

Curriculum Framework

Standards of Learning

Biblical Foundations:

*What are the attributes of God and the characteristics of his Word?
How does the Old Testament point to God's plan for redemption?*

- 1.1** Identify and describe characteristics of God's Word, including its origin, purpose, and authority for discerning truth
- 1.2** Identify and describe attributes of God that are revealed throughout Scripture
- 1.3** Recognize how specific biblical accounts in the Old Testament point to God's plan for redemption

7 C's of History: *What are the 7 C's of History and why are they important?*

- 1.4** Describe each of the 7 C's of History and sequence them on a timeline
- 1.5** Explain what God created on each day of creation and relate it to the world around us
- 1.6** Describe the creation of Adam and Eve and how man is set apart from all other living creatures
- 1.7** Explain the corruption event, its lasting consequences, and the first account of Adam's descendants sinning (i.e., Cain and Abel)
- 1.8** Describe the catastrophe event including (1) God's purpose for it, (2) the ark and its inhabitants, (3) the conditions during the flood, and (4) God's covenant with Noah
- 1.9** With support, analyze scientific data, historical accounts, and Scriptural evidence that point to a global flood
- 1.10** Describe the confusion event and recognize how it confirms a single human race descended from Adam

Old Testament Accounts: *How can we see God's attributes reflected through the events of the Old Testament?*

- 1.11** Recall examples of Job's suffering and God's blessings upon him
- 1.12** Describe important events during the time of Abraham and Isaac including (1) God's promise to Abraham, (2) the destruction of Sodom and Gomorrah, (3) the testing of Abraham's faith, and (4) God's provision of a wife for Isaac
- 1.13** Recall the accounts of Jacob and Esau regarding the birthright and blessing, including the consequences of Jacob's actions and the brother's ultimate reconciliation
- 1.14** Recall events in Jacob's life that contributed to God's fulfilling the promise that was passed down from Abraham (e.g., to make a great nation from Abraham's descendants)
- 1.15** Describe the biblical account of Joseph and how God used Joseph's brothers' evil for his glory
- 1.16** Describe how God protected Moses and then called him to lead the Israelites
- 1.17** Explain how God sovereignly protected and provided for the Israelites during their enslavement and exodus
- 1.18** Recall the Ten Commandments, their purpose, and examples of obeying them

Scripture Application and Memorization:

How can we evaluate everyday situations from a biblical worldview?

- 1.19** With support, evaluate man's ideas and misconceptions about the origin of the universe and everything in it by comparing them to Scripture to discern the truth
- 1.20** Apply a biblical account or scriptural truth to everyday situations
- 1.21** Demonstrate memorization of selected scripture

Standards & Units Alignment

The following table shows the alignment between the *Foundations for Grade 1* standards and unit objectives.

Unit	Unit Objectives	Aligned Standards
Unit 1 God's Word	<ul style="list-style-type: none"> ◆ Describe characteristics of God's Word as revealed throughout Scripture ◆ Recognize ways God's Word can equip us ◆ Explain that we cannot change God's Word ◆ Recognize that people can speak falsely about God's Word, but we can rely on Scripture to discern the truth ◆ Identify the origin of the Bible and describe its two testaments ◆ Describe attributes of God as revealed through Scripture ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.1 1.2 1.20 1.21
Unit 2 Creation: Days 1-4	<ul style="list-style-type: none"> ◆ Identify and describe the 7 C's of History ◆ Identify what God created on days 1-4 of creation ◆ Distinguish between biblical truths and man's ideas about days 1-4 of creation ◆ Identify and describe the three persons of our triune God ◆ Describe attributes of God displayed during creation ◆ Locate Creation on a timeline of the 7 C's of History ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.2 1.4 1.5 1.19 1.20 1.21
Unit 3 Creation: Days 5-7	<ul style="list-style-type: none"> ◆ Identify what God created or did on days 5-7 of creation week ◆ Classify plant and animal kinds according to their days of creation ◆ Recognize that dinosaur kinds and other large creatures were created by God during creation ◆ Describe the creation of Adam and Eve ◆ Describe how man is different from all other living creatures ◆ Distinguish between biblical truths and man's ideas about days 5-6 of creation ◆ Recognize that evolution contradicts Scripture ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.5 1.6 1.19 1.20 1.21

Unit	Unit Objectives	Aligned Standards
Unit 4 Corruption After Creation	<ul style="list-style-type: none"> ◆ Recall evidence in Scripture that confirms a literal six-day creation that occurred about 6,000 years ago ◆ Summarize the events that led to sin entering the world ◆ Describe the curse and its effects on all creation ◆ Recognize how the events in the garden of Eden point to the gospel ◆ Recall the biblical account of Cain and Abel ◆ Describe attributes of God displayed during biblical accounts ◆ Locate Corruption, Christ, Cross, and Consummation on a timeline of the 7 C's of History ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.2 1.3 1.4 1.7 1.19 1.20 1.21
Unit 5 Catastrophe	<ul style="list-style-type: none"> ◆ Explain why God sent a global flood during Noah's time ◆ Describe the ark, including its size, using details from Scripture ◆ Describe what happened during the flood, based on details in the biblical account ◆ Differentiate between the people and animal kinds that were safe on the ark and those that were not ◆ Explain what God told Noah as he left the ark (i.e., to multiply and fill the earth) and the covenant God made with him ◆ Recall scientific data that points to a global flood ◆ Describe attributes of God displayed during the catastrophe event ◆ Locate Catastrophe on a timeline of the 7 C's of History ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.2 1.4 1.8 1.9 1.20 1.21
Unit 6 Confusion After the Flood	<ul style="list-style-type: none"> ◆ Describe changes to earth after the flood, including the ice age ◆ Recognize the origin of a flood legend and how it is similar to and different from the biblical account ◆ Recognize that God confused the people's language at the tower of Babel as a punishment for their sin ◆ Recognize that there is one human race, and we are all sinners who need a Savior ◆ Recall examples of Job's suffering and God's blessings upon him ◆ Recall the account of Abram's calling and the promises God made to him ◆ Describe attributes of God displayed during biblical accounts ◆ Locate Confusion on a timeline of the 7 C's of History ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.2 1.4 1.9 1.10 1.11 1.12 1.20 1.21

Unit	Unit Objectives	Aligned Standards
Unit 7 Abraham & Isaac	<ul style="list-style-type: none"> ◆ Recall why Abram and Lot separated, where they went, and what influenced their decisions ◆ Describe how God punished the sin of Sodom and Gomorrah and what happened to Lot's family ◆ Describe the promise God made to Abraham about his descendants ◆ Recall the biblical account of the sacrifice of Isaac ◆ Explain how God sovereignly provided a wife for Isaac ◆ Recognize how biblical accounts related to Abraham and Isaac point to Jesus, the promised Savior ◆ Describe attributes of God displayed during the accounts of Abraham, Isaac, and Lot ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.2 1.3 1.12 1.20 1.21
Unit 8 Jacob to Joseph	<ul style="list-style-type: none"> ◆ Recall the account of Jacob and Esau ◆ Compare and contrast Jacob and Esau, including their actions related to the birthright and blessing ◆ Recognize how elements of the account of Jacob and Esau point to God's plan for redemption ◆ Describe the account of Jacob's wrestling God and how Jacob changed because of it ◆ Explain Jacob's dream and its fulfillment, including how many sons he had ◆ Explain how Laban tricked Jacob and whether his tricks affected God's plan for Jacob ◆ Explain the consequences of Jacob's deception and his ultimate reconciliation with Esau ◆ Describe Joseph's dreams and the effect they had on the relationship with his brothers ◆ Describe Joseph's trials in Potiphar's house and prison ◆ Apply a biblical account or scriptural truth to everyday situations ◆ State the selected unit verse(s) 	1.3 1.13 1.14 1.15 1.20 1.21

Unit	Unit Objectives	Aligned Standards
Unit 9 Joseph the Ruler & Moses the Leader	♦ Describe Pharaoh's dreams, their meaning, and how he rewarded Joseph for his interpretation	1.2
	♦ Describe Joseph's reunion with his brothers	1.14
	♦ Recognize Jacob and Judah's place in the lineage of Jesus	1.15
	♦ Recall why the Israelites became slaves in Egypt and Pharaoh's law about their male children	1.16
	♦ Explain how God protected Moses from birth to his time in Midian	1.17
	♦ Describe the account of the burning bush and Moses' response to God	1.20
	♦ Describe attributes of God displayed during the accounts of Joseph and Moses	1.21
	♦ Apply a biblical account or scriptural truth to everyday situations	
	♦ State the selected unit verse(s)	
Unit 10 The Exodus & the Golden Calf	♦ Describe the exodus, including the plagues and the parting of the Red Sea	1.2
	♦ Recognize how the celebration of Passover looks back to the exodus and forward to the consummation	1.3
	♦ Explain how God protected and provided for the Israelites in the wilderness	1.17
	♦ Identify the Ten Commandments	1.18
	♦ Identify real-world examples of obeying the Ten Commandments	1.20
	♦ Recognize how the Ten Commandments point to Christ	1.21
	♦ Recall the account of the golden calf and Moses' intervention on behalf of the Israelites	
	♦ Describe attributes of God displayed during the account of the exodus	
	♦ Apply a biblical account or scriptural truth to everyday situations	
	♦ State the selected unit verse(s)	

Standards, Units & Lessons Alignment

The following tables show a more in-depth alignment between the *Foundations for Grade 1* standards, units, and lessons.

1.1 Identify and describe characteristics of God’s Word, including its origin, purpose, and authority for discerning truth

Unit Objectives	Corresponding Learner Outcomes
Describe characteristics of God’s Word as revealed throughout Scripture [Unit 1]	<ul style="list-style-type: none"> Describe God’s Word as perfect, pure, and more important than anything [Topic 1] Describe God’s Word as true, complete, and unchanging [Topic 3] Recognize that God’s Word cannot be destroyed [Topic 4] Recall a historical example of when God preserved his Word [Topic 4]
Recognize ways God’s Word can equip us [Unit 1]	<ul style="list-style-type: none"> Recognize that Scripture can help us learn about God and how to love and obey him [Topic 2] Explain how God’s Word is like a lamp or light to our path [Topic 2]
Explain that we cannot change God’s Word [Unit 1]	<ul style="list-style-type: none"> Explain that we should not add to or take away from God’s Word [Topic 5] Identify a false statement about God or his Word [Topic 7]
Recognize that people can speak falsely about God’s Word, but we can rely on Scripture to discern the truth [Unit 1]	<ul style="list-style-type: none"> Recognize that we should compare what people say about God and his Word to the Bible to know what is true [Topic 5] Describe what a false teacher does [Topic 5]
Identify the origin of the Bible and describe its two testaments [Unit 1]	<ul style="list-style-type: none"> Identify the Bible as God’s Word and breathed out by God [Topic 1] Identify the Old and New Testaments in a Bible [Topic 3] Categorize statements based on if they describe the Old Testament or New Testament [Topic 3]

1.2 Identify and describe attributes of God that are revealed throughout Scripture

Unit Objectives	Corresponding Learner Outcomes
Describe attributes of God as revealed throughout Scripture [Unit 1]	<ul style="list-style-type: none"> Recognize that we know God is truthful because he cannot lie [Topic 2] Describe God as infinite, great, and eternal [Topic 6] Identify God as Creator [Topic 6]
Identify and describe the three persons of our triune God [Unit 2]	<ul style="list-style-type: none"> Define <i>Trinity</i> [Topic 10] Recognize that the Trinity was present at creation [Topic 10] Identify and describe the three persons of the Trinity (i.e., God the Father, God the Son, God the Holy Spirit) [Topic 10]

Unit Objectives	Corresponding Learner Outcomes
Describe attributes of God displayed during creation [Unit 2]	<ul style="list-style-type: none"> ◆ Describe God as sovereign (in control) and omniscient (all-knowing) [Topic 9] ◆ Recognize how the events of day 1 show God’s omnipotence [Topic 11] ◆ Recognize how the events of day 2 show God’s omnipotence [Topic 12] ◆ Recognize how the events of day 3 show God’s omnipotence [Topic 13] ◆ Recognize how the events of day 4 show God’s omnipotence [Topic 14]
Describe attributes of God displayed during biblical accounts [Units 4 and 6]	<ul style="list-style-type: none"> ◆ Describe God as holy and just for punishing man’s sin in the garden of Eden [Topic 28] ◆ Describe God as omniscient (all-knowing) and capable of knowing our hearts [Topic 29] ◆ Describe God as just for punishing the people for their sin at the tower of Babel [Topic 42] ◆ Recognize that God is sovereign even during suffering, as displayed in the account of Job [Topic 45]
Describe attributes of God displayed during the catastrophe event [Unit 5]	<ul style="list-style-type: none"> ◆ Describe God as just for punishing man’s sin with a global flood [Topic 33] ◆ Recognize that God showed mercy to Noah by keeping him and his family safe on the ark [Topic 36]
Describe attributes of God displayed during the accounts of Abraham, Isaac, and Lot [Unit 7]	<ul style="list-style-type: none"> ◆ Recognize how God was merciful to Lot’s family [Topic 50] ◆ Describe God as faithful for fulfilling his promise to Abraham [Topic 52] ◆ Identify an example of God’s sovereignty in providing a wife for Isaac [Topic 54]
Describe attributes of God displayed during the accounts of Joseph and Moses [Unit 9]	<ul style="list-style-type: none"> ◆ Recognize God’s sovereignty in placing Joseph in Egypt where he could help during the famine [Topic 65] ◆ Recognize God’s sovereignty in using Joseph’s brothers’ evil plans for good [Topic 66] ◆ Recognize that God’s eternal nature is displayed in the name “I Am Who I Am” [Topic 70] ◆ Recognize that God can turn what people mean for evil to good to reflect his glory [Topic 71]
Describe attributes of God displayed during the account of the exodus [Unit 10]	<ul style="list-style-type: none"> ◆ Recognize that God showed his omnipotence by sending the plagues to Egypt [Topic 73] ◆ Recognize that God showed his omnipotence by parting the Red Sea [Topic 75] ◆ Recognize that God was faithful to provide for the needs of the Israelites in the wilderness [Topic 76] ◆ Describe God as merciful for not killing the Israelites when they worshipped the golden calf [Topic 78]

1.3 Recognize how specific biblical accounts in the Old Testament point to God's plan for redemption

Unit Objectives	Corresponding Learner Outcomes
Recognize how the events in the garden of Eden point to the gospel [Unit 4]	<ul style="list-style-type: none"> ◆ Explain how God shows his love for sinners through the cross and consummation [Topic 28] ◆ Recall how someone can have their sins forgiven and receive eternal life [Topic 30] ◆ Identify Jesus as Lord and Savior and Eve's descendant who will defeat Satan [Topic 30] ◆ Contrast the "bad news" of sin and the "good news" of salvation [Topic 31]
Recognize how biblical accounts related to Abraham and Isaac point to Jesus, the promised Savior [Unit 7]	<ul style="list-style-type: none"> ◆ Identify Jesus as the promised descendant through whom all nations have been blessed [Topic 51] ◆ Identify Jesus as a descendant of Isaac [Topic 52] ◆ Recognize that the ram God provided in place of Isaac points to Jesus as the substitute for sinners on the cross [Topic 53] ◆ Explain what it means to be a "child of God" [Topic 55]
Recognize how elements of the account of Jacob and Esau point to God's plan for redemption [Unit 8]	<ul style="list-style-type: none"> ◆ Recognize that God's will for Jacob (i.e., to be the leader and a part of Jesus' lineage) was still accomplished despite his and Rebekah's sin [Topic 58] ◆ Describe the inheritance all believers receive [Topic 63]
Recognize how the celebration of Passover looks back to the exodus and forward to the consummation [Unit 10]	<ul style="list-style-type: none"> ◆ Identify a common food found in a Passover meal and its connection to the exodus [Topic 74] ◆ Recognize that the Passover points to Christ, the cross, and the consummation [Topic 74]
Recognize how the Ten Commandments point to Christ [Unit 10]	<ul style="list-style-type: none"> ◆ Recognize that the Ten Commandments show the need for a Savior [Topic 77] ◆ Recognize that God showed us the greatest example of love by sending his Son to die for sinners [Topic 79]

1.4 Describe each of the 7 C's of History and sequence them on a timeline

Unit Objectives	Corresponding Learner Outcomes
Identify and describe the 7 C's of History [Unit 2]	<ul style="list-style-type: none"> ◆ Sequence the 7 C's of History [Topic 9] ◆ Match a description to the correct event in the 7 C's of History [Topic 9] ◆ Locate each of the 7 C's on a timeline [Topic 9]* <p><i>*This is also supported through the 7 C's Chronology section found in Topics throughout the curriculum</i></p>
Locate Creation on a timeline of the 7 C's of History [Units 2 and 3]	<ul style="list-style-type: none"> ◆ Locate Creation on a timeline of the 7 C's of History [Topic 11] <p><i>*This is also supported through the 7 C's Chronology section found in Topics throughout Units 2 and 3.</i></p>

Unit Objectives	Corresponding Learner Outcomes
Locate Corruption, Christ, Cross, and Consummation on a timeline of the 7 C's of History [Unit 4]	<ul style="list-style-type: none"> ◆ Locate Corruption on a timeline of the 7 C's of History [Topic 27] ◆ Locate Christ, Cross, and Consummation on a timeline of the 7 C's of History [Topic 31] <p><i>*This is also supported through the 7 C's Chronology section found in Topics throughout Unit 4.</i></p>
Locate Catastrophe on a timeline of the 7 C's of History [Unit 5]	<ul style="list-style-type: none"> ◆ Locate Catastrophe on a timeline of the 7 C's of History [Topic 33] <p><i>*This is also supported through the 7 C's Chronology section found in Topics throughout Unit 5.</i></p>
Locate Confusion on a timeline of the 7 C's of History [Unit 6]	<ul style="list-style-type: none"> ◆ Locate Confusion on a timeline of the 7 C's of History [Topic 42] <p><i>*This is also supported through the 7 C's Chronology section found in Topics throughout Unit 6.</i></p>

1.5 Explain what God created on each day of creation and relate it to the world around us

Unit Objectives	Corresponding Learner Outcomes
Identify what God created on days 1–4 of creation [Unit 2]	<ul style="list-style-type: none"> ◆ Identify what God created on day 1 [Topic 11] ◆ Identify what God created on day 2 [Topic 12] ◆ Identify what God created on day 3 [Topic 13] ◆ Identify what God created on day 4 [Topic 14]
Identify what God created or did on days 5–7 of creation week [Unit 3]	<ul style="list-style-type: none"> ◆ Identify what God created on day 5 [Topic 17] ◆ Identify what God created on day 6 [Topic 18] ◆ Sequence the events that happened on day 6 [Topic 18] ◆ Identify what God did on day 7 and why he did it [Topic 18]
Classify plant and animal kinds according to their days of creation [Unit 3]	<ul style="list-style-type: none"> ◆ Select examples of descendants of the kinds created on day 5, given a group of living things [Topic 17] ◆ Sort examples of descendants from the created kinds of plant and animal kinds by day of creation [Topic 19]
Recognize that dinosaur kinds and other large creatures were created by God during creation [Unit 3]	<ul style="list-style-type: none"> ◆ Recognize that dinosaur kinds were created on day 6 [Topic 20] ◆ Differentiate between a dinosaur and other creatures [Topic 20] ◆ Relate the descriptions of Behemoth and Leviathan in Scripture to dinosaurs and dragons [Topic 20]

1.6 Describe the creation of Adam and Eve and how man is set apart from all other living creatures

Unit Objectives	Corresponding Learner Outcomes
Describe the creation of Adam and Eve [Unit 3]	<ul style="list-style-type: none"> Identify how God created Adam and Eve [Topic 21] Describe God's plan for marriage as modeled by Adam and Eve [Topic 21]
Describe how man is different from all other living creatures [Unit 3]	<ul style="list-style-type: none"> Describe man as being made in the image of God [Topic 22] Contrast people and all other living creatures [Topic 22]

1.7 Explain the corruption event, its lasting consequences, and the first account of Adam's descendants sinning (i.e., Cain and Abel)

Unit Objectives	Corresponding Learner Outcomes
Summarize the events that led to sin entering the world [Unit 4]	<ul style="list-style-type: none"> Sequence the events that happened in the garden of Eden that led to sin entering the world [Topic 27] Define <i>sin</i> [Topic 27]
Describe the curse and its effects on all creation [Unit 4]	<ul style="list-style-type: none"> Recognize that because we are descendants of Adam, we will all sin [Topic 27] Recall the lasting consequences of God's punishing sin in the garden [Topic 28]
Recall the biblical account of Cain and Abel [Unit 4]	<ul style="list-style-type: none"> Explain why God accepted Abel's offering but not Cain's offering [Topic 29] Recall why Cain murdered Abel [Topic 29]

1.8 Describe the catastrophe event including (1) God's purpose for it, (2) the ark and its inhabitants, (3) the conditions during the flood, and (4) God's covenant with Noah

Unit Objectives	Corresponding Learner Outcomes
Explain why God sent a global flood during Noah's time [Unit 5]	<ul style="list-style-type: none"> Describe the world during the time of Noah [Topic 33] Explain why God flooded the whole earth [Topic 33]
Describe the ark, including its size, using details from Scripture [Unit 5]	<ul style="list-style-type: none"> Describe the ark using words, measurements, and/or pictures [Topic 34] Differentiate between a biblical depiction of the ark and one that is not scripturally accurate [Topic 34] Identify a reason that we know the ark was big enough to hold the animals, supplies, and Noah's family [Topic 34]

Unit Objectives	Corresponding Learner Outcomes
Differentiate between the people and animal kinds that were safe on the ark and those that were not [Unit 5]	<ul style="list-style-type: none"> Identify the people and animal kinds that were safe on the ark [Topic 35] Differentiate between animal kinds that were on the ark and those that were not Recall that dinosaur kinds were present on the ark [Topic 35]
Describe what happened during the flood, based on details in the biblical account [Unit 5]	<ul style="list-style-type: none"> Describe what happened on earth during the flood using words or pictures [Topic 36] Identify what happened to all the people, land animals, and flying creatures not on the ark [Topic 36]
Explain what God told Noah as he left the ark (i.e., to multiply and fill the earth) and the covenant God made with him [Unit 5]	<ul style="list-style-type: none"> Describe the covenant God made with Noah [Topic 37] Identify the symbol of God's covenant with Noah [Topic 37] Recall what God commanded Noah and his family to do after getting off the ark [Topic 37]

1.9 With support, analyze scientific data, historical accounts, and Scriptural evidence that confirm a global flood

Unit Objectives	Corresponding Learner Outcomes
Recall scientific data that points to a global flood [Unit 5]	<ul style="list-style-type: none"> Identify an example of evidence of the global flood that scientists can still see today [Topic 38] Describe how the conditions of the global flood led to the creation of many fossils we find today [Topic 38] Recall an example of how observational science points to the global flood [Topic 39]
Describe changes to earth after the flood, including the ice age [Unit 6]	<ul style="list-style-type: none"> Identify one way earth changed after the global flood [Topic 41] Recognize that the global flood provided the perfect conditions for the ice age [Topic 41] Select an ice age animal, given a group of animals [Topic 41]
Recognize the origin of a flood legend and how it is similar to and different from the biblical account [Unit 6]	<ul style="list-style-type: none"> Recognize that the global flood account was passed down through generations of Noah's descendants, resulting in flood legends over time [Topic 43] Identify elements in a flood legend that are similar to and different from the biblical account of the flood [Topic 43]

1.10 Describe the confusion event and recognize how it confirms a single human race, descended from Adam

Unit Objectives	Corresponding Learner Outcomes
Recognize that God confused the people's language at the tower of Babel as a punishment for their sin [Unit 6]	<ul style="list-style-type: none"> ◆ Explain why God confused the people's language at Babel [Topic 42] ◆ Recall what the people did after God confused their language [Topic 42]
Recognize that there is one human race, and we are all sinners who need a Savior [Unit 6]	<ul style="list-style-type: none"> ◆ State that there is one race—the human race [Topic 44] ◆ Recognize that people have different skin tones but are not different races [Topic 44] ◆ Recognize that all people are created in God's image and are in need of a Savior [Topic 44] ◆ Recognize that we are all descendants of Adam, through Noah, and are sinners in need of a Savior [Topic 47]

1.11 Recall examples of Job's suffering and God's blessings upon him

Corresponding Learner Outcomes

- ◆ Identify one way Job suffered **[Topic 45]**
- ◆ Identify one way God blessed Job **[Topic 45]**
- ◆ Recognize that God is sovereign even during suffering, as displayed in the account of Job **[Topic 45]**

1.12 Describe important events during the time of Abraham and Isaac, including (1) God's promise to Abraham, (2) the destruction of Sodom and Gomorrah, (3) the testing of Abraham's faith, and (4) God's provision of a wife for Isaac

Unit Objectives	Corresponding Learner Outcomes
Recall the account of Abram's calling and the promises God made to him [Unit 6]	<ul style="list-style-type: none"> ◆ Identify what God called Abram to do [Topic 46] ◆ Recall God's three promises to Abram found in Genesis 12 [Topic 46] ◆ Explain how Abram obeyed by faith [Topic 46]
Recall why Abram and Lot separated, where they went, and what influenced their decisions [Unit 7]	<ul style="list-style-type: none"> ◆ Explain why Abram and Lot separated [Topic 49] ◆ Recall the places where Abram and Lot moved [Topic 49] ◆ Contrast how Abram and Lot made their decisions about where to move [Topic 49]
Describe how God punished the sin of Sodom and Gomorrah and what happened to Lot's family [Unit 7]	<ul style="list-style-type: none"> ◆ Explain what happened at Sodom and Gomorrah and why [Topic 50] ◆ Recall what happened to Lot's family, including his wife, at the judgment of Sodom and Gomorrah [Topic 50]

Unit Objectives	Corresponding Learner Outcomes
Describe the promise God made to Abraham about his descendants and Abraham and Sarah's response to it [Unit 7]	<ul style="list-style-type: none"> Describe how many descendants God promised Abram using words or pictures [Topic 51] Recall what happened when Abram and Sarai become impatient with God's promise [Topic 51] Recall the meaning of Abraham's new name and its relation to God's promise [Topic 52]
Recall the biblical account of the sacrifice of Isaac [Unit 7]	<ul style="list-style-type: none"> Recall what God called Abraham to do to Isaac and Abraham's response [Topic 53] Identify what God provided to take the place of Isaac [Topic 53]
Explain how God sovereignly provided a wife for Isaac [Unit 7]	<ul style="list-style-type: none"> Explain how the servant would know the woman Isaac was to marry [Topic 54] Recall whom Isaac married [Topic 54]

1.13 Recall the accounts of Jacob and Esau regarding the birthright and blessing, including the consequences of Jacob's actions and the brother's ultimate reconciliation

Unit Objectives	Corresponding Learner Outcomes
Recall the account of Jacob and Esau [Unit 8]	<ul style="list-style-type: none"> Identify what Esau gave to Jacob for the stew and why it was important [Topic 57] Summarize how Jacob and Rebekah tricked Isaac into giving Jacob the blessing instead of Esau [Topic 58]
Compare and contrast Jacob and Esau, including their actions related to the birthright and blessing [Unit 8]	<ul style="list-style-type: none"> Compare and contrast Esau and Jacob [Topic 57] Explain how Jacob and Esau were both wrong when Jacob sold Esau the stew [Topic 57]
Explain the consequences of Jacob's deception and his ultimate reconciliation with Esau [Unit 8]	<ul style="list-style-type: none"> Identify the consequence for Jacob and Rebekah deceiving Isaac [Topic 58] Describe what Esau did when he saw Jacob again [Topic 60]

1.14 Recall events in Jacob's life that contributed to God's fulfilling the promise that was passed down from Abraham (i.e., to make a great nation from Abraham's descendants)

Unit Objectives	Corresponding Learner Outcomes
Explain Jacob's dream and its fulfillment, including how many sons he had [Unit 8]	<ul style="list-style-type: none"> Describe Jacob's dream and its meaning using words or pictures [Topic 59] Identify how many sons Jacob had [Topic 59]

Unit Objectives	Corresponding Learner Outcomes
Explain how Laban tricked Jacob and whether it affected God's plan for Jacob [Unit 8]	<ul style="list-style-type: none"> ◆ Recall how Laban tricked Jacob [Topic 59] ◆ Recognize that God still fulfilled his promised to Jacob despite people's sin [Topic 59]
Describe the account of Jacob's wrestling God and how he changed because of it [Unit 8]	<ul style="list-style-type: none"> ◆ Identify with whom Jacob wrestled [Topic 60] ◆ Explain how God changed Jacob as a result of his wrestling match [Topic 60] ◆ Identify the new name God gave Jacob [Topic 60]
Recognize Jacob and Judah's place in the lineage of Jesus [Unit 9]	<ul style="list-style-type: none"> ◆ Recall the animal that Jacob told Judah his descendants would be like [Topic 67] ◆ Recognize Jesus, the promised Savior, as a descendant of Judah [Topic 67]

1.15 Describe the biblical account of Joseph and how God used Joseph's brothers' evil for his glory

Unit Objectives	Corresponding Learner Outcomes
Describe Joseph's dreams and the effect they had on the relationship with his brothers [Unit 8]	<ul style="list-style-type: none"> ◆ Describe Joseph's dreams and their meaning using words or pictures [Topic 61] ◆ Recall how Joseph's brothers felt about him [Topic 61] ◆ Explain what Joseph's brothers did to get rid of him [Topic 61]
Describe Joseph's trials in Potiphar's house and prison [Unit 8]	<ul style="list-style-type: none"> ◆ Recall what Potiphar's wife did to Joseph and how it affected him [Topic 62] ◆ Describe one way God showed he was with Joseph at Potiphar's house or in prison [Topic 62] ◆ Recognize that Joseph trusted God through difficult situations [Topic 62]
Describe Pharaoh's dreams, their meaning, and how he rewards Joseph for his interpretation [Unit 9]	<ul style="list-style-type: none"> ◆ Describe Pharaoh's dreams and what they meant using words or pictures [Topic 65] ◆ Recall how Pharaoh rewarded Joseph for interpreting his dreams [Topic 65]
Describe Joseph's reunion with his brothers [Unit 9]	<ul style="list-style-type: none"> ◆ Recall why Joseph's brothers went to Egypt [Topic 66] ◆ Explain how Joseph tested his brothers [Topic 66] ◆ Identify where Jacob's family moved during the famine [Topic 67]

1.16 Describe how God protected Moses and then called him to lead the Israelites

Unit Objectives	Corresponding Learner Outcomes
Explain how God protected Moses from birth to his time in Midian [Unit 9]	<ul style="list-style-type: none"> Describe how God protected Moses from Pharaoh at his birth [Topic 68] Identify Moses' role in Egypt for his first 40 years [Topic 69] Recall what happened when Moses saw an Egyptian beating an Israelite slave [Topic 69] Identify how God protected Moses after he killed the Egyptian man [Topic 69]
Describe the account of the burning bush and Moses' response to God [Unit 9]	<ul style="list-style-type: none"> Describe what Moses saw while taking care of sheep in the desert using words or pictures [Topic 70] Recall what God called Moses to do at the burning bush and Moses' reaction [Topic 70]

1.17 Explain how God sovereignly protected and provided for the Israelites during their enslavement and exodus

Unit Objectives	Corresponding Learner Outcomes
Recall why the Israelites became slaves in Egypt and Pharaoh's law about their male children [Unit 9]	<ul style="list-style-type: none"> Recognize why the Israelites became slaves in Egypt [Topic 68] Recall the law Pharaoh made about the Israelites' babies [Topic 68]
Describe the exodus, including the plagues and the parting of the Red Sea [Unit 10]	<ul style="list-style-type: none"> Match a plague to its description [Topic 73] Recognize that each plague pointed to the one true God instead of the Egyptians' false gods [Topic 73] Describe what God commanded the Israelites to do to protect themselves from the final plague using words or pictures [Topic 74] Describe the parting of the Red Sea using words or pictures [Topic 75]
Explain how God protected and provided for the Israelites in the wilderness [Unit 10]	<ul style="list-style-type: none"> Recall what God provided the Israelites with as they left Egypt that fulfilled a promise he made to Abraham [Topic 75] Using words or pictures, describe how God led his people in the wilderness [Topic 75] Identify what God provided the Israelites to eat and drink in the wilderness and how he provided it [Topic 76] Describe what God told Moses to do to help win the battle with the Amalekites [Topic 76]
Recall the account of the golden calf and Moses' intervention on behalf of the Israelites [Unit 10]	<ul style="list-style-type: none"> Using words or pictures, describe what the Israelites made and worshipped when they got impatient waiting for Moses [Topic 78] Explain what Moses did when he saw the Israelites worshipping the golden calf [Topic 78]

1.18 Recall the Ten Commandments, their purpose, and examples of obeying them

Unit Objectives	Corresponding Learner Outcomes
Identify the Ten Commandments [Unit 10]	<ul style="list-style-type: none"> ◆ Recall the Ten Commandments [Topic 77] ◆ Explain that God gave the Ten Commandments to tell the Israelites, and all people, how to treat him and others [Topic 77]
Identify real-world examples of obeying the Ten Commandments [Unit 10]	<ul style="list-style-type: none"> ◆ Identify real-world examples of obeying the Ten Commandments [Topic 79]

1.19 With support, evaluate man's ideas and misconceptions about the origin of the universe and everything in it by comparing them to Scripture to discern the truth

Unit Objectives	Corresponding Learner Outcomes
Distinguish between biblical truths and man's ideas about days 1–4 of creation [Unit 2]	<ul style="list-style-type: none"> ◆ Differentiate between a biblical truth and a common misconception about day 1 [Topic 11] ◆ Differentiate between a biblical truth and a common misconception about day 2 [Topic 12] ◆ Differentiate between a biblical truth and a common misconception about day 3 [Topic 13] ◆ Differentiate between a biblical truth and a common misconception about day 4 [Topic 14] ◆ Contrast God's Word and man's ideas about the beginning of our universe [Topic 15]
Distinguish between biblical truths and man's ideas about days 5–6 of creation [Unit 3]	<ul style="list-style-type: none"> ◆ Differentiate between a biblical truth and a common misconception about day 5 [Topic 17] ◆ Contrast God's Word and man's ideas about the origins of animals and people [Topic 23]
Recognize that evolution contradicts Scripture [Unit 3]	<ul style="list-style-type: none"> ◆ Recognize that one kind of plant or animal cannot turn into another kind [Topic 19] ◆ Recognize that God created plants and animals to reproduce according to their kinds [Topic 19] ◆ Recognize that people were created on day 6 and have not evolved from ape-like creatures [Topic 22]
Recall evidence in Scripture that confirms a literal six-day creation that occurred about 6,000 years ago [Unit 4]	<ul style="list-style-type: none"> ◆ Recall scriptural evidence that helps us know each day of creation was a literal 24-hour day [Topic 25] ◆ Recall that the universe and earth are about 6,000 years old [Topic 26] ◆ Create a diagram to show how the genealogical records in Scripture help us know the age of the universe and earth [Topic 26]

1.20 Apply a biblical account or scriptural truth to everyday situations**Unit Objectives**

This standard is supported at the unit level and is practiced in every topic (Apply section). It is also found in each unit's Application topic.

- ◆ Apply a biblical account or scriptural truth to everyday situations
[Topics 7, 15, 23, 31, 39, 47, 55, 63, 71, and 79]
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1.21 Demonstrate memorization of selected scripture**Unit Objectives**

This standard is supported at the unit level and is practiced in every lesson (Memory Verse/Catechism section) with the opportunity to assess the unit objective in the Unit Review & Assessment.

- ◆ State the selected unit verse(s)
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