

BETHLEHEM LUTHERAN SCHOOL

K-8 CURRICULUM GUIDE

2017

Includes the content areas of:

Religion

Reading/Literature

Mathematics

Social Studies

Science

The objectives listed for each subject area and grade are the objectives that will be taught and assessed with the expectation of mastery. There is a lot more content that will be covered each year, but these are the standards that are vital for success in the next grade level. The standards and objectives were generated from the following sources: Colorado state objectives 2010, Iowa Test of Basic Skills objectives, and National Lutheran School Accreditation standards.

Bethlehem Lutheran does not partake in the Common Core. While textbooks and classroom resources may change year to year, the objectives and standards will not. We use a variety of resources to help guide our students to mastery of these objectives. We also push for the higher level thinking skills from Bloom's Taxonomy in every subject and at every grade level.

PHILOSOPHY STATEMENT FOR EACH SUBJECT AREA

BETHLEHEM LUTHERAN SCHOOL

K-8 CURRICULUM GUIDE

READING/LITERATURE

The philosophy of the reading program is to involve each student in a learning program, which blends good reading strategies, phonics skills, and a balanced variety of literacy form, that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God pleasing manner.

MATHEMATICS

In recognizing the need for understanding and mastering mathematical computations and concepts, the philosophy of the mathematics program is to involve each student in a learning program that blends mathematical skills with practical applications to their daily Christian lives.

SOCIAL STUDIES

The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens. Through the understanding of history, our students are better equipped to understand the world we live in today.

SCIENCE

God created rules and orders in His universe. Science is the framework through which we discover, observe, analyze, and synthesize the natural laws of God's creation. Understanding these laws and the systematic nature of the world assists and enhances the student's awareness and ability to be a better steward of God's earth and universe. Science provides a conceptual framework for the understanding of natural phenomena and their causes and effects. Science study develops students to be scientifically literate, to be able to recognize the science is not value-free, and to be capable of making ethical and moral judgments regarding science, social and technological issues. The science curriculum of Bethlehem Lutheran School will provide the students with an understanding of God's creation in the areas of life science, physical science, and Earth science through facts, observations, and experimentation.

RELIGION

“All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work.”

2 Timothy 3:16-17

The religion curriculum at Bethlehem Lutheran School is designed to equip each student for a lifelong faith walk through a Christ-centered program which encourages relationship-building with our Lord. The curriculum is enriched by daily devotions, daily prayer time, memory work, and weekly chapels. Instruction within each classroom will encompass the following seven goals and strive to reach age - appropriate growth in each of these areas.

GOAL #1:

Teaching the demands of God’s law and the comfort and assurance of the saving Gospel of Jesus Christ.

GOAL #2:

Modeling and encouraging an active knowledge of His Word.

GOAL #3:

Enabling students to develop a meaningful prayer life.

GOAL #4:

Equipping students to respond in faith and growing maturity with their living actions and words.

GOAL #5:

Fostering peaceful living with others by modeling the love of Christ and self-control.

GOAL #6:

Modeling expression of praise and joy in worship situations.

GOAL #7:

Encouraging students to continue in their walk of faith until Jesus returns.

GO BOBCATS!!!

Bethlehem Lutheran School – 2017

K – 8 Curriculum Alignment

Reading, Grammar, Spelling, and Writing Standards

Kindergarten

Standard 1: A concept of print to read and a solid comprehension of literary texts are the building blocks for reading.

- With prompting and support
 - Answer questions about key details
 - Retell familiar stories
 - Identify characters, settings, and major events
 - Ask and answer questions about unknown words
 - Recognize common types of texts
 - Name the author and illustrator
 - Describe the relationship between illustrations and the story
 - Compare and contrast the experiences of characters
 - Engage in group reading activities

Standard 2: A concept of print to read and a solid comprehension of informational text are building blocks of reading.

- Identify the main topic and retell key details
- Describe the connection between two individuals, events, or pieces of information

Standard 3: Decoding words in print requires alphabet recognition and knowledge of letter sounds.

- Demonstrate understanding of the organization and basic features of print
 - Follow words from left to right, top to bottom, and page by page
 - Recognize that spoken words are represented in written language by specific sequences of letters
 - Understand that words are separated by spaces in print
 - Recognize and name all upper and lowercase letters
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - Reproduce and produce rhyming words
 - Count, pronounce, blend, and segment syllables in words
 - Blend and segment onsets of single-syllable spoken words
 - Pronounce the initial, medial vowel, and final sounds in CVC words
 - Add or substitute individual sounds (phonemes) to make new words
 - Identify phonemes for letters
- Determine the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
 - Identify new meaning for familiar words and apply them accurately

- Use the most frequently occurring inflections and affixes as a clue to the meaning of unknown words
- Know and apply grade level phonics and word analysis skills in decoding words
 - Produce the most frequent sounds for each consonant
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
 - Read common high-frequency words by sight
 - Distinguish between similarly spelling words by identifying the sounds of the letters that differ
- Read emergent reader texts with purpose and understanding

FIRST GRADE

Standard 1: Comprehending and fluently reading a variety of literary texts are the beginning traits of readers.

- Use key ideas and details to
 - Ask and answer questions
 - Retell stories with details and understanding of the central theme
 - Describe characters, settings, and major events
 - Make predictions in the story
- Use craft, structure, and integration of knowledge and ideas to
 - Identify words and phrases that suggest feelings or appeal to the senses
 - Explain different types of genres (2-3)
 - Use illustrations to describe story sequence
- Use range of reading and level complexity to
 - Read prose and appropriate complexity for grade one
 - Read grade-level text with purpose and understanding, accuracy, appropriate rate, and expression
 - Use context or self-correct word recognition and understanding

Standard 2: Comprehending and fluently reading a variety of informational texts are the beginning traits of readers.

- Use key ideas and details to
 - Ask and answer questions
 - Identify the main topics and retell key details
 - Describes connections between individuals, events, ideas, or other information
 - Activate schema and background knowledge to construct meaning
- Use craft and structure
 - Clarify the meaning of words and phrases
 - Know and use various text features
 - Understand pictures and illustrations for information in a text

- Identify the reasons an author gives to support points in a text
- Identify basic similarities in and differences between two texts

Standard 3: Decoding words require the application of alphabetic principles, letter sounds, and letter combinations.

- Know and apply grade level phonics and word analysis in decoding words
 - Know consonant digraphs
 - Decode regularly spelled one-syllable words
 - Know final –e for long vowel sounds
 - Use knowledge that every syllable must have a vowel sound
 - Decode two-syllable words by breaking into syllables
 - Read words with inflectional endings (ing, s, es, ed, er, etc.)
 - Read words with prefixes and suffixes (2-3 each)
 - Read grade level irregularly spelled words
 - Accurately decode unknown words that follow a predictable letter/sound relationship

Standard 4: Understanding of word structure, word relationships, and word families needs to be demonstrated to begin to read.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade one reading and content, choosing, flexibly from and away of strategies
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Demonstrate understanding of the organization and basic features of print.

SECOND GRADE

Standard 1: Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.

- Use key ideas and details to
 - Use self-monitoring comprehension strategies
 - Ask and answer questions such as who, what, where, when, why, and how
 - Recount Stories to determine their central message, lesson, or moral
 - Describe how characters in a story respond to major events and challenges
- Use craft and structure to
 - Describe how words and phrases supply rhythm and meaning
 - Read high-frequency words with accuracy and speed

- Determine the meaning of words and phrases
- Explain and identify different genres of text (5-6)
- Describe the overall structure of a story
- Acknowledge differences in the points of view of characters
- Identify how word choice enhances meaning in poetry
- Compare and contrast the most important points presented by two texts on the same topic

Standard 2: Fluent readers depend on specific skills and approaches to understanding strategies when reading informational text.

- Use key ideas and details to
 - Ask and answer questions
 - Identify the main topic of a multi-paragraph text
 - Describe the connections of historical events, etc.
 - Summarize the main idea using relevant and significant details
- Use craft and structure to
 - Determine the meaning of words and phrases
 - Know and use various text features
 - Identify the main purpose of a text
 - Read text to perform a specific task
- Use integration of knowledge and ideas to
 - Explain how specific images contribute to and clarify a text
 - Describe how reasons support specific points the author makes in a text
- Use glossaries and beginning dictionaries

Standard 3: Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology.

- Know and apply grade-level phonics and word analysis skills in decoding words
 - Distinguish long and short vowels when reading regular spelling one-syllable words
 - Know spelling sound correspondences for additional common vowel teams
 - Read multisyllabic words accurately and fluently
 - Decode regularly spelled two-syllable words with long vowels
 - Decode words with common prefixes and suffixes (6-8 each)
 - Identify words with inconsistent but common spelling-sound correspondences
 - Recognize and read grade appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
 - Read grade level text with purpose and understanding
 - Read grade level text orally with accuracy, appropriate rate, and expression
 - Use context to confirm or self-correct word recognition and understanding
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading and content
 - Use sentence level context as a clue to the meaning of a word or phrase
 - Use a known root word as a clue to the meaning of an unknown word with the same root

- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
 - Identify real-life connections between words and their use
 - Distinguish shades of meaning among closely related verbs and closely related adjectives
- Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.

THIRD GRADE

Standard 1: Strategies are needed to make meaning of various types of literary genres.

- Use Key Ideas and details to
 - Ask and answer questions to demonstrate knowledge of a text
 - Use a variety of comprehension strategies to interpret text
 - Describe and draw inferences
 - Describe characters in a story and explain how their actions contribute to the sequence of events
- Use craft and structure to
 - Determine the meaning of words and phrases as they are used in a text
 - Use signal words and text structure to determine the sequence of major events
 - Read high frequency words for accuracy and speed
 - Distinguish their own point of view from that of the narrator or those of the characters
 - Identify how word choice and literary devices enhances meaning in poetry
 - Explain and identify different genres of text (6-8)
- Use and apply integration of knowledge and ideas to
 - Explain how specific aspects of a text's illustrations contribute to what is conveyed
 - Compare and contrast the themes, settings, and plots written by the author about the same or similar characters
 - Summarize central ideas and important details from literacy text
- Read grade level text accurately and fluently, attending to phrasing, intonations, and punctuations

Standard 2: Comprehension strategies are necessary when reading informational or persuasive text.

- Use key ideas and details to
 - Ask and answer questions to demonstrate understanding of a text
 - Determine the main idea of a text

- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- Summarize the main idea using relevant and significant details
- Use craft and structure to
 - Determine the meaning of general academic and domain-specific words and phrases
 - Use text features and search tools to locate information relevant to a given topic
 - Use semantic cues and signal words to identify cause/effect and compare/contrast
- Use integration of knowledge and ideas to
 - Use information gained from illustrations to demonstrate understanding
 - Describe the logical connection between particular sentences and paragraphs in a text
 - Compare and contrast the most important points and key details presented in texts
- Adjust reading rate according to type of text and purpose of reading

Standard 3: Increasing word understanding, word use, and word relationships increases vocabulary

- Know and apply grade level phonics and word analysis skills in decoding words
 - Identify and know the meaning of the most common prefixes and derivational suffixes
 - Decode words with common Latin suffixes
 - Decode multi-syllable words
 - Read grade appropriate irregularly spelled words
- Read with sufficient accuracy and fluency to support comprehension
 - Read grade level text with purpose and understanding
 - Read grade level prose and poetry orally with accuracy, appropriate rate, and expression
 - Use context to confirm or self-correct word recognition and understanding
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade three reading and content
 - Use sentence level context as a clue to the meaning of a word or phrase
 - Determine the meaning of the new word formed when a known affix is added
 - Use knowledge of word relationship to identify antonyms or synonyms
 - Use glossaries and dictionaries
- Demonstrate understanding of figurative language, word relationships and nuances
 - Distinguish the literal and nonliteral meanings of words and phrases in context
 - Identify real-life connections between words and their use
- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases

FOURTH GRADE

Standard 1: Comprehension and fluency matter when reading literary texts in a fluent way.

- Use key ideas and details to
 - Refer to details and examples in a text when explaining the text and when drawing inferences
 - Identify and draw inferences about setting, characters, and plot
 - Determine a theme of a story, drama, or poem from details in the text; summarize
 - Describe a character, setting, or event with details
 - Describe the development of a plot
- Use craft and structure to
 - Determine the meaning of words and phrase as they are used in a text
 - Compare and contrast the point of view from which different stories are narrated
- Use integration of knowledge and ideas to
 - Make connections between the text of a story and a visual or oral presentation
 - Compare and contrast the treatment of similar themes and topics in stories, myths and traditional literature from different cultures
 - Summarize text by identifying important ideas and sequence with details
- Read texts orally with fluency, accuracy, and prosody (expression)

Standard 2: Comprehension and fluency matter when reading informational and persuasive texts in a fluent way.

- Use key ideas and details to
 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
 - Determine the main idea of a text with details; summarize the text
 - Explain events, procedures, ideas, or concepts in historical, scientific or technical text
 - Skim materials to develop a general overview of content
 - Scan to locate specific information
- Use craft structure to
 - Determine the meaning of general academic and domain specific words or phrases
 - Describe the overall structure of events, ideas, concepts, or information
 - Compare and contrast different firsthand accounts of an event
 - Identify common organizational structures and explain how they aid comprehension
 - Use text features to organize or categorize information
 - Identify conclusions
- Use integration of knowledge and ideas to
 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text
 - Explain how an author uses reasons and evidences to support particular points in a text
 - Integrate information from multiple sources on topics in order to write and speak about the subject knowledgeably

Standard 3: Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode multisyllabic words contributes to better reading skills.

- Know and apply grade level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade four reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationship, and nuances in word meanings
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases

FIFTH GRADE

Standard 1: Literary texts are understood and interpreted using a range of strategies.

- Use pre-reading strategies
- Use key ideas and details to
 - Quote accurately from a text when explaining and drawing inferences
 - Determine a theme of a story and other genres; summarize the text
 - Compare and contrast two or more character's point of view, settings, or events, drawing on specific details
- Use craft and structure to
 - Determine the meaning of words and phrases, including figurative language
 - Use the relationship between particular words (synonyms, antonyms, etc.) to better understand each of the words
 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem
 - Describe how a narrator's or speaker's point of view influences how events are described
 - Locate information to support opinions, predictions, inferences, and identification of the author's message or theme
 - Compare and contrast the varieties of English
- Use integration and knowledge and ideas to
 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text
 - Compare and contrast stories in the same genre on their approaches to similar themes and topics
 - Use knowledge of literacy devices to understand and respond to text

Standard 2: Ideas found in a variety of informative texts need to be compared to and understood.

- Use key ideas and details to

- Quote accurately from a text when explaining that the text says explicitly and when drawing references
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information
- Distinguish between fact and opinion, providing support for judgments made
- Use craft and structure to
 - Determine the meaning of general academic and domain specific words
 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
 - Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view
 - Use informational text features and text structures to organize or categorize information, to answer questions, or to perform specific tasks
- Use integration of knowledge and ideas to
 - Draw on information from multiple print or digital sources, demonstrating the ability to locate answers or solve a problem efficiently
 - Explain how an author uses reasons and evidence to support particular points in a text
 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Standard 3: Knowledge of morphology (word meaning) and word relationships matters when reading.

- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately
- Determine or clarify the meaning of unknown and multiple meaning words and phrases
- Read and identify the meaning of words with prefixes and suffixes
- Apply knowledge of derivational suffixes that change the part of speech of the base word
- Infer meaning of words using structural analysis, context, and knowledge of multiple meanings
- Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change
- Read with sufficient accuracy and fluency to support comprehension
 - Read with purpose and accuracy
 - Read prose and poetry orally with accuracy, appropriate rate, and expression
 - Use context to confirm or self-correct word recognition and understanding

SIXTH GRADE

Standard 1: Understanding the meaning within different types of literature depends on properly analyzing literacy components.

- Use key ideas and details to
 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Determine a theme or central idea; provide a summary distinct from personal opinions or judgments
 - Describe how a plot unfolds in a series of episodes
- Use craft and structure to
 - Determine the meaning of words and phrases including figurative and connotative meanings, analyze the impact of word choice on meaning and tone
 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text
 - Explain how an author develops the point of view of the narrator
- Use integration of knowledge and ideas to
 - Compare and contrast reading a text to listening to or viewing an audio, video, or live version of the text
 - Compare and contrast texts in different forms of genres in terms of their approaches to similar themes and topics
- Use different kinds of questions to clarify and extend comprehension
- Identify how the author uses dialogue and specific word choice to achieve an effect

Standard 2: Organizing structure to understand and analyze factual information.

- Use key words and details to
 - Cite textual evidence to support analysis of what the text says and draw inferences
 - Determine a central idea of a text and how it is conveyed through details; summarize without personal opinions or judgments
 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- Use craft and structure to
 - Integrate information presented in different media or formats
 - Trace and evaluate the argument and specific claims in a text
 - Compare and contrast one author's presentation of events with that of another
- Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures
- Use information from text and text features to answer questions or perform specific tasks

Standard 3: Word meanings are determined by how they're designed and how they are used in context.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade six reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- Acquire and use accurately grade appropriate general academic and domain specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

SEVENTH GRADE

Standard 1: Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts.

- Use key ideas and details to
 - Cite several pieces of textual evidences to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Determine a theme or central idea of a text and analyze its development, provide an objective summary of the text
 - Analyze how particular elements of a story or drama interact
 - Recognize the influence of setting on other narrative elements
- Use craft and structure to
 - Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of rhymes on a specific verse or stanza
 - Analyze how a drama or poem form contributes to its meaning
 - Analyze how an author develops and contrasts the points of view of different characters or narrators
- Use integration knowledge and ideas to
 - Compare and contrast a text to an audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
 - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Standard 2: Informational and persuasive texts are summarized and evaluated.

- Use key ideas and details to
 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Determine two or more central ideas in a text and analyze their development over the course of the text; summarize
 - Analyze the interactions between individuals, events, and ideas in a text
- Use integration of knowledge and ideas to
 - Compare and contrast a text to an audio, video, or multimedia version
 - Organize and synthesize information from multiple sources, determining the relevance of information

Standard 3: Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts.

- Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade seven reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use accurately grade appropriate academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

EIGHTH GRADE

Standard 1: Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment.

- Use key ideas and details to
 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
 - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize
 - Analyze how particular incidents in a text propel the action, reveal aspects of a character, or provoke a decision
- Use craft and structure to
 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
 - Analyze how differences in the points of view of the characters and the audience or reading create such effects as suspense or humor
- Use integration of knowledge and ideas to
 - Use graphic organizers while reading to map relationships among implied or explicit ideas or viewpoints
 - Develop and share interpretations of literary works
 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

Standard 2: Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment.

- Use key ideas and details to

- Cite the textual evidence that most strongly supports an analysis of what the text says as well as inferences drawn from the text
- Determine the central idea of a text; provide an objective summary of the text
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events
- Use craft and structure to
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
 - Analyze in detail the structure of a specific paragraph in a text
 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidences or viewpoints
- Use integration of knowledge and ideas to
 - Evaluate the advantages and disadvantages of using different mediums
 - Delineate and evaluate the argument and specific claims in a text
 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Standard 3: Context, grammar, and word choice influence the understanding of literacy, persuasive, and informational texts.

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade eight reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

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K-8 Mathematics Alignment

By the end of **Kindergarten**, students will comprehend the following concepts:

- Whole numbers can be used to name, count, and order quantity
- Compose and decompose quantity which will form the foundation for addition/subtraction
- Shapes are described by their characteristics and position
- Measurement is used to compare and order objects
- Count to 100 by 1's and 10's

By the end of **First Grade**, students will comprehend the following concepts:

- The whole number system describes place value relationships within and beyond 100
- Number relationships can be used to solve addition and subtraction problems to the 10's
- Visual displays (charts, graphs, etc) of information can be used to answer questions
- Shapes can be described by defining attributes and created by composing and decomposing
- Measurement is used to compare and order objects and events
- Count to 100's by 1's, 2's, 5's, 10's, and 20's

By the end of **Second Grade**, students will comprehend the following concepts:

- The whole number system describes place value relationships through 1,000
- Formulate, represent, and use strategies to add and subtract within 100
- Visual displays of data can be constructed in a variety of formats to solve problems
- Shapes can be described by their attributes and used to represent part/whole relationships
- Some attributes of objects are measurable and can be quantified using different tools

By the end of **Third Grade**, students will comprehend the following concepts:

- The whole number system describes place value relationships through 1,000,000
- Parts of a whole can be modeled and represented in a variety of ways (simple fractions)
- Multiplication and division are inverse operations and can be calculated through 10's
- Visual displays are used to describe data from a variety of contexts
- Geometric figures are described by their attributes
- Linear and area measurement are fundamentally different and require different units
- Time and attributes of objects can be measured with appropriate tools

By the end of **Fourth Grade**, students will comprehend the following concepts:

- The decimal number system to the hundredths place describes place value patterns and relationships that are repeated in large and small numbers
- Different models and representations can be used to compare fractional parts
- Formulate, represent, and use algorithms to calculate math problems
- Number patterns and relationships can be represented by symbols
- Appropriate measurement tools, units, and systems are used to measure different attributes of objects and time
- Geometric figures in the plane and in space are described and analyzed by their attributes
- Multiplication and division within and through the 100's

By the end of **Fifth Grade**, students will comprehend the following concepts:

- The decimal number system describes place value patterns and relationships that are repeated in large and small numbers
- Formulate, represent, and use algorithms with multi-digit whole numbers and decimals
- Formulate, represent, and use algorithms to add, subtract, multiply, and divide fractions
- Number patterns are based on operations and relationships
- Properties of multiplication and addition provide the foundation for volume
- Geometric figures can be described by their attributes and specific locations in the plane
- Multiplication and division within and through the 1,000's

By the end of **Sixth Grade**, students will comprehend the following concepts:

- Quantities can be expressed and compared using ratios and rates
- Formulate, represent, and use algorithms with positive rational numbers
- Rational numbers have a unique location on the number line and in space
- Algebraic expressions can be used to generalize properties of arithmetic
- Variables are used to represent unknown quantities within equations and inequalities
- Visual displays and summary statistics of one-variable data condense the information in data sets into usable knowledge
- Objects in space and their parts and attributes can be measured and analyzed
- Convert between fractions and decimals

By the end of **Seventh Grade**, students will comprehend the following concepts:

- Proportional reasoning involves comparison and multiplicative relationships amongst ratios
- Formulate, represent, and use algorithms with rational numbers
- Properties of arithmetic can be used to generate equivalent expressions
- Equations and expressions model quantitative relationships and phenomena
- Statistics can be used to gain information about populations by examining samples
- Mathematical models are used to determine probability
- Modeling geometric figures and relationships leads to informal spatial reasoning and proof
- Linear measure, angle measure, area, and volume are fundamentally different and use different units of measure
- Convert between fractions, decimals, and percentages

By the end of **Eighth Grade**, students will recognize:

- Rational and irrational numbers are in one to one correspondence to points on the number line
- Linear functions model situations with a constant rate of change and can be represented numerically, algebraically, and graphically
- Properties of algebra and equality are used to solve linear equations and systems of equations
- Graphs, tables, and equations can be used to distinguish between linear and nonlinear functions
- Transformations of objects can be used to define the concepts of congruence and similarity
- Direct and indirect measurement can be used to describe and make comparisons
- Solve multi-step algebraic equations

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K-8 Science Objectives Alignment

By the end of **Kindergarten**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Measuring mass, volume, and temperature
 - b. Magnets and magnetism
 - c. Solids, liquids, and gases
 - d. Sound including vibrations, pitch, and volume
- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. Physical characteristics of living things and their habitat and life cycles
 - b. Heredity and how traits are inherited from parents
- C. Understand the processes and interactions of Earth's systems, and the structure and dynamics of Earth and other objects in space.
 - a. Sun, planets, moons, and stars
 - b. Landforms on earth including rocks, soil, and water
 - c. Weather and clouds and how these change with the seasons
- D. Understand the processes of scientific investigation and design, conduct, communicate about investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **First Grade**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Grouping and classifying objects based on characteristics
 - b. Physical changes to matter
 - c. Light and shadows
 - d. How sound travels
 - e. Heat and measuring it with a thermometer
- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. How organisms grow, and respond to stimuli (internal and external)
 - b. Parts of a plant
 - c. Differences between animals and their life cycles
- C. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
 - a. Compare and contrast the characteristics of water, air, and land
 - b. Water cycle and how it affects weather
 - c. Earth and sun relationship for day, night, year, and seasons

- D. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Second Grade**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Describe properties of solids, liquids, and gases
 - b. Identify forces such as push, pull, gravity, and friction
 - c. Identify the function of simple machines
- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. Generalize the importance of plants and animals in the world
 - b. Compare and contrast different habitats of plants and animals
 - c. Compare and contrast different physical appearances of animals and their abilities during phases of growth
- C. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
 - a. Identify and compare the Earth's land formations and observe how the Earth has changed and is still changing
 - b. Classify conditions in the air which create the Earth's weather
 - c. Understand the vastness of our solar system and its components
 - d. Analyze and discuss the resources available in every example of Earth's environment
- D. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Third Grade**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Explore properties of matter like density, conductivity, and magnetism and how these types of matter change in mixtures and compounds
 - b. Understand relative position, distance, speed, velocity, and describe the effects of gravity and friction on an object's position and motion
 - c. Explain the difference between potential and kinetic energy, how they shift back and forth in relationship to all of the simple machines
 - d. Analyze heat sources and how they transfer energy
 - e. Describe characteristics of sound and light and how these travel and change directions with concepts like reflection and refraction
 - f. Explore how current flows through a circuit and electrical safety

- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. Identify the needs of plants as related to habitat and structures including roots, stems, flowers, leaves, etc.; identify the raw materials necessary for photosynthesis
 - b. Identify the needs of animals as related to habitat and structures including life cycles, metamorphosis, and how they respond to external and internal stimuli
 - c. Identify divisions in the plant kingdom between seed bearing and seedless and identify divisions in the animal kingdom between vertebrate and invertebrate
 - d. Explain the processes inside the cell that make it the basic unit of life
 - e. Understand how energy transfers in ecosystems through food chains, food webs, etc.
 - f. Understand the role of habitats, populations, communities, and niches in ecosystems for both water and land based ecosystems
- C. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
 - a. Compare and contrast landforms and how they are classified by Earth's processes; identify layers of the earth
 - b. Explain the causes of weathering, describe the processes of erosion and deposition, and understand how fossil evidence is used to determine changes in the environment
 - c. Compare and contrast properties of minerals and rocks and how they develop through sedimentary, metamorphic, and igneous processes
 - d. Research different types of water and air pollution and strategies to stop and prevent them; discuss the water cycle and describe how fossil fuels are formed and compare them to alternative energy sources
 - e. Understand the types and formations of clouds; measure characteristics of our atmosphere such as temperature, air pressure, wind speeds, etc.
 - f. Identify the rotation of the earth as the cause for day and night and phases of the moon; identify the revolution of the earth as the cause of seasons and years
- D. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Fourth Grade**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Observe and measure physical and chemical properties of matter and identify the atom as the building block of matter
 - b. Explain variables like speed, velocity, and acceleration and describe the effect gravity, friction, and magnetism has on position and motion
 - c. Explain the difference between potential and kinetic energy, how they shift back and forth in relationship to all of the simple machines and how simple machines are used to create compound machines

- d. Analyze heat sources and how they transfer energy
 - e. Describe characteristics of sound and light and how these travel and change directions with concepts like reflection and refraction through lenses and prisms
 - f. Explore static electricity, parallel and series circuits, and electromagnetism
- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
- a. Identify the needs of plants as related to habitat and structures, process of photosynthesis, and examine both sexual and asexual production in plants
 - b. Identify the needs of animals as related to habitat and structures, organ systems in animals, and how they respond to their environment
 - c. Understand the six kingdom classification system and have a basic understanding of bacteria, protists, and fungi
 - d. Compare and contrast the differences between plant and animals cells and how they function in the levels of an organism (cell, tissue, organ, system)
 - e. Identify inherited traits in plants and animals, know the difference between learned and acquired behaviors, and analyze the effects of heredity in an individual and species of organisms
 - f. Comprehend the parts and basic functions of the different systems of the human body
- C. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
- a. Compare and contrast landforms and how they are classified by Earth's processes and identify layers of the earth and atmosphere
 - b. Comprehend the effects of plate tectonics and how fossil evidence is used to determine changes in the environment
 - c. Compare and contrast the characteristics of minerals and rocks and how the weathering, erosion, and deposition processes affect the layers of our soil
 - d. Research different types of water and air pollution and strategies to stop and prevent them; discuss the water cycle and describe how fossil fuels are formed and compare them to alternative energy sources
 - e. Understand the types and formations of clouds; measure characteristics of our atmosphere such as temperature, air pressure, wind speeds, etc.; and explain how all these factors impact the climate for whole ecosystems and regions
 - f. Identify the rotation of the earth as the cause for day and night and phases of the moon; identify the revolution of the earth as the cause of seasons and years; describe asteroids, comets, and meteors and their impact on the solar system
- D. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Fifth Grade**, the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Observe and measure properties of matter through length, mass, volume and temperature; calculate density, conductivity, and magnetism
 - b. Identify states of matter and their properties at an atomic level and how this impacts elements, mixtures, and compounds
 - c. Understand changes of matter through physical, chemical and nuclear changes
 - d. Examine the atomic and molecular model of matter
- B. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. Describe the chemical formula for photosynthesis and the raw materials producers need for this to occur
 - b. Identify the various structures of flowering and non-flowering plants and identify the various life cycles of angiosperms, gymnosperms, mosses, ferns, and asexual reproduction in plants
 - c. Describe the basic life cycle of animals such as in birds and mammals, along with complete and incomplete metamorphosis, and asexual reproduction
 - d. Understand the basic grouping of the six kingdoms and start to learn phylum groupings within each kingdom
 - e. Explore the microorganism kingdoms of bacteria, protist, and fungus and their process of sexual and asexual reproduction
 - f. Compare and contrast the life functions in unicellular and multicellular organisms
 - g. Explore and explain the process of cell division using mitosis
 - h. Understand the mechanics of heredity through the exploration of Mendel's patterns and the identification of chromosomes and genes
 - i. Explore the organization of ecosystems through habitats, populations and communities, niches, and biomes; identify the dynamics of ecosystems by the transfer of energy through food chains and food webs; explain carbon and nitrogen cycles, and the use of competition and symbiotic relationships
 - j. Identify the need for plant and animal adaptations in ecosystems, that changes occur in ecosystems, and how species may become endangered or extinct
- C. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
 - a. Explore the various earth structures as seen in landforms, ocean bottom features, the crust, mantle, core, hydrosphere, and glaciers
 - b. Discover the processes of change through plate tectonics models and how they form and cause volcanoes and earthquakes
 - c. Identify and explore renewable and nonrenewable resources such as air, water, and fossil fuels
 - d. Explore the water cycle through the process of evaporation, condensation, and precipitation, along with the formation and classification of clouds
 - e. Use the tools necessary to measure conditions of weather and our climate
 - f. Explore how weather is predicted by air masses, the use of weather maps, barometer readings, cloud types and severe weather comes in the forms of

- thunderstorms, hurricanes, tornadoes, and hailstorms; comprehend how weather changes with latitude, longitude, and altitude
- g. Explore and describe how the Earth, moon, and sun affect our days, nights, seasons, eclipses, and tides
 - h. Research star properties, star life cycles, constellations, and galaxies
- D. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- E. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Sixth Grade** (life science), the student will comprehend the following concepts:

- A. Understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
 - a. Explain how adaptations affect a species survival
 - b. Explain interactions and interdependence of nonliving and living components within ecosystems with first order consumers, second order consumers, and biotic factors
 - c. Explore biodiversity and how it affects ecosystems
 - d. Compare and contrast plant and animal cells, their structures and functions, and how they perform metabolic procedures
 - e. Describe the role of chromosomes and genes in heredity and how they can be modified by environmental influences
 - f. Understand and describe that DNA is the genetic material of living organisms and is located in the chromosomes of each cell
 - g. Explore and investigate the diversity of living things in the kingdoms down to specific families
 - h. Explore and investigate the systems in animals including humans, and dissect animals to study the organs and systems
 - i. Explain the biological function of both the male and female reproductive systems
 - j. Identify the components of the skeletal, respiratory, circulatory, digestive, excretory, nervous, muscular, and endocrine systems
- B. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- C. Understand interrelationships among science, technology, and human activity, and how they can affect the world.

By the end of **Seventh Grade** (Earth science), the student will comprehend the following concepts:

- A. Understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.
 - a. List the causes of tsunamis and describe the methods to avoid injury during an earthquake
 - b. Describe the thunderstorm cycle, the conditions necessary for tornadoes and hurricanes
 - c. Locate and describe the habitats of the ocean and the reason for the salinity of the oceans
 - d. Recognize various physical features believed to be constructed by the ice age
 - e. Explain how the water cycle and different types of rivers impact the landscape of an ecosystem; comprehend the processes of weathering, erosion, and deposition and how these impact the soil of an ecosystem
 - f. Articulate the basic geological features that are common to the geography of North America
 - g. Explain the three types of seismic waves and how they impact activity levels of volcanoes, earthquakes, continental drift, and plate tectonics
 - h. Read and understand topographical maps with elevation
 - i. Compare and contrast the differences in sedimentary, igneous, and metamorphic rocks
 - j. Define latitude and longitude and how to use them to find a specific location on a map
 - k. Locate and recognize various constellations, stars, and planets in the night sky
 - l. Research the various stages of the life cycle of a star from birth to death
 - m. State Kepler's three laws of planetary motion and Newton's law of gravity
 - n. Calculate distances in space using astronomical units (AU) and light years
- B. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- C. Understand interrelationships among science, technology, and human activity and how they can affect the world.

By the end of **Eighth Grade** (Physical science), the student will comprehend the following concepts:

- A. Understand common properties, forms, and changes in matter and energy.
 - a. Describe the general properties of an atom and its parts
 - b. Demonstrate the formation of new compounds
 - c. Investigate changes in the state of water and use the particle model to explain these changes
 - d. Describe the relationships among frequency, wavelength, speed, and energy of waves; comprehend the four features of a wave and relate how each is important in wave theory
 - e. State the law of magnetic poles; explain how electricity can produce magnetism

- f. Explain what is meant by “magnetic domain” and describe the domains of both a magnetized and an un-magnetized piece of iron
 - g. Describe sound, its properties, and how instruments produce sound
 - h. Explain the behavior of light as it strikes concave and convex mirrors and when it passes through concave and convex lenses
 - i. Distinguish between transverse and compressional waves
 - j. Distinguish between heat and temperature; list three types of heat transfer and explain the affect heating and cooling has on the volume of an object
 - k. Relate the ideas of kinetic molecular theory to the relative motion in particles of matter
 - l. Describe and balance chemical formulas demonstrating synthesis and decomposition reactions using subscripts and coefficients
 - m. Describe how an atom’s valence electrons affect its bonding patterns and capabilities; distinguish between ionic and covalent bonds
 - n. Comprehend atomic numbers and atomic mass and define isotopes
 - o. Identify properties of hydrocarbons including nomenclature
 - p. List four classes of organic compounds in living things and explain how they are used by living organisms
 - q. Calculate the pH levels of acidic solutions, basic solutions, and how they can be used to neutralize each other
 - r. Compare and contrast the characteristics of suspensions, solutions, colloids, and emulsions
 - s. State Newton’s three Laws of Motion and perform basic calculations using these laws
 - t. Describe relative motion and give examples how motion can be relative; explain the concept of inertia and momentum; calculate speed, velocity, and acceleration
- B. Understand the processes of scientific investigation and design, conduct, communicate about and evaluate such investigations.
- C. Understand interrelationships among science, technology, and human activity and how they can affect the world.

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Bethlehem Lutheran School 2017

K-8 Social Studies Alignment

By the end of **Kindergarten**, the student will comprehend the following concepts:

- Ask questions, share information, and discuss ideas about the past
- Understand that people belong to different groups and live in different settings around the world, that can be found on a map or globe, including holidays, celebrations, and notable people
- Participate in making decisions using democratic traditions
- Evaluate that civic participation takes place in multiple groups
- Understand the role of community workers

By the end of **First Grade**, the student will comprehend the following concepts:

- Describe patterns and chronological order of events of the past
- Explain family and cultural traditions of the United States
- Use geographic tools such as maps and globes to represent places
- Understand that people in different groups and communities interact with each other
- People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
- Demonstrate that effective groups have responsible leaders and team members
- Define notable people, places, holidays, and patriotic symbols (Washington, Lincoln, etc)

By the end of **Second Grade**, the student will comprehend the following concepts:

- Identify historical sources and utilize the tools of a historian
- Explain how people of the past influenced the history of neighborhoods and communities
- Use geographic terms and tools to describe space and place
- People in communities manage, modify, and depend on their environment
- Demonstrate how the scarcity of resources affects the choices of individuals and communities
- Apply decision-making processes to financial decision making
- Responsible community members advocate for their new ideas
- Evaluate how people use multiple ways to resolve conflicts or differences
- Recognize signs and symbols of Citizen Pride/National Pride
- Use maps and globes to find locations
- Develop and implement chart and graph skills

By the end of **Third Grade**, the student will comprehend the following concepts:

- Use a variety of sources to distinguish historical fact from fiction
- Demonstrate that people in the past influenced the development and interaction of different communities and regions
- Use various types of geographic tools to develop spatial thinking
- Explain the concept of regions as developed through an understanding of similarities and differences in places
- Describe producers and consumers and how goods and services are exchanged
- Describe how to meet short-term financial goals
- Respect the views and rights of others as components of a democratic society
- Evaluate the origin, structure, and function of local government
- Read and understand current events in Scholastic News and Dogo News

By the end of **Fourth Grade**, the student will comprehend the following concepts:

- Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado
- Define the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States
- Use several types of geographic tools to answer questions about the geography of Colorado
- Explain how people respond to positive and negative incentives
- Demonstrate the relationship between choice and opportunity cost
- Analyze and debate multiple perspectives on an issue
- Evaluate the origins, structure, and functions of the Colorado government
- Understand the geography and economic resources of all fifty states

By the end of **Fifth Grade**, the student will comprehend the following concepts:

- Analyze historical sources from multiple points of view to develop understanding of historical context
- Define historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government
- Use various geographic tools and sources to answer questions about the geography of the United States
- Analyze causes and consequences of the settling of America
- Demonstrate how government and market structures influence financial institutions
- Explain the foundations of citizenship in the United States
- Evaluate the origins, structure, and functions of the United States government

By the end of **Sixth Grade**, the student will comprehend the following concepts:

- Analyze and interpret historical sources to ask and research historical questions
- Define the historical eras, individuals, groups, ideas, and themes in the regions of the Eastern and Western Hemisphere and their relationship with one another
- Use geographic tools to solve problems
- Demonstrate how human and physical systems can vary and interact
- Identify and analyze different economic systems
- Analyze the interconnected nature of the United States to other nations
- Compare and contrast multiple systems of governments

By the end of **Seventh Grade**, the student will comprehend the following concepts:

- Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence
- Use geographic tools to gather data and make geographic inferences and predictions
- Explain how regions have different issues and perspectives
- Demonstrate how supply and demand influence price and profit in a market economy
- Analyze how the distribution of resources influences economic production and individual choices
- Compare and contrast how various nations define the rights, responsibilities, and roles of citizens
- Evaluate the different forms of government and international organizations and their influence in the world community

By the end of **Eighth Grade**, the student will comprehend the following concepts:

- Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives
- Define the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction and their relationships with one another
- Use geographic tools to analyze patterns in human and physical systems
- Explain how conflict and cooperation occur over space and resources
- Demonstrate how economic freedom, including free trade, is important for economic growth
- Analyze elements of continuity and change in the United States government and the role of citizens over time
- Evaluate the place of a law in a constitutional system

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