HIGHLAND CHRISTIAN SCHOOL

Academic Power Standards

A Power Standard is defined as skill or content that has:

1. **Endurance** – relevance through a student’s lifetime;

2. **Leverage** – knowledge or skills used in multiple academic disciplines;

3. **Essentiality** – knowledge or skills necessary for success in the next grade level.

**KINDERGARTEN**

Kindergarten ELA Power Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Identify upper and lower case letters | Know the sounds of each letter | Blend the beginning, vowel and ending sounds | Recognize sight words | Retell beginning, middle and end of story with characters, setting and events | Tell main idea and details of story | Find title, author, and illustrator and tell why they are in the books | Write different kinds of sentences with correct punctuation and spacing | Write upper and lower case letters correctly moving from left to right and top to bottom | Improve listening and speaking skills in large and small groups. |
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Kindergarten Math Power Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Master Calendar Skills | Write and count numbers to 100 | Understand ≥, ≤, and = | Solve + and – problems within 10 | Understand place value through 100’s | Count by 2’s, 5’s, and 10’s to 100 | Compare 2D and 3D shapes | Use positional words to locate objects and shapes | Compare length, capacity, weight, and temperature | Decompose numbers 1-20 |
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**FIRST GRADE**

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| NAME |  | First | Grade | ELA | Power | Standards |  |  |  |  |
|  | Master single syllable words and rhyming words | Learn all phonics rules, vowel patterns and blends | Read with accuracy and fluency | Recognize sight words | Retell beginning, middle and end of story with plot and characters | Tell main idea and details of story | Compare/ Contrast, predict outcome, Author’s purpose | Write sentences with capitals, punctuation  Parts of speech | Writing process – develop main idea and supporting sentences | Improve listening and speaking skills in large and small group |
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| NAME | First | Grade | MATH | Power | Standards |  |  |  |  |  |
|  | Count to 100 by 1’s, 5’s, 10’s | Understand place value in 2 digit numbers | Solve + and – facts and story problems to 20 with 2 or 3 whole numbers | Add 1 and 2 digit numbers | Find rule of number patterns using +,- within 100 | Know defining and non-defining attribute of shape ½ and ¼ | Tell time to hour and half hour | Know value of penny, nickel, and dime | Use non-standard unit to measure length | Collect data, make chart, ask and answer questions about data |
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**SECOND GRADE**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Second | Grade | ELA | Power | Standards |  |  |  |  |
|  | Master multi-syllabic words: contractions, compounds and possessive nouns. | Read with accuracy and fluency. | Read and use correctly 2nd grade high frequency words. | Use text features and content to explain plot, character, main idea and details. | Use text features & content to predict outcome – compare and contrast. | Write complete sentences using correct punctuation and parts of speech. | Write a logical paragraph giving information or an opinion with supporting facts and details. | Participate in conversations by listening and responding in respectful ways. |  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Second | Grade | MATH | Power | Standards |  |  |  |  |
|  | Add and Subtract fluently within 100. | Use place value understanding to solve number sentences, number patterns, and comparisons. | Solve word problems and real world problems using learned strategies. | Use inch, foot, yard, centimeter, and meter to measure objects accurately. | Tell time on an analog and digital clock to the nearest 5 minutes using AM and PM. | Count pennies, nickels, dimes, and quarters in combinations. | Create, read, and use the information on bar graphs and pictographs. | Count by 1, 2, 5, 10, and 100 to 1,000. | Read and write numbers to 1,000 in words, number models, standard and expanded form. |
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**THIRD GRADE**

Third Grade Math Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Understand a fraction shows part of a whole, find equivalent fractions and show them on a number line. | Show fluency with multiplication facts 0 to 10. | Use models that show the concepts of multiplication and division. | Solve real world problems involving addition, subtraction, multiplication and division | Use shapes and understand that shapes can share attributes which define a larger category | Tell time to the nearest minute and sove real world problems involving time intervals | Find the area and perimeter of rectangles and other polygons | Create a scaled graph and tables to represent a data set. |
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Third Grade ELA Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Use reading skills to build fluency and comprehension | Ask and answer questions to show understanding of a text | Find the main idea of a text and explain key details | Locate information and get meaning from non-fiction text | Use content specific words to build vocabulary | Use the writing process to write for different purposes and audiences | Write complete sentences with correct grammar and punctuation | Discuss 3rd Grade topics building on ideas of self and others |
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**FOURTH GRADE**

Fourth Grade ELA Power Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | Referring to details and drawing inferences from text. | Paraphrase or retell main events in a variety of genres; identify theme with evidence. | Describe character, setting, event in a story or play using details; show how details impact plot. | Compare and contrast point of view; differen-tiate narrators. | Apply knowledge of text features – locate information and gain meaning from charts, graphs, etc. | Distinguish fact from opinion; explain how author uses reasons & evidence for support. | Apply context clues (word, phrase) and text features (chart, font, headings) to determine meaning. | Apply the writing process. | Engage effectively in a variety of collaborative discussions |
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Fourth GRADE Math Power Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Read, write and use models for numbers up to 100,000 + equivalent forms. | Express whole numbers, fractions, mixed numbers and improper fractions. | Tenths & hundredths in decimal notation. Fraction & decimal equivalents for ½’s and ¼’s. | Multiply & explain strategies for numbers up to 4 digits. | Divide & explain strategies for quotients up to 4 digits; explain relationship between division and multi-plication. | Solve real world problems distinguish-ing between multiplying and adding; use symbols for unknown numbers. | Identify & describe rays, angles, perpendic-ular & parallel lines; use appropriate tools – ruler, straight edge, tech. | Know, express and record units of measurement. | Use area and perimeter formulas to solve problems and find area of complex shapes. | Formulate questions that can be addressed with data; use surveys, tables, line plots and bar graphs. |
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**FIFTH GRADE**

Fifth Grade ELA Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Apply the writing process to create a persuasive composition. | Apply the writing process to create an informative composition. | Apply the writing process to create a narrative composition. | Build and use content specific words and phrases. | Read and comprehend a variety of fiction and non-fiction literature. | Use quotes, characters, and details in a text to draw inferences and determine theme within a fictional text. | Use quotes, text features, and details in a text to determine two or more main ideas in a non-fiction text. | Demonstrate understanding of English grammar rules and use them appropriately. | Reflect and respond to specific questions demonstrating both listening and speaking skills | Summarize and present information on a topic or text in an organized manner utilizing both written and oral formats. |
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Fifth Grade Math Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Multiply multi-digit whole numbers | Find and explain whole-number quotients & remainders w. 4 digit dividents & 2 digit divisors | Add & subtract fractions and mixed numbers with unlike denomin-ators | Multiply & divide fractions by fractions & whole numbers | Evaluate & solve real world problems | Identify & classify quadrila-terals & triangles | Convert among different sized standard measure-ment units | Use formulas for the area of triangles & parallel-grams & the volume of right rectangular prisms | Use measures of center: mean, median, mode & range |  |
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**JUNIOR HIGH – GRADES 6, 7 AND 8**

Sixth Grade Social Studies Content Standards

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Students will explore and describe historical eras including Mesopotamia, Egypt, the Greek and Roman empires, the medieval period and the eastern and western Roman empires, ending with the expansion of European Russia. | Students will explore and describe  the early muslim and European civilizations leading to the discovery of America. | Students will analyze chronological thinking, vocabulary and skills, and analyze cause-effect relationships in history. | Students will compare and contrast major forms of government through each historical era, and compare citizenship through those civilizations. | Students will analyze geography of the land where these different civilizations inhabited and its effects on the people who lived there. | Students will analyze, describe and compare economic systems of early civilizations and their contributions to economic systems in our local communities. | Students will analyze current events and the connection to these early civilizations. |  |  |  |
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7th Grade Geography Content Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Students will describe, compare and contrast the historical origins of major religions, including the important of Christianity on our world. | Students will explain the rise, contributions and decline of Chinese Dynasties, and how Japan became independent of Chinese influences. | Students will describe the institution of slavery in its various forms and analyze the impact slavery had on different civilizations. | Students will analyze and explain European colonization of Africa, Asia and the Southwest Pacific and evaluate the impact on the indigenous peoples. | Students will create and compare timelines that identify major people and events in the history of Africa, Asia and the Southwest Pacific. | Students will compare and contrast routes to independence from colonial rule in Africa, Asia and the Southwest Pacific. | Students will define citizenship and compare the citizen’s role in Africa, Asia and the Southwest Pacific and define “human rights” and its place in these societies. | Students will analyze the geography of these continents and evaluate its place in the lives of people from Africa, Asia and the Southwest Pacific. | Students will trace the development of economic systems including traditional, command, market and mixed economies. | Students will compare and contrast the Gross Domestic Product of the countries around the world. |
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Eighth Grade History Content Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Students will identify the major Native Ameri-can Indian groups of North America and describe early conflict | Students will compare European coloni-zation in North America | Stu-dents will explain the eventual British take-over and colon-ization of the colonies in North America | Students will analyze the Revolution-ary War, and the founding of the United States, National Expansion and Reform period, The Civil War and ending with the Recon-struction Period. | Students will explain essential ideas of constitutional government, extensively working on the Constitution of the United States and what it means today. | Explain separation of power, delegated, reserved and concurrent powers of our government | Students will analyze the United States Constitution and the Indiana Constitution and see how they relate to each other. | Student will recognize the rights and responsibilities of citizenship in the United States. | Students will evaluate how geography has influenced the forming of the United States. | Students will examine how federal, state and local governments are involved in the economy of the united States. | Students will relate how new technology and inventions changed the way U.S. citizens viewed business. | Students will examine the banking system in the U.S., examine the importance of borrowing and credit and compare job skills needed in different eras of American history. |
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Sixth, Seventh and Eighth Grades Social Studies Literacy Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Students will read and comprehend history/social studies texts appropriate for grades 6-8 and write over a variety of time frames for discipline-specific tasks. | Students will cite specific textual evidence to support analysis, identify primary and secondary sources, and identify key steps in different processes related to history. | Students will determine the meaning of vocabulary words and determine author’s purpose in their texts. | Students will integrate visual information like charts, graphs, photographs, videos, or maps with other information in print and digital texts. | Students will distinguish among fact and opinions and compare/contrast the same topic in a primary and secondary source. | Students will write arguments focused on specific content related to concurrent studies. | Students will plan and develop, draft and revise writing with guidance from peers and adults. | Students will use technology to produce and publish writing in a clear and efficient format. | Students will conduct short research assignments and tasks to answer questions related to United States history. | Students will collect information from multiple sources, assessing accuracy of each source while avoiding plagiarism and following standard formats of citations. |

Sixth Grade ELA Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Infer and draw conclusions about  themes and central ideas | Cite textual evidence to support ideas and inferences | Comprehend and connect fiction and nonfiction texts | Understand and identify the elements of plot | Identify author’s purpose | Use context clues to determine the meaning of words and phrases | Recognize and apply proper use of pronouns. | Use commas correctly | Write 5-8 sentence paragraphs using simple, compound, and complex sentences |  |
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Seventh Grade ELA Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Identify structural elements and organization of a text | Cite textual evidence connecting ideas between texts | Determine  author’s perspective and purpose in a text | Recognize and interpret figures of speech | Identify meaning and themes in poetry | Write argumentative essay using evidence to support claims | Conduct and write a research paper based on a research question | Write simple, compound, complex, and compound-complex sentences recognizing run-ons and sentence fragments. | Use proper punctuation |  |
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EighthGrade ELA Standards

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Identify structural elements and organization of a text. | Cite textual evidence. | Comprehend and synthesize fiction and nonfiction  texts. | Analyze author’s purpose. | Use context clues to determine the meaning of words and phrases. | Recognize and apply proper grammar. | Know and use accurate punctuation to very syntax. | Discuss, collaborate, and present information. | Identify meanings and themes in poetry. | Write simple, compound, complex, and compound-complex sentences—making sure to avoid run-ons and fragments. |
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Sixth Grade Math Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Understand rational numbers and be able to compare and order them | Perform all operations with fractions | Perform all operations with decimals. | Be able to convert between decimals, fractions and percents. | Be able to writ and solve one-step equations and inequalities. | Understand cooerdinate plane and be able to graph. | Be able to find area, surface area and volume. | Select, create, and interpret graphical representations of numerical data (line plots, historgrams, box plots, bar and line graphs) | Understand the integer number system. (Be able to put them on a number line, know absolute values, represent in real world situations.) | Given a set of data, be able to determine measure of central tendency (mean, median, mode) and spread (range). |
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Seventh Grade Math Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Understand rational and irrational numbers and compare and plot them on a number line. | Perform all operations with integers. | Use propor-tional relation-ships, including percents, to solve problems. | Compute with rational numbers | Solve equations and inequalities using the properties of operations. | Understand and find slope. Graph a line given slope and a point. | Understand angle pairs (vertical, adjacent, complementary, supplementary) and draw a triangle with given conditions and 3 measures | Know and use formulas for area, circumference, and surface area. | Find, use, and interpret measures of center. Compare 2 sets of data represented in line plots or box plots. | Understand and find probability. |
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Pre-Algebra Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME | Understand and use scientific notation | Understand and apply properties of exponents to simplify expressions | Write and solve multi-step equations (including one solution, no solution and infinite solutions) | Identify all parts of y=mx+b and be able to graph using this form | Identify, define and describe attributes of 3D geometric objects. | Understand and apply the Pythagorean Theorem | Understand similarity and congruence of 2D figures | Describe the effect of transormations (dilations, reflections, rotations and translations) | Construct and interpret scatter plots. Write and equation to describe the line of best fit. | Find the probablility of compound events. |
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| **Junior High Science Power Standards** | | | | | | | | | |  |
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| The first four power standards are "process" standards from the Indiana State Standards. Process standards | | | | | | | | | |  |
| are ongoing learning objectives that never really stop, the difficulty is just increased as the students | | | | | | | | | |  |
| progress through junior high. I have outlined how each of these standards will be implemented at each | | | | | | | | | |  |
| grade level. Standards 5-10 are content standards. Content standards will assess how well a student can | | | | | | | | | |  |
| learn the material and then in some cases apply the material in novel situations. | | | | | | | | | |  |
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| **6th Grade Power Standards** | | |  |  |  |  |  |  |  |  |
| **Process Standards** | | | | **Content Standards** | | | | | |  |
| **Standard 1** | **Standard 2** | **Standard 3** | **Standard 4** | **Standard 5** | **Standard 6** | **Standard 7** | **Standard 8** | **Standard 9** | **Standard 10** |  |
| Students can | Create, control | Learn basics | Make graphs | Charactoristics | Use earth's | Know the comp | Know and show | Understand | Define & |  |
| use scientific | and conduct | of the EDP | and data | & needs of | tilt & sun to | of the earth and | that photosyn | symbiosis and | follow energy |  |
| tools | experiments |  | tables | living things | determine | theory of plate | is the base for | adaptations | flow through |  |
|  |  |  |  |  | the season | techtonics | all living things |  | food webs |  |
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| **7th Grade Power Standards** | | |  |  |  |  |  |  |  |  |
| **Process Standards** | | | | **Content Standards** | | | | | |  |
| **Standard 1** | **Standard 2** | **Standard 3** | **Standard 4** | **Standard 5** | **Standard 6** | **Standard 7** | **Standard 8** | **Standard 9** | **Standard 10** |  |
| Creating | Create, control | Use EDP in a | Read and | Know and apply | Know the | Know and apply | Memorize and | Know simple |  |  |
| Scientific | and conduct | creative | describe | Newton's Laws | basics | 3 states of matter | recreate cell | genetics and |  |  |
| Questions | experiments | way to solve | graphs & | of Motion | of cells |  | division | use to predict |  |  |
|  |  | problems | data tables |  |  |  |  |  |  |  |
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| **8th Grade Power Standards** | | |  |  |  |  |  |  |  |  |
| **Process Standards** | | | | **Content Standards** | | | | | |  |
| **Standard 1** | **Standard 2** | **Standard 3** | **Standard 4** | **Standard 5** | **Standard 6** | **Standard 7** | **Standard 8** | **Standard 9** | **Standard 10** |  |
| Use math- | Create, control | Use EDP in a | Analyzing | Germ theory | Know Atom | Use law of C. of | Electricity and | Use lewis dot | Natural |  |
| & comp- | and conduct | creative | and |  | & periodic | mass to balance | simple circuits | to model | selection |  |
| utational | experiments | way to solve | Interpreting |  | table basics | chemical |  | simple |  |  |
| thinking |  | problems | data |  |  | equations |  | compounds |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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| **Process Power Standard Explanations** | | | | | | | | | |  |
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| **Process Power Standard 1** | | | | | **Process Power Standard 2** | | | | |  |
| 6th: S1 |  |  |  |  | 6th-8th: S2 |  |  |  |  |  |
| Students will learn to accurately measure and weigh objects. Students | | | | | Students will create experiments, design and control variables and | | | | |  |
| will learn to use a variety of sceince related tools and objects. | | | | | then accurately conduct the experiment and collect quality data | | | | |  |
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|  |  |  |  |  |  |  |  |  |  |  |
| 7th: S1 |  |  |  |  |  |  |  |  |  |  |
| Students will be given a senario or phenomenon to look at. They will | | | | |  |  |  |  |  |  |
| then create a list of sciencetific questions that could be studied, based | | | | |  |  |  |  |  |  |
| on the senario or phenomenon. They must be quantifiable and testable | | | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 8th: S1 |  |  |  |  |  |  |  |  |  |  |
| Students will use mathmatics to predict future events, and will use | | | | |  |  |  |  |  |  |
| mathmatics to assess how well something performed. Students will | | | | |  |  |  |  |  |  |
| also think computationally through coding | | | | |  |  |  |  |  |  |
| **Process Power Standard 3** | | | | | **Process Power Standard 4** | | | | |  |
| 6th: S3 |  |  |  |  | 6th: S4 |  |  |  |  |  |
| Students will be exposed to the engineering design process (EDP) and | | | | | Students will use data to create a data table, students will use tables to | | | | |  |
| memorize it. Students will begin using the EDP to solve problems in | | | | | create graphs, students will use graphs to create tables. Axis, labels, | | | | |  |
| a creative yet systematic way | | | | | titles and scale must all be completed properly | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 7th: S3 |  |  |  |  | 7th: S4 |  |  |  |  |  |
| Students will build on 6th grade by continuing to use the EDP in more | | | | | Students will read graphs and tables to answer questions about them. | | | | |  |
| complex and novel situations. Students will begin to document their | | | | | Students will describe the graph in detail using both scales and | | | | |  |
| work in a more detailed way | | | | | description of the shape of the trend | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 8th: S3 |  |  |  |  | 8th: S4 |  |  |  |  |  |
| Students will build on 7th grade by continuing to use the EDP in more | | | | | Students will dig into what a graph has to say. Analyzing it for information | | | | |  |
| complex and novel situations. Students will continue to document | | | | | that can be helpful in making decisions. Students will also learn to | | | | |  |
| in greater detail and quality | | | | | think about and ponder the causes of the data. | | | | |  |

**6th Grade Bible Content & Literacy Standards**

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| --- | --- | --- | --- | --- |
| **Content Standard** | **Does not meet expectation yet** | **Meets expectation with assistance** | **Meets expectation** | **Exceeds expectation** |
| Student knows **KEY** Biblical characters:  Adam, Eve, Cain & Abel, Noah, Abraham, Sarah, Isaac, Jacob &  Esau, Joseph, Pharaoh, Moses, Joshua, Israelites |  |  |  |  |
| Student knows **KEY** Biblical places:  Garden of Eden, Sodom and Gomorrah, Egypt, Canaan, Jericho |  |  |  |  |
| Student knows **KEY** Biblical events:  Creation, Fall, Flood, Abraham’s journey, Abraham & Isaac,  Jacob’s deceit, Joseph in Egypt, 10 plagues, Exodus, Red Sea,  10 Commandments, Wilderness, Conquest of Canaan |  |  |  |  |
| Student can explain relationships between characters and /or events. |  |  |  |  |
| Student knows how the Bible is organized:  -identifies where KEY events and characters are located in the Bible |  |  |  |  |
| Student knows how to read the Bible:  -uses understanding of the passage’s purpose to determine meaning  -uses characteristics of genre to determine meaning |  |  |  |  |
| Student understands what the Bible teaches about God:  -uses Bible stories to describe the attributes of God |  |  |  |  |
| Students understands what the Bible teaches about God’s world:  -describes what creation teaches about God  -defends Biblical concept of stewardship |  |  |  |  |
| Student understands what the Bible teaches about God’s people:  -explains concept of being image bearers  -explains how sin has alienated people from God and each other  -explains God’s plan of salvation  -explains the idea and implications of a covenant relationship |  |  |  |  |
| Student understand what the Bible teaches about truth:  -defends the Bible as the infallible Word of God  -defends the Bible as a guide for faith and behavior  -understands the Biblical concept of grace |  |  |  |  |
| Student can apply Biblical teaching to life and learning:  -adopts disciplines conducive to growing in faith  -respects and loves him/herself as an image bearer of God  -demonstrates servant leadership  -examines values and practices from a Biblical perspective  -applies Biblical principles of conflict resolution |  |  |  |  |
| **Literacy Standard** |  |  |  |  |
| Student reads and comprehends Biblical text. |  |  |  |  |
| Student cites specific textual evidence to support statements or arguments. |  |  |  |  |
| Student determines the writer’s purpose in the text. |  |  |  |  |
| Student determines the meaning of Biblical words through the text. |  |  |  |  |
| Student understands and uses charts, maps, diagrams, and graphs to increase understanding of the text. |  |  |  |  |
| Student writes to express understanding of the Biblical text or to express their faith. |  |  |  |  |
| Student writes to inform about the Biblical text or about their faith. |  |  |  |  |
| Student writes to persuade others to come to faith. |  |  |  |  |
| Student plans and develops, drafts and revises writing with guidance from peers and adults. |  |  |  |  |
| Student uses technology to produce and publish writing in a clear and efficient format. |  |  |  |  |

**7th Grade Bible Content & Literacy Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Standard** | **Does not meet expectation yet** | **Meets expectation with assistance** | **Meets expectation** | **Exceeds expectation** |
| Student knows **KEY** Biblical characters:  Saul, David, Solomon, Elisha, Elijah, kings of Israel & Judah, Jeremiah, Isaiah, Micah, Amos, Jonah, Hosea |  |  |  |  |
| Student knows **KEY** Biblical places:  Judah, Israel, Mount Carmel, Babylon, Assyria, Nineveh |  |  |  |  |
| Student knows **KEY** Biblical events:  David’s reign, Solomon’s Temple building, Elijah’s & Elisha’s miracles, Ahab’s disobedience, Jehu’s massacre, Josiah’s faithfulness, fall of Israel Judah, Jonah & Nineveh |  |  |  |  |
| Student can explain relationships between characters and /or events. |  |  |  |  |
| Student knows how the Bible is organized:  -identifies where KEY events and characters are located in the Bible |  |  |  |  |
| Student knows how to read the Bible:  -uses understanding of the passage’s purpose to determine meaning  -uses characteristics of genre to determine meaning |  |  |  |  |
| Student understands what the Bible teaches about God:  -uses Bible stories to describe the attributes of God |  |  |  |  |
| Students understands what the Bible teaches about God’s world:  -describes kingdom responsibilities  -defends Biblical concept of stewardship/leadership |  |  |  |  |
| Student understands what the Bible teaches about God’s people:  -explains concept of being God’s people/prophets, priests, kings  -explains how sin has alienated people from God and each other  -explains God’s plan of salvation  -explains the idea and implications of a covenant relationship |  |  |  |  |
| Student understand what the Bible teaches about truth:  -defends the Bible as the infallible Word of God  -defends the Bible as a guide for faith and behavior  -understands the Biblical concept of grace |  |  |  |  |
| Student can apply Biblical teaching to life and learning:  -adopts disciplines conducive to growing in faith  -respects and loves him/herself as an image bearer of God  -demonstrates servant leadership  -examines values and practices from a Biblical perspective  -applies Biblical principles of conflict resolution |  |  |  |  |
| **Literacy Standard** |  |  |  |  |
| Student reads and comprehends Biblical text. |  |  |  |  |
| Student cites specific textual evidence to support statements or arguments. |  |  |  |  |
| Student determines the writer’s purpose in the text. |  |  |  |  |
| Student determines the meaning of Biblical words through the text. |  |  |  |  |
| Student understands and uses charts, maps, diagrams, and graphs to increase understanding of the text. |  |  |  |  |
| Student writes to express understanding of the Biblical text or to express their faith. |  |  |  |  |
| Student writes to inform about the Biblical text or about their faith. |  |  |  |  |
| Student writes to persuade others to come to faith. |  |  |  |  |
| Student plans and develops, drafts and revises writing with guidance from peers and adults. |  |  |  |  |
| Student uses technology to produce and publish writing in a clear and efficient format. |  |  |  |  |

**8th Grade Bible Content & Literacy Standards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Standard** | **Does not meet expectation yet** | **Meets expectation with assistance** | **Meets expectation** | **Exceeds expectation** |
| Student knows **KEY** Biblical characters:  Mary, Joseph, Pilate, key disciples, Gospel writers, Jesus, Saul, Paul, Jewish religious leaders (Pharisees, Sadducees) |  |  |  |  |
| Student knows **KEY** Biblical places:  Judea, Galilee, Samaria, Sea of Galilee, Jordan River, Jerusalem |  |  |  |  |
| Student knows **KEY** Biblical events:  Jesus’ birth, ministry events, death, resurrection, ascension, Pentecost, Paul’s conversion, John’s vision in Revelation |  |  |  |  |
| Student can explain relationships between characters and /or events. |  |  |  |  |
| Student knows how the Bible is organized:  -identifies where KEY events and characters are located in the Bible |  |  |  |  |
| Student knows how to read the Bible:  -uses understanding of the passage’s purpose to determine meaning  -uses characteristics of genre to determine meaning |  |  |  |  |
| Student understands what the Bible teaches about God:  -uses Bible stories to describe the attributes of God |  |  |  |  |
| Students understands what the Bible teaches about God’s world:  -defends Biblical concept of restoration/renewal |  |  |  |  |
| Student understands what the Bible teaches about God’s people:  -explains concept of being in the family of God  -explains how sin has alienated people from God and each other  -explains God’s plan of salvation  -explains our role in God’s kingdom building  -explains the idea and implications of a covenant relationship |  |  |  |  |
| Student understand what the Bible teaches about truth:  -defends the Bible as the infallible Word of God  -defends the Bible as a guide for faith and behavior  -understands the Biblical concept of grace |  |  |  |  |
| Student can apply Biblical teaching to life and learning:  -adopts disciplines conducive to growing in faith  -respects and loves him/herself as an image bearer of God  -demonstrates servant leadership  -examines values and practices from a Biblical perspective  -applies Biblical principles of conflict resolution |  |  |  |  |
| **Literacy Standard** |  |  |  |  |
| Student reads and comprehends Biblical text. |  |  |  |  |
| Student cites specific textual evidence to support statements or arguments. |  |  |  |  |
| Student determines the writer’s purpose in the text. |  |  |  |  |
| Student determines the meaning of Biblical words through the text. |  |  |  |  |
| Student understands and uses charts, maps, diagrams, and graphs to increase understanding of the text. |  |  |  |  |
| Student writes to express understanding of the Biblical text or to express their faith. |  |  |  |  |
| Student writes to inform about the Biblical text or about their faith. |  |  |  |  |
| Student writes to persuade others to come to faith. |  |  |  |  |
| Student plans and develops, drafts and revises writing with guidance from peers and adults. |  |  |  |  |
| Student uses technology to produce and publish writing in a clear and efficient format. |  |  |  |  |