

MAT0K00_202338_Staging_EMBR_TEM

MAT-0K00

2023 05/01/2023 to 04/30/2024 Modified 03/22/2023

Course Description

This math course introduces students to the foundations of mathematics that will serve as a vital starting point in their math education. Students are provided with engaging, exciting, and interactive lessons that build upon one another. Students will learn about numbers to twenty, counting, understanding sets, ordering numbers, number parts, days and months, shapes, sums and differences, measurement, patterns, graphing, fractions, and money. Additionally, this course allows students to connect a real-life biblical worldview with everyday math situations.

Rationale

The study of math gives the students the opportunity to be actively engaged in using concrete materials to explore and learn about numbers and shapes. Students will sort, collect data for graphing, and estimate measurements. Addition, subtraction, and fractions will be introduced. Patterns and symmetry will be explored. Students will also use standard and nonstandard units of measurement.

Course Learning Outcomes

- A. The student will demonstrate an understanding of using tally marks to count.
- B. The student will demonstrate an understanding of counting forward.
- C. The student will demonstrate an understanding of adding two numbers together to produce a sum.
- D. The student will demonstrate an understanding of subtracting a smaller number from a larger number to produce a difference.
- E. The student will demonstrate an understanding of ones and tens place value.
- F. The student will demonstrate an understanding of $\frac{1}{2}$ and $\frac{1}{4}$ fractions.
- G. The student will demonstrate an understanding of counting money.
- H. The student will demonstrate an understanding of telling time to the hour.
- I. The student will demonstrate an understanding of collecting data to be used in a graph.
- J. The student will demonstrate an understanding of 2D shapes.
- K. The student will demonstrate an understanding of standard units of measure.

Biblical Integration Outcomes

- A. The student will demonstrate an understanding of a biblical worldview as it relates to patterns in creation.
- B. The student will investigate and understand the numbered days of creation in Genesis.
- C. The student will demonstrate an understanding how God has organized our lives in days, weeks, months, and years.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Numbers to Twenty

- Week 1: Counting to Five
- Week 2: Numbers to Ten
- Week 3: Numbers to Fifteen
- Week 4: Numbers to Twenty

Module 2: Counting, Sets, & Ordering Numbers

- Week 5: Sets
- Week 6: Ordering
- Week 7: Counting to 100
- Week 8: Number Paths
- Week 9: Counting Backwards

Module 3: Number Parts

- Week 10: Part-Part-Whole
- Week 11: Five and Ten Frames
- Week 12: Subitizing

Module 4: Days & Months

- Week 13: Days of the Week
- Week 14: Months of the Year

Module 5: Shapes

- Week 15: Shapes
- Week 16: Shape Project
- Week 17: Sorting
- Week 18: Review

Module 6: Sums & Differences

- Week 19: Sums to Five
- Week 20: Sums to Ten
- Week 21: Differences Within Five
- Week 22: Differences Within Ten

Module 7: Measurement

- Week 23: Length and Height

- Week 24: Weight and Volume
- Week 25: Time and Temperature

Module 8: Patterns

- Week 26: Patterns
- Week 27: Patterns Continued

Module 9: Graphing and Fractions

- Week 28: Collecting Data
- Week 29: Graphing
- Week 30: Equal Parts
- Week 31: Fractions

Module 10: Money

- Week 32: Penny
- Week 33: Nickel
- Week 34: Dime
- Week 35: Quarter
- Week 36: Review Week