and paragraphs. Start them off on the right foot by supplementing your English program with Hewitt's *My First Reports*. Students gather the information to turn into a report.



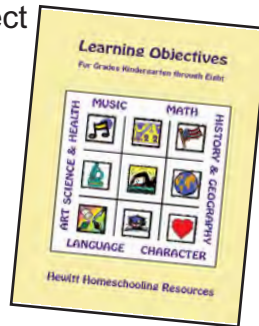
My daughter has some learning challenges, and I have been looking for something that would . . . push her writing to a new level . . . When I started looking through [My First Reports], I nearly cried—the organization is wonderful and easy to follow . . . We will be able to . . . go so much deeper with these than I ever imagined . . .K.O.

The Joy of Discovery* & Learning Objectives*



Every student should get to experience involvement in developing his or her own course of study.

Barb Wagner leads you through how to develop a study on any subject and Hewitt provides the framework with K-8 Learning Objectives.



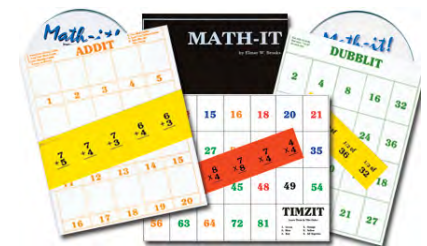
*These texts are explicitly Christian; other texts are "neutral" & appropriate for public & charter schools.

State Chronicles

Grades 3–6

Our notebook guides you and your student in making a very personalized study of your home state.

Students will interview, visit landmarks, report on field trips, draw the state emblems, and make maps and graphs. Works with any state.



Classic products like Math-It and Winston Grammar

The PASS for Grades 3–8 Personalized Achievement Summary System

The PASS Test was developed specifically for home schoolers. It has certain similarities to other achievement tests in that it measures student achievement in the subjects of reading, language, and mathematics. But it has **important differences**:

- It was designed for **parents to administer at home**.
- It is **untimed**, which helps students relax.
- It consists of **many test levels instead of one per grade**. A brief placement test is included with the PASS to help choose a test level of appropriate difficulty.
- While the PASS results show personal achievement and national percentile comparisons like other tests, they **also include home school percentiles and improvement suggestions for each subject**.

The states of Alaska, New York, North Carolina, Georgia, Hawaii, and Washington have officially approved the PASS Test for purposes of state reporting. In these states and others which require testing, you should check with your local school district to make sure it meets their requirements.



Hewitt Services—The Hewitt School—30+ Years Old

We provide structure, guidance, grades, credits, transcripts, and diplomas. Counseling is also available by phone or email. Letter grades are given each quarter, but they are a small part of the evaluations. In addition, your student's work will receive personal attention, often with specific suggestions for improvement. Our evaluators strive to be supportive, realistic, and educational in their comments. **Available as full programs or single courses.**



Flexibility Is Key—Although we recommend specific texts, we work with you whenever other texts are desired. We also allow the creation of courses we do not currently offer such as Logic, SAT Preparation, or Zoology.

People Learn Best Through Activity—We emphasize active participation on the students' part in the learning process. For example, our history courses include many projects to allow students to learn and show what they've learned through reading, writing, researching, drawing, building, acting, and even singing, rather than simply taking tests.

Hewitt Syllabi -- available individually—We take care of the planning so you can spend your time on more important things. Our most popular syllabus is for Joy Hakim's History of US set. It includes daily assignments, research and report ideas, and one test with answers per book; it also assigns the proprietary readings where they fit. Available for multiple subjects.

Thank you again for all you've done, and all you offer. I can hardly believe the end of my homeschooling years is in sight; you have helped make the journey easier and rewarding. M.T.

Independent Innovators' Challenge

Promoting Youth Innovation—The Independent Innovator Challenge (IIC) is designed to provide K-12 students from across the United States a pathway to the National Innovator Challenge. It is a chance for them to share and be celebrated for their brilliant Ideas, Apps and Prototypes.



To qualify for the National Innovator Challenge, students typically advance from their state or regional competition through one of Innovation World's Alliance Member Organizations. If students reside in an area where there is not access through an Alliance Member Organization, they may qualify to participate through the Independent Innovator Challenge.



Visit independentinnovators.org for more information and to register.



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