

# Curriculum Framework

## Standards of Learning

**Biblical Foundations:** *What do we know about God and his Word?*

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- K.1** Recognize the Bible as the true, infallible Word of God upon which everyone should build their foundation, as confirmed by related biblical, historical, and scientific evidence
- K.2** Identify attributes of God as displayed throughout the 7 C's of History and related biblical accounts
- K.3** Recognize the triune nature of God, as recorded throughout the 7 C's of History, and differentiate between the persons of the Trinity (God the Father, God the Son, God the Holy Spirit)
- K.4** Identify attributes of Jesus, including his equally human and divine natures, using evidence from biblical accounts
- K.5** With prompting and support, recognize elements of God's redemptive plan for sinners throughout biblical accounts related to the 7 C's of History

**7 C's of History:** *What are the 7 C's of History?*

*How do they point to God's plan for redemption?*

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- K.6** With prompting and support, sequence the 7 C's of History on a timeline
- K.7** Describe creation (first C) including (1) the sequence of days, (2) examples of what God created, and (3) evidence from the biblical account that supports a literal six-day creation
- K.8** Recall details about the creation of Adam and Eve and the rules and responsibilities God gave them
- K.9** Describe the events in the garden of Eden that led to corruption (second C) and its continued effects in the world

- K.10** Describe the catastrophe (third C), God’s reason for it, and the covenant that resulted from it
- K.11** Describe the ark including (1) its physical appearance, (2) the kinds of animals on it, and (3) how the animals may have been able to fit on it
- K.12** Recognize the presence of dinosaurs in relation to biblical accounts, including their creation, characteristics, and inclusion on the ark
- K.13** Recall examples of evidence that confirm the historicity of a global flood
- K.14** Describe the events at the tower of Babel that led to confusion (fourth C), including the immediate and long-term effects on humanity and its confirmation of the presence of a singular human race
- K.15** With prompting and support, evaluate events between confusion (fourth C) and Christ (fifth C) to recognize examples of God’s judgment, protection, and blessing of people and nations
- K.16** Describe important events in Christ’s (fifth C) life and ministry that reveal him as the promised Savior
- K.17** Describe the cross (sixth C) event and recognize its importance in God’s redemptive plan for sinners
- K.18** Describe the coming consummation (seventh C) and the mandate Jesus gave to all believers to fulfill until this event occurs

**Scripture Application and Memorization:**

*How can we apply the 7 C's of History to everyday situations?*

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- K.19** With prompting and support, apply biblical accounts related to the 7 C’s of History to everyday situations
- K.20** Demonstrate memorization of selected scripture

# Standards & Units Alignment

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

Unit	Unit Objectives	Aligned Standards
<b>Unit 1</b> Creation: Days 1-5	<ul style="list-style-type: none"> <li>◆ Recognize that the Bible is God’s true, infallible Word</li> <li>◆ Identify evidence that shows the inerrancy of Scripture</li> <li>◆ Differentiate between the three persons of the Trinity</li> <li>◆ Identify what God created on days 1-5 of creation</li> <li>◆ Recognize examples of things God created on days 1-5 of creation</li> <li>◆ Identify attributes of God that are revealed through creation and other biblical accounts</li> <li>◆ Apply the biblical account of creation to everyday situations</li> <li>◆ Locate Creation on the 7 C’s of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.1 K.2 K.3 K.6 K.7 K.19 K.20
<b>Unit 2</b> Creation: Days 6-7	<ul style="list-style-type: none"> <li>◆ Identify what God created on day 6 of creation and examples of those creations</li> <li>◆ Identify what God did on day 7 of creation and his reason for doing it</li> <li>◆ Identify characteristics of animals and plants that God created, including reproducing according to their own kinds</li> <li>◆ Recognize characteristics of dinosaurs, including their creation</li> <li>◆ Describe the creation of Adam and Eve</li> <li>◆ Recognize that man was created in God’s image and is different from other living things</li> <li>◆ Recall evidence that supports a literal six-day creation and a young earth</li> <li>◆ Apply the biblical account of creation to everyday situations</li> <li>◆ Locate Creation on the 7 C’s of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.6 K.7 K.8 K.12 K.19 K.20
<b>Unit 3</b> Corruption	<ul style="list-style-type: none"> <li>◆ Describe the garden of Eden, including God’s rules and responsibilities for Adam and Eve</li> <li>◆ Describe what happened when the first sin was committed</li> <li>◆ Identify the results of the curse on plants and animals</li> <li>◆ Identify the results of the curse on Adam and Eve and all future generations</li> <li>◆ Identify the attributes of God that are revealed through the corruption event</li> <li>◆ Recognize the relationship between the corruption, Christ, and cross events</li> <li>◆ Describe what happened between Cain and Abel</li> <li>◆ Apply the biblical account of corruption to everyday situations</li> <li>◆ Locate Corruption on the 7 C’s of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.2 K.5 K.6 K.8 K.9 K.19 K.20

Unit	Unit Objectives	Aligned Standards
<b>Unit 4</b> Catastrophe	<ul style="list-style-type: none"> <li>◆ Recognize and describe the ark based on biblical accounts</li> <li>◆ Describe the flood</li> <li>◆ Identify God's purposes for the flood and the ark</li> <li>◆ Identify animal kinds that may have been on the ark and are ancestors of modern-day species</li> <li>◆ Recognize that dinosaurs were present on the ark</li> <li>◆ Recall how the flood ended</li> <li>◆ Identify evidence that supports a global flood</li> <li>◆ Identify attributes of God that are revealed through the catastrophe event</li> <li>◆ Recognize the relationship between the catastrophe, Christ, and cross events</li> <li>◆ Apply the biblical account of catastrophe to everyday situations</li> <li>◆ Locate Catastrophe on the 7 C's of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.2 K.5 K.6 K.10 K.11 K.12 K.13 K.19 K.20
<b>Unit 5</b> Catastrophe & Confusion	<ul style="list-style-type: none"> <li>◆ Describe how the flood changed earth</li> <li>◆ Recognize the post-flood existence of dinosaurs</li> <li>◆ Recognize that flood legends from different cultures support the historicity of a global flood</li> <li>◆ Recall the events that took place at the tower of Babel</li> <li>◆ Describe the effects of the tower of Babel on language and the migration of people</li> <li>◆ Recognize that all people are a part of one human race descended from Adam and Eve through Noah and his sons</li> <li>◆ Explain God's covenant with Abraham</li> <li>◆ Apply the biblical account of confusion to everyday situations</li> <li>◆ Locate Confusion on the 7 C's of History timeline and identify their sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.6 K.12 K.13 K.14 K.15 K.19 K.20

Unit	Unit Objectives	Aligned Standards
<b>Unit 6</b> Confusion to Christ: Commandments & Judges	<ul style="list-style-type: none"> <li>◆ Recall what happened when Abraham was asked to sacrifice Isaac</li> <li>◆ Recognize that Abraham’s blessing was passed on through his descendants, including Jesus</li> <li>◆ Describe how God saved the Israelites from slavery in Egypt</li> <li>◆ Identify the purpose of the Ten Commandments and examples of them</li> <li>◆ Describe what happened when the Israelites crossed the Jordan River and its significance to the nation of Israel</li> <li>◆ Describe how God used judges (e.g., Gideon and Samson) to judge and bless the people and nation of Israel</li> <li>◆ Recognize the relationship of events occurring between confusion and Christ and the cross</li> <li>◆ Identify attributes of God that are revealed through events happening between the confusion event and Christ</li> <li>◆ Apply a biblical account from the time between the confusion event and Christ to everyday situations</li> <li>◆ Locate Confusion and Christ on the 7 C’s of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.2 K.5 K.6 K.15 K.19 K.20
<b>Unit 7</b> Confusion to Christ: Kings, Prophets & Captivity	<ul style="list-style-type: none"> <li>◆ Recognize the reason why God selected David to become king</li> <li>◆ Describe David’s defeat of Goliath, including God’s role in the fight</li> <li>◆ Describe how God used prophets (e.g., Elijah and Jonah) to tell others about him or warn them about disobedience</li> <li>◆ Describe how various kings of Israel and Judah responded to God while ruling</li> <li>◆ Recall how God judged Israel but was also merciful to the nation</li> <li>◆ Describe how God protected Daniel and his friends during their time in captivity</li> <li>◆ Recognize the relationship of events occurring between confusion and Christ and the cross</li> <li>◆ Identify attributes of God that are revealed through events happening between the confusion event and Christ</li> <li>◆ Apply a biblical account from the time between the confusion event and Christ to everyday situations</li> <li>◆ Locate Confusion and Christ on the 7 C’s of History timeline and identify their sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.2 K.5 K.6 K.15 K.19 K.20

Unit	Unit Objectives	Aligned Standards
<b>Unit 8</b> Christ: Birth & Early Ministry	<ul style="list-style-type: none"> <li>◆ Recall the events surrounding and including Jesus' birth</li> <li>◆ Identify a biblical prophecy Jesus fulfilled</li> <li>◆ Describe the baptism of Jesus, including the presence of the Trinity</li> <li>◆ Explain what happened when Satan tempted Jesus</li> <li>◆ Describe Jesus' selection of his first disciples</li> <li>◆ Describe various miracles Jesus performed during his ministry</li> <li>◆ Describe the response of the people in Nazareth to Jesus' ministry</li> <li>◆ Identify attributes of Jesus as revealed through biblical accounts</li> <li>◆ Apply a biblical account related to Christ to everyday situations</li> <li>◆ Locate Christ on the 7 C's of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.3 K.4 K.5 K.6 K.16 K.19 K.20
<b>Unit 9</b> Christ: God the Son	<ul style="list-style-type: none"> <li>◆ Describe various miracles Jesus performed during his ministry</li> <li>◆ Recognize that the transfiguration confirmed Jesus is God (the Son)</li> <li>◆ Recognize Jesus' use of parables and explain the parable of the wise man and the foolish man</li> <li>◆ Recognize at least one of Jesus' names and what it tells us about Jesus</li> <li>◆ Identify attributes of Jesus as revealed through biblical accounts</li> <li>◆ Apply a biblical account related to Christ to everyday situations</li> <li>◆ Locate Christ on the 7 C's of History timeline and identify its sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.3 K.4 K.6 K.16 K.19 K.20
<b>Unit 10</b> Cross & Consummation	<ul style="list-style-type: none"> <li>◆ Recall events that occurred immediately before or during the cross event</li> <li>◆ Explain the great commission and its application for believers</li> <li>◆ Recognize Jesus' role in the cross event and its importance for sinners</li> <li>◆ Identify a biblical prophecy Jesus fulfilled</li> <li>◆ Describe the consummation, including comparing the present heaven and earth and the new heaven and earth</li> <li>◆ Differentiate between the first Adam and the last Adam (Jesus), using evidence from biblical accounts</li> <li>◆ Identify attributes of God as revealed through biblical accounts</li> <li>◆ Apply a biblical account related to the cross or consummation to everyday situations</li> <li>◆ Locate Cross and Consummation on the 7 C's of History timeline and identify their sequential order</li> <li>◆ State the selected unit verse(s)</li> </ul>	K.2 K.5 K.6 K.17 K.18 K.19 K.20

# Standards, Units & Lessons Alignment

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

## K.1 Recognize that the Bible is the true, infallible Word of God upon which everyone should build their foundation, as confirmed by related biblical, historical, and scientific evidence

Unit Objectives	Corresponding Learner Outcomes
Identify evidence that shows the inerrancy of Scripture [Unit 1]	<ul style="list-style-type: none"> <li>Recognize that the Bible does not have any errors [Topic 1]</li> <li>Identify an example of scientific principles or historical events that are confirmed in the Bible [Topic 2]</li> <li>Recognize that we know the Bible is the Word of God because it correctly predicts future events [Topic 2]</li> <li>Recognize that the Bible has been preserved for thousands of years [Topic 2]</li> </ul>
Recognize that the Bible is God's true, infallible Word [Unit 1]	<ul style="list-style-type: none"> <li>Recognize that we can trust the Bible to tell us the truth about the past, present, and future [Topic 1]</li> <li>Describe what is meant by "all Scripture is God-breathed" [Topic 1]</li> </ul>

## K.2 Identify attributes of God as displayed throughout the 7 C's of History and related biblical accounts

Unit Objectives	Corresponding Learner Outcomes
Identify attributes of God that are revealed through creation [Unit 1]	<ul style="list-style-type: none"> <li>Recognize that all three persons of the Trinity were present at creation [Topic 3]</li> <li>Recognize that God showed his omnipotence and eternal nature during creation [Topic 4]</li> </ul>
Identify attributes of God that are revealed through the corruption event [Unit 3]	<ul style="list-style-type: none"> <li>Explain why Adam and Eve could not hide their sin from God [Topic 19]</li> <li>Recognize that because God is just, he punished Adam and Eve's sin [Topic 19]</li> </ul>
Identify attributes of God that are revealed through the catastrophe event [Unit 4]	<ul style="list-style-type: none"> <li>Recognize that God judged sin through the global flood because he is holy and just [Topic 25]</li> <li>Recognize that God's protection of Noah and his covenant shows that he is merciful [Topic 30]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Identify attributes of God that are revealed through events happening between the confusion event and Christ [Units 6 and 7]	<ul style="list-style-type: none"> <li>Recognize that God showed his power over the natural world through the plagues and the parting of the Red Sea [Topic 43]</li> <li>Recognize that God was faithful and kept his promise to deliver the Israelites to their promised land [Topic 45]</li> <li>Identify God as all-powerful (omnipotent), as displayed in his actions against the prophets of Baal [Topic 51]</li> <li>Recognize that God judged the northern and southern kingdoms of Israel because he is holy and just [Topic 53]</li> <li>Recognize God's sovereignty over Israel's return to Judah after the Babylonian captivity [Topic 55]</li> </ul>
Identify attributes of God as revealed through biblical accounts [Unit 1 and 10]	<ul style="list-style-type: none"> <li>Identify God as omniscient (all-knowing) [Topic 1]</li> <li>Recognize that the fulfillment of prophecy in the Bible reveals God's omniscience (all-knowing) [Topic 77]</li> </ul>

### **K.3** Recognize the triune nature of God, as recorded throughout the 7 C's of History, and differentiate between the persons of the Trinity (God the Father, God the Son, God the Holy Spirit)

Unit Objectives	Corresponding Learner Outcomes
Differentiate between the three persons of the Trinity [Unit 1]	<ul style="list-style-type: none"> <li>Identify the three persons of the Trinity: Father, Son, Holy Spirit [Topic 3]</li> <li>Match each of the three persons of the Trinity to specific descriptions [Topic 3]</li> <li>Recognize that all three persons of the Trinity were present at creation [Topic 3]</li> </ul>
Describe the baptism of Jesus, including the presence of the Trinity [Unit 8]	<ul style="list-style-type: none"> <li>Explain what happened when John baptized Jesus [Topic 59]</li> <li>Identify the three persons of the Trinity that were present at Jesus' baptism [Topic 59]</li> </ul>
Recognize that the transfiguration confirmed Jesus is God (the Son) [Unit 9]	<ul style="list-style-type: none"> <li>Describe what Jesus looked like to the disciples during the transfiguration using words or pictures [Topic 69]</li> <li>Describe how the Father and the Son (two persons of the Trinity) interacted at the transfiguration [Topic 69]</li> <li>Identify Jesus as God the Son, as confirmed during the transfiguration [Topic 69]</li> </ul>

### **K.4** Identify attributes of Jesus, including his equally human and divine natures, using evidence from biblical accounts

Unit Objectives	Corresponding Learner Outcomes
Recognize at least one of Jesus' names and what it tells us about Jesus [Unit 9]	<ul style="list-style-type: none"> <li>Identify at least one of Jesus' names (e.g., Bread of Life, Holy One, I Am, Light of the World, Lamb of God, Door, Rock) [Topic 71]</li> <li>Explain the meaning associated with one of Jesus' names [Topic 71]</li> </ul>



Unit Objectives	Corresponding Learner Outcomes
Identify attributes of Jesus as revealed through biblical accounts [Units 8 and 9]	<ul style="list-style-type: none"> <li>◆ Recognize that Jesus is God the Son, and he took on an earthly/human form [Topic 57]</li> <li>◆ Identify Jesus as perfect and sinless [Topic 60]</li> <li>◆ Recognize that Jesus demonstrated his power over the natural world by filling the disciples' nets with fish [Topic 61]</li> <li>◆ Recognize that Jesus' miracle at the wedding showed his power over the natural world [Topic 62]</li> <li>◆ Recognize that Jesus came to save sinners [Topic 63]</li> <li>◆ Recognize that Jesus showed his power over physical ailments by healing the man who was paralyzed [Topic 65]</li> <li>◆ Recognize that Jesus showed he is God by forgiving the sins of the man who was paralyzed [Topic 65]</li> <li>◆ Recognize that Jesus showed his power over the natural world by calming the storm [Topic 67]</li> <li>◆ Recognize that Jesus showed his power over the natural world by feeding more than 5,000 people [Topic 68]</li> <li>◆ Recognize that Jesus showed his power over death by raising Lazarus from the dead [Topic 70]</li> </ul>

### **K.5** With prompting and support, recognize elements of God's redemptive plan for sinners throughout biblical accounts related to the 7 C's of History

Unit Objectives	Corresponding Learner Outcomes
Recognize the relationship between the corruption, Christ, and cross events [Unit 3]	<ul style="list-style-type: none"> <li>◆ Identify Jesus (the Seed of the woman) as the person who will crush the head of the serpent (Satan) [Topic 22]</li> <li>◆ Recognize that God provided Jesus to cleanse our sin through his death on the cross and resurrection [Topic 22]</li> <li>◆ Recognize that because Adam sinned, his descendants will disobey and sin against God [Topic 23]</li> </ul>
Recognize the relationship between the catastrophe, Christ, and cross events [Unit 4]	<ul style="list-style-type: none"> <li>◆ Recognize sinners can be saved from the punishment of sin by repenting and believing in Jesus [Topic 30]</li> <li>◆ Connect the account of Noah and the ark to the salvation found in Jesus [Topic 30]</li> </ul>
Recognize the relationship of events occurring between confusion and Christ and the cross [Units 6 and 7]	<ul style="list-style-type: none"> <li>◆ Recognize that Jesus, like the ram God provided Abraham, took the punishment on the cross for sinners [Topic 41]</li> <li>◆ Recognize how the Ten Commandments show us that we need a Savior [Topic 44]</li> <li>◆ Recognize Jesus as the one true king over all earthly kings [Topic 49]</li> <li>◆ Identify Jesus as a descendant of David [Topic 50]</li> </ul>
Identify a biblical prophecy Jesus fulfilled [Units 8 and 10]	<ul style="list-style-type: none"> <li>◆ Recognize that Jesus' birth was foretold by the prophets hundreds of years beforehand [Topic 57]</li> <li>◆ Identify a prophecy Jesus fulfilled [Topic 77]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Differentiate between the first Adam and the last Adam (Jesus) using evidence from biblical accounts [Unit 10]	<ul style="list-style-type: none"> <li>◆ Compare and contrast Jesus and Adam [Topic 78]</li> <li>◆ Recognize that we are like Adam (first Adam) and have sinned against God</li> <li>◆ Recognize Jesus (last Adam) came to pay the price for our sins and will one day put an end to the curse [Topic 78]</li> </ul>

### K.6 With prompting and support, sequence the 7 C's of History on a timeline

#### Unit Objectives

This standard is supported at the unit level and is practiced in every topic (through the 7 C's Chronology section) with the opportunity to assess the unit objective in the Unit Application & Review.

- ◆ Locate Creation on the 7 C's timeline and identify its sequential order [Units 1 and 2]
- ◆ Locate Corruption on the 7 C's timeline and identify its sequential order [Unit 3]
- ◆ Locate Catastrophe on the 7 C's timeline and identify its sequential order [Unit 4]
- ◆ Locate Confusion on the 7 C's timeline and identify its sequential order [Unit 5]
- ◆ Locate Confusion and Christ on the 7 C's timeline and identify their sequential order [Units 6 and 7]
- ◆ Locate Christ on the 7 C's timeline and identify its sequential order [Units 8 and 9]
- ◆ Locate Cross and Consummation on the 7 C's timeline and identify their sequential order [Unit 10]

### K.7 Describe creation (first C) including (1) the sequence of days, (2) examples of what God created, and (3) evidence from the biblical account that supports a literal six-day creation

Unit Objectives	Corresponding Learner Outcomes
Identify what God created on days 1–5 of creation [Unit 1]	<ul style="list-style-type: none"> <li>◆ Explain what God created on days 1 and 2 of creation [Topic 4]</li> <li>◆ Explain what God created on day 3 of creation [Topic 5]</li> <li>◆ Explain what God created on day 4 of creation [Topic 6]</li> <li>◆ Explain what God created on day 5 of creation [Topic 7]</li> </ul>
Recognize examples of things God created on days 1–5 of creation [Unit 1]	<ul style="list-style-type: none"> <li>◆ Select different types of plants, given a group of living things [Topic 5]</li> <li>◆ Identify one way people or animals use plants [Topic 5]</li> <li>◆ Recognize that the sun gives us warmth and light during the day, and the moon provides us with light at night [Topic 6]</li> <li>◆ Identify an example of a stellar body God created on day 4 of creation [Topic 6]</li> <li>◆ Select creatures that are descendants of the kinds created on day 5 of creation, given a group of living things [Topic 7]</li> <li>◆ Identify marine and flying reptiles as having been created on day 5 of creation [Topic 7]</li> </ul>
Identify what God created on day 6 of creation and examples of those creations [Unit 2]	<ul style="list-style-type: none"> <li>◆ Explain that God created land animals on day 6 of creation [Topic 9]</li> <li>◆ Select land-dwelling creatures, given a group of living things [Topic 9]</li> <li>◆ Explain that God supernaturally created the first man and woman, Adam and Eve, on day 6 of creation [Topic 11]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Identify characteristics of animals and plants that God created, including reproducing according to their own kinds [Unit 2]	<ul style="list-style-type: none"> <li>◆ Recognize that animals did not eat each other and ate only plants and fruits when they were created [Topic 9]</li> <li>◆ Explain that God intended plants and animals to reproduce according to their kinds [Topic 14]</li> <li>◆ Recognize that one kind of animal cannot turn into another [Topic 14]</li> <li>◆ Match an adult animal to a baby of its kind [Topic 14]</li> </ul>
Identify what God did on day 7 of creation and his reason for doing it [Unit 2]	<ul style="list-style-type: none"> <li>◆ Explain that God rested on day 7 of creation [Topic 12]</li> <li>◆ Recognize that God chose to rest after he created everything and established a pattern of work and rest for us [Topic 12]</li> </ul>
Recall evidence that supports a literal six-day creation and a young earth [Unit 2]	<ul style="list-style-type: none"> <li>◆ Define <i>yom</i> (in the context of Genesis 1) [Topic 13]</li> <li>◆ Explain that God created the universe in six literal, 24-hour days [Topic 13]</li> <li>◆ Recall evidence in Scripture that helps show the age of the earth and universe to be about 6,000 years old [Topic 13]</li> </ul>

### K.8 Recall details about the creation of Adam and Eve and the rules and responsibilities God gave them

Unit Objectives	Corresponding Learner Outcomes
Describe the creation of Adam and Eve [Unit 2]	<ul style="list-style-type: none"> <li>◆ Identify items God used to create Adam and Eve [Topic 11]</li> <li>◆ Explain why God made Eve [Topic 11]</li> </ul>
Recognize that man was created in God's image and is different from other living things [Unit 2]	<ul style="list-style-type: none"> <li>◆ Differentiate between characteristics of animals and people [Topic 15]</li> <li>◆ Identify characteristics that show people are made in God's image [Topic 15]</li> </ul>
Describe the garden of Eden, including God's rules and responsibilities for Adam and Eve (Units 3)	<ul style="list-style-type: none"> <li>◆ Describe the garden of Eden using pictures and/or words [Topic 17]</li> <li>◆ Identify the rules and responsibilities God gave Adam and Eve in the garden of Eden [Topic 17]</li> <li>◆ Identify the rule God gave Adam and Eve in the garden of Eden regarding the tree of the knowledge of good and evil [Topic 18]</li> </ul>

### K.9 Describe the events in the garden of Eden that led to Corruption (second C) and its continued effects on the world

Unit Objectives	Corresponding Learner Outcomes
Describe what happened when the first sin was committed [Unit 3]	<ul style="list-style-type: none"> <li>◆ Define <i>sin</i> [Topic 18]</li> <li>◆ Identify the first sin on earth [Topic 18]</li> <li>◆ Explain that the serpent (Satan) twisted God's Word to tempt Eve into sinning [Topic 18]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Identify the results of the curse on plants and animals [Unit 3]	<ul style="list-style-type: none"> <li>◆ Recognize that the first sin resulted in changes in plants and animals [Topic 20]</li> <li>◆ Identify examples of changes in animals and plants that God commanded in Genesis [Topic 20]</li> <li>◆ Identify examples of defense and attack structures in animals [Topic 20]</li> <li>◆ Identify the clothes God made Adam and Eve as the first recorded deaths of animals and a picture of the covering of sin [Topic 22]</li> </ul>
Identify the results of the curse on Adam and Eve and all future generations [Unit 3]	<ul style="list-style-type: none"> <li>◆ Explain the curse [Topic 19]</li> <li>◆ Identify where God made Adam and Eve live as a punishment for their sins [Topic 19]</li> <li>◆ Recognize that because of sin, people experience pain, hardships, and death [Topic 21]</li> <li>◆ Identify examples of pain, suffering, and death that are mentioned in the biblical account of Genesis and still occur today [Topic 21]</li> </ul>
Describe what happened between Cain and Abel [Unit 3]	<ul style="list-style-type: none"> <li>◆ Recognize how God showed Cain mercy, but also punished his sin [Topic 23]</li> <li>◆ Explain why Cain murdered Abel [Topic 23]</li> </ul>

**K.10** Describe the catastrophe (third C), God’s reason for it, and the covenant that resulted from it

Unit Objectives	Corresponding Learner Outcomes
Describe the flood [Unit 4]	<ul style="list-style-type: none"> <li>◆ Describe what it was like during the flood using words or pictures [Topic 28]</li> <li>◆ Identify where the floodwaters came from [Topic 28]</li> </ul>
Identify God’s purposes for the flood and the ark [Unit 4]	<ul style="list-style-type: none"> <li>◆ Explain why God flooded the earth [Topic 25]</li> <li>◆ Explain the purpose of the ark [Topic 25]</li> <li>◆ Identify who shut the door of the ark [Topic 28]</li> </ul>
Recall how the flood ended [Unit 4]	<ul style="list-style-type: none"> <li>◆ Identify the symbol of the covenant God made with Noah [Topic 30]</li> <li>◆ Explain the promise God made in his covenant with Noah [Topic 30]</li> </ul>

**K.11** Describe the ark, including (1) its physical appearance, (2) the kinds of animals on it, and (3) how the animals may have been able to fit on the ark

Unit Objectives	Corresponding Learner Outcomes
Recognize and describe the ark based on biblical accounts [Unit 4]	<ul style="list-style-type: none"> <li>◆ Describe the ark using words or pictures [Topic 25]</li> <li>◆ Differentiate between a biblically accurate picture of the ark and one that is not [Topic 25]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Identify animal kinds that may have been on the ark and are ancestors of modern-day species [Unit 4]	<ul style="list-style-type: none"> <li>Identify examples of animal kinds that may have been on the ark [Topic 26]</li> <li>Explain how all the animals could fit on the ark [Topic 26]</li> <li>Identify examples of animals of the same kind that look different (e.g., species of dogs, cat kind—tigers, lions) [Topic 31]</li> <li>Recognize that animals today may look different than the animals on the ark, but are descendants of those animal kinds [Topic 31]</li> </ul>

### K.12 Recognize the presence of dinosaurs in relation to biblical accounts, including their creation, characteristics, and inclusion on the ark

Unit Objectives	Corresponding Learner Outcomes
Recognize characteristics of dinosaurs, including their creation [Unit 2]	<ul style="list-style-type: none"> <li>Define <i>dinosaur</i> [Topic 10]</li> <li>Explain that dinosaurs are land animals and were created on day 6 of creation [Topic 10]</li> <li>Select dinosaurs, given a group of living things [Topic 10]</li> <li>Recognize that dinosaurs ate plants and fruits initially [Topic 10]</li> </ul>
Recognize that dinosaurs were present on the ark [Unit 4]	<ul style="list-style-type: none"> <li>Recognize that dinosaurs were on the ark because they were land animals created on day 6 of creation [Topic 27]</li> <li>Identify an example of a dinosaur kind that could have been on the ark [Topic 27]</li> <li>Explain how dinosaurs could fit on the ark [Topic 27]</li> </ul>
Recognize the post-flood existence of dinosaurs [Unit 5]	<ul style="list-style-type: none"> <li>Recognize that dinosaurs existed after the flood because they were kept safe on the ark. [Topic 33]</li> <li>Identify an example of a historical account of people living with dinosaurs (dragons) [Topic 33]</li> <li>Recognize that dinosaurs did not change into birds [Topic 33]</li> </ul>

### K.13 Recall examples of evidence that confirm the historicity of a global flood

Unit Objectives	Corresponding Learner Outcomes
Identify evidence that supports a global flood [Unit 4]	<ul style="list-style-type: none"> <li>Recall a piece of evidence that shows the flood was global and not local [Topic 29]</li> <li>Describe conditions during the flood that could have quickly created fossils [Topic 29]</li> </ul>
Describe how the flood changed the earth [Unit 5]	<ul style="list-style-type: none"> <li>Describe how earth's climate changed after the flood using words or pictures [Topic 34]</li> <li>Explain how the flood changed the way earth looked (i.e., formation of mountains and valleys, breaking of the earth's surface) [Topic 34]</li> </ul>
Recognize that flood legends from different cultures support the historicity of a global flood [Unit 5]	<ul style="list-style-type: none"> <li>Recognize that when people moved from the plain of Shinar, the true account of the flood was changed into legends found in cultures all over the world [Topic 37]</li> <li>Identify one culture that has a flood legend [Topic 37]</li> </ul>

**K.14** Describe the events at the tower of Babel that led to confusion (fourth C), including the immediate and long-term effects on humanity and its confirmation of the presence of a singular human race

Unit Objectives	Corresponding Learner Outcomes
Recall the events that took place at the tower of Babel [Unit 5]	<ul style="list-style-type: none"> <li>◆ Explain why God confused the people's language at the tower of Babel [Topic 35]</li> <li>◆ Recognize that the people disobeyed God by building a tower to make a name for themselves and stay together [Topic 35]</li> <li>◆ Identify the name of the place where God confused people's languages [Topic 35]</li> </ul>
Describe the effects of the tower of Babel on language and the migration of people [Unit 5]	<ul style="list-style-type: none"> <li>◆ Recognize that the languages spoken after the tower of Babel eventually developed into the different languages we have today [Topic 36]</li> <li>◆ Compare different ways people may have traveled to areas throughout the world after the tower of Babel [Topic 36]</li> <li>◆ Identify one place people settled after the confusion of languages at the tower of Babel [Topic 36]</li> </ul>
Recognize that all people are a part of one human race descended from Adam and Eve through Noah and his sons [Unit 5]	<ul style="list-style-type: none"> <li>◆ Identify "cavemen" as humans who chose to live in caves for shelter [Topic 37]</li> <li>◆ Identify ways people can look different [Topic 38]</li> <li>◆ Recognize that everyone is descended from Adam and Eve through Noah and his sons and needs a Savior [Topic 38]</li> <li>◆ Explain that there is only one human race [Topic 38]</li> </ul>

**K.15** With prompting and support, evaluate events between confusion (fourth C) and Christ (fifth C) to recognize examples of God's judgment, protection, and blessing of people and nations

Unit Objectives	Corresponding Learner Outcomes
Explain God's covenant with Abraham [Unit 5]	<ul style="list-style-type: none"> <li>◆ Explain how Abram showed faith and trust in God [Topic 39]</li> <li>◆ Describe how God showed Abram the number of descendants he would have, using words or pictures [Topic 39]</li> <li>◆ Identify Abram's descendant who would bless all the nations [Topic 39]</li> </ul>
Recall what happened when Abraham was asked to sacrifice Isaac [Unit 6]	<ul style="list-style-type: none"> <li>◆ Explain what God asked Abraham to do with Isaac [Topic 41]</li> <li>◆ Identify what God provided to take Isaac's place [Topic 41]</li> </ul>
Recognize that Abraham's blessing was passed on through his descendants, including Jesus [Unit 6]	<ul style="list-style-type: none"> <li>◆ Explain how Jacob and Rebecca tricked Isaac into passing his blessing onto Jacob instead of Esau [Topic 42]</li> <li>◆ Recognize that God had chosen the older to serve the younger [Topic 42]</li> <li>◆ Trace Abraham's blessing to Jesus through the tribe of Judah [Topic 42]</li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Describe how God saved the Israelites from slavery in Egypt <b>[Unit 6]</b>	<ul style="list-style-type: none"> <li>◆ Describe the plagues God sent to the Egyptians using words or pictures <b>[Topic 43]</b></li> <li>◆ Explain how God protected the Israelites from Pharaoh's army at the Red Sea <b>[Topic 43]</b></li> </ul>
Identify the purpose of the Ten Commandments and examples of them <b>[Unit 6]</b>	<ul style="list-style-type: none"> <li>◆ Identify examples of the Ten Commandments God gave Moses <b>[Topic 44]</b></li> <li>◆ Explain the purpose of the Ten Commandments <b>[Topic 44]</b></li> </ul>
Describe what happened when the Israelites crossed the Jordan River and its significance to the nation of Israel <b>[Unit 6]</b>	<ul style="list-style-type: none"> <li>◆ Explain how God helped the Israelites cross the Jordan River toward the promised land <b>[Topic 45]</b></li> <li>◆ Describe what the Israelites created to remember how God helped them cross the Jordan River using words or pictures <b>[Topic 45]</b></li> </ul>
Describe how God used judges (e.g., Gideon and Samson) to judge and bless the people and nation of Israel <b>[Unit 6]</b>	<ul style="list-style-type: none"> <li>◆ Identify one way God showed Gideon he would be with him in battle <b>[Topic 46]</b></li> <li>◆ Recognize that God wanted Gideon to have very few men to show that God, not man, had defeated the Midianites <b>[Topic 46]</b></li> <li>◆ Describe how the Midianites were defeated using words, pictures, or dramatization <b>[Topic 46]</b></li> <li>◆ Identify the source of Samson's strength <b>[Topic 47]</b></li> <li>◆ Recognize that Samson's hair symbolized his devotion to God <b>[Topic 47]</b></li> <li>◆ Explain how Samson lost his strength <b>[Topic 47]</b></li> <li>◆ Describe Samson's final act against the Philistine rulers <b>[Topic 47]</b></li> </ul>
Recognize the reason why God selected David to become king <b>[Unit 7]</b>	<ul style="list-style-type: none"> <li>◆ Explain who Samuel thought God would anoint as king <b>[Topic 49]</b></li> <li>◆ Recognize that God selected David to be king because of his heart <b>[Topic 49]</b></li> </ul>
Describe David's defeat of Goliath, including God's role in the fight <b>[Unit 7]</b>	<ul style="list-style-type: none"> <li>◆ Describe how David defeated Goliath using words, pictures, or dramatization <b>[Topic 50]</b></li> <li>◆ Recognize that David knew he was able to defeat Goliath only because of God <b>[Topic 50]</b></li> </ul>
Describe how God used prophets (e.g., Elijah and Jonah) to tell others about him or warn them about disobedience <b>[Unit 7]</b>	<ul style="list-style-type: none"> <li>◆ Describe what happened when Elijah and the false prophets attempted to call down fire using words or pictures <b>[Topic 51]</b></li> <li>◆ Recognize that Elijah challenged the false prophets to show God's power and authority over all <b>[Topic 51]</b></li> <li>◆ Explain what God asked Jonah to do and his response <b>[Topic 52]</b></li> <li>◆ Identify what happened when Jonah followed God's plan in Nineveh <b>[Topic 52]</b></li> <li>◆ Identify what swallowed Jonah <b>[Topic 52]</b></li> </ul>

Unit Objectives	Corresponding Learner Outcomes
Describe how various kings of Israel and Judah responded to God while ruling [Unit 7]	<ul style="list-style-type: none"> <li>Identify one way King Hezekiah obeyed God [Topic 53]</li> <li>Identify examples of how some kings disobeyed God [Topic 53]</li> </ul>
Recall how God judged Israel, but was also merciful to the nation [Unit 7]	<ul style="list-style-type: none"> <li>Recall how God judged the northern and southern kingdoms of Israel [Topic 53]</li> <li>Identify an example of how God used leaders to protect the Jewish people and return them to their homeland [Topic 55]</li> </ul>
Describe how God protected Daniel and his friends during their time in captivity [Unit 7]	<ul style="list-style-type: none"> <li>Identify one way Daniel and his friends showed they loved and obeyed God [Topic 54]</li> <li>Explain what happened when Shadrach, Meshach, and Abednego were thrown into the fiery furnace [Topic 54]</li> <li>Explain what happened when Daniel was thrown in the lions' den [Topic 54]</li> <li>Recognize that God showed his power when he protected Daniel and his friends, who loved and served him [Topic 54]</li> </ul>

### **K.16** Describe important events in Christ's (fifth C) life and ministry that reveal him as the promised Savior

Unit Objectives	Corresponding Learner Outcomes
Recall the events surrounding and including Jesus' birth [Unit 8]	<ul style="list-style-type: none"> <li>Trace the events from Mary's visit with an angel to the birth of Jesus [Topic 57]</li> <li>Identify who told the shepherds about Jesus' birth [Topic 58]</li> <li>Identify two groups that visited Jesus in Bethlehem [Topic 58]</li> <li>Recognize how Jesus was protected from Herod [Topic 58]</li> </ul>
Explain what happened when Satan tempted Jesus [Unit 8]	<ul style="list-style-type: none"> <li>Define <i>temptation</i> [Topic 60]</li> <li>Identify one way Satan tempted Jesus [Topic 60]</li> <li>Recognize the power of Scripture in resisting temptation [Topic 60]</li> </ul>
Describe Jesus' selection of his first disciples [Unit 8]	<ul style="list-style-type: none"> <li>Explain what Jesus meant by the disciples being "fishers of men" [Topic 61]</li> <li>Identify some of Jesus' first disciples [Topic 61]</li> </ul>
Describe the response of the people in Nazareth to Jesus' ministry [Unit 8]	<ul style="list-style-type: none"> <li>Explain why the people rejected Jesus [Topic 63]</li> <li>Describe how the people in Nazareth responded to Jesus' ministry [Topic 63]</li> </ul>



Unit Objectives	Corresponding Learner Outcomes
Describe various miracles Jesus performed during his ministry [Units 8 and 9]	<ul style="list-style-type: none"> <li>◆ Define <i>miracle</i> [Topic 62]</li> <li>◆ Identify what Jesus turned the water into at the wedding feast [Topic 62]</li> <li>◆ Describe the healing of the man who was paralyzed using words or pictures [Topic 65]</li> <li>◆ Describe what happened on the boat that Jesus and the disciples were on during the storm using words and pictures [Topic 67]</li> <li>◆ Identify the items Jesus used to feed the 5,000 [Topic 68]</li> <li>◆ Describe what happened to the loaves and fish at the feeding of the 5,000 using words or pictures [Topic 68]</li> <li>◆ Describe what happened when Jesus got to Lazarus' tomb using words, pictures, or dramatization [Topic 70]</li> </ul>
Recognize Jesus' use of parables, and explain the parable of the wise man and the foolish man [Unit 9]	<ul style="list-style-type: none"> <li>◆ Define <i>parable</i> [Topic 66]</li> <li>◆ Explain why Jesus taught in parables [Topic 66]</li> <li>◆ Describe the parable of the wise man and the foolish man using words or pictures [Topic 66]</li> </ul>

### **K.17** Describe the cross (sixth C) event and recognize its importance in God's redemptive plan for sinners

Unit Objectives	Corresponding Learner Outcomes
Recall events that occurred immediately before or during the cross event [Unit 10]	<ul style="list-style-type: none"> <li>◆ Identify what the bread and wine at the Lord's supper represent [Topic 73]</li> <li>◆ Identify who Jesus prayed to in the garden of Gethsemane [Topic 73]</li> <li>◆ Trace the events that happened from Jesus' trials to his death on the cross [Topic 74]</li> <li>◆ Recall what Jesus said before dying [Topic 74]</li> <li>◆ Describe what the women saw when they went to Jesus' tomb using words or pictures [Topic 75]</li> <li>◆ Recognize that the Bible includes eyewitness accounts of Jesus' resurrection [Topic 75]</li> </ul>
Recognize Jesus' role in the cross event and its importance for sinners [Unit 10]	<ul style="list-style-type: none"> <li>◆ Recognize that Jesus fulfilled God's plan for sinners even though it meant enduring a painful death [Topic 73]</li> <li>◆ Recognize that Jesus was the perfect and complete sacrifice for our sin [Topic 74]</li> <li>◆ Recognize that sinners must repent and put their faith in Jesus to be saved [Topic 75]</li> </ul>

**K.18** Describe the coming consummation (seventh C) and the mandate Jesus gave to all believers to fulfill until this event occurs

Unit Objectives	Corresponding Learner Outcomes
Describe the consummation, including comparing the present heaven and earth and the new heaven and earth <b>[Unit 10]</b>	<ul style="list-style-type: none"> <li>◆ Recognize that Jesus is now in heaven and will remain there until his second coming <b>[Topic 76]</b></li> <li>◆ Identify who knows the time of Jesus' return <b>[Topic 79]</b></li> <li>◆ Contrast the present heaven and earth and the new heaven and earth <b>[Topic 79]</b></li> </ul>
Explain the great commission and its application for believers <b>[Unit 10]</b>	<ul style="list-style-type: none"> <li>◆ Identify who Jesus instructed the disciples to tell about him <b>[Topic 76]</b></li> <li>◆ Identify ways believers can carry out the great commission <b>[Topic 76]</b></li> </ul>

**K.19** With prompting and support, apply biblical accounts related to the 7 C's of History to everyday situations

**Unit Objectives**

This standard is supported at the unit level and is practiced in every topic (Apply section) with the opportunity to assess the unit objective in the Unit Application & Review.

- ◆ Apply the biblical account of creation to everyday situations **[Units 1 and 2]**
- ◆ Apply the biblical account of corruption to everyday situations **[Unit 3]**
- ◆ Apply the biblical account of catastrophe to everyday situations **[Unit 4]**
- ◆ Apply the biblical account of confusion to everyday situations **[Unit 5]**
- ◆ Apply a biblical account from the time between the confusion event and Christ to everyday situations **[Units 6 and 7]**
- ◆ Apply a biblical account related to Christ to everyday situations **[Units 8 and 9]**
- ◆ Apply a biblical account related to the cross or consummation to everyday situations **[Unit 10]**

**K.20** 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 Application & Review.

- ◆ State the selected unit verse(s)