

# Elementary Program *Curriculum Overview*

**Engaging. Nurturing. Transforming.**



**EASTERN CHRISTIAN  
SCHOOL**

# Art

We recognize that God has expressed creativity as a core attribute in His creation. Art is a powerful and influential expression of God's indescribable creativity and the world's wonderful complexity. Because each person is created in the image of God as a creative and inventive decision-maker, we are committed to the study of art as a part of an excellent academic education each year.

In art classes, our students will learn skills and elements that will increase aesthetic awareness, gain an appreciation for forms and styles, learn historical, cultural and social influences, develop personal skills to produce products and performances, utilize their learning to critique art, and examine how art can inform a Christian view of the world. Our study of art aims to enhance the students' perception of the beauty of creation and to cultivate their God-given talents.

## **Kindergarten - Grade 2**

In the art class students use a variety of mediums, such as oil pastels and watercolors, to create various projects. Students learn how the mediums are formed, of what materials, and how that impacts the texture and substance. Rather than asking students to copy an exemplary work, students are introduced to a technique and encouraged to use their own creative expression and style. Concepts of shape, color, form, texture, line, and space are practiced throughout the year.

## **Grades 3 - 5**

Each year in art class students study the techniques, subjects, and styles of various artists. After learning about the artists' methods and works, they aim to emulate those techniques in their own creative works. In the process, students explore different art terms such as value, tint, shading, and texture. Each grade also has the opportunity to go into the third dimension by creating a clay piece. Students sculpt and glaze their clay so that it can be fired in our on-campus kiln. Each spring, selected artwork from all students is showcased in our annual Fine Arts Night for families to enjoy.

# Bible

At Eastern Christian School, the Bible is regarded as God's infallible, inerrant Word. Its message and principles are central to the identity and fulfillment of our mission. In our elementary program, we are committed to demonstrating two reasons why we study the Bible:

- Its importance: God's Word reveals to us the purpose and plan of creation and of humanity. On a personal level, it also reminds us of our sinful, fallen nature and need for redemption. The Bible explains how every one of us, including the elementary-aged student, can receive forgiveness and restoration from God through Jesus Christ. Understanding the message of the Bible, therefore, provides the student the opportunity to embrace and enjoy eternal life and a personal relationship with the Almighty God.
- Its relevance: God's Word has power and meaning to all people, in all places, at all ages, at all times.

Because of the Bible's importance and relevance, it is imperative that the Bible be presented in interesting and captivating ways.

## ***Curriculum Resources Grades K-5***

*Walking with God & His People - CSI (Christian Schools International)*

### **Kindergarten**

Students learn that they are made by God, that Jesus is God's Son and the Bible is God's Word. Students learn about Old Testament heroes as well as stories about Jesus, his disciples and his miracles.

### **Grade 1**

In first grade students understand that the Bible is the Word of God. They learn stories from the Old Testament from Creation to Elijah, as well as the significance of Christmas and Easter.

### **Grade 2**

In second grade, students review the Old Testament stories of Creation, Abraham, Joseph and the first kings of Israel. They learn about Jesus' birth, death and resurrection, as well as his parables and miracles.

### **Grade 3**

In third grade students review Old Testament stories from Creation to the Tower of Babel. They learn details of the stories of the Old Testament Patriarchs, Moses and the Israelites' journey through the wilderness, with an emphasis on God's unconditional love and forgiveness.

## **Grade 4**

Fourth grade begins with a study of Philippians and an overview of the books of the Bible. This is followed by a review of the Pentateuch. The majority of the curriculum moves through the Old Testament, including the books of poetry.

## **Grade 5**

After establishing a framework of a “Living Hope,” and given context through a study of the “Old Testament Covenants,” students explore the birth, announcement and early ministry of Jesus. Students are challenged to grapple with the convergence of Jesus’ humanity and divinity, as demonstrated through his relationships, miracles and foundational teachings and parables.

# STEAM and Technology

Students learn that God created them to:

- Communicate by sharing their thoughts, questions, ideas, and solutions with others, and to listen to others when they share
- Collaborate by using their strengths and working with other people's strengths to be stronger together than on our own
- Think critically by asking questions and finding solutions
- Be creative by finding ways to give the world new ideas for beauty, for helping, for solving problems, and for fun!

In STEAM students discover the answers to the following questions (and many more) through lessons, readings, hands-on activities, and problem-solving:

- What does it mean to be creative?
- What does it mean to be a scientist?
- Why are engineers important?
- How is math used in creating?
- How are Science, Technology, Engineering, Art, and Math used together?
- What are the steps of the Engineering Design Process?

## ***Curriculum Resources***

*Mystery Science - Code.org - Sphero*

## **Kindergarten**

Students learn that God is a creative God (Genesis 1) and has made us to be creative as well. There are many different ways to be creative and use our gifts and talents for the glory of God (1st Corinthians 12:4-6, Exodus 35:29-35). Students practice making observations (firsthand or from media) to collect data that can be used to make comparisons. They develop their fine motor skills through hands-on activities. Students begin to learn how to use technology responsibly and are introduced to coding. They also participate in lessons about forces and weather in conjunction with their science class.

## **Grade 1**

Students continue to explore ways to be creative and use our gifts and talents for the glory of God. Students learn to demonstrate perseverance in problem-solving and give reasoning for their ideas. Students continue to learn how to use technology as digital citizens, and they explore coding and robotics. They also participate in lessons about plant and animal traits in conjunction with their science class.

## **Grade 2**

Through the creative problem solving process, students learn that humans can make amazing things, and it is all for God's glory that we can use them (Colossians 3:23). Students will participate in a neuroscience unit to learn about the brain, and students will also design foil boats while following the engineering design process. Coding and learning robotics with Spheros are a highlight of this class.

## **Grade 3**

Students learn that God has created our bodies and minds to work together in a specific way (Luke 10:27) and God knows how our physical bodies work and what is healthy for them (Psalm 8). Students will build on their neuroscience learning from last year and continue to learn about the functions and behavior of the brain. Students will also design catapults while following the engineering design process. Coding and learning robotics with Spheros are a highlight of this class as well.

## **Grade 4**

In the 4th grade science classroom, students engage in engineering-focused Mystery Science lessons about chain reactions. Students design a chain reaction machine that uses multiple components to transfer energy from one part to the next. Students also participate in computer science learning through a coding unit in the regular classroom. Using code.org, students use block coding to program sprites, events, behaviors, and variables.

## **Grade 5**

In 5th grade science, students engage in engineering-focused Mystery Science lessons about hurricanes. Students define the problem that a town needs protection from flooding. They obtain and communicate information about different types of engineers and work as a team to design solutions using their different types of flood protection. Students use mathematics and computational thinking to design a solution under budget. Students also participate in computer science learning through a coding unit in the regular classroom. Using code.org, students use block coding to program sprites, events, behaviors, and variables.

# Language Arts

Language Arts instruction provides each student with experiences that will promote growth in literacy. A balanced literacy approach is used through a combination of instructional strategies, with the goal of developing competent, literate learners. Using the workshop model the teacher purposefully differentiates strategies to meet individual student needs. Students will develop their abilities to read, write, spell, speak and listen. Daily, each student will participate in meaningful literacy activities relevant to understanding our world within the framework of a Christian Worldview. Our Language Arts curriculum is aligned with the Common Core State Standards, provides opportunities for differentiation, and is designed to encourage our students to see themselves as literate, articulate and creative individuals designed by God to appreciate, enjoy and transform our world.

## ***Curriculum Resources Grades K-3***

*Center for the Collaborative Classroom - Foundations - Reading A-Z - IXL*

## ***Curriculum Resources Grades 4-5***

*Center for the Collaborative Classroom - IXL*

## **Kindergarten**

Kindergarten engages children in literacy through oral language and literature appreciation as well as early reading and writing skills. Students become familiar with books, learning how to hold and care for them. They learn early decoding skills, how to interpret illustrations, and how to follow the progression of words left to right. Students develop listening skills, emphasizing comprehension and phonemic awareness. They learn to make predictions, sequence events and recall information from stories. Kindergarten students also learn proper pencil grip, letter names and sounds as they begin the writing process. By the end of kindergarten, children begin to use written language to express themselves.

## **Grade 1**

Our first grade Language Arts curriculum focuses on the fundamentals of reading, writing, speaking, and listening. In first grade we emphasize basic sight words, as well as decoding and encoding words with various sound spelling patterns. Students learn strategies to enhance fluency and comprehension skills. By the end of first grade, students are expected to write simple sentences with capitalization and punctuation. Additionally, the students will be able to compose a story with a beginning, middle and end. Our students will have opportunities to share their written work learning to speak in front of their peers and to listen as others speak.

## **Grade 2**

In second grade, our goal is to continue nurturing fluent and independent readers. Second graders will strengthen their knowledge of the relationships between sounds and letters, thus improving their decoding and spelling skills. Students will be introduced to new vocabulary and practice using comprehension strategies. Second graders will also be exposed to the writing process and will practice writing paragraphs in a variety of genres. In both reading and writing, we will encourage oral practice and appreciation through listening.

## **Grade 3**

The third grade Language Arts program entails reading, writing, speaking and listening through the workshop model. Students are taught reading and writing strategies and skills through direct instruction and with an opportunity for daily independent practice. During Reading Workshop students learn how to think within and beyond the text by applying the following comprehension strategies: predicting, visualizing, questioning, inferring and synthesizing the text. Following the philosophy of Writer's Workshop, students write for a variety of purposes and follow the writing process, focusing on the elements of good writing while incorporating skills in capitalization, punctuation, grammar, and spelling. Units of study include personal narrative, opinion writing, realistic fiction, and non-fiction research.

## **Grade 4**

### *Reading Workshop*

Reading Workshop helps readers continue to think beyond the text by applying the following comprehension strategies such as predicting, visualizing, questioning, inferring and synthesizing. Students continue to develop themselves as readers and spend time writing and sharing their thoughts about their books with partners, small groups, and in whole class discussions.

### *Writing Workshop*

Writing workshop allows students to use the writing process across the different genres including narrative, functional, expository and poetry. Writers learn how to expand on their writing skills to form well-written multi-paragraph pieces as well as edit and revise using grammar and spelling skills. In addition, students learn how to process information to understand and communicate in a variety of ways in both written and oral language.

## **Grade 5**

### *Reading Workshop*

Reading Workshop in 5th grade sets the stage for students to learn how to choose reading texts that interest them and gives them the opportunity to widen their reading horizons and set goals for growth. By using the Accelerated Reader program, peer reading recommendations, and student teacher conferences, students learn to evaluate their personal reading habits. Vocabulary work is

based on Greek and Latin prefixes and suffixes to build a background for future word work. Students are surrounded by a diversity of literature that raises questions for creative problem solving and allows us a look into other cultures and needs around the world.

### *Writing Workshop*

Writing Workshop is a time and place for students to learn to express themselves through written words, sharing in conversation, and presentation. Students learn the importance of the cycle of brainstorming, planning, writing, and editing. Various types of written expression are studied and practiced throughout the year, including personal and fiction narratives, research, journaling, poetry, and response to text.

# Math

Mathematics is a God-given tool to use in the world in which we live. Math has applications in all areas of our lives, and our goal is to show that math truly is a gift from God. Students are taught from a Christian perspective to develop an appreciation for the fact that although God's world is so complex, it can be analyzed and studied mathematically. They are taught to understand that mathematics is an integral component in the creation of the world. Math instruction includes a balance of memorizing math facts with solving real problems, reasoning, and making logical connections between classroom instruction and real world applications. They will acquire the mathematical skills, understandings, and attitudes they will need to be successful in their daily lives.

## ***Curriculum Resources Grades K-5***

*Big Ideas Math, Modeling Real Life*

### **Kindergarten**

Kindergarten focuses primarily on counting and recognizing numbers to one hundred. The use of hands-on materials develops early addition and subtraction skills and math sentences. Regular experience with sorting, counting, measuring, and weighing familiar objects and recording numerals on various graphs or worksheets teaches the concept and usage of numbers.

### **Grade 1**

First grade focuses primarily on counting, skip counting, recognizing and ordering numbers to one hundred, and basic addition and subtraction skills. Students are exposed to a variety of different strategies to compute addition and subtraction problems through eighteen. Students are able to use manipulatives, such as counters, snap cubes, or number lines, but are expected to commit the facts through eighteen to memory.

### **Grade 2**

In second grade, the students develop a strong sense of operations and mathematical skills. The student primarily focuses on number relationships in computation and problem solving. Addition and subtraction involves regrouping with mastery of facts to 18. Students work with patterns, measurement, and data analysis to achieve math competency and to develop applicable life skills. Multiplication is introduced.

### **Grade 3**

Third grade primarily focuses on the mastery of multiplication, division, and computation skills. Computation and problem solving in these areas include one-digit multipliers and one-digit divisors. There is an emphasis on a variety of problem-solving strategies. Other units of study include measurement, decimals, fractions and geometry.

## **Grade 4**

### *Building Basic Skills*

Fourth grade primarily focuses on problem-solving strategies and basic skills that apply to the more complex problems in multiplication and division. Other units of study where there is extensive practice are geometry, measurement, decimals and fractions. Additionally, students will be exposed to probability, ratio and percentages.

## **Grade 5**

### *Mastering Basic Skills*

Building on fourth grade foundations, fifth graders will work to master their math skills and practice using them to solve “real world” problems. They begin by reviewing problem solving strategies that will help them in both math and science. Students will enter the new world of decimals and become familiar with place value. They will develop the rules for all 4 of the basic operations. Students will review and build on fractional operations and see how they relate to the decimal world. Students will get a brief introduction to pre-algebra expressions, as well as become “designers” working with plane and 3D geometry. All students will participate in the Continental Mathematics League problem solving competition.

# Music

Music is a powerful and influential expression of God's indescribable creativity and the world's wonderful complexity. Because each person is created in the image of God as a creative and inventive decision-maker, we are committed to the study of music as a part of an excellent academic education each year. In music classes, our students will learn skills and elements that will increase aesthetic awareness, gain an appreciation for forms and styles, learn historical, cultural and social influences, develop personal skills to produce products and performances, utilize their learning to critique music, and examine music's influence on a view of the world from a Christian perspective. Music instruction is an essential part of our overall goal at Eastern Christian to develop within each student a knowledge of God and His world as each student identifies and cultivates his/her God given talents for ministry and service.

## ***Curriculum Resources***

*Making Music*

## **Kindergarten**

Kindergarten students use their voices often in music class to develop their singing voice and absorb musical concepts such as keeping the beat, high and low, soft and loud, fast and slow. The students learn about notable composers and begin to develop an appreciation for music. An exploration of the various types of instruments begins in kindergarten.

## **Grade 1**

In first grade, music classes continue to emphasize singing to develop voice and rhythmic concepts. Students also begin using percussion instruments to learn how to keep the beat and develop internal pulse. The students continue their study of famous composers and classical works, and further develop their understanding of the various types of instruments.

## **Grade 2**

In music classes, students continue to develop their voice and internal pulse through singing and the use of percussion instruments. The students continue their studies of famous composers and classical works, learning how to listen and extract important components from the pieces.

## **Grade 3**

Third graders have the opportunity to begin learning the violin. Students who choose to take advantage of this program participate in once per week group lessons with our high quality and experienced violin instructor. Music classes continue to be offered once per week for violin students and twice per week for all other students. In third grade, students are introduced to boom whackers in music class as a simple form of handbells. Through this, students learn musical notation, how to

be responsible for a note and/or part, and how to work as a team. Students also continue their study of famous composers and classical pieces, learning how to identify key components and patterns. Third graders work to develop music literacy and music appreciation as they are exposed to classical pieces of music. Students may also choose to continue violin group lessons.

## **Grade 4**

All fourth grade students develop their musical notation skills by learning how to play the recorder. Students begin learning notes through simple pieces, and are awarded ribbons for each mastered piece. Group instruction is reinforced through individual practice at home. Students also continue their study of famous composers and classical pieces, learning how to identify key components and patterns. Fourth graders work to develop music literacy and music appreciation as they research and create a presentation of a famous composer. Students may choose to continue violin once per week in a separate orchestra period.

## **Grade 5**

Fifth grade students develop their internal pulse and the ability to keep the beat by learning the bucket drums. Additionally, in fifth grade students may join the orchestra or begin to learn a band instrument. Students who have already been learning the violin can continue or may switch to another stringed instrument in orchestra. Orchestra classes meet three times per week, and students further develop their skills through once per week sectionals. In fifth grade, students may also choose to begin learning a band instrument through small group instruction and participation in beginning band.

# The Educational Support Services

*(Called Owl's Nest at the Midland Park Campus)*

The Education Support Services (TESS) program at Eastern Christian School provides a Christ-centered education for students who learn differently or need extra academic reinforcement. We use a variety of multi-sensory, highly structured and sequenced programs to meet our students' varied academic needs. The following is a partial list of the programs we use:

- Orton Gillingham
- Wilson Foundations
- Center for the Collaborative Classroom
- Reading A-Z
- Basic Writing Skills
- Big Ideas Math, Modeling Real Life
- Touch Math

In addition to these programs that “engage the mind,” we “nurture the spirit” with a low student to teacher ratio that enables us to build relationships, encourage a positive self-esteem, and reinforce the strengths our students already possess. As our students' needs are met it is our goal to prepare them to meet their future academic challenges with confidence. We aim to equip them with the faith and the tools they will need to help “transform the world” in which they live.

# Physical Education and Health

Physical education is an essential part of growth and development as we seek to educate the whole person. In an era of epidemic obesity among elementary aged students, we seek to inspire students to lead active lives and give them knowledge and opportunity to do so. Students learn that their bodies are temples of the Holy Spirit, uniquely created by God. In light of this view, they develop physical strength and endurance for the opportunity to continually be serving God above all, and others in the community, throughout all of life. In addition to developing their own bodies, students also develop a positive Christian attitude towards their peers and the community surrounding them. Students learn to see strengths and weaknesses in all people. They learn to be patient, supportive, kind, tolerant, and helpful. They learn sportsmanship and to go beyond sportsmanship – to act in imitation of our Lord Jesus in all their dealings with fellow students.

All students will participate in moderate to vigorous physical activity and take part in experiences that build muscle fitness and flexibility.

Health education is an integral part of a well-balanced curriculum in which we seek to educate the whole child. Teaching health and how it affects their total being, helps students to fulfill their responsibilities as individuals, as family members, and as members of the community. Because of the numerous serious health issues which bombard our children today, it is necessary to teach health from a Christian perspective with the Word as our basis. God has specific and perfect direction for us as Christians, beginning with humans as His own creation, to the restoration we have in Christ alone. It is necessary to lead students to understand the Lordship of Christ and the need for them to live lives of service.

## Kindergarten - Grade 2

Physical education in grades K-2 focuses on body and object control skills, fitness awareness, creative movement and the integration of physical education with other subject areas. Students will develop the following game and sport skills: locomotor movement (running, skipping, hopping, jumping, galloping, sliding, leaping), overhand and underhand throwing and catching, rolling and kicking a ball, striking a ball with their hand or a hockey stick and basic gymnastic rolls. Second graders will participate in Physical Fitness testing twice a year.

## Grades 3 - 5

### *Learning Skills Through Games and Activities*

Physical education in 3rd-5th grade focuses on body and object control skill games, team sport skills, rules, strategies and teamwork, and health fitness. Students will develop the following game and sport skills: overhand throwing and catching, soccer dribbling, kicking and punting, dribbling, passing and shooting a basketball, and striking with a bat. Students will practice and refine locomotor, non locomotor and manipulative skills through activities and games. They will also

practice volleying skills (underhand serving and setting) and/or throwing and catching in lacrosse. Students will participate in Physical Fitness testing twice a year.

*Wellness and Human Sexuality*

Fifth grade health curriculum focuses on helping students to become knowledgeable concerning the physical, mental/emotional, social, and spiritual dimensions of health and wellness, and the application of these 4 dimensions to their own personal wellness. Furthermore, the emphasis is on an introduction to human sexuality by studying the endocrine system and the male and female reproductive systems, and by understanding that reproduction and our own human sexuality are part of God's wonderful plan and a gift to each of us.

# Science

Students in science class will be taught to recognize the hand of God in the creation around them. Through various studies of science, students will come to recognize the orderliness and complexity of God's world. They will be challenged as stewards of His creation and come to not only articulate the positive and negative effects we have on the physical world, but also to develop an attitude of care and respect for all of creation. In addition to this, the students will also learn to recognize and appreciate the wide variety of God-given talents and abilities of each member of the class.

In achieving this vision, students must:

- Acquire understanding of the interrelationships among science, technology and society
- Develop understanding of important science concepts, processes and ideas
- Solve problems and apply scientific principles

## ***Curriculum Resources***

*Mystery Science - BrainPop*

## **Kindergarten**

*Animal and Plant Secrets* - Students use observations to understand what plants and animals need to survive. Students explore how plants need water and sunlight, and they also observe how plants grow from seed to seedling. Students explore how animals need things to eat and a safe place to live.

*Wild Weather* - Students also explore storms and severe weather. They obtain information from weather forecasts to prepare for storms and stay safe. They also practice describing the various characteristics of weather (wind, clouds, temperature, and precipitation) in order to make their own predictions about storms.

*Circle of Seasons* - Students gather evidence in order to identify daily and seasonal weather patterns. They use those patterns to explain mysteries like why you might lose your jacket during the day or why birds lay their eggs at certain times of the year. Students make observations to explore how sunlight warms the Earth's surface. The Sun's energy heats up the pavement, keeps us warm, and can even melt marshmallows. Using what they learn, students think about ways that shade and structures can reduce the warming effect of the Sun.

*Force Olympics* - Students are introduced to pushes and pulls and how those affect the motion of objects. Students observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed.

## Grade 1

*Animal and Plant Superpowers* - Students explore how parts of animals and plants are essential for survival. Students make observations of parents and their offspring, determining how they are similar and how their behaviors help offspring survive. Students also make observations of plant parents and their offspring, determining how they are alike and different.

*Sun and Shadows* - Students observe that the Sun and shadows seem to move in patterns. They make observations of the Sun and shadows throughout the day and across the seasons.

*Moon and Stars* - Students observe that the Moon and stars seem to move in patterns in the sky. They also determine why stars are only visible at night.

*Lights and Sounds* - Students investigate light and sound. They explore how materials vibrate and how vibrating materials can make sounds. They also investigate light and illumination and use those investigations to create simple devices that allow them to communicate across a distance.

## Grade 2

*Animal Adventures* - Students begin to develop an understanding of the world's animal biodiversity. They explore animal classification and the traits that define each group. Students then turn their focus to habitats and how the surrounding environment affects what organisms live in a particular environment.

*Plant Adventures* - Students continue to explore the needs of plants through hands-on investigations. They explore why and how plants disperse their seeds, what those seeds need in order to grow, and what the adult plants need in order to survive and thrive.

*Work of Water* - Students explore how water shapes the Earth's surface. Students construct and use models of mountains to demonstrate that water flows downhill, and in the process, transforms huge rocks into the tiny grains of sand we find at the beach. Students also construct and use model hills to determine the causes of erosion, and to design solutions to problems caused by erosion.

*Material Magic* - Students explore the properties of materials and matter. They describe and classify different types of materials by properties like hardness, flexibility, and absorbency, and they investigate how those properties are useful in meeting basic human needs (such as clothing and cooking). They also investigate how heating and cooling affect the properties of materials.

## Grade 3

*Animals Through Time* - Students develop an understanding of how animals and their environments change through time. Fossils provide a window into the animals and habitats of the past. Analyzing

the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

*Circle of Life* - Students develop an understanding of life cycles. Students explore how both animal life cycles and plant life cycles can look very different, but they all have in common birth, growth, reproduction, and death. Changes to one stage of the life cycle can affect all of the following stages.

*Power of Flowers* - Students discover how plants reproduce by exploring the process of pollination and fruiting. They also investigate how plant traits are inherited from parent plants, and how favorable plant traits can be enhanced by humans via artificial selection.

*Stormy Skies* - Students investigate and make predictions about the weather through careful observation of the clouds and wind. Students also learn to differentiate between weather and climate and use models to reveal global climate patterns.

*Invisible Forces* - Students explore the forces all around them. They investigate the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the effects of friction on the motion of objects. Students also explore the power of magnetic forces and investigate firsthand how these forces can be used to help us in our everyday lives.

## **Grade 4**

*Human Machine* - Students investigate structures and functions of the human body. Students explore how our bones and muscles are interconnected, how our eyes interact with light and impact our vision, and how our brain responds to stimuli in our environment.

*Birth of Rocks* - Every rock has a story that it tells, if you know how to “read” it, for example by identifying patterns and knowing the causes of how the various rocks are formed. Take any place that seems mundane to people now you will soon discover that nowhere on earth has been mundane forever. One of the most seemingly dull things you can imagine--a simple rock--is actually the relic of something astounding.

*Waves of Sound* - Even though “sound” might seem like a short-lived phenomenon without any real form, it is very much a physical thing, a wave of vibrations traveling through the air. Sound has properties: it takes time to travel, it can be transmitted over a string, manipulated to become high or low, turned into music, even captured and frozen in time. Equipped with this understanding, students can begin to make sense of how sound and music work.

*Energizing Everything* - “Energy” is a real thing--not just some vague term--almost like a power or substance that causes objects to move, speed up, or slow down. This power or substance can be

transferred between objects when they collide. Thinking about the world in terms of energy helps us to make sense of how and why things speed up and slow down.

## **Grade 5**

*Web of Life* - The food materials and energy that our bodies use for growth ultimately come from plants. Plants in turn derive their materials from air, water, and soil and their energy from the sun. Thus in a very real way, our bodies come from the earth and the sun. And when we die, decomposers return our materials and energy to the earth, to be used again by future organisms. The whole of nature forms the ecosystem.

*Watery Planet* - This unit helps students develop the idea that water is a profoundly important natural resource, but one which requires surprising ingenuity to find and maintain.

*Spaceship Earth* - This astronomy unit helps students develop a new perspective on the world they're standing on. They will be given evidence that the Earth beneath our feet is actually moving through space, both spinning on its axis, and traveling in a great orbit around the Sun. They will see how these movements account for the patterns we see in our sky (the paths of our Sun across the sky, the changing seasons, and the changing constellations). Accompanying us on this journey are the Moon and planets, which the students will observe have their own patterns of movement in the sky

*Chemical Magic* - This unit helps students develop the concepts of "substances" and "chemical reactions." Students see that chemical reactions enable us to make new materials by transforming the ones we have. The results of these reactions are interesting and sometimes profoundly useful.

Source: [Mystery Science Planning Guide](#)

# Social Studies

Social Studies is an important part of Eastern Christian's mission to recognize the world around us and to respond with a heart of love. Our students are taught that, although they are different from their classmates, those in their neighborhood, and those throughout the world, they are alike in that they are created beautifully by God as image bearers of Christ in a broken and sinful world. Students learn about their community, state and country and the important role they play as a citizen. In obtaining a deeper understanding of the world, students are better equipped to love, serve and share the good news of Jesus Christ with others.

## Kindergarten

*Social Studies Alive! Me and My World* explores relationships that students have with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.

### **Curriculum Resource**

*TCi: Me and My World*

## Grade 1

*Social Studies Alive! My School and Family* introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.

### **Curriculum Resource**

*TCi: My School and Family*

## Grade 2

*Social Studies Alive! My Community* teaches students the basics of American history, geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills.

### **Curriculum Resource**

*TCi: My Community*

## **Grade 3**

*Social Studies Alive! Our Community and Beyond* broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

### ***Curriculum Resource***

*TCi: Our Community & Beyond*

## **Grade 4**

*Social Studies Alive! Regions of our Country* presents five regions of the United States through the lens of four social sciences—economics, geography, political science, and history. Students also complete a research project about one of the United States. A culminating project is the fourth grade state fair.

### ***Curriculum Resources***

*TCi: Regions of Our Country / NJ*

## **Grade 5**

*History Alive! The Ancient World* introduces students to the beginnings of the human story. As students explore the great early civilizations of Egypt and the Near East, India, China, Greece, and Rome, they discover the secrets of these ancient cultures that continue to influence the modern world. The fifth grade curriculum covers not only the history, but also the geography, religions and cultures of the various peoples of the past and present.

### ***Curriculum Resource***

*TCi: The Ancient World*

Source: [teachtci.com](http://teachtci.com)