



GROWINGEXCELLENCE

Let's grow the Gospel Army of God together!

South Atlantic Conference of Seventh-day Adventists' System of Schools



digital LEARNING

Grades 3 – 5 Teacher Edition



The following persons served as members of the South Atlantic Conference Office of Education Digital Learning Committee, April 2020.

- Michael Cookenmaster, Associate Superintendent of Schools (Chair)
- Gloria Adi, Lithonia Adventist Academy, Principal (Stonecrest, GA)
- Elvis Agard, Grades 6 – 8 Mathematics/Science, Berean Christian Jr. Academy (Atlanta, GA)
- Paula Blackwell, Principal/Grades 4 – 8 Language Arts/Social Studies, Ramah Jr. Academy (Savannah, GA)
- Vinette Dye, Grades 1 – 4, Ephesus Junior Academy (Winston-Salem, NC)
- Princess Hawk, Kindergarten-Grade 1, Berean Christian Jr. Academy (Atlanta, GA)
- Thomasa Henry, Grades 1 – 8, Bethany Christian Academy (Macon, GA)
- Debbie White-James, Principal/Grades K – 4, Berea Jr. Academy (Sumter, SC)
- Michelle Blake-Livermore, Grades 5 – 8, Berea Jr. Academy (Sumter, SC)
- Cheryl McGee, Principal/Grades 6 -8, Atlanta Adventist International School (Jonesboro, GA)

This DLD pacing guide is based on the flow and sequence obtained from www.adventisteducation.org and forms the basis of the original SACOE pacing guides found at www.saceducation.org.

Children Online Privacy Protection Act (COPPA)

We commit to:

- Not collect, maintain, use or share student personal information beyond that needed for authorized educational/school purposes, or as authorized by the parent/student.
- Not sell student personal information.
- Not use or disclose student information collected through an educational/school service (whether personal information or otherwise) for behavioral targeting of advertisements to students.
- Not build a personal profile of a student other than for supporting authorized educational/school purposes or as authorized by the parent/student.
- Not make material changes to school service provider consumer privacy policies without first providing prominent notice to the account holder(s) (i.e., the educational institution/agency, or the parent/student when the information is collected directly from the student with student/parent consent) and allowing them choices before data is used in any manner inconsistent with terms they were initially provided; and not make material changes to other policies or practices governing the use of student personal information that are inconsistent with contractual requirements.
- Not knowingly retain student personal information beyond the time period required to support the authorized educational/school purposes, or as authorized by the parent/student.
- Collect, use, share, and retain student personal information only for purposes for which we were authorized by the educational institution/agency, teacher or the parent/student.
- Disclose clearly in contracts or privacy policies, including in a manner easy for parents to understand, what types of student personal information we collect, if any, and the purposes for which the information we maintain is used or shared with third parties.
- Support access to and correction of student personally identifiable information by the student or their authorized parent, either by assisting the educational institution in meeting its requirements or directly when the information is collected directly from the student with student/parent consent.
- Maintain a comprehensive security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal information against risks – such as unauthorized access or use, or unintended or inappropriate disclosure – through the use of administrative, technological, and physical safeguards appropriate to the sensitivity of the information.
- Require that our vendors with whom student personal information is shared in order to deliver the educational service, if any, are obligated to implement these same commitments for the given student personal information.

Class Meetings

Times: 9:00 AM – 2:00 PM (M - Th)
9:00 AM – 1:00 PM (Fri.)

If you are having technical difficulties, please contact your child's teacher or principal.

Recommended Digital Platforms:

- Zoom
- Google Classroom

Free and Reduced Cost Internet Resources

- <https://www.internetessentials.com/covid19>
- <https://wifi.xfinity.com>
- <https://www.everyoneon.org/find-offers>

Borrow A School Device

- [Contract](#)

What we will study?

Digital Resources

- [Adventist Art Curriculum](#) – SAC Supplementary
 - [Incredible Art](#)
- [Audible](#) – Free (not all materials suitable for Adventist education)
- [By Design Science](#) – Free Flourish Account
 - [By Design Virtual 5-8 Virtual Labs](#) – login required
 - [By Design Virtual 5-8 Virtual Lab Videos](#) - Free
- [Discovery Education](#) - Free
- [Encounter – Adventist Bible Series](#) - Free
- [IXL Math](#) – Free trial
- [Reading A to Z](#) – SAC Paid Subscription
- [Schoology](#) - Free
- [Southern Union Library and Information Resources](#)
- [Spotlight on the Basics of Music](#) - Free
- [Star360](#)
- [Studies Weekly Social Studies](#) - Free
- [Texas Computer Education Company](#) - Free

- Virtual Field Trips - Free
 - [Museums](#)
 - [Parks & Zoos](#)
 - [Places Around the World](#)
 - [National Parks](#)
- [Writers' Workshop](#) - Free
- [Zoom](#)

Biblical Foundation

How often those who trusted the word of God, though in themselves utterly helpless, have withstood the power of the whole world—Enoch, pure in heart, holy in life, holding fast his faith in the triumph of righteousness against a corrupt and scoffing generation; Noah and his household against the men of his time, men of the greatest physical and mental strength and the most debased in morals; the children of Israel at the Red Sea, a helpless, terrified multitude of slaves, against the mightiest army of the mightiest nation on the globe; David, a shepherd lad, having God's promise of the throne, against Saul, the established monarch, bent on holding fast his power; Shadrach and his companions in the fire, and Nebuchadnezzar on the throne; Daniel among the lions, his enemies in the high places of the kingdom; Jesus on the cross, and the Jewish priests and rulers forcing even the Roman governor to work their will; Paul in chains led to a criminal's death, Nero the despot of a world empire. Such examples are not found in the Bible only. They abound in every record of human progress. The Vaudois and the Huguenots, Wycliffe and Huss, Jerome and Luther, Tyndale and Knox, Zinzendorf and Wesley, with multitudes of others, have witnessed to the power of God's word against human power and policy in support of evil. These are the world's true nobility. This is its [255] royal line. In this line the youth of today are called to take their places.

Only the sense of God's presence can banish the fear that, for the timid child, would make life a burden. Let him fix in his memory the promise, "The angel of the Lord encampeth round about them that fear Him, and delivereth them." Psalm 34:7. Let him read that wonderful story of Elisha in the mountain city, and, between him and the hosts of armed foemen, a mighty encircling band of heavenly angels. Let him read how to Peter, in [256] prison and condemned to death, God's angel appeared; how, past the armed guards, the massive doors and great iron gateway with their bolts and bars, the angel led God's servant forth in safety. Let him read of that scene on the sea, when the tempest-tossed soldiers and seamen, worn with labor and watching and long fasting, Paul the prisoner, on his way to trial and execution, spoke those grand words of courage and hope: "Be of good cheer: for there shall be no loss of any man's life among you...For there stood by me this night the angel of God, whose I am, and whom I serve, saying, Fear not, Paul; thou must be brought before Caesar: and, lo, God hath given thee all them that sail with thee." In the faith of this promise Paul assured his companions, "There shall not an hair fall from the head of any of you." So it came to pass. Because there was in that ship one man through whom God could work, the whole shipload of heathen soldiers and sailors was preserved. "They escaped all safe to land." Acts 27:22-24, 34, 44 (Education, Chpt.30).

How we will study

Instruction

Teachers will provide a combination of strategies to engage their students including: a) face-to-face via Zoom, and b) telecommunication.

Course Work

Teachers will post student assignments via Google Classroom. Individual teachers will determine due dates of work assigned.

Academic Honesty & Integrity

The highest sense of personal honor and integrity is expected of all students enrolled in South Atlantic Conference schools in the completion of course work. As Christians we should each be committed to honesty in all things, including academics. Students are expected to complete their own work without submitting others work as their own. Presenting someone else's work as your own is dishonest. Students will always give credit to any sources used in completing their work. Students will refrain from knowingly giving false information. As God is constantly watching over His creation, students should not desire to rob Him or themselves of personal growth. Coursework is to be completed in accordance with the directions established by the student's teacher(s).

Attendance Policy

- Students are expected to check in with their teacher first period using the digital platform chosen by the school.
- Students out for a verified illness or family emergency will be given one week to complete work missed.
- Students who do not have an excused absence will be given one day to complete missing work.

Grading Policy

South Atlantic Conference is interested in developing in each student academic rigor. This is the learning in which learners demonstrate a thorough, in-depth mastery of challenging tasks that develop skills through reflection, analysis, problem solving, evaluation, and creativity. Further, we desire to deliver academic relevance where through learning the learners are able to apply core knowledge, concepts, and skills to solve real-world problems.

Teachers may opt to use pre-scaled grading systems offered by the various online digital resources. When assigning student work to be turned in using another platform (i.e. email, Schoology, etc.) the

teacher will use the established [Conference grading rubrics](#), grading student work using a standards-based reporting outcome. The goals of standards-based reporting are: 1) grading is redemptive, allowing students to develop and show mastery; 2) improve communication to parents about student achievement as related to the standards; 3) use grading practices that support student learning of standards – removing the penalty and focusing on proficiency rankings; 4) recognize that standards-based grading and reporting is a best practice in education.

Pacing Description

The remaining portion of fourth quarter will focus on a thematic unit incorporating key learnings/objective and Adventist Education Content Standards for Art, Bible, English Language Arts (ELA), Mathematics, Music, Physical Education, Science, and Social Studies.

Pacing Guide Delineation

See proceeding pages.

Week 1

Subject	Concept	Standards
Bible	<p>Easter - Love; Sin and Its Consequences; Forgiveness & Choice</p> <ul style="list-style-type: none"> Unit 4.10 Psalms 91 KJV 	<ul style="list-style-type: none"> Explain the meanings of the symbols of redemption. Provide evidence that God had a plan for redemption before sin began and continues to love us despite our sin. Retell the major events in the life of Jesus and determine how they relate to the plan of salvation. Discuss promises and passages in the Bible that show the qualities of God Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven.
ELA	<ul style="list-style-type: none"> Zanner-Bloser Handwriting book F Spelling City Reading Workshop- story elements, cause and effect, inferences, drawing conclusions Reading A to Z or RazKids for students on levels A to Z₁ Pathways trade books for students on reading level Z₂ or higher Writers' Workshop – Persuasive Essays or Poetry 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression Identify a theme of a story, drama, or poem; summarize the text Make connections between a text and personal life experiences and other texts Compare and contrast two or more characters, settings, or events in a story or drama Read literature for pleasure, personal growth, and spiritual development Write routinely over various time frames (time for research, reflection, and revision)
Math	<ul style="list-style-type: none"> Grade 3 – Geometry Grade 4 – Geometry Grade 5 - Geometry Grades 3-5 - Problem Solving Grades 3-5 Computation 	<ul style="list-style-type: none"> Understand concepts of area and its measurement by counting unit squares (cm², m², in², ft²); apply multiplication and addition to area Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements. Classify two-dimensional figures into categories based on their properties of sides and angles
Science	<ul style="list-style-type: none"> Physical Science Magnetism and Electricity 	<ul style="list-style-type: none"> Matter and its interactions Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion Apply scientific principles to design, test, and refine a device
Social Studies	<ul style="list-style-type: none"> US History Native Americans of the Southeast Woodlands http://www.nativeamericanactivities.com/ (Native American art ideas) Learn360; BrainPOP 	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
Physical Education	<p>Follow along with Chicken Fat and then take 30 minutes to move around, play a game, get some exercise and fresh air!</p>	<ul style="list-style-type: none"> Identifies the components of health-related fitness. Actively engages in the activities of physical education class, both teacher-directed and independent. Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). Examines the health benefits of participating in physical activity. Identifies that God's ideal for quality living includes a healthy lifestyle.
Art	<p>Masterpiece Art</p> <ul style="list-style-type: none"> The art of Gustav Klimt 	<ul style="list-style-type: none"> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.
Music	<p>Songs of Faith and Hope</p> <ul style="list-style-type: none"> Learn and perform in a video "A Mighty Fortress." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 2

Subject	Concept	Standards
Bible	Teach Us to Live (Preparing for Heaven) <ul style="list-style-type: none"> Unit 4.11 Psalms 91 KJV 	<ul style="list-style-type: none"> Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. . Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven.
ELA	<ul style="list-style-type: none"> Zanner-Bloser Handwriting book F Spelling City Reading Workshop- story elements, cause and effect, inferences, drawing conclusions Reading A to Z or RazKids for students on levels A to Z₁ Pathways trade books for students on reading level Z₂ or higher Writers' Workshop – Persuasive Essays or Poetry 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression Identify a theme of a story, drama, or poem; summarize the text Make connections between a text and personal life experiences and other texts Compare and contrast two or more characters, settings, or events in a story or drama Read literature for pleasure, personal growth, and spiritual development Write routinely over various time frames (time for research, reflection, and revision)
Math	<ul style="list-style-type: none"> Grade 3 – Geometry Grade 4 – Geometry Grade 5 - Geometry Grades 3-5 - Problem Solving Grades 3-5 Computation 	<ul style="list-style-type: none"> Understand concepts of area and its measurement by counting unit squares (cm², m², in², ft²); apply multiplication and addition to area Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements Classify two-dimensional figures into categories based on their properties of sides and angles
Science	<ul style="list-style-type: none"> Physical Science Magnetism and Electricity 	<ul style="list-style-type: none"> Matter and its interactions Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion Apply scientific principles to design, test, and refine a device
Social Studies	US History <ul style="list-style-type: none"> Native Americans of the Southeast Woodlands http://www.nativeamericanactivities.com/ (Native American art ideas) Learn360; BrainPOP 	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
Physical Education	Follow along with Chicken Fat and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> Identifies the components of health-related fitness. Actively engages in the activities of physical education class, both teacher-directed and independent. Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). Examines the health benefits of participating in physical activity. Identifies that God's ideal for quality living includes a healthy lifestyle.
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Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "God Will Take Care of You." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 3

Subject	Concept	Standards
Bible	Teach Us to Live (Preparing for Heaven) <ul style="list-style-type: none"> Unit 4.11 Psalms 91 KJV 	<ul style="list-style-type: none"> Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. . Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven.
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Science	<ul style="list-style-type: none"> Physical Science Magnetism and Electricity 	<ul style="list-style-type: none"> Matter and its interactions Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion Apply scientific principles to design, test, and refine a device
Social Studies	Native Americans of the Northeast Woodlands	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
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Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "I Need Thee Every Hour." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 4

Subject	Concept	Standards
Bible	Teach Us to Live (Preparing for Heaven) <ul style="list-style-type: none"> Unit 4.11 Psalms 91 KJV 	<ul style="list-style-type: none"> Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven.
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Social Studies	Native Americans of the Northeast Woodlands	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
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Art	Masterpiece Art <ul style="list-style-type: none"> The art of Monet and Impressionism 	<ul style="list-style-type: none"> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.
Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "Trust and Obey." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 5

Subject	Concept	Standards
Bible	Godly Greatness <ul style="list-style-type: none"> Unit 4.12 Isaiah 46:10 KJV 	<ul style="list-style-type: none"> Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. Refer to details and examples when explaining a Bible passage or drawing inferences. Examine and demonstrate the Fruit of the Spirit
ELA	<ul style="list-style-type: none"> Zanner-Bloser Handwriting book F Spelling City Reading Workshop- story elements, cause and effect, inferences, drawing conclusions Reading A to Z or RazKids for students on levels A to Z1 Pathways trade books for students on reading level Z2 or higher Writers' Workshop – Research Unit or Poetry 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression Identify a theme of a story, drama, or poem; summarize the text Make connections between a text and personal life experiences and other texts Compare and contrast two or more characters, settings, or events in a story or drama Read literature for pleasure, personal growth, and spiritual development Write routinely over various time frames (time for research, reflection, and revision)
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Social Studies	Native Americans of the Plains	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
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Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "Savior, Like A Shepherd." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 6

Subject	Concept	Standards
Bible	Godly Greatness <ul style="list-style-type: none"> Unit 4.12 Ephesians 6:10-12 KJV 	<ul style="list-style-type: none"> Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. Refer to details and examples when explaining a Bible passage or drawing inferences. Examine and demonstrate the Fruit of the Spirit
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Science	<ul style="list-style-type: none"> Physical Science Magnetism and Electricity 	<ul style="list-style-type: none"> Matter and its interactions Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion Apply scientific principles to design, test, and refine a device
Social Studies	Native Americans of the Plains	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
Physical Education	Follow along with Chicken Fat and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> Identifies the components of health-related fitness. Actively engages in the activities of physical education class, both teacher-directed and independent. Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). Examines the health benefits of participating in physical activity. Identifies that God's ideal for quality living includes a healthy lifestyle.
Art	Masterpiece Art <ul style="list-style-type: none"> The art of Monet and Impressionism 	<ul style="list-style-type: none"> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.
Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "Gleams of the Golden Morning." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent

Week 7

Subject	Concept	Standards
Bible	Godly Great <ul style="list-style-type: none"> Unit 4.12 Philippians 4:8 KJV 	<ul style="list-style-type: none"> Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. Refer to details and examples when explaining a Bible passage or drawing inferences. Examine and demonstrate the Fruit of the Spirit
ELA	<ul style="list-style-type: none"> Zanner-Bloser Handwriting book F Spelling City Reading Workshop- story elements, cause and effect, inferences, drawing conclusions Reading A to Z or RazKids for students on levels A to Z1 Pathways trade books for students on reading level Z2 or higher Writers' Workshop – Research Unit or Poetry 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression Identify a theme of a story, drama, or poem; summarize the text Make connections between a text and personal life experiences and other texts Compare and contrast two or more characters, settings, or events in a story or drama Read literature for pleasure, personal growth, and spiritual development Write routinely over various time frames (time for research, reflection, and revision)
Math	<ul style="list-style-type: none"> Grade 3 – Geometry Grade 4 – Geometry Grade 5 - Geometry Grades 3-5 - Problem Solving Grades 3-5 Computation 	<ul style="list-style-type: none"> Understand concepts of area and its measurement by counting unit squares (cm², m², in², ft²); apply multiplication and addition to area Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements Classify two-dimensional figures into categories based on their properties of sides and angles
Science	<ul style="list-style-type: none"> Physical Science Magnetism and Electricity 	<ul style="list-style-type: none"> Matter and its interactions Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion Apply scientific principles to design, test, and refine a device
Social Studies	Native Americans of the Southwest	<ul style="list-style-type: none"> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Elaborate on how individuals, groups, and institutions share common elements and have unique characteristics.
Physical Education	Follow along with Chicken Fat and then take 30 minutes to move around, play a game, get some exercise and fresh air!	<ul style="list-style-type: none"> Identifies the components of health-related fitness. Actively engages in the activities of physical education class, both teacher-directed and independent. Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). Examines the health benefits of participating in physical activity. Identifies that God's ideal for quality living includes a healthy lifestyle.
Art	Masterpiece Art <ul style="list-style-type: none"> The art of Monet and Impressionism 	<ul style="list-style-type: none"> Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. Create a work of art based on observations of surroundings, while reflecting community and cultural traditions.
Music	Songs of Faith and Hope <ul style="list-style-type: none"> Learn and perform in a video "To God Be the Glory." May be done with siblings or entire family. 	<ul style="list-style-type: none"> Discuss how the diversity of musical expression can be used to glorify God and bless others. Reflect on how the influence of music can affect one's relationship with God. Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent