CURRICULUM MAP K-5

	K	1	2	3	4	5
CHRISTIAN STUDIES						
VISION	The purpose of the Christian Studies program at TFA is to provide an academic environment for students to know God through Jesus Christ and to grow in their faith. It is our belief that God is a personal God who reveals to humanity His nature, purpose in history, and love for all creation. At the center of our faith is the crucified and risen Jesus Christ and our belief that "…the Son of God became a man so that humanity could become children of God" (Mere Christianity, Lewis, C.S. (1943). The purpose of the Bible curriculum is to provide the framework for a study of God's Word, and allow students to apply Biblical principles and examples to the choices and issues they face each day. The focus of the intentional classroom instruction consist of a) knowledge of the Bible, b) application of Scripture, and c) discernment to think and reason from a Biblical worldview. The ultimate goal is to help students formulate a Christ-centered biblical worldview. (Col. 2:8)					
STANDARDS	What a TFA student will know and be able to do in Bible: Gain an in-depth understanding of character and demonstrate an understanding of its importance in everyday life • Learn to apply Scripture directly to his/her own life situations through application principles • Understand the value the Lord places on each individual • Demonstrate an understanding and realization of the need to live a life of purity and wholeness in order to gain freedom to learn all that God has planned • Demonstrate an internalization of The First Academy's Mission statement "…service before self and participation as a way of life" by actively engaging in service to the community • Value the reading, memorization and understanding of Scripture and demonstrate the ability to apply its truth to his/her life situations • Examine the nature of God through the teaching of Scripture • Explain God's desire for a personal relationship through Jesus Christ • Develop biblical literacy and knowledge of the Christian faith • Apply Christian practices to his/her life (prayer, Bible-study, fellowship, worship, evangelism, and service) • Discern the competing worldviews that compete for his/her attention and loyalty • Defend the biblical and historic Christian faith in a pluralistic marketplace of ideas • Demonstrate understanding of God's Truth in Veritology, Science and History					
TOPICS	Worldview—Wisdom: 1. God is truth and always tells us what is right and true 2. God is the only true and almighty God. 3. God is God the Father, God the Son, and God the Holy Spirit. 4. God is the Creator. * Bible Survey—a God's Good Plan--The Story of the Creation, the Fall, and God's Plan for Redemption: 1. The Creation and the Fall 2. Noah 3. Abraham 4. Isaac 5. Jacob 6. Joseph	Worldview—Fellowship: 1. God created people to be His children and to praise His glory. 2. God created people to need Him for everything. 3. Sin causes separation and disharmony between people and God. 4. Jesus died to restore fellowship and harmony between people and God. * Bible Survey—God's Special People--The Calling and Forming of the Hebrew Nation: 1. Review of God's good plan 2. Moses and the Exodus 3. Joshua and the Conquest of Canaan 4. The Period of the Judges	Worldview—Image-Bearing: 1. God created people in His image. 2. God placed a crown of glory and honor on each of His image-bearers. 3. Sin causes disharmony within each of God's image-bearers. 4. Jesus died to restore harmony within each of God's image-bearers. * Bible Survey—God's Chosen Kings--The Kings of the United Hebrew Nation: 1. Review of God's Good Plan 2. Review of God's Special People 3. Samuel and King Saul 4. King David 5. King Solomon	Worldview—Servanthood: 1. God created His image-bearers to love and serve one another 2. God made the family and nation in which His image-bearers are to live and serve each other 3.Sin causes disharmony among God's image-bearers 4. Jesus died to bring His image-bearers into a new family and nation of harmony called God's church* Bible Survey -God's Brave Messengers-The Prophets' Message to the Divided Hebrew Nation:1. Review of God's Good Plan, God's Special People, and God's Chosen Kings 2.The Kings and Prophets of the Northern Kingdom 3. The Kings and Prophets of the Southern Kingdom 4. Life and Captivity and the Return to Judah	Worldview—Stewardship: 1. God holds His creation together by His power 2. God created His image-bearers to rule over His earth. 3. Sin causes disharmony between God's image-bearers and the earth 4. Jesus died to restore harmony between God's image-bearers and the earth * Bible Survey—God's Greatest Gift--The Life and Ministry of Jesus: 1. Review of God's Good Plan, God's Special People, God's Chosen Kings, and God's Brave Messengers 2. The Birth of Jesus 3. The Baptism and Temptation of Jesus 4. The Early Ministry of Jesus 5. The Later Ministry of Jesus 6. The Crucifixion of Jesus 7. The Resurrection	*Worldview—Worldview: 1. Introduction to Worldviews 2. The Biblical Christian Worldview 3. The Humanist Worldview 4. The New Age Worldview 5. The Islamic Worldview Bible Survey—God's New Family--The Birth and History of the Early Church: 1. Review of God's Good Plan, God's Special People, God's Chosen Kings, God's Brave Messengers, and God's Greatest Gift 2. The Birth of the Church 3. The Early Growth and Persecution of the Church 4. Paul's Conversion and Missionary Journeys 5. Paul's Arrest, Trials, and Imprisonment 5. An Introduction to Selected Epistles
LANGUAGE ARTS						
VISION	As a result of Language Arts education at The First Academy, students are exposed to many forms of literature: Christian fiction, apologetic writing, secular novels, historically-based literature, historical documentation, prose, poetry, personal narratives, and a wide array of children's literature. The systematic targeting of organizational skills, analytical thinking, and editing skills woven throughout the Language Arts curriculum enhances student success. Discernment for God's Truth is taught formally and informally within the Language Arts discipline. Students evaluate literature and accompanying forms of written communication on the basis of the Truth, and gain a deeper understanding and application of Biblical Truths. The First Academy's objective is to prepare Christian leaders who demonstrate curiosity, appreciation and a desire for learning. Students are academically challenged through specific academic standards and benchmarks and the incorporation of a variety of academic activities utilizing: a) research, b) critical thinking/discernment, c) application of knowledge, d) evaluation of performance, and e) solution finding/problem solving. Students actively engage in skills required in written and oral communication applicable for academic, business and creative environments. Students demonstrate clarity of thought, organization, unique voice, and accurate and articulate utilization of the English language. Students become "fearless writers". The TFA student is proficient within the Language Arts arena and applies the skills and strategies within other curriculum areas.					
STANDARDS	What a TFA student will know and be able to do in Language Arts: ***Reading:*** Demonstrate competence in the general skills and strategies of the reading process • Demonstrate familiarity with a variety of literary works of enduring quality including the truth of Scripture and its influence on literary forms and themes • Demonstrate competence in applying reading strategies to learn from specific types of informational texts and literature • ***Writing:*** Demonstrate competence in the general skills and strategies of the writing process: Overall Development: how well the writer communicates with the reader, shows awareness of the audience, task, and purpose for writing, and writes in the appropriate mode of discourse. Organization: the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs. Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece. Sentence Structure: completeness, correct usage, and variety of sophistication of sentences. Word Choice: specific vocabulary, freshness and vividness of language. Mechanics: the correct and effective use of spelling, punctuation and capitalization. Write with a command of the grammatical, mechanical and usage conventions of Standard Edited American English • Demonstrate competence in the stylistic and rhetorical aspects of writing • Demonstrate competence with a variety of types of essays including a) Narrative, b) Informative/ Descriptive, c) Expository, d) Persuasive, and e) Critical Thinking • Compile and present portfolio of written work • Gather and use information effectively for research purposes ***Speaking/Listening/Discussion:*** Demonstrate competence in speaking and listening as tools for learning • Demonstrate acquisition and application of discernment during oral communication • Demonstrate competence in the utilization and application of skills required in successful debate.					
TOPICS	*Reading: Phonemic awareness concepts • Connections between oral and written language • Concepts of print • Phonics, letter- sound correspondence • Word and sentence reading *Writing : Sound/symbol relationships • Pre-writing strategies • Spelling approximations • Beginning use of punctuation • Journal writing • Class experience charts • Sentence writing *Handwriting: Introduction of manuscript • Development of eye-hand coordination, small and large muscles via cross-curricular activities *Oral Language (Speaking, Listening, Discussion): Conflict resolution activities designed to utilize the appropriate use of language to solve problems and express feelings • Memorization of songs, poetry, plays, and Bible verses • Identification of the meanings of spoken words (vocabulary) • Utilization of basic speaking vocabulary • Demonstration of listening for specific information • Determination of meaning from spoken language and stories	*Reading: Demonstration of phonemic awareness focusing on decoding and encoding skills and proficiency in sight words • Demonstration of the ability to read themed literature, phonetic stories, and non• fiction texts with an emphasis on phonics skills, comprehension strategies, and vocabulary *Writing: Introduction to theNarrative and Expository styles of essay writing • Utilization of proper punctuation, capitalization, parts of speech, word forms, and spelling based on phonics patterns • Demonstration of organization of main ideas and details in writing assignments *Handwriting: Manuscript focusing on proper formation *Oral Language (Speaking, Listening, Discussion): Memorization of Bible verses • Presentation of both written and oral projects • Demonstration of the ability to follow instructions • Identification of details in oral stories	*Reading: Application of reviewed phonics skills • Application of word study skills • Demonstration of the emphasis on fluency, comprehension strategies and skills and vocabulary development • Demonstration of the ability to read and comprehend tall tales, fairy tales, multicultural folk tales, realistic folk tales, realistic fiction and non• fiction *Writing: Focus on developing the writing process• Daily integrated writing, spelling focus words and phonetic words • Focus on punctuation and capitalization • Recognizing word forms, sentence types and parts of speech • Introduction to three paragraphs essay • Introduction to the six criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f)Mechanics *Handwriting: Demonstration of mastery in the ability to successful to write using manuscript • Introduction of cursive writing *Oral Language (Speaking, Listening, Discussion): Memorization of Bible verses • Presentation of both written and oral book reports and researcher projects • Demonstration of the ability to follow instructions • Identification of details in oral stories	*Reading: Demonstration of successful Word study skills • Effective application of phonics skills • Demonstration of fluency and accuracy • Application of a variety of comprehension strategies • Introduction to strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context • Utilization of thematic literature units: American Hero• Biography *Writing • Continuation offocus on the further development of the writing process • Introduction to editing • Application of spelling strategies • Recognizing word forms, sentence types and parts of speech • Introduction to five paragraphs essay• Introduction to the Narrative Essay • Introduction to dictionary and thesaurus skills• Evaluation of written work using the six criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics *Handwriting: Development of daily competent utilization of cursive writing *Oral Language (Speaking, Listening, Discussion): Memorization of Bible verses • Presentation of both written and oral book reports and researcher projects • Demonstration of the ability to follow instructions • Identification of details in stories	*Reading: • Demonstration of successful Word study skills • Effective application of phonics skills • Demonstration of high rates of fluency and accuracy • Effective application of a variety of comprehension strategies • Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context • Introduction to Critical Thinking skills • Demonstration of effective dictionary and thesaurus skills • Thematic units include Survival, Risks and Consequences, Dollars and Sense, A Changing America, From Mystery to Medicine • Introduction to a variety of Biographies • Demonstration of strong comprehension skills with both Fiction and nonfiction texts *Writing: Continuation offocus on the further development of the writing process • Demonstration of editing techniques and strategies • Application of spelling strategies • Recognition of word forms, sentence types and parts of speech • Demonstration of the five paragraphs essay • Demonstration of competence with the Narrative Essay • Demonstration of effective utilization of dictionary and thesaurus skills • Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics *Oral Language (Speaking, Listening, Discussion): • Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations *Handwriting: Utilization of Legible cursive handwriting	*Reading: • Demonstration of successful Word study skills • Demonstration of high rates of fluency and accuracy • Effective application of a variety of comprehension strategies • Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context • Demonstration of application of Critical Thinking skills • Demonstration of effective dictionary and thesaurus skills • Introduction to a variety of literary genres • Demonstration of strong comprehension skills with both Fiction and nonfiction texts *Writing: Continuation offocus on the further development of the writing process • Demonstration of editing techniques and strategies • Application of spelling strategies • Recognition of word forms, sentence types and parts of speech • Demonstration of the five paragraphs essay • Introduction to the Informational Essay • Demonstration of effective editing strategies • Demonstration of effective utilization of Dictionary and Thesaurus skills • Evaluation of written work using the six criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics *Oral Language (Speaking, Listening, Discussion): Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations *Handwriting: Utilization of legible cursive handwriting
MATHEMATICS						
VISION	Mathematics is one tool by which we better understand God's precise, orderly, and sometimes mysterious creation. As a result of a mathematics education, students will value this tool and develop literacy in the use of mathematics. In seeking solutions students incorporate technology and problem solving skills. Developmentally appropriate instruction challenges and supports students by incorporating abstract thinking skills. Students experience abundant opportunities to reason mathematically and recognize the connection between mathematics to other disciplines. Students express an understanding of concepts using a variety of methods and media. (CHCA, 2004)					
STANDARDS	What a TFA student will know and be able to do in Mathematics: Understand and apply the concepts of: Number and Operation Sense • Patterns, Functions, Symbols, and Models • Geometry and Measurement • Data Analysis, Statistics, and Probability • Be mathematical problem solvers •Communicate mathematically • Identify connections within mathematics and to other subject areas • Apply mathematical representations to foster understanding of mathematics • Identify God's orderliness and mystery reflected in mathematics					
TOPICS	*Sorting *Patterning *Counting numbers *Writing numerals *Adding and subtracting single digit numbers *Shape recognition *Symmetry *Non-standard measurement*Telling time *Graphing data *Estimating *Problem-solving *Geometry *Measurement *Counting coins *Comparing sets *Calendar concepts	*Number Sense and Operations • Numbers to 500 • Greater than/ less than • Place value • Fractions • Problem solving using addition and subtraction • Algebraic equations and patterning * Data/Statistics • Reading Venn diagrams • Graphs and tables • Identifying outcomes *Geometry/ Measurement • Plane and solid shapes • Linear and liquid measurement • Telling time to 5 minutes • Money • Calendar • Weight • Temperature *Math Procedures • Symbolic notation • Addition and subtraction facts to 13	*Number Sense and Operations • Numbers to 1000 • Greater than/less than • Place value • Fractions to 1/8• Addition and subtraction with regrouping *Data/Statistics • Read and interpret tables and graphs • Identify outcomes *Geometry Measurement • Geometric shapes • Symmetry • Value of money and coins • Measuring length and temperature *Math Procedures • Addition and subtraction facts to 18 • Multiplication facts 0 to 5	*Number sense and operations *Patterns *Relationships *Beginning algebra *Data *Statistics *Probability *Geometry and measurement *Number facts *Computation with whole numbers and decimals *Conversion of measurements *Mastery of multiplication facts through 12 *Introduction of division *Basic problem solving and mental computation *Introduction of fractions and decimals	*Number Sense and Operations • Solve problems using estimation strategies *Patterns, Relationships and Algebra *Data, Statistics and Probability • Solve problems involving tables and graphs *Geometry and Measurement • Solve problems involving the concept of time and the concept of money • Computations with fractions, whole numbers, decimals • Multi- digit multiplication and division	* Understand prime and composite numbers *Factors *Multiples * Multiply/divide multi-digit whole numbers stating remainders as fractions/decimals *Apply divisibility rules *Decimal place value *Compare *Add *Subtract *Multiply decimals *Divide decimals by whole numbers *Divide fractions by whole numbers *Number theory *Measure length, mass, volume, area in metric and customary units which integrates with science *Compare and converts units of measurement *Classification of polygons *Determine perimeter of polygons *Find area of squares/triangles *Explore circles, radius, diameter, circumference, pi, congruency *Graphing, data analysis including comparison of mean, median, mode, range, ratio, proportion *Probability and statistics *Solve simple algebraic equations *Problem solving/estimation used throughout *Consistent review of previous concepts and practice of computation
SCIENCE						
VISION	The TFA Science Curriculum provides an opportunity for the student to develop a grounded Biblical truth measured against his/her observations of the natural world and its processes. Science is a method of inquiry founded upon the order of this natural world and the design of its Creator, and in addition, science is an ongoing process that is limited as an investigative tool. Students become responsible, independent, questioning, creative, and organized learners moving from curiosity to familiarity, then master of scientific skills, processes, concepts, and theories. Students explore the various disciplines of science through an organized progression of class presentations, hands-on activities, and laboratory investigations that emphasize scientific processes and develop critical thinking skills. Students recognize that science integrates with mathematics, technology, written language, consumer and career interests. Resulting from scientific knowledge, students come to acknowledge personal responsibility as stewards to care for humanity and conserve resources for the glory of GodWhat a TFA student will know and be able to do in Mathematics: Understand and apply the concepts of: Number and Operation Sense • Patterns, Functions, Symbols, and Models • Geometry and Measurement • Data Analysis, Statistics, and Probability • Be mathematical problem solvers •Communicate mathematically • Identify connections within mathematics and to other subject areas • Apply mathematical representations to foster understanding of mathematics • Identify God's orderliness and mystery reflected in mathematics					
STANDARDS	What at TFA student will know and be able to do in Science: Exhibit knowledge of historical development, and application of skills, concepts, and processes in: Scientific inquiry (the practice of science) • Physical science • Life science • Earth and Space science • Science and Technology • Exhibit an understanding of the unifying concepts and processes of science: Systems and organization • Rules of evidence • Models • Explanations • Role of measurement, change and equilibrium • Relationship between structure and function • Exhibit critical thinking skills to distinguish between fact, myth, and theory • Practice safe and appropriate use of scientific instruments, materials, equipment, and procedures • Communicate scientifically via various forms of oral and written discussions and/or presentations • Recognize that science is a human endeavor where people interpret scientific knowledge/evidence based on historical context and their personal worldview • Recognize the role science plays in the development of a Biblical Worldview regarding man's stewardship of the earth • Understand how general revelation and knowledge of science leads to a concept of the truth of God that corresponds with an authentic Biblical Worldview					
TOPICS	*Life Science • All about me •Lifecycles and in-class observation of caterpillars and incubation of chickens •*Earth Science • Locations of objects in the sky • Sources of energy • Seasons *Physical Science Observable properties of objects	*Life Science • Study of living and non-living things • Senses • Being created in God's image • Study of plants and animals focusing on how they grow and change • How needs are met Function of parts *Earth Science • Study of the relationship of the moon, sun and Earth • Weather and seasons • Natural resources • Caring for God's creation *Physical Science • Properties of and changes in matter • Force and motion • Magnets • Sound	*Life Science • Study of plants and living things including the life cycle • Categorizing animals, how their needs are met, and how they grow and change *Earth Science • Recognizing the changes on Earth, the Sun and its family *Physical Science • Study of matter and energy • The effects of light on objects *Science Processes • Use of observation skills, measurement instruments, and experimentation skills	*Life Science • Plant life cycle • Animal habitats and basic needs *Physical Science • Cycles on Earth and space • Forces in motion • States of matter • Energy • Nature of science • Hands-on experiments *Earth Science • Weather • Rock types • Natural verses unnatural changes	*Life Science • Studying vertebrates and invertebrates • Earth studies on soil, water cycle, and motion of Earth *Physical Science • Friction, energy and matter *Nature of Science • Understanding of light using hands-on experiments *Chemistry Introduces periodic table and chemical/physical change	*General Topics • Animal and plant life • Ecological aspects with water quality • Plant study looks at plant structure and functions *Life Science • Looks at characteristics & roles of organisms • Life cycle habitats and adaptations *Physical Science • Covers chemical elements, motion, predictions and conclusions *Earth Science • Integrates physical properties of matter in various states • Earth cycles and patterns *Method of Study • Includes questioning, data collection and experimentation
SOCIAL SCIENCE						
VISION	Students acquire an awareness and understanding of the world, its people, and its history and investigate ways the past may influence the future. Within the diverse range of Christian perspective students explore patterns of human and environmental interaction through history, geography, political science, economics, and current events aware of the interconnectedness of these disciplines. Just as Luke recognized the importance of firsthand accounts in understanding historical events: Luke 1:1-2, "Many people have done their best to write a report of things that have taken place from the beginning," so too, student learning in the social studies focuses on primary and secondary sources. Students apply Christian principles to examine past and present, local, state, national, and global events and explore cause and effect relationships. Students develop an appreciation for a personal heritage and cultural differences as they evaluate their role and responsibility as citizens in God's creation. Using multiple research techniques and mediums, students collect information then analyze, synthesize, and present this data in a variety of modes, including formal written and oral presentations. The availability of technology surrounds students and aids all facets of the research, learning, and presentation process. Students grow in their ability to make informed, reasoned decisions as citizens in a culturally diverse democratic society in an interdependent world.					
STANDARDS	What a TFA student will know and be able to do in Social Science: Demonstrate knowledge of the interrelation and global nature of: History • Government • Economics • Geography • People in societies • Research and data gathering • Demonstrate an appreciation of one's identity and role as a Christian citizen in a democratic society and in the global community, and demonstrate competence in reasoned group decision making, resolving conflict, and cooperating to promote the common good • Demonstrate knowledge of the significant persons and events of history, the patterns of continuity and causes of change, the value of cultural diversity, and awareness of historical perspective • Explain and apply the relationship between human and natural environment, the characteristics of the earth's ecosystems and human behavior • Use geographic tools and technologies; know the location of places, geographic features and patterns of the environment • explain global development and environmental issues, geography's ability to illuminate the past, and patterns of economicinterdependence on the Earth • Demonstrate competence gathering information from a variety ofsources, using technology to accomplish a specific task, and applying critical thinking to questions that demand discerning judgment • Define and apply economic concepts of scarcity and opportunity cost, price, supply and demand, unemployment and income, savings, investment, and interest rates; identify characteristics of different global economic systems and know the United States Government's role in fiscal and monetary policy • Understand the historical development and structure of the U.S. Constitution, the division of roles in the federal system the political processes of the United States Government and different types and functions of government systems throughout the world.					
TOPICS	*Citizenship *Working together, rules, and responsibilities in society *Family and friends *Patriotism and patriotic symbols *Holidays *Historical leaders *Famous American Presidents *African-Americans *Needs and wants *Beginning map skills	*Community Life • School, family, and neighborhoods • Past and present • Using graphs and tables *Our Country • Citizenship • American values • Christian beginnings • Leaders • Holidays • Symbols • Historical figures • Geography *Our World • Cultural study of various countries • International day • Taking care of God's Creation (natural resources) • Map skills focusing on cardinal directions, key and scale *Economics • Needs and wants • Goods and services • Emphasis on how God provides for our needs	*Relationships • Family and friends • Communities • Emphasis on geographical, social, economic and civic aspects *Government • Lows, leaders, and Washington, D.C. *Map Skills • Use of political and physical maps *Multi cultural Groups • Native Americans • African Americans • Immigrants *Economic • Need for income • Interdependence of consumer and producer *Computer Assisted Instruction • Using the internet	*Geography • Land forms *Government • Local and national governments *Community Life • Citizenship *Economics *Historical American Figures	*Florida History • Settlement patterns and timelines • Geography and map skills *Political Science • Branches of federal and local government *Economics • Indentify supply and demand • Graph skills	*Geography • Map skills • Freedom and responsibility *Early European • Settlements including colonial America, the Revolutionary War, and westward expansion *U.S. Constitution • Immigration and reforms *Political Science • The role of government, analysis of political documents, a study of the judicial system
FOREIGN LANGUAGE						
VISION	Students at TFA, through the study of foreign languages, will appreciate the unlimited capabilities that God gives all peoples for glorifying and serving Him through language. They will recognize that the body of Christ is made up people of "every tribe and language and people and nation." (Revelation 5:9) Students will gain an awareness of both their own language and culture as well as that of the language and culture targeted. Students will comprehend, analyze, and critique texts and media while demonstrating competence in listening, speaking, reading, and writing in the target language. Students become aware of the opportunities for practical application of their language knowledge in communities, in ministry, and in commerce.					
STANDARDS	A TFA student will know and be able to do in Foreign Language: Engage in conversation, express feelings and emotions, and exchange opinions • Understand and interpret written and spoken language on a variety of topics • Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics • Understand the relationship between the perspectives and products of culture studied and use the knowledge to recognize cultural practices • Reinforce and further knowledge of other disciplines through foreign language • Acquire information and perspective available only through the foreign language and within the target culture • Recognize that languages have different patterns of communication and apply this knowledge to his/her own culture • Recognize that cultures have different patterns of interaction and apply this knowledge to his/her own culture					
TOPICS	Lower School Topics: National Hispanic Heritage Month, cultural activities, Hispanic literature, praise choruses *Differentiated Curriculum for Bilingual Students: Individually paced lessons provided at each grade level					
	Intro to farm animals and pets, the birthday song, colors, family members, greetings, numbers 1-20, holidays, self-introduction, vowels, classroom items, feelings & emotions, body parts	*Continuation of Kindergarten Topics plus numbers 20-30, physical characteristics (adjectives), formal ways to address people	Review of Kindergarten and First Grade Topics plus numbers 30-40, house (rooms in a house), friends (adjectives), food, days of the week, months	*Review of Kindergarten, First Grade and Second Grade Topics plus numbers 40-100, seasons, clothing, modes of transportation	*Review of Kindergarten, First Grade, Second Grade and Third Grade Topics plus telling time, expressing ideas, school subjects, my town, people in my community	Review of Kindergarten, First Grade, Second, Third, and Fourth Grade Topics plus numbers 100-1000, introduction to prepositions, expressing physical aches, fruits and vegetables, sports and pasttimes
COMPUTER SCIENCE						
VISION	As a result of TFA's Computer Science Curriculum, students will utilize technology to conduct research, increase productivity, perform basic operations, facilitate communication, and engage in problem solving and decision-making. Students will recognize their personal responsibility in the use and application of technology as a medium of Truth. The TFA student is proficient within the Language Arts arena and applies the skills and strategies within other curriculum areas. Students will understand the benefits and cautions that technology currently presents.					
STANDARDS	What a TFA student will know and be able to do in Computer: Demonstrate awareness of computer systems, i.e., input, process, and output • Identify the functions of basic computer hardware and software and peripheral devices • Operate a computer for varied educational purposes •Demonstrate awareness of telecommunications concepts •Analyze varied tasks and problems to determine when technology is useful and select the appropriate tool(s) and technology resource(s) to address those tasks and problems • Demonstrate awareness of the impact of technology on careers and society and the need for its ethical use • Demonstrate awareness of personal and occupational uses of computers and other technology • Produce a document using basic skills in an appropriate word processing program • Set up a spreadsheet file; organize and analyze collected data; and produce reports • Set up a database file; organize and analyze collected data; and produce reports • Manipulate graphic images using varied applications (Florida Sunshine State Standards) • Apply basic operations and concepts that demonstrate a sound understanding of the nature and proficiency in the operation of technology • Exercise social and ethical responsibility in regard to technology cognizant of the human issues impacted by biblical principles relevant to information technology • Apply technology productivity tools, perhaps in collaborative settings to enhance learning, increase productivity, and promote creativity • Use technology communication tools to collaborate, publish, and reach audiences through a variety of media and formats • Employ technology research tools to locate, evaluate, and collect information from a variety of sources, to process data and select resources and innovations appropriate to specific tasks • Use technology to solve real-world problems and make informed decisions [Informed by International Society for Technology in Education - National Educational Technology Standards for Students] *CHCA*					
TOPICS	Basic skills using mouse / keyboard, locate letters on keyboard, recognize human creativity isextension of God the Creator, introduce paint / drawing program tools; technology vocabulary grade appropriate; problem-solving / decision-making with applications software	Basic skills with computer components; Identify input / output devices, name, save, print file; use keys for right/left hand; uses of technology in home, school, workplace; create/save pictures; use word processing to create text; use hyperlinks via EBL intranet	Log on/off from generic account; identify storage devices; input data using correct fingering, shift key to capitalize; name/save file to location; use graphing application to record research results; format text/add graphics to Word document; create slides in presentation application include text / graphics; research uses teacher-selected websites; identify software used for purposes; introduction to desktop publishing	Proper fingering for letters, shift key, space bar, enter key; terms for peripherals; save/retrieve files to network folder; identify misuses of technology in society, how to safeguard privacy; simple presentation of multiple slides with text and graphics; desktop publishing for publications and displays; websites on EBL intranet; search tools for research; graphing application, spreadsheet; online class project	Basic understanding of school network; basic troubleshooting skills; scan/save pictures for projects; respect others using computers; content area multimedia product; author multiple paragraph text with Word; desktop publishing for brochures/publications; photo editing uses; web page creation in content area; online project; Internet research; simple programming language; software for varying purposes. Internet safety. *(CHCA)*	Basic understanding of school network; basic troubleshooting skills; scan/save pictures for projects; respect others using computers; content area multimedia product; author multiple paragraph text with Word; desktop publishing for brochures/publications; photo editing uses; web page creation in content area; online project; Internet research; simple programming language; software for varying purposes. Internet safety. (CHCA)
PHYSICAL EDUCATION						
VISION	As a result of TFA's Physical Education, students will make informed decisions within a Christian perspective about personal, community, and global health issues. Students receive instruction in mental, physical, social, and spiritual health. Students are encouraged and guided to develop positive self-esteem, to accept themselves and others, to handle stress, to solve problems, and to exercise leadership. By learning about body systems, nutrition, exercise and by practicing physical activities, the students embrace health allied to physical fitness as a lifelong goal. Social health includes working within diverse relationships to share feelings with friends, family, and peers. Spiritual health places Christ at the center of a Christian's life strong bodies and healthy habits for life long Christian service. Students are encouraged to seek physical, mental, and social challenges in life utilizing faith-informed, responsible choices. (CHCA, 2006)					
STANDARDS	What a TFA student will know and be able to do in Physical Education: Demonstrate knowledge of human anatomy and body systems • Demonstrate competency in many movement forms and proficiency in a few forms of physical activity • Apply concepts and principles of human movement to the development of motor skills and the learning of new tasks • Analyze the benefits of regular participation in physical activity • Achieve and maintain a health-enhancing level of physical fitness • Demonstrate responsible personal and social behavior in physical activity • Understand how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people • Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication • Honor & glorify God in sports and physical activities • Demonstrate an understanding of effective warm-up techniques • Explain key elements to maintain mental and emotional health • Recognize key elements to maintain and promote personal health and wellness • Accept personal responsibility for seeking total health for self and others through recognizing God's plan for human life					
TOPICS	***Kindergarten- Second Grade Topics***			***Third - Fifth Grade Topics***		
	* Presidential Fitness Training & Testing: individual fitness evaluation, fitness components: strength, flexibility, cardiovascular endurance, exercises/fitness games * Specific and Creative Movement: locomotor and non-locomotor skills, spatial awareness, balancing, effort action, games (with and without music) * Gross Motor Skills: Jumping & Landing,	Tininkling, Skip, Balance, Scooter Activities, Fitness Games & Relays, Jump Roping: short rope, Parachute Activities * Fine Motor: * Throwing, Catching and Striking Skills (Hand-eye coordination skills): over/underhand, deck rings, balls, bean bags, scarves, paddles, yarn balls; * Ball Handling: dribbling, shooting, passing; Kicking: stationary and moving ball,	trapping and receiving * Human Body: Basic Muscular and Skeletal systems	Presidential Fitness Training & Testing: individual fitness evaluation, fitness components: strength, flexibility, cardiovascular endurance, exercises/fitness games * Specific and Creative Movement: locomotor and non-locomotor skills, spatial awareness, balancing, games (with and without music) * Gross Motor Skills: Jumping & Landing, Tininkling, Skip-	ping, Balance, Scooter Activities, Fitness Games & Relays, Jump Roping: short rope, long rope, intermediate partner roping skills * Fine Motor: Throwing, Catching and Striking Skills (Hand-eye coordination skills): over/underhand, deck rings, balls, bean bags, scarves, paddles, yarn balls; Ball Handling: dribbling, shooting, passing; Kicking: stationary and	moving ball, trapping and receiving *Team Sports: Basketball, Volleyball Newcome, Flag Football, Lacrosse, Snag Golf, Frisbee Skills, Two/Four Square, Team Handball, Bound Ball, Badminton, Kick Ball, Baseball, Mat Ball *Cooperative Games: cooperation, team building, trust, and Christ-like behavior. Human Body: Basic Muscular and Skeletal systems
PERFORMING ARTS						
VISION	TFA Performing Arts provides students a stage to reflect the glory of their Creator. Students become proficient in elements including: a) kinesiology, b) expression, c) stage presence, d) stage craft, e) oral communication, f) tone, g) pitch, h) rhythm, i) pace, and j) performance. Students are encouraged to develop a lifelong love of music through participation in performance and study..					
STANDARDS	What a TFA student will know and be able to do in Music: Sing, alone and with others, a varied repertoire of music • Perform on instruments, alone and with others, a varied repertoire of music •Read and notate music • Improvise melodies, variations, and accompaniments • Compose and arrange music within specific guidelines • Understand music in relation to culture and history • Listen to, analyze, and describe music • Evaluate music and music performance • Understand the relationship between music, the other arts, and disciplines outside the arts • Understand the relationship between music and the world beyond the school setting • Apply appropriate personal as well as Christ-centered evaluative criteria to music and musical performances that acknowledge music as an art form embracing diversity • Apply appropriate etiquette as an audience member and/or performer • Research and explain, using various technologies including print, electronic, and recordings, the relationship between music, history, and culture • Use music as a personal and interpersonal expression to honor God					
TOPICS	High & low pitches, movement of pitches: low and soft, fast and slow, steady beat quarter notes, quarter rest, rhythm patterns, Carnival of animals-introduction to instruments	Rhythm: demonstrate pulse (individual/group); identify pulse as Ta or I; differentiate between sound/silence as Ta/Rest; experience fast/slow; identify fast/slow as TiTi/Ta; experience meter (2/4, 4/4, 6/8) * Melody: differentiate between high/low; experience up/down; develop a repertoire of songs (folk/seasonal/multicultural/patriotic); experience SM/SML melodies; identify SM/SML scale tones and hand signals; demonstrate contour * Harmony: develop proper mallet technique; demonstrate simple bordun (chord); experience ostinato Form: experience same/different; identify phrase; identify introduction; identify repeat sign; identify same/different as AB (ABA) * Timbre: identify unpitched percussion; differentiate between vocal qualities (speak/sing/whisper/shout); demonstrate dynamics (loud/quiet); classify unpitched percussion (wood/metal/skin); identify four levels of body percussion (snap/clap/pat/stamp); classify pitched percussion (wood/metal)	Rhythm: demonstrate quarter note/half note pulse; identify notes; label half note; identify rest; label half rest; define tempo; experience meter (2/4, 3/4, 4/4, 6/8); recognize time signature (2, 3, 4) • Melody: demonstrate contour; demonstrate proper vocal technique; develop a repertoire of songs (folk/seasonal/multicultural/patriotic); experience MRD melodies; identify Do and Re scale tones and hand signals; perform MRD/SMRD/SMD/SMLD •Harmony: develop proper mallet technique; demonstrate ostinato; experience major/minor; experience vocal ostinato; demonstrate simple bordun (broken); experience suspended pitch •Form: demonstrate phrase; identify Coda; identify ABC; explore time/space/shape/force in movement; identify bar line/double bar/measure • Timbre: identify forte/piano; identify pitched percussion (xylophone/metallophone/glockenspiel); demonstrate hand drum technique; identify accent	Rhythm:demonstrate pulse quarter note/half note/ dotted half note/ whole note); label whole note; label whole rest; label dotted half note; label sixteenth notes; experience question-answer technique (body percussion) * Melody: demonstrate proper vocal technique; develop a repertoire of songs (folk/seasonal/multicultural/ patriotic); label staff; experience SLMRD melodies; identify D1; identify L1; experience SMRDL1 melodies; identify Fa scale tone and hand signal; identify S1; label treble clef lines and spaces * Harmony: demonstrate proper mallet technique; experience ostinato; distinguish between Major/minor; demonstrate simple bordun (crossover); label canon/round; demonstrate score reading (two-part) * Form: demonstrate phrase; identify interlude; experience extended form; lable rondo * Timbre: differentiate between crescendo and decrescendo; identify orchestral string family; indentify orchestral percussion family; demonstrate accent on hand drum; identify fermata	(Fourth and Fifth Grade Topics:) Rhythm: demonstrate pulse; demonstrate question-answer (body percussion/ unpitched/barred instruments/recorder); label eighth rest; experience acceleranco/ritardando; label pick-up (anacrusis); visualize 6/8; demonstrate conduction in 3; identify triplet * Melody: develop a repertoire of songs (folk/seasonal/multicultural/ patriotic); review treble clef lines and spaces; experience BAGEDC1 on soprano recorder; demonstrate question-answer on recorder (GM/em pentatonic); experience counter melody; identify Ti; identify ledger lines; experience scale; label sharp/flat * Harmony: demonstrate proper mallet technique; experience canon/round; experience ostinato; demonstrate simple bordun (level); distinguish between Major/minor; demonstrate moving bordun; experience I-V * Form: demonstrate phrase, experience rondo; ident