

UNIT	GOD'S IMAGE BEARERS	GOD'S BEAUTIFUL CREATION	AMBASSADORS FOR THE KINGDOM	GOD'S WONDERFUL PLAN
<b>OVERVIEW</b>	Examine different attributes of Jesus and man—in the classroom, in stories, and in Scripture—learning that man is created in God's image to be his image bearers in this world.	Explore and discover God's creation and learn that, as His image bearers, we are caretakers of His Creation.	Explore what it means to be ambassadors for God's Kingdom in family, with friends, and at school, looking specifically at our closest neighbor, Mexico.	Investigate God's plan for all who repent of their sins and believe in Jesus, looking to rebirth (spring) and making things new (redemption).
<b>ENDURING TRUTHS</b>	<ul style="list-style-type: none"> <li>• We are image bearers of God, each with unique gifts, to reflect Christ in the classroom.</li> <li>• We want to become Christ-like and reflect the attributes of Jesus.</li> <li>• God has given us senses to study and understand His world.</li> </ul>	<ul style="list-style-type: none"> <li>• God has created a wonderful world in which we live.</li> <li>• God calls us to be caretakers of His creation.</li> <li>• God reveals knowledge and wisdom through His word.</li> </ul>	<ul style="list-style-type: none"> <li>• God created us to communicate with Him and others.</li> <li>• God has given His attributes to understand and relate to different cultures.</li> <li>• God's world is diverse.</li> </ul>	<ul style="list-style-type: none"> <li>• God has revealed His wonderful plan for us through Jesus.</li> <li>• Each spring (in St. Louis), God's world is reborn.</li> </ul>
<b>LITERACY: READING WRITING ORAL EXPRESSION LETTER &amp; WORD STUDY</b>	<p>Author Study: authors corresponding to read alouds</p> <p>Phonics Instruction: Explore sounds and letters, and participate in phonological and phonemic awareness activities.</p> <p>Read Alouds: stories connected to the alphabet letters being studied (ex. <i>If You Give a Mouse a Cookie, The Napping House</i>)</p> <p>Study characters in literature that reflect Godly characteristics in decision-making</p> <p>Reading comprehension and analysis skills</p> <p>Introduction to the writing process</p> <p>Sensory Writing: Writing exercises about the use of our senses when discovering God's world</p> <p>Daily writing practice</p> <p>Reflection Journals</p> <p>Shared &amp; Individual Writing: Writing exercises about experiences, stories, people, objects, and events</p> <p>Integrated writing and grammar skills</p> <p>Informational, functional, and narrative writing about reading (both individual and shared)</p>	<p>Author Study: authors corresponding to read alouds</p> <p>Phonics Instruction: Explore sounds and letters, and participate in phonological and phonemic awareness activities.</p> <p>Read Alouds: stories connected to the alphabet letters being studied (ex. <i>Hedgie's Surprise</i>)</p> <p>Study the different parts of a story: character, setting, problem solution</p> <p>Reading comprehension and analysis skills</p> <p>Daily writing practice</p> <p>Reflection Journals</p> <p>Shared &amp; Individual Writing: Writing exercises about experiences, stories, people, objects, and events</p> <p>Integrated writing and grammar skills</p> <p>Informational, functional, and narrative writing about reading (both individual and shared)</p>	<p>Author Study: authors corresponding to read alouds</p> <p>Phonics Instruction: Explore sounds and letters, and participate in phonological and phonemic awareness activities.</p> <p>Read Alouds: stories connected to the alphabet letters being studied (ex. <i>Green Eggs and Ham</i>)</p> <p>Study of non-fiction texts and their features when learning about Mexico.</p> <p>Reading comprehension and analysis skills</p> <p>Written correspondence with contacts in Mexico</p> <p>Daily writing practice</p> <p>Reflection Journals</p> <p>Shared &amp; Individual Writing: Writing exercises about experiences, stories, people, objects, and events</p> <p>Integrated writing and grammar skills</p> <p>Informational, functional, and narrative writing about reading (both individual and shared)</p>	<p>Author Study: authors corresponding to read alouds</p> <p>Phonics Instruction: Review short vowels, and explore consonant digraphs and long vowels.</p> <p>Read Alouds: stories connected to the word families being studied (ex. <i>Chicken Licken</i>)</p> <p>Study of non-fiction texts and their features when learning about life cycles.</p> <p>Redemption in literature, focusing on how lives are changed</p> <p>Reading comprehension and analysis skills</p> <p>Daily writing practice</p> <p>Reflection Journals</p> <p>Shared &amp; Individual Writing: Writing exercises about experiences, stories, people, objects, and events</p> <p>Integrated writing and grammar skills</p> <p>Informational, functional, and narrative writing about reading (both individual and shared)</p>
<b>BIBLE</b>	<p>The person of Jesus Christ and His people during biblical times</p> <p>Attributes of Jesus: our friend, our hero, and our savior</p> <p>Important people who walked with Jesus including His disciples and John the Baptist</p> <p>Church calendar "seasons" and celebrations</p> <p>Geographic regions of Bible stories</p> <p>Scripture Study and Memory – Genesis 12:7 Psalm 139:14a John 13:34a</p>	<p>People in Bible times—how they worked, lived and interacted with God's creation</p> <p>Different environments of Bible stories</p> <p>Dramatization of Bible stories, as related to theme – most specifically Christ's birth</p> <p>Scripture Study and Memory – Genesis 1:31a Psalm 19:1 2 Timothy 3:16a</p>	<p>The journeys of Abraham, Moses, Joshua, Jesus, and Paul as ambassadors for the kingdom</p> <p>Scripture Study and Memory – Matthew 22:37-38 Matthew 22:39 Genesis 28:15a</p>	<p>Easter with a focus on the Redemptive Story: Creation–Fall–Redemption–Consummation framework</p> <p>Dramatization of redemptive moments in the Bible (Boaz as Ruth's kinsman redeemer, Jesus on the cross, etc.)</p> <p>Definitions – creation, fall, redemption, consummation, faith, sin, salvation</p> <p>Songs or Psalms that portray the redemptive story</p> <p>Scripture Study and Memory – John 3:16 Romans 6:23 Psalm 47:7</p>
<b>HISTORY GEOGRAPHY CULTURES</b>	<p>Celebrations for this season: Labor Day, Rosh Hashanah, Yom Kippur, Columbus Day, and Johnny Appleseed Day</p> <p>The calendar: days and months</p> <p>Seasonal Exploration: apples, pumpkins, fall, and harvest</p> <p>Scholastic Let's Find Out Magazine</p>	<p>Celebrations for this season: Thanksgiving, Christmas, Kwanzaa, Hanukkah, and All Saints' Day</p> <p>"Environment" of the school: maps and their importance, cardinal directions, different types of maps</p> <p>Mapping of the classroom or the school</p> <p>Characteristics of places: physical (clouds, trees, weather) and human (building, playgrounds, sidewalks)</p> <p>Landforms: river, valley, mountain, ocean, and continents</p> <p>Scholastic Let's Find Out Magazine</p>	<p>Celebrations for this season: Epiphany, Mardi Gras, St. Patrick's Day, Ash Wednesday, Lent, Martin Luther King Day and President's Day</p> <p>Global Study: Mexico (festivals, people, culture, and geography)</p> <p>Scholastic Let's Find Out Magazine</p>	<p>Celebrations for this season: Holy Week, Maundy Thursday, Easter, Pentecost, Mother's Day, Cinco de Mayo, Memorial Day, Arbor Day, and Earth Day</p> <p>Environmental responsibilities for the caring of creation as connected to spring, rebirth, and things made new</p> <p>Scholastic Let's Find Out Magazine</p>
<b>SCIENCE EXPLORATION</b>	<p>Five Senses—investigating God's world as His image bearers</p> <p>Major parts of the body</p> <p>Seasons and their defining characteristics</p> <p>Inquiry Lab: How Do We Learn?</p> <p>Use of senses to explore tools and take measurements</p> <p>Observation of the colors, shapes, and textures of objects found in nature and the classroom</p>	<p>Days of God's creation on a larger scope: Day 1 – space Day 2 – sky (air, gases) Day 3 – oceans and land, plants Day 4 – sun, moon, day-night, shadows, light, rainbows Day 5 – sea creatures and birds Day 6 – animals and man</p> <p>Care and stewardship of God's creation</p>	<p>Animal Study: Collection of data and classification of different animals (living/non-living, mammals, insects), similarities and differences in appearance and behavior of animals</p> <p>Penguins – habitat, prey/predators, how they live, life cycle</p> <p>Intro to water cycle - liquid, solid, evaporation, properties of water – hot/cold/tepid</p> <p>Desert animals of Mexico</p>	<p>Spring – Rebirth Watch for changes in plants and animals – look for rebirth.</p> <p>Study of plants</p> <p>Study animal life cycles of chicks</p>
<b>MATH</b>	For a detailed description of math content covered in Senior Kindergarten, please visit: <a href="http://www.bmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math/why-math-in-focus-singapore-math/scope-and-sequence">www.bmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math/why-math-in-focus-singapore-math/scope-and-sequence</a> .			
<b>SPECIALIST INTEGRATION, PROJECTS, &amp; SPECIAL EVENTS</b>	<p>"Made in the Image of God" Book</p> <p>St. Louis Science Center – Five senses and human body presentation</p> <p>Eckert's Farm</p> <p>Guest speakers for holidays</p>	<p>Observational drawings of God's world as seen throughout the school</p> <p>Class Book of God's creation</p> <p>Guest speakers for holidays</p> <p>Neighborhood walks to explore the characteristics of our environment</p> <p>Literature Based Theater Performances</p>	<p>Music of Mexico</p> <p>Pinch Pots</p> <p>St. Louis Zoo - penguins</p> <p>Guest speaker on Mexico and missions</p> <p>Literature Based Theater Performances</p>	<p>Illustration of poetry in small groups through posters and dramatic presentations (focusing on main ideas and artists that illustrate God's world)</p> <p>Hymns and songs that glorify God</p> <p>Visit to the farm – animal focus</p>
<b>SERVICE</b>	<p>Our SK class focuses on serving the classroom teachers at Central Christian School. One way that we serve our teachers is by praying for each teacher by name. SK students also surprise them with special tokens of appreciation throughout the year.</p> <p>SK also serves our classrooms and teachers by supporting our school Box Tops program. Throughout the year, we will partner with PIE by putting our math skills to work and counting our school Box Tops. This provides funds that go directly back to the classrooms!</p> <p>SK is also building a relationship with an orphanage in Mexico as we extend our hearts for service to the global community.</p>			