



GROWINGEXCELLENCE

Let's grow the Gospel Army of God together!

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



digital LEARNING

Grades K - 2 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, Berean Christian Jr. Academy (Atlanta, GA)
- Thomasa Henry, Grades 1 – 8, Bethany Christian Academy (Macon, GA)
- Debbie White-James, 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 mastering Adventist Education Content Standards for Art, Bible, English Language Arts (ELA), Mathematics, Music, Physical Education, and Science. Social Studies will be embedded by the classroom teacher into the other subjects, and is to deal with current events.

Pacing Guide Delineation

See proceeding pages.

Week 1

| Subject | Concept | Standards |
|---------------------------|---|--|
| Bible | <p>The Bible Story (Arthur Maxwell) – Book 9, <i>Helped by an African</i>, pp. 101-104</p> <ul style="list-style-type: none"> 1 John 3: 1 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.) |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K - Measurement Grades 1 – 2: Chapter 9 Measurement (Time and Length) after mid-chapter check | <ul style="list-style-type: none"> Describe and compare measurable attributes of objects, such as length or weight Understand that thermometers are used to measure temperature Measure, order, compare, and express lengths of objects by counting non-standard and standard units Tell and write time in hours, half-hours, quarter-hours and nearest five minutes, using analog and digital clocks Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ |
| Science | Earth and Space Science | <ul style="list-style-type: none"> Charting Weather Chart Weather Difference Chart Seasons and Plant Growth |
| 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 | <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 | <p>The Bible Story (Arthur Maxwell) – Book 9, <i>Nailed to a Cross</i>, pp. 105 -11</p> <ul style="list-style-type: none"> Romans 6: 23 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.) |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K - Measurement Grades 1 – 2: Chapter 9 Measurement (Time and Length) after mid-chapter check | <ul style="list-style-type: none"> Describe and compare measurable attributes of objects, such as length or weight Understand that thermometers are used to measure temperature Measure, order, compare, and express lengths of objects by counting non-standard and standard units Tell and write time in hours, half-hours, quarter-hours and nearest five minutes, using analog and digital clocks Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ |
| Science | Earth and Space Science | <ul style="list-style-type: none"> Charting Weather Chart Weather Difference Chart Seasons and Plant Growth |
| 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 | <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 "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 | <p>The Bible Story (Arthur Maxwell) – Book 9, <i>Promise to a Thief</i>, pp. 112 - 177</p> <ul style="list-style-type: none"> Ephesians 4:32 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.) |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K - Data, Statistics and Probability Grades 1 – 2 Chapter 10 (Data & Statistics) | <ul style="list-style-type: none"> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph |
| Science | Earth and Space Science | <ul style="list-style-type: none"> Charting Weather Chart Weather Difference Chart Seasons and Plant Growth |
| 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 | <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 "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 | <p>The Bible Story (Arthur Maxwell) – Book 9, <i>Most Glorious Morning</i>, pp. 151 - 155</p> <ul style="list-style-type: none"> Matthew 6:9-13 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.) |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K - Data, Statistics and Probability Grades 1 – 2 Chapter 10 (Bar Graphs & Displaying Data) | <ul style="list-style-type: none"> Organize, represent, compare, and interpret data with up to three categories Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph |
| Science | Earth and Space Science | <ul style="list-style-type: none"> Charting Weather Chart Weather Difference Chart Seasons and Plant Growth |
| 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 | <p>Masterpiece Art</p> <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 | <p>Songs of Faith and Hope</p> <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 | <p>The Bible Story (Arthur Maxwell) – Book <i>10 God Marks His Own</i>, pp. 189 - 191</p> <ul style="list-style-type: none"> Matthew 24: 14 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. Apply Jesus' teachings about God and the Kingdom of Heaven to daily living. Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.) |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K – Geometric Shapes Grades 1 – 2 Chapter 11 (two-and-three-dimensional shapes) | <ul style="list-style-type: none"> Recognize and draw two- and three- dimensional shapes having specified attributes |
| Science | <p>Health Sciences</p> <ul style="list-style-type: none"> Understanding God's laws of health & Hygiene Understanding infection and disease (i.e. Covid-19) | <ul style="list-style-type: none"> Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health. Demonstrate ways to prevent communicable diseases and reduce accidental injuries Construct an argument that media influences personal decisions relating to healthy choices. Ask questions and obtain information about God's plan for healthy living. |
| 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 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 | <p>Songs of Faith and Hope</p> <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 | <p>The Bible Story (Arthur Maxwell) – Book 10, <i>When Jesus Comes</i>, pp. 196 -200</p> <ul style="list-style-type: none"> John 14: 1 – 3 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Discern the Sabbath as a sign of God's eternal covenant between Him and His people, and a time to rejoice, fellowship, and celebrate Creation and Redemption. Summarize the two fundamental beliefs reflected in the name "Seventh-day Adventist." |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K – Geometric Shapes Grades 1 – 2 Chapter 11 (two-and-three-dimensional shapes, angles and partitions) | <ul style="list-style-type: none"> Recognize and draw two- and three- dimensional shapes having specified attributes Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares. |
| Science | <p>Health Sciences</p> <ul style="list-style-type: none"> Understanding God's laws of health & Hygiene Understanding infection and disease (i.e. Covid-19) | <ul style="list-style-type: none"> Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health. Demonstrate ways to prevent communicable diseases and reduce accidental injuries Construct an argument that media influences personal decisions relating to healthy choices. Ask questions and obtain information about God's plan for healthy living. |
| 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 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 | <p>Songs of Faith and Hope</p> <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 | <p>The Bible Story (Arthur Maxwell) – Book 10, <i>All Things New</i>, pp. 205 - 210</p> <ul style="list-style-type: none"> Psalms 23 KJV | <ul style="list-style-type: none"> Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. Discern the Sabbath as a sign of God's eternal covenant between Him and His people, and a time to rejoice, fellowship, and celebrate Creation and Redemption. Summarize the two fundamental beliefs reflected in the name "Seventh-day Adventist." |
| ELA | <ul style="list-style-type: none"> A Reason for Handwriting K -1 Phonics 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 Writers' Workshop – Poetry Unit | <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 K – Year-End-Review Grades 1 – 2 Year-End-Review | <ul style="list-style-type: none"> Numbers and Operations Operations of Algebraic Thinking Measurement Geometry Data, Statistics and Probability |
| Science | <p>Health Sciences</p> <ul style="list-style-type: none"> Understanding God's laws of health & Hygiene Understanding infection and disease (i.e. Covid-19) | <ul style="list-style-type: none"> Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health. Demonstrate ways to prevent communicable diseases and reduce accidental injuries Construct an argument that media influences personal decisions relating to healthy choices. Ask questions and obtain information about God's plan for healthy living. |
| 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 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 | <p>Songs of Faith and Hope</p> <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 |