

K–2 MULTI-GRADE BRIDGE INTRODUCTION

The K–2 BRIDGE focuses on Building Resources for Instructional Delivery of GREAT Education. The BRIDGE is a standards-based K–2 multi-grade resource that aligns with SDA, and national standards, and focuses on differentiated instruction that includes spiritual and character-building concepts/activities.

Conceptually-based units have been created that align directly with the *Stepping Stones* curriculum and stretch, or expand, or differentiate activities for students in grades 1 and 2. This is Phase 1 of the project, which utilizes the original *Stepping Stones* curriculum that is so thoroughly integrated. The goal is to create content-rich material that will be user friendly, allowing instructional ease in a multi-grade classroom setting. There are ten themes in *Stepping Stones* and each has approximately four books, or four one-week units that include activities for all of the disciplines (math, science, music, Bible, etc.) for Kindergarten students. However, math activities are not included in the BRIDGE units for 1st and 2nd grades, as it is expected that teachers will follow the North American Division adopted curriculum for this discipline.

It is anticipated that the BRIDGE will provide the multi-grade teacher with another great curriculum resource to provide instruction for students across K–2 multi-grade levels. Secondly, the ultimate end result is to “bridge” the existing single grade curriculum (*Stepping Stones* for Kindergarten and *Pathways* for 1st and 2nd grades) and simplify teaching from one source in a K–2 multi-grade setting. This will hopefully enrich learning for all students with results in student achievement outcomes reflected in spiritual growth and real life service opportunities. Finally, a character development trait has been carefully chosen to connect the content of each unit theme book to a life-long character building concept. Lessons are carefully scripted as a guide to help teachers develop understanding of these abstract concepts in children through use of concrete illustrations and experiential activities.