

LONG RANGE PLAN 2023 -2024

School: Oakview Preparatory School

Teacher: Mrs. D. Allen (MAE, BSS, Cert. Ed.)

Grade 4

Grading System

Tests – 40%

Class work – 20%

Projects – 20%

Homework – 10%

Quiz – 5%

Misc. – 5%

Subject: Reading

Resources: Pathways Series books

Readworks.org

Books of choice

***The Long-Range Plans are based on the NAD and NYS Curriculum Learning Standards.**

There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

READING: Reading Habits

GOALS:

- Chooses books at an appropriate level according to personal needs and interests.

Read a wide variety of fiction and nonfiction materials. Reads independently for sustained period of time. Progressing toward a year- long goal of reading at least 25 books. Reads aloud with fluency and expression, one-on -one with an adult, partner or younger child. Shows evidence of understanding reading in discussion and writing. Responds to literature in writing (eg. charts, post-its, and reading journals). Use a variety of strategies to get the meaning (eg. self-corrects, connects to personal knowledge and experience). Figure out new words from word structure (eg. roots, prefixes, suffixes)

ATTAINMENT TARGETS:

At the end of the year children should:

- Read three or more books by the same author, in the same genre or the same subject.

- Compare and contrast by the same author or the same genre.
- Identify and compare themes across different books.
- Discuss author(s) point of view, word choice, beginnings and endings and character development.
- Show interest and effort in reading.
- Read and use systematically organized materials
- Outline material read
- Take notes from reading, skim to locate facts and details and draw conclusions.
- Be developing an increased reading rate, reading accuracy, and reading independence.
- Advance to at least two reading levels

READING: NAD and NEW YORK LEARNING STANDARDS

Phonics & Word Recognition

LA.4.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)

Fluency

LA.4.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b) LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c)
LA.4.RF.4 Use silent reading strategies

Subject: Grammar

Resources: Language Arts Today, NY State Common Coach

Readworks.org

NAD Standards

Key Ideas & Details

LA.4.RL.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)

LA.4.RL.2 Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)

LA.4.RL.3 Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)

Craft & Structure

LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)

LA.4.RL.5 Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)

LA.4.RL.6 Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)

Integration of Knowledge & Ideas

LA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)

LA.4.RL.8 Compare and contrast literature with similar themes and topics from different cultures (RL. 4.9)

LA.4.RL.9 Make connections between a text and personal life experiences and other texts

LA.4.RL.10 Select literature that reflects the teachings in God's Word

Range of Reading & Level of Text Complexity

LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)

LA.4.RL.12 Self-monitor reading strategies and make modifications as needed

LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development

Grammar & Usage

First Marking Period

Weeks	Standards (NAD)	Topics	Objectives	Themes	Resources
Week 1	LA.4.RL.1 LA.4.RL.2 LA.4.RL.3 LA.4.RL.4	Unit 1: Sentences	Students will learn more about the following: a. What is a sentence b. Declarative and interrogative sentences c. Imperative and exclamatory sentences	Use a variety of types of sentences, (declarative, interrogative, imperative, exclamatory), Complete Subjects/Predicates; Simple Subjects/Predicates;	Text: Language Arts Today, pp. 2-7 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 2		Unit 1: Sentences Cont.	Students will learn more about the following: a. Complete subjects and complete verbs b. Simple subjects c. Simple predicates	Correcting Run -on Sentences. Mechanics: Punctuation; Vocabulary Building: Using Context Clues.	Text: Language Arts Today, pp. 8 - 13 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 3		Unit 1: Sentences Cont.	Students will learn more about the following: a. Compound subjects and compound predicates b. Correcting run-on sentences		Text: Language Arts Today, pp. 14 - 17 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 4		Unit 1: Sentences Cont.	Students will learn more about the following: a. Punctuating sentences b. Using context clues		Text: Language Arts Today, pp. 18 - 21 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 5		Unit 3: Nouns	Students will learn more about nouns	What is a noun? Singular	Text: Language

			and how they are used in writing and speaking. Students will learn more about the following: a. What is a noun b. Singular and plural nouns	and Plural Nouns, Common and Proper Nouns, Possessive Nouns, Mechanics: Abbreviations, Vocabulary Building, Compound Words.	Arts Today, pp. 76 - 81 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 6		Unit 3: Nouns Cont.	Students will learn more about nouns and how they are used in writing and speaking. Students will learn more about the following: a. Common nouns b. Proper nouns c. Singular possessive nouns		Text: Language Arts Today, pp. 82 - 87 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 7	LA.4.RL.4	Unit 3: Nouns Cont.	Students will learn more about nouns and how they are used in writing and speaking. Students will learn more about the following: a. Plural possessive nouns b. Using possessive nouns		Text: Language Arts Today, pp. 88 - 91 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 8	LA.4.RL.5	Unit 3: Nouns Cont.	Students will learn more about nouns and how they are used in writing and speaking. Students will learn more about the following: a. Abbreviations b. Compound words		Text: Language Arts Today, pp. 92 - 95 Other Resource Material: NY State Coach Language Arts Practice Booklets.
Week 9	LA.4.RL.6	Unit 5: Action Verbs	Students will recognize that verbs play very important roles in sentence construction.	Main Verbs and Helping Verbs, Verb Tenses, Subject- Verb Agreement,	Text: Language Arts Today, pp. 152 - 157

			Students will learn more about the following: a. What is an action verb b. Main verbs and helping verbs c. Verb tenses	Using Irregular Verbs. Mechanics: Using Commas, Vocabulary Building, Prefixes.	Other Resource Material: NY State Coach Language Arts Practice Booklets
Second Marking Period					
Week 1		Unit 5: Action Verbs Cont.	Students will learn more about the following: a. Verb tenses b. Subject –verb agreement	Main Verbs and Helping Verbs, Verb Tenses, Subject- Verb Agreement, Using Irregular Verbs. Mechanics: Using Commas, Vocabulary Building, Prefixes.	Text: Language Arts Today, pp. 158 - 161 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 2		Unit 5: Action Verbs Cont.	Students will recognize that verbs play very important roles in sentence construction. Students will learn more about the following: a. Using irregular verbs		Text: Language Arts Today, pp. 162 - 165 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 3 & 4	LA.4.RL.7	Unit 5: Action Verbs Cont.	Students will recognize that verbs play very important roles in sentence construction. Students will learn more about the following: a. Spelling verbs correctly b. Using the comma c. Prefixes		Text: Language Arts Today, pp. 166 - 171 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 5		Unit 5 Revision			
Week 6 & 7	LA.4.RL.8	Unit 7: Linking Verbs	Students will identify linking verbs in sentences and distinguish linking verbs from action verbs.	What is a Linking Verb? Linking Verbs in Present and Past Tenses; using	Text: Language Arts Today, pp. 224 - 229

			Students will learn more about the following: a. What is a linking verb b. Linking verbs in the present tense c. Linking verbs in the past tense	Linking Verbs; Contractions with not; Mechanics: Using Quotation Marks; Vocabulary Building: Suffixes.	Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 8		Unit 7: Linking Verbs Cont.	Students will identify linking verbs in sentences and distinguish linking verbs from action verbs. Students will learn more about the following: a. Using linking verbs b. Contractions with NOT		Text: Language Arts Today, pp. 230 - 233 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 9	LA.4.RL.5 LA.4.RL.9	Unit 7: Linking Verbs Cont.	Students will identify linking verbs in sentences and distinguish linking verbs from action verbs. Students will learn more about the following: a. Using quotation marks b. Suffixes		Text: Language Arts Today, pp. 234 - 237 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 10		Unit 7 Revision			
Week 11		Revision for examination			
Week 12		Mid-Year Local Examination in Core Subjects			
		Third Marking Period			
Week 1 & 2	LA.4.RL.10	Unit 9: Adjectives	Students will discover that adjectives make their writing more colorful and vivid. Students will learn more about the following: a. what is an adjective b. adjectives after linking verbs c. adjectives that compare	What is an Adjective? Adjectives after Linking Verbs; Adjectives That Compare; Comparing with more and most; Articles. Mechanics: Capitalizing Proper Adjectives; Vocabulary Building:	Text: Language Arts Today, pp. 292 - 297 Other Resource Material: NY State Coach Language Arts Practice Booklets

Week 3 & 4	LA.4.RL.10	Unit 9: Adjectives	Students will discover that adjectives make their writing more colorful and vivid. Students will learn more about the following: a. spelling adjectives that compare b. comparing with more and most c. using articles	Synonyms and Antonyms.	Text: Language Arts Today, pp. 298 - 303 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 5		Mid-Year Revision			
Week 6		Mid-Year Examination			
Week 7	LA.4.RL.10	Unit 9: Adjectives	Students will discover that adjectives make their writing more colorful and vivid. Students will learn more about the following: a. capitalizing proper adjectives b. synonyms and antonyms		Text: Language Arts Today, pp. 304 - 307 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 8 & 9	LA.4.RL.11	Unit 11: Pronouns	Students will learn to replace nouns and noun phrases with pronouns. Students will learn more about the following: a. what is a pronoun b. subject pronouns c. object pronouns	What is a Pronoun? Subject Pronouns; Object Pronouns; Possessive Pronouns; Using I and Me Correctly; Vocabulary Building: Homophones/Homographs	Text: Language Arts Today, pp. 358 - 363 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 10	LA.4.RL.11	Unit11: Pronouns Cont.	Students will learn to replace nouns and noun phrases with pronouns. Students will learn more about the following: a. possessive pronouns b. using I and ME correctly		Text: Language Arts Today, pp. 364 - 367 Other Resource Material: NY State Coach Language

					Arts Practice Booklets
Fourth Marking Period					
Week 1	LA.4.RL.11	Unit 11: Pronouns Cont.	Students will learn to replace nouns and noun phrases with pronouns. Students will learn more about the following: <ul style="list-style-type: none"> a. pronoun contractions b. homophones/homographs 	What is a Pronoun? Subject Pronouns; Object Pronouns; Possessive Pronouns; Using I and Me Correctly; Vocabulary Building: Homophones/Homographs	Text: Language Arts Today, pp. 368 - 371 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 2		Unit 11 Revision			
Week 3 & 4	LA.4.RL.1 LA.4.RL.4 LA.4.RL.5 LA.4.RL.12	Unit 13: Adverbs	Students will: <ul style="list-style-type: none"> · discover that adverbs and prepositions add detail to what they say and write · use adverbs to tell where, when and how · identify adverbs and the verbs they modify. Students will learn more about the following: <ul style="list-style-type: none"> a. What is an adverb b. More about adverbs c. Using adverbs to compare 	What is an Adverb? Using Adverbs to Compare; Using Good and Well Correctly; Negatives; Prepositions; Mechanics: Punctuation Titles; Vocabulary Building: Borrowed Words	Text: Language Arts Today, pp. 422 - 427 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 5	LA.4.RL.5 LA.4.RL.12	Unit 13: Adverbs Cont.	Students will: <ul style="list-style-type: none"> · discover that adverbs and prepositions add detail to what they say and write · use adverbs to tell where, when and how 		Text: Language Arts Today, pp. 428 - 431 Other Resource Material: NY State Coach Language Arts Practice

			<ul style="list-style-type: none"> · identify adverbs and the verbs they modify. <p>Students will learn more about the following:</p> <ul style="list-style-type: none"> a. Using good and well correctly b. Negatives 		Booklets
Week 6	LA.4.RL.12	Unit 13: Adverbs Cont.	<p>Students will:</p> <ul style="list-style-type: none"> · discover that adverbs and prepositions add detail to what they say and write · use adverbs to tell where, when and how · identify adverbs and the verbs they modify. <p>Students will learn more about the following:</p> <ul style="list-style-type: none"> a. Punctuating titles b. Borrowed words 		Text: Language Arts Today, pp. 432 - 435 Other Resource Material: NY State Coach Language Arts Practice Booklets
Week 7		Unit 13 Revision			
Week 8		Revision Week			
Week 9		Final Examination Week			

Subject: Literature & Writing

Resources: Language Arts Today

Readworks.org

NY State Common Coach

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NAD Reading Literature Standards

Key Ideas & Details

LA.4.RL.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)

LA.4.RL.2 Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)

LA.4.RL.3 Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)

Craft & Structure

LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)

LA.4.RL.5 Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)

LA.4.RL.6 Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)

Integration of Knowledge & Ideas

LA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)

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Range of Reading & Level of Text Complexity

LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)

LA.4.RL.12 Self-monitor reading strategies and make modifications as needed

LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development

First Marking Period

Weeks	Standards NAD	Topics	Objectives	Themes	Resources
Week 1	LA.4.RL.1 LA.4.RL.2 LA.4.RL.3	Unit 2: Writing Personal Narratives	Students will do the following: <ol style="list-style-type: none"> 1. Share an experience or event, real or imagined 2. Write a personal narrative 3. Learn new things and communicate information to others. 	Group Writing: Personal Narrative; Thinking and Writing; Main Ideas and Details; Independent Writing; Speaking and Listening; Conducting Interviews; Writer's Resources: The Dictionary/Dictionary Entries.	Language Arts Today pp. 42 -50 Other Material: NY State Coach Practice Booklets; Common Core Coach English Language Arts 4
Week 2	LA.4.RL.1 LA.4.RL.2 LA.4.RL.4 LA.4.RL.5	Unit 2: Writing Personal Narratives	Students will do the following: <ol style="list-style-type: none"> 1. Tell what they think about a book (response to literature) 2. Write daily for extended periods on topics that they choose themselves. 3. Write a main idea and details 		Language Arts Today pp. 51 – 54 Other Material: NY State Coach Practice Booklets; Common Core Coach English Language Arts 4
Week 3	LA.4.RL.4 LA.4.RL.5 LA.4.RL.6	Unit 2: Writing Personal Narratives	Students will do the following: <ol style="list-style-type: none"> 1. Write daily in other subject areas, such as 		Language Arts Today pp. 55 – 56 Other Material: NY State Coach Practice Booklets; Common

			Science, Social Studies and Bible. 2. Conduct and interview		Core Coach English Language Arts 4
Week 4	LA.4.RL.4 LA.4.RL.5 LA.4.RL.6	Unit 2: Writing Personal Narratives	Students will do the following: 1. Produce writing that is organized, with clear structure (i.e. beginning, middle and ending.) 2. Conduct an interview		Language Arts Today pp. 56 – 64 Other Material: NY State Coach Practice Booklets; Common Core Coach English Language Arts 4
Week 5	LA.4.RL.4 LA.4.RL.5 LA.4.RL.6	Unit 4: Writing Comparisons and Contrasts	Students will do the following: 1. Write in order to learn new things and communicate information to others.		
Week 6	LA.4.RL.7 LA.4.RL.8	Unit 4: Writing Comparisons and Contrasts	Students will do the following: 1. Write in order to learn new things and communicate information to others.	Group Writing: Explanation, Thinking and Writing, Comparing and Contrasting, Independent Writing, Speaking and Listening, Talking on the Telephone	Textbook: Language Arts Today, pp. 116-124
Week 7	LA.4.RL.7 LA.4.RL.8	Unit 4: Writing Comparisons and	Students will do the following:		Textbook: Language Arts Today, pp. 125 -

		Contrasts	1. Write explanations and include facts in a way that help their audience understand their meaning.		126
Week 8	LA.4.RL.7 LA.4.RL.8	Unit 4: Writing Comparisons and Contrasts	Students will do the following: 1. Write explanations and include facts in a way that help their audience understand their meaning.		Textbook: Language Arts Today, pp. 127 - 130
Week 9	LA.4.RL.9	Unit 4: Writing Comparisons and Contrasts	Students will do the following: 1. Write explanations and include facts in a way that help their audience understand their meaning.		Textbook: Language Arts Today, pp. 131 – 131 and 140 - 144
Second Marking Period					
Week 1	LA.4.RL.9 LA.4.RL.10	Unit 6: Writing letters	Students will learn to communicate by writing different kinds of letters.	Group Writing: Friendly Letters, Thinking and Writing; Solving Problems; Independent Writing;	Textbook: Language Arts Today, pp.190-221 Other Resource: NY State Coach

				Speaking and Listening; Giving an Explanation; Writers Resources; Parts of a Book.	Language Arts Test Booklets
Week 2	LA.4.RL.10	Unit 6: Writing letters	Students will learn to communicate by writing different kinds of letters.		Textbook: Language Arts Today, pp.190-221 Other Resource: NY State Coach Language Arts Test Booklets
Week 3	LA.4.RL.10	Unit 6: Writing Letters	Students will learn to communicate by writing different kinds of letters.		Textbook: Language Arts Today, pp.190-221 Other Resource: NY State Coach Language Arts Test Booklets
Week 4	LA.4.RL.7 LA.4.RL.8	Unit 6: Writing Letters	Students will learn to communicate by writing different kinds of letters.		Textbook: Language Arts Today, pp.190-221 Other Resource: NY State Coach Language Arts Test Booklets
Week 5		Revision			
Week 6	LA.4.RL.11 LA.4.RL.12	Unit 8: Writing Stories	Students will do the following: 1. Make decisions about which events are important to include and which to leave out when writing a story.	Group Writing: A Story; Thinking and Writing; Understanding Sequence; Independent Writing; Speaking and Listening; Telling a Story; Writer's Resource: Thesaurus.	Textbook: Language Arts Today, pp. 256-289 Other Resource: NY State Coach Language Arts Test Booklets.

			2. Use dialogue in their stories and describe what characters are thinking and feeling.	
Week 7	LA.4.RL.11 LA.4.RL.12	Unit 8: Writing Stories	Students will do the following: 1. Write a story 2. Sequence the story.	Textbook: Language Arts Today, pp. 256-289 Other Resource: NY State Coach Language Arts Test Booklets.
Week 8	LA.4.RL.13	Unit 8: Writing Stories	Students will do the following: 1. Use their own writing ideas and language from books they have read. 2. Write a story	Textbook: Language Arts Today, pp. 256-289 Other Resource: NY State Coach Language Arts Test Booklets.
Week 9	LA.4.RL.13	Unit 8: Writing Stories	Students will do the following: 1. Use their own writing ideas and language from books they have read. 2. Write a story	Textbook: Language Arts Today, pp. 256-289 Other Resource: NY State Coach Language Arts Test Booklets.
Week 10		Revision and Submission of Project		
Week 11		Revision for Examination		
Week 12		Mid-Year Local Examination in Core Subjects		

Third Marking Period					
Week 1	LA.4.RL.7 LA.4.RL.8 LA.4.RL.9	Unit 10: Writing Descriptions	Students will do the following: 1. Use literature as well as pictures as a springboard for descriptive writing. 2. Write a descriptive paragraph	Group Writing: A Description; Thinking and Writing; Classifying Sensory Details; Describing a Place; Speaking and Listening.	Textbooks: Language Arts Today, pp. 324-350, Blast Off, Language Arts; Common Core Coach
Week 2	LA.4.RL.4 LA.4.RL.5 LA.4.RL.6	Unit 10: Writing Descriptions	Students will do the following: 1. Use graphic organizers, brainstorming, as well as involving the senses in their writing. 2. Write a descriptive piece of work.		Textbooks: Language Arts Today, pp. 324-350, Blast Off, Language Arts ; Common Core Coach
Week 3	LA.4.RL.4 LA.4.RL.5 LA.4.RL.6	Unit 10: Writing Descriptions	Students will organize and sequence their descriptive piece of work.		Textbooks: Language Arts Today, pp. 324-350, Blast Off, Language Arts ; Common Core Coach
Week 4	LA.4.RL.10 LA.4.RL.12 LA.4.RL.13	Unit 10: Writing Descriptions	Students will share/read aloud their descriptive piece of work with class.		Textbooks: Language Arts Today, pp. 324-350, Blast Off, Language Arts ; Common Core Coach
Week 5			Mid-Year Revision		

Week 6		Mid-Year Examination			
Week 7	LA.4.RL.4 LA.4.RL.5	Unit 12: Writing Persuasive Paragraphs	Students will do the following: 1. Read sample persuasive writing (paragraphs). 2. Develop in groups, two persuasive paragraphs.	Group Writing; A Persuasive Paragraph; Thinking and Writing; Telling Fact from Opinion; independent Writing: Speaking and Listening: Listening for Persuasive Techniques; Writers' Resources: The Atlas and The	Textbook: Language Arts Today, pp. 386-419 Other Resource: Buckle Down, Language Arts; Common Core Coach English Language Arts 4
Week 8	LA.4.RL.1 LA.4.RL.2 LA.4.RL.6	Unit 12: Writing Persuasive Paragraphs	Students will do the following: 1. Write in order to get others to agree with their point of view. 2. Share their opinions and provide reasons for their answers.	Almanac.	Textbook: Language Arts Today, pp. 386-419 Other Resource: Buckle Down, Language Arts; Common Core Coach English Language Arts 4
Week 9	LA.4.RL.3 LA.4.RL.4 LA.4.RL.5	Unit 12: Writing Persuasive Paragraphs	Students will do the following: 1. Identify and share the fact from opinion in persuasive writing.		Textbook: Language Arts Today, pp. 386-419 Other Resource: Buckle Down, Language Arts; Common Core Coach English Language Arts 4
Week 10	LA.4.RL.6	Unit 12: Writing Persuasive Paragraphs	Students will do the following: 1. Write personal		Textbook: Language Arts Today, pp. 386-419

			persuasive pieces		Other Resource: Buckle Down, Language Arts; Common Core Coach English Language Arts 4
	Fourth Marking Period				
Week 1	LA.4.RL.4 LA.4.RL.5	Unit 14: Writing Research Reports	Students will listen/read a given sample research report then summarize it in their own words.	Group Writing: A research report; Thinking and Writing: summarizing; Independent writing: A research report; Speaking and Listening: Giving an oral report; Writer's Resources: graphs, tables and maps.	Textbook: Language Arts Today, pp. 456-472 and 480 - 482 Other Resource: Buckle Down, Language Arts; Common Core Coach English Language Arts 4
Week 2	LA.4.RL.6 LA.4.RL.7	Unit 14: Writing Research Reports	Students will orally share their summaries with their peers.		
Week 3	LA.4.RL.8 LA.4.RL.9	Unit 14: Writing Research Reports	Students will look at given tables, graphs and maps then write a research report independently.		
Week 4	LA.4.RL.1 LA.4.RL.2 LA.4.RL.3	Unit 14: Writing Research Reports	Students will edit their research reports.		
Week 5	LA.4.RL.3 LA.4.RL.4	Unit 14: Writing Research Reports	Students will share sequential paragraphs with peers.		
Week 6		Corrections and Project Submission			
Week 7		Lesson Revision and Submission of Project			
Week 8		Revision Week			
Week 9		Final Examination			

Subject: Mathematics

Resources: Big Ideas Text

Bigideas.com

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There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

Students will be tested on the following standards:

Mathematical Reasoning – Students use mathematical reasoning to analyze mathematical situations.

Number and Numeration- Students use number sense and numeration to develop an understanding of the multiple uses of number in the real world, use the numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Operations – Students use mathematical operations and relationships to understand mathematics.

Measurement – Students use measurement in both metric and English measure to provide a major link between abstractions of mathematics and the real world in order to describe and compare objects and data.

Uncertainty – Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

Patterns/Functions – Students use patterns and functions to develop mathematical power, and construct generalizations that describe patterns simply and efficiently.

NAD STANDARDS

Place Value

4.NO.1 Use place value understanding of multi-digit whole numbers to round to any place up to millions (4.NBT.1,3)

4.NO.2 Read, write, compare, and understand whole numbers using standard, number name, and expanded forms (4.NBT.2) ***Basic Operations***

4.NO.3 Add and subtract multi-digit whole numbers; multiply up to 4 digits X 1 digit and 2 digits X 2 digits; divide using a one-digit divisor and up to a four-digit dividend with and without a remainder (4.NBT.4,5,6)

Fractions/ Decimals

4.NO.4 Understand, express, and order fractions with different numerators and denominators; numerically express equivalent fractions (4.NF.1,2) 4.

NO.5 Add and subtract fractions and mixed numbers with common denominators; multiply fractions by whole numbers (4.NF.3,4)

4.NO.6 Understand, compare, and use decimal notation for fractions with denominators of 10 or 100 (4.NF.5,6,7)

Operations & Algebraic Thinking

Multiplication

4.OAT.1 Memorize and fluently multiply using the multiplication facts through 12 Problem Solving

4.OAT.2 Solve multi-step word problems including remainder interpretation and estimate to check; create equations with a letter for the unknown (4.OA.1,2,3)

Factors

4.OAT.3 Find all factor pairs for a whole number within 100; identify whole numbers as prime or composite (4.OA.4)

4.OAT.4 Understand the basic concepts of least common multiple (LCM) and greatest common factor (GCF)

Patterns

4.OAT.5 Generate and analyze number and shape patterns (4.OA.5)

Measurements

Measurement/ Conversion

4.M.1 Solve problems involving measurement (time, volume, mass, money, simple fractions, decimals, distance) (4.MD.2)

4.M.2 Convert measurement from a larger unit to a smaller unit (km, m, cm; kg, g; lb, oz; L, mL; hr, min, sec) (4.MD.1)

4.M.3 Apply area and perimeter formulas (4.MD.3) 4.M.4 Read a Fahrenheit and Celsius thermometer knowing the significance of 32°F, 212°F, 0°C, and 100°C

Angles

4.M.5 Recognize angles as geometric shapes that are formed wherever two rays share a common end point; understand concepts of angle measurement and measure angles in whole-number degrees (4.MD.5,6,7)

Money

4.M.6 Know how to count up to make change

Geometry

Lines/Angles

4.GEO.1 Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines (4.G.1)

4.GEO.2 Classify figures with perpendicular and parallel lines, and angles of a specified size (4.G.2)

4.GEO.3 Recognize and draw lines of symmetry with two-dimensional figures (4.G.3)

Data Analysis/ Statistics, & Probability

Data

4.DSP.1 Solve addition and subtraction problems using a line plot to display a data set of measurement in fractions of a unit (halves, fourths, and eighths) (4.MD.4)

First Marking Period					
Weeks	Standards NAD	Topics	Objectives	Themes	Resources
Week 1	4.NO.1 4.NO.2	Chapter 1: Place Value Concepts	Students will understand how to find the value of a digit, develop accuracy in reading, writing, and identifying place value of numbers through millions.	Place Value and Number Sense Ch. 1 pp. 2 – 14	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 2	4.NO.1 4.NO.2	Chapter 1: Place Value Concepts Cont.	Students will read, write, compare and order whole numbers using benchmark to find greater amounts, understand how to apply the skill and use a graph.	Compare and Round Multi-Digit Numbers Ch. 1 pp. 15 – 20	
Week 3	4.NO.1 4.NO.2	Chapter 1: Place Value Concepts Cont.	Students will read and write numbers; add and subtract greater numbers.	Compare and Round Multi-Digit Numbers Ch. 1 pp. 21 – 29	
Week 4	4.NO.3	Chapter 2: Add and Subtract Multi-Digit Numbers	Students will use algebraic expressions to add and subtract whole numbers.	Algebra: Estimate sums and differences Ch. 2 pp. 32-38	
Week 5	4.NO.3	Chapter 2: Add and Subtract Multi-Digit Numbers Cont.	Students will use algebraic expressions to add and subtract whole numbers. Develop skills and accuracy	Algebra: Subtract Multi-Digit Numbers Ch. 2 pp. 39 – 44	
Week 6	4.NO.3	Chapter 2: Add and Subtract Multi-Digit	Students will use algebraic expressions	Algebra: Subtract Multi-Digit Numbers	

		Numbers Cont.	to add and subtract whole numbers.	Ch. 2 pp. 45 – 56		
Week 7	4.NO.3			Algebra: Subtract Multi-Digit Numbers Ch. 2 pp. 57 – 65		
Week 8		Chapters 1 and 2 Revision				
Week 9	4.NO.3	Chapter 3: Multiplying by one-digit numbers	Students will read and write numbers and multiply by 10s, 100s, and 1000s. Develop skill and accuracy in multiplying by one-digit numbers.	Understand Multiplicative Comparisons Ch. 3 pp. 68 – 80	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach	
Second Marking Period						
Week 1	4.NO.3	Chapter 3: Multiplying by one-digit numbers	Students will estimate, round numbers and use the distributive property to multiply by one-digit numbers. Develop skill and accuracy in multiplying by one-digit numbers.	Use distributive property to multiply Ch. 3 pp. 81 – 92		
Week 2	4.NO.3	Chapter 3: Multiplying by one-digit numbers	Students will use expanded form and partial products to multiply.	Use distributive property to multiply Ch. 3 pp. 93 – 104		
Week 3	4.NO.3	Chapter 3: Multiplying by 3 pp 105 - one-digit numbers	Students will estimate, expand, and multiply 2, 3 and 4-digit numbers by one-digit number.	Use expanded form of multiplication Ch. 116		

Week 4	4.NO.3 4.OAT.1 4.OAT.2	Chapter 3: Multiplying by one-digit numbers Chapter 3: Multiplying by one-digit numbers	Students will understand properties to multiply and problem solve multiplication problems. Develop problem solving skills.	Practice problem solving skills in Multiplication Ch.3 pp. 117 – 131	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 5	4.NO.3 4.OAT.1	Chapter 4: Multiply by two-digit numbers	Students will multiply by 10s, estimate products, use distributive property to multiply two-digit numbers.	Practice Multiplication Facts Ch. 4 pp. 142 – 172	
Week 6	4.NO.3	Chapter 4: Multiply by two-digit numbers	Students will multiply by 10s, estimate products, use distributive property to multiply two-digit numbers.	Practice Multiplication Facts Ch. 4 pp. 173 – 190	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 7	4.NO.3	Chapter 5: Divide multi-digit numbers by one-digit numbers.	Students will divide, estimate quotients, understand division and remainders.	Students will learn the relationship between multiplication and division facts, divide by 10s, 100s, and 1000s, estimate and problem solve. Ch. 5 pp. 198 – 228	
Week 8	4.NO.3	Chapter 5: Divide multi-digit numbers by one-digit numbers.	Students will use partial quotients with remainders and problem solve using	Divide multi-digit numbers by one one-digit numbers and problem solve. Ch. 5	

			division.	pp 229 – 255	
Week 9	4.OAT.3 4.OAT.4 4.OAT.5	Chapter 6: Factors, Multiples and patterns	To understand factors and divisibility and relate factors and multiples.	Relate factors and multiples. Ch. 6 pp 260 – 278	
Week 10	4.OAT.3 4.OAT.4 4.OAT.5	Chapter 6: Factors, Multiples and patterns	To identify prime and composite numbers, number patterns and shape patterns.	Examine and identify prime and composite numbers. Ch. 6 pp 279 – 299	
Week 11		Review Chapters 3, 4 and 5			
Week 12		Mid-Year Local Examination in Core Subjects			
Third Marking Period					
Week 1	4.NO.4	Chapter 7: Understand fraction equivalence and comparison	Students will model and generate equivalent fractions.	Generate equivalent fractions by dividing. Ch.7 Pp. 304 - 322	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 2	4.NO.4 4.NO.5	Chapter 7: Understand fraction equivalence and comparison		Comparing equivalent fractions. Ch. 7 pp 323 – 343	
Week 3	4.NO.3 4.NO.4 4.NO.5	Chapter 8: Add and subtract fractions	Students will add and subtract fractions with like denominators. They will also add and subtract mixed fractions and problem solve.	Adding and subtracting fractions with like denominators. Ch. 8 pp. 346 – 370	
Week 4	4.NO.5 4.NO.6 4.DSP.1	Chapter 8: Add and subtract fractions		Adding and subtracting mixed numbers and problem solve. Ch. 20 pp. 371 – 403	
Week 5		Mid-Year Revision			
Week 6		Mid-Year Examination			
Week 7	4.NO.3 4.NO.4	Chapter 9: Multiply whole numbers and	Students will understand multiples	Unit fractions and multiplying whole	Textbook: Big Ideas Math Volume 1

	4.NO.5 4.NO.6	fractions.	of unit fractions, fraction and multiply whole numbers and fractions.	numbers and fractions. Ch. 9 pp. 408 - 426	Other Resource Material: GO Math; Common Core Coach
Week8	4.NO.3 4.NO.4 4.NO.5 4.NO.6	Chapter 9: Multiply whole numbers and fractions.	Students will understand how to multiply whole numbers and mixed numbers and problem solve.	Multiply whole numbers by mixed numbers and problem solving. CH. 9 pp. 427 – 441	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 9	4.NO.5 4.NO.6	Chapter 10: Relate fractions and decimals	Students will understand tenths, hundredths and decimal fractions.	Comparing decimal fractions. Ch. 10 pp. 444 – 468	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 10	4.NO.5 4.NO.6	Chapter 10: Relate fractions and decimals	Students will add decimal fractions and decimals and money operations.	Add decimal fractions and money operations. Ch. 10 pp 469 - 489	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Fourth Marking Period					
Week 1	4.M.1	Chapter 11: Understand measurement equivalence	Students will find and understand mass and capacity in metric units.	Lengths in metric units Ch. 11 pp 494 - 524	Textbook: Big Ideas Math Volume 1 Other Resource Material: GO Math; Common Core Coach
Week 2	4.M.1 4.M.2	Chapter 11: Understand measurement equivalence	Students will read clocks and understand the units of time and problem solve elapsed time.	Unites of time and finding elapsed time. Ch. 11 pp. 525 – 559	
Week 3	4.M.3	Chapter 12: Use perimeter and area	Finding perimeter and area using formula.	Measuring perimeter and finding area. Ch. 12 pp 562 -574	

Week 4	4.M.3	Chapter 12: Use perimeter and area	Students will find unknown measures and problem solve.	Finding unknown measures and problem solve. Ch. 12 pp 575 - 589	
Week 5	4.M.5 4.M.6 4.GEO.1	Chapter 13: Identify and draw lines and angles	Students will identify and draw angles, parallel and perpendicular lines and find angle measures.	Identify points, lines, rays and angles. Ch. 13 pp 592 – 622	
Week 6	4.M.5 4.GEO.1 4.GEO.2	Chapter 13: Identify and draw lines and angles	Students will draw, measure and find unknown angle measures.	Identify angles and find unknown angle measures. Ch 13 pp 623 - 643	
Week 7	4.M.5	Identify Symmetry and two-dimensional shapes	Students will classify triangles by sides, classify triangles by angles and classify quadrilaterals.	Classification of triangles and quadrilaterals. Ch. 14 pp 661 - 678	
Week 8		Revision Week			
Week 9		Final Examination			

Subject: Science

Resources: Discovery works Textbook

Mytestbook.com

Study.com

***The Long-Range Plans are based on the NAD and NYS Curriculum Learning Standards.**

There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

Students will be tested on the following standards for science:

Physical Setting

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Many of the phenomena that we observe on Earth involved interactions among components of air, water, and land.

Matter is made up of particles whose properties determine the observable characteristics of matter and its relativity.

Energy exists in many forms, and when these forms change, energy is converted.

Energy and matter interact through forces that result in changes in motion.

The Living Environment

Living things are both similar to and different from each other and from nonliving things.

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Individual organisms and species change over time.

The continuity of life is sustained through reproduction and development.

Plants and animals depend on each other and their physical environment.

Human decisions and activities have had a profound impact on the physical and living environment.

NAD Standards

Life Science

Heredity: Inheritance and Variation of Traits

S.3-5.LS.7 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1) Level 4 – Ch. 1.1, 1.4 Level 4 - ATBD

S.3-5.LS.8 Use evidence to support the explanation that traits can be influenced by the environment (e.g., Galapagos finches, peppered moth). (3-LS3-2) Level 4 – Ch. 2.1, 2.2, Ch. 3.3 Level 4 - ATBD

Life: Origins, Unity, and Diversity

S.3-5.LS.9 Analyze and interpret data (e.g., type, size, distributions) from fossils to provide evidence of the organisms and the environments (e.g., marine fossils on dry land, tropical plant fossils in Arctic areas, fossils of extinct organisms) in which they lived long ago. Level 4 – Ch. 8.2 Level 4 - ATBD

S.3-5.LS.10 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns are less likely to be eaten by predators, animals with better camouflage coloration are more likely to survive and to reproduce). Level 4 – Ch. 2.1, 2.2 Level 4 - ATBD

S.3-5.LS.11 Construct an argument with evidence (e.g., needs, characteristics) that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3) Level 4 – Ch. 2.1, 2.2, Ch. 3.3 Level 4 - ATBD

S.3-5.LS.12 Make a claim about the merit of a plant or animal adaptation in response to an environmental change (e.g., land characteristics, water distribution, temperature, food, other organisms). Level 4 – Ch. 2.1, 2.2, Ch. 3.2, 3.3 Level 4 - ATBD

S.3-5.LS.13 Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment. Level 4 – Ch. 2.1, 2.2 Level 4 - ATBD

S.3-5.LS.14 Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator. Level 4 – Ch. 1.1, 1.2, Ch. 4.1

Health Science

Health Resources

S.3-5.HS.7 Construct a model that illustrates the various influences that impact personal health. Level 4 – Ch. 4.2, 4.3, Ch. 5.3 Level 4 – ATBD

S.3-5.HS.8 Construct a model that demonstrates the ability to use decision-making skills to enhance health. Level 4 – Ch. 5.3, Ch. 6.1, 6.2, 6.3

Level 4 – ATBD

S.3-5.HS.10 Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal. Level 4 – Ch. 4.2, Ch. 5.1, 5.3, Ch. 6.2 Level 4 – How Can I Take Care of My Body to Stay Healthy TE 121/SJ 4; Balanced Diet SE 137/SJ 12; Exercise Journal TE 141/SJ 16, LA 142, LA 143; Choices We Make SE 159/ SJ 26; Making Decisions SE 179/SJ 38; Peer Pressure TE 179/SJ 40, LA 183, LA 185, LA 203

S.3-5.HS.11 Gather, synthesize, and present information from the Bible about God’s plan for healthy living. Level 4 – Ch. 4.2, Ch. 5.3, Ch. 6.2

Earth & Space Science

Earth and Human Activity

S.3-5.ES.8 Obtain and combine information to describe that energy and fuels are derived from natural resources (e.g., wind energy, water behind dams, sunlight, fossil fuels, fissile materials) and their uses affect the environment (e.g., loss of habitat due to dams, surface mining, air pollution). (4-ESS3-1) Level 4 – Ch. 3.4, Ch. 8.1, 8.3 Level 5 – Ch. 10.3, 10.4 Level 3 – Water Monitor TE 107/SJ 54; Connecting to Resources SE

113/SJ 56; What's Inside TE 113/SJ 58; Pollution in the Air TE 117/SJ 60, EAL 119, EAL 120 Level 4 – The Game of Life SE 109/SJ 56; Locally Threatened Species TE 109/SJ 58, EAL 112

S.3-5.ES.9 Generate and compare multiple solutions (e.g., earthquake resistant building, monitoring volcanic activity) to reduce the impacts of natural Earth processes on humans. (4-ESS3-2) Level 4 – Ch. 7.2, 7.3 Level 4 – Stand Up to Earthquakes SE 228/ SJ 4; A Strong Up to Earthquakes TE 228/SJ 14, Mudflow in a Jar TE 245/SJ 20

S.3-5.ES.10 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1) Level 4 – Ch. 8.3 Level 3 – TT 112;

S.3-5.ES.11 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1) Level 4 – Ch. 7.1, 7.2, 7.4, Ch. 8.2 Level 4 – TT 262; Changing a Rock SE 263/S J30; TT 272; Fossil Layers SE 273/SJ 38; Indoor Fossil Dig TE 273/SJ 40, EAL 275 S.3-

5.ES.12 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. (5-ESS1-1) Level 4 – Ch. 9.4 Level 4 – ATBD

S.3-5.ES.13 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (5-ESS1-2) Level 4 – Ch. 9.2 Level 5 – Ch. 8.4

Matter & its Interaction

S.3-5.PS.1 Develop a model to describe that matter is made of particles too small to be seen (e.g., add air to expand a basketball, compress air in a syringe, dissolve sugar in water, evaporate salt water). (5-PS1-1) Level 4 – Ch. 10.1, 10.2, 10.3

S.3-5.PS.2 Measure and graph quantities to provide evidence that the total weight of matter is conserved regardless of the type of change (e.g., phase changes, dissolving, mixing) that occurs when heating, cooling, or mixing substances. (5-PS1-2) Level 4 – Ch. 10.1, 10.4, 10.5

S.3-5.PS.3 Make observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility). (5-PS1-3) Level 4 – Ch. 8.1, Ch. 10.1, 10.2, Ch. 11.1, 11.2

S.3-5.PS.4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4) Level 4 – Ch. 10.4, 10.5

Motion and Stability: Forces and Interactions

S.3-5.PS.7 Ask questions to determine cause and effect relationships (e.g., distance between objects affects strength of the force, orientation of magnets affect direction of magnetic force) of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3) Level 4 – Ch. 11.1, 11.2, 11.

S.3-5.PS.8 Define a simple design problem (e.g., constructing a door latch, creating a device to keep two moving objects from touching) that can be solved by applying scientific ideas about magnets. (3-PS2-4) Level 4 – Ch. 11.1, 11.2

S.3-5.PS.10 Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1

S.3-5.PS.11 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (4-PS3-2)

S.3-5.PS.13 Apply scientific principles to design, test, and refine a device (e.g., electric motor, solar heater) that converts energy from one form to another. (4-PS3-4)

S.3-5.PS.14 Use models (e.g., diagrams, flow charts) to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)

Engineering Design

S.3-5.ET.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)

S.3-5.ET.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)

S.3-5.ET.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (3-5-ETS1-3)

Science

First Marking Period

Weeks	Topics	Objectives	Themes	Resources
Week 1	Unit 1: Life Science	Students will investigate and find out what plant cells look like and how they work together.	Plant cells	By Design Science pages 16 -33
Week 2	Life Science cont.	Students will learn what different kinds of plants are and how plants grow and reproduce.	Plant cells	By Design Science pages 34 - 54
Week 3	Life Science cont.	Students will learn about several plant adaptations and animal adaptations.	Adaptations	By Design Science pages 58 - 77
Week 4	Life Science cont.	Students will discuss and learn what ecosystems are and find out how organisms interact.	Ecology	By Design Science pages 82 - 99
Week 5	Life Science cont.	Students will learn and find out where plants and animals live and reasons why it is important to care for the environment.	Ecology	By Design Science pages 100 - 115
Week 6	Life Science Review	Students will review unit 1.	Unit 1 Review	By Design Science page 118.
Week 7 & 8	Unit 2: The Human Body	Students will learn and discussed the different systems that make up the body and the various factors that affect the body.	Your complex body	By Design Science pages 124 - 1145

Week 9	The Human Body Cont.	Students will find out what are the different aspects of health.	Your complex body	By Design Science pages 146 - 153
Second Marking Period				
Week 1 & 2	The Human Body cont.	Students will learn more about what drugs are and how they affect your body.	Drugs affect your body	By Design Science pages 158 – 177
Week 3 &4	The Human Body cont.	Students will examine, discuss and learn how a person can avoid drug abuse.	Drugs affect your body	By Design Science pages 178 – 187
Week 5 & 6	The Human Body cont.	Students will learn how their values and character affect them.	Communicating your thoughts and feelings	By Design Science pages 192 – 199
Week 7 & 8	The Human Body cont.	Students will learn how their state of mind affects them and why good communication is important.	Communicating your thoughts and feelings.	By Design Science pages 200 – 211
Week 9	Unit 2 review and submission of project			
Week 10	Mid-Year Local Exam in Core Subjects			
Third Marking Period				
Week 1	Unit 3: Earth and Space Science	Students will learn and investigate what earth structure is.	Changes to earth	By Design Science pages 220 - 127
Week 2	Earth and Space Science cont.	Students will share and learn what causes earthquakes and volcanoes.	Changes to earth	By Design Science pages 228 - 237

Week 3	Earth and Space Science cont.	Students will discuss and investigate how weathering and erosion reshape the land.	Changes to earth	By Design Science pages 238 - 249
Week 4	Earth and Space Science cont.	Students will learn what happened in earth's past.	Changes to earth	By Design Science pages 250 - 257
Week 5	Earth and Space Science cont.	Students will share and learn what are rocks.	Earth's rocks and resources	By Design Science pages 262 - 271
Week 6	Earth and Space Science cont.	Students will learn and investigate what are fossils.	Earth's rocks and resources	By Design Science pages 272 - 279
Week 7	Earth and Space Science cont.	Students will discuss and learn why natural resources are important.	Earth's rocks and resources	By Design Science pages 280 - 287
Week 8	Earth and Space Science cont.	Students will learn and investigate how scientist explores space.	Exploring space	By Design Science pages 292 - 299
Week 9	Earth and Space Science cont.	Students will discuss and learn what is in our solar system.	Exploring space	By Design Science pages 300 - 311
Week 10	Earth and Space Science cont.	Students will learn and share what makes up the universe.	Exploring space	By Design Science pages 312- 319
Fourth Marking Period				
Week 1	Unit 4: Physical Science	Students will learn and discuss what properties of matter are.	Matter	By Design Science pages 328 - 337
Week 2	Physical Science cont.	Students will discuss the various states of matter.	Matter	By Design Science pages 338 - 345
Week 3	Physical Science cont.	Students will discuss and learn what the atomic theory is.	Matter	By Design Science pages 346 - 351
Week 4	Physical Science cont.	Students will learn and discover what mixtures	Matter	By Design Science pages 352 - 357

		and solutions are.		
Week 5	Physical Science cont.	Students will investigate what physical and chemical changes are.	Matter	By Design Science pages 358 - 363
Week 6	Physical Science cont.	Students will discuss and learn what magnets are.	Magnetism and electricity	By Design Science pages 368 - 375
Week 7	Physical Science cont.	Students will investigate what electricity is.	Magnetism and electricity	By Design Science pages 376 - 383
Week 8	Physical Science cont.	Students will investigate and discuss how magnets and electricity related.	Magnetism and electricity	By Design Science pages 384 - 391
Week 9	Final Examination			

Subject: Social Studies

Resources: Our Country and its Regions Textbook

Mytestbook.com

Study.com

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There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

Students will be tested on the following standards for Social Studies:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
2. Explore the Local History and Government of New York City and State, “focusing on history, geography, economics and citizenship.”
3. Demonstrates understanding of basic social studies facts (e.g., The Battle of Brooklyn was a victory for the British in the American Revolution.)
4. Demonstrates understanding of map skills, uses symbols, direction, legends, latitude and longitude.
5. Produces a variety of work that draws together information from both primary and secondary sources

NAD Standards

Culture

SS.K–4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

(KE 1.1 • Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1)

SS.K–4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)

SS.K–4.C.3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3)

• Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2)

SS.K–4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity

SS.K–4.C.5 Explain how culture may change in response to changing needs and concerns. (KE 1.4)

- Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)
- SS.K–4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5)
- Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)
- SS.K–4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6)
- Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)
- SS.K–4.C.8 Identify the influence of Seventh-day Adventist heritage on culture.

Time, Continuity & Change

SS.K–4.TCC. Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1)

- Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)

SS.K–4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2)

- Use a variety of resources to learn about the past. (PE 2.2)

SS.K–4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3)

- Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)

SS.K–4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4)

- Describe how people in the past lived, and research their values and beliefs. (PE 2.6)

SS.K–4.TCC.5 Identify the accomplishments of Seventh-day Adventists in history.

SS.K–4.TCC.6 Identify the first Seventh-day Adventist missionaries

SS.K–4.TCC.7 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5)

- Describe examples of cause and effect relationships. (PE 2.4)

SS.K–4.TCC.8 Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6)

Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)

SS.K–4.TCC.9 Trace how the origins of the Seventh-day Adventist church are threaded throughout history

SS.K–4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7)

- Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)
- Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)

SS.K–4.TCC.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place

People Places & Environment

SS.K–4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1)

SS.K–4.PPE.2 Define concepts such as: location, direction, distance, and scale. (KE 3.2)

SS.K–4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9)

- Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)

SS.K–4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)

SS.K–4.PPE.5 Describe the Christian’s responsibility for the environment

SS.K–4.PPE.6 Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live. (KE 3.4)

SS.K–4.PPE.7 Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas and in the ways people make a living. (KE 3.6)

SS.K–4.PPE.8 Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8)

- Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)

SS.K–4.PPE.9 Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)

SS.K–4.PPE.10 Examine the effects of sin on the environment.

SS.K–4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7)

- Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. (PE 3.2)

SS.K–4.PPE.12 Discuss the Christian’s responsibility for the Earth’s environment and its resources.

Individual Development & Identity

- SS.K–4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1) GK: 7, 20, 26
- SS.K–4.IDI.2 Identify the qualities that make individuals unique and equip them for their place in God’s overall plan. GK: 9
- SS.K–4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2)
- Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2) GK: 9, 53, 54, 56
- SS.K–4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3) SS.K–4.IDI.5 Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.
- SS.K–4.IDI.6 Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4) GK: 9
- SS.K–4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities.
- Ask and find answers to questions about how individual identity forms and changes. (PE 4.1) GK: 7, 8, 9, 20
- SS.K–4.IDI.8 Examine how individuals change over time. (KE 4.5) GK: 7, 20 G1: 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 50–51
- SS.K–4.IDI.9 Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)
- SS.K–4.IDI.10 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K–4.IDI.11 Explore factors that contribute to personal identify such as physical attributes, gender, race, and culture. (PE 4.3)
- SS.K–4.IDI.12 Evaluate how individuals can express their own identify and work productively with others. (PE 4.4) G3: 170–171
- SS.K–4.IDI.13 Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7) GK: 26, 27, 30, 31
- SS.K–4.IDI.14 Outline how individual choices are influenced by personal and social factors. (KE 4.8) GK: 26, 27, 30, 31, 88 SS.K–4.IDI.15 Identify people, groups, and institutions that contribute to development. (PE 4.5) GK: 3, 4, 5, 17, 86, 87 SS.K–4.IDI.16 Embrace and cultivate a personal relationship with Christ

Individuals, Groups & Institutions

- SS.K–4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1) GK: 3, 5, 17, 86, 87
- SS.K–4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2)
- Ask and find answers to questions about individual, group, and institutional influences.
 - Gather information about groups through such tools as surveys and interviews. (PE 5.7)
- SS.K–4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods.
- SS.K–4.IGI.4 Identify characteristics that distinguish individuals. (KE 5.3) SS.K–4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4)
- Describe interactions between and among individuals, groups, and institutions. (PE 5.2) G2: T22, T23, 56–57, 78–79

- Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3)
- Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)

SS.K–4.IGI.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)

SS.K–4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives.

- Provide examples of the role of institutions in furthering both continuity and change.
- Show how groups and institutions work to meet individual needs and promote or fail to promote the common good.

SS.K–4.IGI.8 Participate in age appropriate outreach and service projects.

Power, Authority & Governance

SS.K–4.PAG.1 Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)

SS.K–4.PAG.2 Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)

SS.K–4.PAG.3 Describe the structure and organization of the Seventh-day Adventist church. • Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)

SS.K–4.PAG.4 Give examples of people who have the authority to make and enforce rules.

SS.K–4.PAG.5 Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)

SS.K–4.PAG.6 Show how the Ten Commandments relate to governmental laws

SS.K–4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3)

- Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)
- Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)

SS.K–4.PAG.8 Exhibit tolerance and respect for individuals with different beliefs and viewpoints

SS.K–4.PAG.9 Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5)

- Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)

SS.K–4.PAG.10 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

Production, Distribution & Consumption

SS.K–4.PDC.1 Demonstrate how people and communities deal with scarcity of resources. (KE 7.1) G1: 100–101 G2: 142–143 G3: 124–125, 126–127 G4: 99, 100

SS.K–4.PDC.2 Explain uses of God’s gift of natural resources for meeting human needs.

- SS.K–4.PDC.3 Distinguish the difference between needs and wants. (KE 7.2) G4: 99 • Analyze the differences between wants and needs. (PE 7.2) GK: 82 G1: 102–103 G4: 99 • Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4) G4: 99 SS.K–4.PDC.4 Investigate what people and communities gain and give up when they make a decision. G4: 97
- SS.K–4.PDC.5 Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K–4.PDC.6 Explain how economic incentives affect people’s behavior. (KE 7.4)
- Evaluate how the decisions that people make are influenced by the trade–offs of different options. (PE 7.3)
- SS.K–4.PDC.7 Identify the characteristics and functions of money and its uses. (KE 7.5)
- Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5) G1: 100–101 G2: 142–143 G3: 126–127
- SS.K–4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6) G4: 95, 102, 103, 104
- SS.K–4.PDC.9 Examine the efforts of the Seventh-day Adventist church to alleviate social problems. SS.K–4.PDC.10 Describe the characteristics of a market economy. (KE 7.7) G4: 93
- SS.K–4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8) G4: 104, 110, 111
- Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)

Science, Technology & Society

- SS.K–4.STS.1 Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)
- Identify the points of view expressed in information sources regarding science and technology. (PE 8.6) G3: T20, T21
- SS.K–4.STS.2 Cite examples of how society often turns to science and technology to solve problems. (KE 8.)
- Use diverse types of media technology to research and share information. (PE 8.2) G1: 20–21
- SS.K–4.STS.3 Design a project using technology to serve the church and community. G2: 236
- SS.K–4.STS.4 Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)
- Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)
- SS.K–4.STS.5 Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4)
- Identify examples of science and technology in daily life. (PE 8.3) GK: 18, 19 G1: 20–21 G2: T26, T27, 144–145 G3: T20, T21, 122–123 G4: 47, 61, 139, 213, 236, 244, 245, 276
- SS.K–4.STS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5) G2: 144–145 G3: 122–123 G4: 36, 37, 47, 61, 179, 213, 236, 244, 245, 276 • Research and evaluate various scientific and technological proposals for addressing real–life issues and problems. (PE 8.7) G1: 20–21 G4: 236

SS.K–4.STS.7 Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6) G4: 61

- Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4) G2: T26, T27 G3: 122–123 G4: 36, 37, 61, 139, 213, 236, 244, 245, 276

- Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people’s lives. (PE 8.5) 236, 244, 245, 276 G1: 20–21 G2: T26, T27 G4: 139, 213, 236, 244, 245, 27

Global Connections

SS.K–4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1)

- Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1) G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 250, 251, 252, 253, 278, 285

- Identify examples of global connections in the individual’s community, state, or region. (PE 9.2) G4: 82, 83, 154, 155, 188, 189, 211, 218, 219, 220, 221, 252, 253, 278, 285

- Use maps and databases to look for global patterns, trends, and connections. (PE 9.3) G1: 70–71 G2: 146–147 G3: 32–33, 38–39, 44–45, 68–69, 128–129 G4: 211, 251, 278

SS.K–4.GC.2 Explain how global connections affect the daily life of individuals and those around them. (KE 9.2) GK: 52, 53 G2: 84–85, 86–87, 88–89, 146–147, 148–149 G3: 70–71, 72–73 G4: 154, 155, 211, 218, 219, 252, 253, 278, 285

- Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4) GK: 52, 53 G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89 G3: 66–67, 68–69, 70–71, 72–73 G4: 118, 154, 155, 188, 189, 218, 219, 220, 221, 225E, 225F, 252, 253, 278, 285

SS.K–4.GC.3 Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

SS.K–4.GC.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3) G2: 74–75, 76–77, 78–79, 80–81, 146–147, 148–149 G4: 57, 58, 59, 60, 118

- Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7) G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89 G4: 152, 153, 278

- Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8) G3: 128–129 G4: 17, 18, 19, 152, 153, 225E, 225F, 278

SS.K–4.GC.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4) G1: 70–71 G2: 84–85, 86–87, 88–89

- Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5) G2: 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 88–89, 146–147, 148–149 G3: 66–67, 70–71, 72–73, 128–129 G4: 57, 58, 59, 60, 65C, 65D, 118, 278

SS.K–4.GC.6 Evaluate how the pace of global change has quickened in recent times. (KE 9.5) G2: 146–147, 148–149 G3: 122–123 G4: 118, 278

- Examine the ways in which technology affects global connections. (PE 9.6) G1: 20–21, 22–23 G2: 144–145 G3: 122–123 G4: 278 SS.K–4.GC.7
Discuss and analyze the unique message and mission of the Seventh-day Adventist church

Civic Ideals & Practices

SS.K–4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)

- Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)

SS.K–4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2)

- Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)

SS.K–4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. (KE 10.3)

- Identify and exercise the rights and responsibilities of citizens. (PE 10.2)

SS.K–4.CIP.4 Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)

- Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)
- Examine the influence of citizens and officials on policy decisions. (PE 10.7)

SS.K–4.CIP.5 Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)

- Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5)

- Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)

SS.K–4.CIP.6 Discuss the importance of religious freedom throughout the world

First Marking Period				
Weeks	Topics	Objectives	Themes	Resources
Week 1	Unit: 1 Our National Story	Students will learn what are some events that shaped our nations? PEOPLE, PLACES, AND EVENTS	The First Americans	Textbook: Our Country and Its Regions: Lessons 1-7 pp. 2 - 64 Other Resource Materials: Spectrum Geography
Week 2	Unit: 1 Our National Story Cont.		Three Worlds Meet	
Week 3	Unit: 1 Our National Story Cont.		A Nation Is Born	
Week 4	Unit: 1 Our National Story Cont.		The Nation Grows	
Week 5	Unit: 1 Our National Story Cont.		War and Changes	
Week 6	Unit: 1 Our National Story Cont.		A Changing World	
Week 7	Unit: 1 Our National Story Cont.		A Modern World	
Week 8	Unit 2: The United States: Its Land and People			
Week 9	Unit 2: The United States: Its Land and People Cont.			
Second Marking Period				
Week 1	Unit 2: The United States: Its Land and People Cont.	Students will find out how people meet their needs through the various themes in this unit.	From Sea to Sea	Textbook: Lessons 1 – 7 pp. 66- 122
Week 2	Unit 2: The United States: Its Land and People Cont.		Our Country's Regions	
Week 3	Unit 2: The United States: Its Land and People Cont.		Our Country's Climate	
Week 4	Unit 2: The United States: Its Land and People Cont.		Our Economy	
Week 5	Unit 2: The United States: Its Land and People Cont.		State and Local Governments	
Week 6	Unit 2: The United States:		Our Nation's Government	

	Its Land and People Cont.			
Week 7	Unit 2: The United States: Its Land and People Cont.		Global Connection: The United Nations Our Democratic Values	
Week 8	Unit 3: The Northeast	Students will discover what causes a region to change and an understanding of its history.	The Geography of the Northeast -Maps and Globe Skills: Compare maps at Different Scales	TEXT: Our Country And Its Regions: Lessons 1 – 3 pp. 124 - 154
Week 9	Unit 3: The Northeast Cont.		The Economy of the Northeast	
Week 10	Unit 3: The Northeast Cont.		The People of the Northeast Global Connection: New York City's Caribbean Festival	
Week 11	Revision for Examination			
Week 12	Mid-Year Local Examination in Core Subjects			
Third Marking Period				
Week 1	Unit 4: The Southeast	Students will look into the relationship of the geography of the Southeast, its economy, and history	The Southeast Environment	Textbook: Lessons 1 – 3 pp. 156 - 186
Week 2	Unit 4: The Southeast Cont.		The Geography of the Southeast	
Week 3	Unit 4: The Southeast Cont.		The Economy of the Southeast	
Week 4	Unit 4: The Southeast Cont.		The People of the Southeast	
Week 5	Mid-Year Revision			
Week 6	Mid-Year Examination			
Week 7	Unit 5: The Midwest	Students will discover: How do natural resources affect a region's growth?	The Geography of the Midwest The Economy of the Mid	Textbook: Lessons 1 – 3 pp. 188 - 218
Week 8	Unit 5: The Midwest Cont.		The People of the Midwest	

			Global Connection: Kansas Wheat	
Week 9	Unit 4: Revision			
Week 10	Unit 6: The Southwest	Students will learn the geographical location of the Southwest and discover how people adapt to their environments.	The Geography of the Southwest -The Economy of the Southwest	Textbook: Lessons 1 – 3 pp. 220 - 250
Fourth Marking Period				
Week 1	Unit 6: The Southwest	Students will learn and discover how people adapt to their environments.	The People of the Southwest	Textbook: Lessons 1 – 3 pp. 220 - 250
Week 2	Unit 7: The West	Students will investigate to find out: How does technology change People's lives?	The Geography of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 3	Unit 7: The West		The Economy of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 4	Class project			
Week 5	Unit 7: The West	Students will investigate to find out: How does technology change People's lives?	Global Connections: International Trade	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 6	Unit 7: The West		The People of the West	Textbook: Lessons 1 – 3 pp. 251 - 382
Week 7	Final submission of project			
Week 8	Revision Week			
Week 9	Final Examination			

Subject: Bible

Resources: Bible

Encounterseries.com

***The Long-Range Plans are based on the NAD Curriculum Learning Standards.**

There will be an integration of faith and learning as per SDA beliefs. Summative final grades are based on select assignments (homework, class work, quiz, projects, essays, etc.) Exams – There will be at least 2 test each marking period.

NAD Standards

Biblical Foundation

B.1-4.BF.1 Trace the development of the Bible from oral traditions to print. (1)

B.1-4.BF.2 Identify the major events that led to the translation of the Bible from Hebrew and Greek into English. (1)

B.1-4.BF.3 Determine that the Bible was written by many people but inspired by God. (1)

B.1-4.BF.4 Outline ways that God has protected His Word throughout history. (1)

B.1-4.BF.5 Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse. (1)

B.1-4.BF.6 Distinguish between various genres of writing in the Bible (e.g., parables, prophecy, history, letters). (1)

B.1-4.BF.7 Identify the central theme of the Bible as the unfolding story of God's love for us and His plan to save the world through His Son Jesus. (1, 4, 9, 10)

B.1-4.BF.8 Make personal connections between Bible study and its application to daily living. (1, 8, 11)

B.1-4.BF.9 Refer to details and examples when explaining a Bible passage or drawing inferences. (8)

B.1-4.BF.10 Make connections between prayer and Bible study. (11)

B.1-4.BF.11 Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others. (8.1-4.BF.12 Memorize passages of Scripture. (1)

B.1-4.BF.13 Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. (1, 8, 11)

B.1-4.BF.14 Make connections between a Bible passage, personal experience, and other reading/viewing selections. (8, 11)

B.1-4.BF.15 Select a personal Bible and develop the habit of reading it regularly. (1, 8, 11)

B.1-4.BF.16 Explore the cultural and geographical contexts of Bible passages. (1)

B.1-4.BF.17 Use secondary resources (e.g., Bible dictionary, concordance), both print and digital, to aid in interpreting Bible passages. (1)

B.1-4.BF.18 Participate in collaborative discussions about Bible passages. (1)

Biblical Knowledge

B.1-4.BK.1 Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)

B.1-4.BK.2 Outline God's original plan for an orderly, perfect universe that operates on His law of love. (6)

B.1-4.BK.3 Describe the events of Creation week in sequential order. (6, 20, 23)

B.1-4.BK.4 Summarize the importance of Sabbath, marriage, and family in the context of Creation. (6, 19, 20, 23)

B.1-4.BK.5 Explain what it means to be created in the image of God (e.g., creative abilities, power of choice). (2, 6, 7, 23)

B.1-4.BK.6 Determine why we were created to be a part of God's family. (6)

B.1-4.BK.7 Illustrate how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)

B.1-4.BK.8 Trace the origin of sin in the universe including Lucifer's self-exaltation, rebellion, declaration of war on God, and expulsion from Heaven. (8)

B.1-4.BK.9 Identify Satan, not God, as the author of all suffering and evil in the world. (8)

B.1-4.BK.10 Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)

B.1-4.BK.11 Use evidence to explain why God permitted Satan to live and challenge His authority, and why bad things happen to everyone. (8)

B.1-4.BK.12 Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. (8, 26)

B.1-4 .BK.13 Explain the difference between temptation and sin. (8, 9, 26)

Relationship with God

B.1-4.BK.1 Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)

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B.1-4 .BK.13 Explain the difference between temptation and sin. (8, 9, 26)

Relationship with Others

B.1-4.BK.14 Find evidence from the Bible that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)

B.1-4.BK.15 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. (9, 10)

B.1-4.BK.16 Explain the sanctuary service and its overarching illustration of the plan of salvation. (10, 11, 24)

B.1-4.BK.17 Trace the plan of redemption through the Old Testament (e.g., the Exodus, laws, sanctuary, covenant). (1, 19, 20)

B.1-4.BK.18 Summarize the tests of a prophet and provide examples of how prophets reminded people of God's plan for their redemption. (17, 18)

B.1-4.BK.19 Retell the major events in the life of Jesus (e.g., birth, life, death, resurrection) and determine how they relate to the plan of salvation. (9, 10, 11)

B.1-4.BK.20 Summarize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)

B.1-4.BK.21 Explain the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)

B.1-4.BK.22 Discuss how humans were perfect before sin, and that God wants to re-create all who choose to follow Him. (6, 7, 8)

B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love. (22)

B.1-4.BK.24 Examine and demonstrate the Fruit of the Spirit. (5, 11, 17, 22)

B.1-4.BK.25 Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. (13, 19, 24, 25)

B.1-4.BK.26 Outline the Three Angels' messages that go to the world before Jesus' Second Coming. (13)

B.1-4.BK.27 Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. (13, 25)

B.1-4.BK.28 Use Biblical support to clarify that death is like a sleep. (25, 26)

B.1-4.BK.29 Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity. (8, 24, 25, 26, 27, 28)

Adventist History

B.1-4.RG.1 Identify the three members of the Godhead and compare their individual roles. (2, 3, 4, 5)

B.1-4.RG.2 Discuss how God is everywhere, allpowerful, and all-knowing. (2, 3, 4, 5)

B.1-4.RG.3 Compare and contrast the characteristics and roles of angels before and after The Fall. (8, 25, 26, 27)

B.1-4.RG.4 Provide evidence that the Bible is God's message of love to us. (1)

B.1-4.RG.5 Discuss promises and passages in the Bible that show the qualities of God's character. (1, 2, 3)

B.1-4.RG.6 Explain how God's law reflects His character. (19)

B.1-4.RG.7 Explore nature to discover what it tells us about God the Creator. (6, 21)

B.1-4.RG.8 Articulate that God offers forgiveness to those who ask, believe, and accept it. (9, 10)

B.1-4.RG.9 Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)

B.1-4.RG.10 Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus. (2, 5, 11)

B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)

B.1-4.RG.12 Point out that a loving response to God's offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)

B.1-4.RG.13 Cite evidences of God's grace as found in the Bible and other reading/viewing selections, making personal applications. (7, 10, 11)

B.1-4.RG.14 Use examples of prayers in the Bible to explain the role and application of prayer to the Christian life. (1, 11)

B.1-4.RG.15 Discuss ways that God's leading has helped us grow more like Him. (22)

- B.1-4.RG.16 Recognize that worshipping together strengthens our characters and equips us to help others. (11, 12, 14, 20)
- B.1-4.RG.17 Share examples of how we can grow spiritually by both talking and listening to God in prayer. (1, 11)
- B.1-4.RG.18 Participate in prayer and worship of God. (11, 12, 14, 20)
- B.1-4.RG.19 Experience daily time alone with God to deepen our commitment to Jesus. (11)
- B.1-4.RG.20 Identify the Sabbath as God's holy day and a time to celebrate our commitment to Him. (6, 20)
- B.1-4.RG.21 Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
- B.1-4.RG.22 Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion). (15, 16)
- B.1-4.RG.23 Demonstrate ways to care for the body and mind as a way of growing in a relationship with God. (11, 22)
- B.1-4.RG.24 Describe and practice stewardship (e.g., environment, tithe, time, talents). (21)
- B.1-4.RG.25 Explore what it means to be a disciple of Jesus. (11, 15)

First Marking Period				
Weeks	Topics	Objectives	Themes	Resources
Week 1	Salvation – survivor	Students will understand Jesus' s saving act on the cross and personalize it.	God's help for us through Jesus' saving act	Textbook - Bible
Week 2	Salvation – survivor	Because Jesus saves me, I will walk with him (mirror him in character).	God's guidance for us to be His mirrors	Textbook - Bible
Week 3	Saul - God offers Help	God hears my prayer. Sometimes we ask God for things that can hurt us.	Israel's plea for a King	Textbook - Bible
Week 4	Saul - God offers Help	God answers my prayer and because he loves me, he delivers me from bad/wrong things.	Saul as King	Textbook - Bible
Week 5	Saul - God offers Help	I sometimes reject God by the things I do.	Saul's rejection of God	Textbook - Bible
Week 6	David - God Equips	God can use me even though I am little.	David the shepherd	Textbook - Bible
Week 7	David - God Equips	God can anoint me as long as I submit myself to Him.	David anointed	Textbook - Bible
Week 8	David - God Equips	God allows me to experience difficult time to make me stronger for a bigger job in the future.	David and King Saul;	Textbook - Bible
Week 9	David - God Equips	God is able to deliver me from any challenge.	David and Goliath	Textbook - Bible
Second Marking Period				
Week 1	King David - God strengthens	God rewards me when I am faithful to Him.	David's elevation after Goliath	Textbook - Bible
Week 2	King David - God	Students will learn and	David as King	Textbook - Bible

	strengthens	experience how God prepares me for the future.		
Week 3	King David - God strengthens	Students will learn and experience God as the one who gives them victory over difficulties.	David's defeat of the Philistines;	Textbook - Bible
Week 4	King David - God strengthens	God want me to pray and intercede for myself , family members and friends.	Abigail's intercession	Textbook - Bible
Week 5	King Solomon - God gives wisdom	I can ask God for wisdom and He will give me. God wants me to seek wisdom.	Solomon's prayer for wisdom	Textbook - Bible
Week 6	King Solomon - God gives wisdom	God gives me wisdom to make wise decisions and judgments.	Wise judgments	Textbook - Bible
Week 7	King Solomon - God gives wisdom	God can use me to do something great for Him.	The building and dedication of the temple	Textbook - Bible
Week 8	Christmas - Light in darkness	Jesus' birth, death and resurrection brought light to the world.	Jesus as the Light	Textbook - Bible
Week 9	Christmas - Light in darkness	Jesus calls me to be a bright lift for Him at school, home, play and at church.	Our calling to reflect His light	Textbook - Bible
Week 10	Solomon's Wisdom - God's wisdom guides	There is wisdom in the words that I speak. I must choose my words.	Wisdom in the Proverbs	Textbook - Bible
Week 11	Looking back - What have we learnt for the past 10 weeks			
Week 12	Mid-Year Local Examination in Core Subjects			
Third Marking Period				
Week 1	The Lord's Prayer - Teach us to pray	God has taught me how to pray. The art of prayer.	The Lord's Prayer	Textbook - Bible

Week 2	The Lord's Prayer - Teach us to pray	Prayer is more than saying words. these words must come from my heart.	Praying from the heart	Textbook - Bible
Week 3	The Lord's Prayer - Teach us to pray	I am not ashamed to tell God the truth. I want Him to lead me every day.	Being real with God	Textbook - Bible
Week 4	Teach us to be - The beatitudes	Jesus speaks to me through His words on the Mount. I am a part of that crowd.	Jesus' Sermon on the Mount	Textbook - Bible
Week 5	Mid-Year Revision			
Week 6	Mid-Year Examination			
Week 7	Teach us to be - The beatitudes	I am not the best - I need the Holy Spirit to live in me.	Spiritual poverty	Textbook - Bible
Week 8	Teach us to be - The beatitudes	The more I love Jesus the less I will like sin and I will be humble. Humility is strength - pride is weakness.	Mourning over sin; meekness;	Textbook - Bible
Week 9	Teach us to be - The beatitudes	I want to be at peace with everyone - my friends, teachers, siblings, classmates, family members etc.	Desiring righteousness; mercy; purity; peacemaking; persecution	Textbook - Bible
Week 10	Esther - Messages to me	I love my family and I will do the best I can to make Jesus and them happy.	Love; sin and its consequences; forgiveness; choice	Textbook - Bible
Fourth Marking Period				
Week 1	Teach us to live - Preparing for heaven	I believe that one day I will go to heave with Jesus.	Jesus' preparation of Heaven for us and His preparation of us for Heaven	Textbook - Bible

Week 2	Teach us to live - Preparing for heaven	I am preparing for that journey (heaven) now because heave is real.	The Parable of the Ten Bridesmaids	Textbook - Bible
Week 3	Teach us to live - Preparing for heaven	I am preparing for that journey (heaven) now because heaven is real.	The Parable of the Ten Bridesmaids	Textbook - Bible
Week 4	Godly greatness - God's way	I must be humble like Jesus to be called great when Jesus comes.	What godly greatness looks like	Textbook - Bible
Week 5	Godly greatness - God's way	I want to be like Abraham or Queen Esther because they were not too great to obey God even when they had to sacrifice everything (Abraham's only son and Esther was willing to die with her people).	A variety of biblical and historical characters	Textbook - Bible
Week 6	The Bible - Guidance for everyone	God loves variety - He created people, plants and animals differently. Even though I am different, I am special.	Variety in the Bible (and how it helps every person connect with God in a special way	Textbook - Bible
Week 7	The Bible - Guidance for everyone	Jesus is the center of my life. He is present everywhere.	Biblical genres; story elements; seeing Jesus in every story	Textbook - Bible
Week 8	Revision Week			
Week 9	Final Examination			