

# Veritas Academy

## Grammar School Curriculum Guide



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# READING & LITERATURE

## THE CHRISTIAN WORLDVIEW OF READING

Parents who want their children to receive a classical education will be reluctant to direct them in a course of sappy books, whether or not the authors are Christians. And parents who want their children to go to heaven when they die will be reluctant to turn them over to a course of reading produced by erudite and eloquent God-haters. The problem is compounded by the fact that, unlike the government schools, private schools excel in teaching their students to read. And once the children learn to read, they roar through all the good books available, and a major problem then presents itself. What do we do now? Our kids are all dressed up with no place to go.

But before embarking on the quest for the “perfect book list,” it is important to master certain principles first. Otherwise, your students’ reading list is more likely to be based on whims and fads and the “latest rage” than upon sturdy biblical principle.

The first thing to realize is that biblical thinking and captivating writing are not antithetical concepts. The fact that the combination is so rare in our contemporary culture is simply a testimony to the retreatist mentality that has afflicted evangelical Christians since the general cultural apostasy of the last century. As believing Christians, our desire should be to do everything we do to the glory of God. This means we should not write, and we should not read, Christian books which are a bunch of nothing. A Christian literature program is not one in which the students read “Christian books.” A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence-to the glory of God. As Christians, we are people of the Word, and consequently, we should be people of words. We should understand words and use them well.

The second principle we must understand is that biblical faith is not moralism. What many mean by Christian books is simply decent books-some kids’ story with Disneyfied standards. But this sort of thing is rarely Christian; it is simply G-rated paganism. When this principle is understood, many parents are tempted to rate books according to some very simple shibboleth-i.e. “Does it have swear words in it?” The problem, of course, is that some utterly humanistic books meet such standards, and some wonderful Christian books do not. Also related to this is the fact that our modern moralism is detached from biblical moorings, and is consequently determined by the latest rage in contemporary “ethics”--whether political correctness, self-esteem, feminism, or what-not. This results in the reader being confronted with the spectacle of a King Arthur, say, working through his problems with low self-esteem.

The third principle is that, if your children are being educated to think like Christians to the glory of God, they should be equipped to read and analyze, and to a certain extent, appreciate, the writing of godless writers who were, nevertheless, craftsmen. One can appreciate some of Twain’s writing, for example, while understanding his despair and refusing to follow him in it.

The temptation is, once the children have learned to read, to turn them over to the books. But this is abdication and not teaching. Christian teachers should not use books the way many government school teachers use video-as a cheap baby-sitter and no-brainer. Parents, and teachers they hire, are responsible for what is going into their children’s minds - it does not matter if the source is television, the neighbors’ kids, or the books checked out from the

school library. But in order to avoid such abdication, parents and teachers must be diligent readers as well, and they should have a good idea of how books are shaping both their children's worldview, and this includes their understanding, and appreciation of well written literature.

## **TEACHING READING IN THE GRAMMAR STAGE**

A good school will emphasize literature and good books, even at the earliest years. There is no reason for making children endure basals when they could be reading good books. But we must be careful. An emphasis on books is thought by some to be what is meant by the phrase "whole language." In reality what is called "the whole language approach" to literacy has been nothing less than a disaster on wheels. But the confusion has been understandable. Whole language instruction encourages the child to "read for meaning." Whole language encourages an examination of the larger context through reading whole books. Whole language discourages fixation with the sounds of individual letters and the meaning of individual words. It de-emphasizes "getting at words." It denies objective meaning for words and places each student in the position of "creating meanings" for the text. In short, whole language is nothing other than deconstructionist literary theory in short pants holding a Barney the dinosaur lunch bucket.

If the whole language approach is staunchly resisted, the result will be students who can read. But literacy, considered in itself, is not an automatic blessing. Literacy can be used to master TV Guide, Nintendo instruction manuals, and the National Enquirer. Once a student is equipped in reading, he must also be taught to love the lovely. "Finally brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy-meditate on these things" (Phil. 4:8). Lewis put it this way: "Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful. The useful, honourable and delightful things are superior to it: it exists for their sake; its own use; honour, or delightfulness is derivative from theirs." This means that, as the students are taught properly, they should grow in their love for great literature. An essential part of this process is having a teacher who loves the literature as well. When a teacher loves and appreciates a book, he is then in a position to teach his students to do the same. Love is contagious.

There is a wide range of ability in reading between the Kindergartner who enters the elementary and the sixth grader who is ready for the Dialectic Stage. Therefore, a thorough description of the particular pedagogy employed in each grade of the elementary would be extensive. It is the general patterns seen in teaching which we will address here.

The first spectrum to consider is that of the amount of individual instruction that each child should receive in reading. The progression that we generally follow is -- the younger the student, the more individual attention he will need; and the older the student, the more independent work will be expected of him. This naturally means that the K-2 students will need to have small groups and, in some cases, parent helpers in order to monitor, coach and give instruction to each student. In the third and fourth grades, the students are definitely making the transition over to being independent readers and, therefore, they need less actual reading instruction. By the time a student reaches fifth grade, proficiency in reading and comprehension should be attained, and the focus shifts from learning the skills of reading and understanding to the evaluation of high quality literature.

Another aspect of reading, which is related to this issue, is that of how much emphasis should be placed on oral reading as opposed to silent reading. A similar ratio as the one outlined above is appropriate. The younger the students are, the more oral reading they will be required to do, and, as the students progress into the upper elementary, the amount of oral reading is reduced but never completely abandoned.

### **READING GOALS FOR ALL GRADES**

1. Teach students to read correctly beginning in Kindergarten using phonics as the primary building-blocks for instruction.
2. Introduce the students to high quality children’s literature and “Great Books” beginning in first grade. Have students read a wide variety of classics.
3. Instruct and assess at each grade level to ensure an age-appropriate level of proficiency, comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills (the skills to pronounce and read a new word encountered while reading).
4. Integrate, wherever possible, other subjects into reading, such as history and science.
5. Foster a life-long love of learning and high-quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature.

### **LITERATURE SELECTION CRITERIA**

*Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. – Philippians 4: 8*

It is our desire that the books on the Grammar School Reading Lists and those on the shelves of our classroom libraries encourage students to think on those types of things referred to in Philippians 4:8. For this reason we will only employ books that are in tune with the following criteria:

#### **1. Christian Worldview**

Books that create a pattern of desire that encourages faithfulness to God. The book should provide a positive model to imitate or a negative model as a warning. In order for this to take place the author must present a clear distinction between good and evil. With this said, we recognize that not every protagonist will be as innocent as Heidi or as pure as Pollyanna. There is only one perfect protagonist, and therefore flaws in all others can serve to verify their authenticity. “A book with no evil characters is an evil book.” – G.K. Chesterton “Let there be wicked kings and beheadings, battles and dungeons, giants and dragons, and let villains be soundly killed at the end of the book.” – C.S. Lewis

## **2. Quality Writing**

Books that are well-written will be full of engaging character development, carefully crafted vocabulary, illuminating figures of speech, and a gripping plot. These are books that increasingly grip you the more times you read them. "I am almost inclined to set it up as a canon that a children's story which is enjoyed only by children is a bad children's story. The good ones last. A waltz which you can like only when you are waltzing is a bad waltz" – C.S. Lewis

## **3. Age Appropriate**

Books that our students can decode and digest. Good books have colorful vocabulary and intricate nuances, and therefore we do not expect each child to understand every word or allusion any more than we expect the same of every teacher or parent. Instead, the sum total of the reading should be profitable, enjoyable, and challenging for the students. In this context, it is important to remember that how a book is taught makes a significant difference in whether that book is age appropriate or not. "No book is really worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty - except, of course, books of information. The only imaginative works we ought to grow out of are those which it would have been better not have read at all." "For I need not remind such an audience as this that the neat sorting-out of books into age-groups, so dear to publishers, has only a very sketchy relation with the habits of any real readers. Those of us who are blamed when old for reading childish books were blamed when children for reading books too old for us." - C.S. Lewis

## **4. Time Tested**

Books that have withstood the love of generations (well over half of the list should be at least 25 years old). "I do not wish the ordinary reader to read no modern books. But if he must read only the new or only the old, I would advise him to read the old. And I would give him this advice precisely because he is an amateur and therefore much less protected than the expert against the dangers of an exclusive contemporary diet. A new book is still on its trial and an amateur is not in a position to judge it. It has to be tested against the great body of Christian thought down through the ages." - C.S. Lewis

# KINDERGARTEN READING & LITERATURE

## Course Goals

Students will recognize that God gave us His word so that we may know Him. His Word has been recorded in the books of the Bible and can be read using the tools of decoding that are introduced in kindergarten. Students will be exposed to a variety of high quality literature and will develop listening, comprehension and reading skills.

## Primary Texts and Materials

1. Saxon Phonics K
2. Veritas Academy Reading List adopted titles
3. Teacher constructed materials

## Course Objectives

The student will:

### Literature

1. begin to understand God and His creation through literature and discussion.
2. be exposed to works of fiction, non-fiction, and poetry.
3. respond to texts in different ways (draw, dramatize, retell) including key details.
4. recite poetry and Bible verses.
5. make connections through reading: real life experiences, identifying godly traits, identifying basic character traits.
6. with prompting and support, compare and contrast adventures and experiences of characters in familiar stories.

### Phonemic Awareness

7. recognize numbers and letters.
8. identify letter names and sounds.
9. match oral words to printed words.
10. differentiate numbers, letters, and words.
11. track print from left to right and return sweep to the next line.
12. gain meaning from decoding simple words.

### Comprehension Skills & Strategies

13. use the parts of a book to make predictions.
14. identify setting and character within written works.
15. recognize that events of a written work happen in sequence.
16. answer literal questions about a story focusing on who, what, and where.
17. identify basic cause and effect.
18. use illustrations to make inferences.
19. make, adjust, and confirm predictions as text is read.
20. identify beginning, middle, and end of a story.

Grammar, Usage, & Mechanics

21. use knowledge of end punctuation to acquire meaning.
22. identify end marks as period, question mark, or exclamation point.
23. identify when each end mark is used.

Information & Study Skills

24. recognize the parts of a book (cover, title, author, illustrations or photographs).

Vocabulary Skills

25. increase vocabulary by listening to a variety of texts, instruction, and conversation.
26. use illustrations to identify meaning of unknown words.
27. ask and answer questions about unknown words in text using context clues.
28. use newly learned vocabulary on multiple occasions to reinforce meaning.

Classical Teaching Methods

1. Use of tactile items to illustrate points
2. Playing games
3. Recitation
4. Coloring
5. Show & tell
6. Drama
7. Hearing/reading/telling stories

Approximate Time Per Week

4-5 hours



# FIRST GRADE READING & LITERATURE

## Course Goals

The students will experience pleasure through reading literature. As they apply their phonetic skills to reading stories, they will increase vocabulary, phonemic and phonological awareness, fluency, comprehension, sequential thinking and reasoning skills.

## Primary Texts and Materials

1. Saxon Phonics 1
2. Veritas Academy Reading List adopted titles
3. Literature Units

## Course Objectives

The student will:

### Literature

1. respond to texts in different ways (draw, dramatize, retell) including key details.
2. recognize texts as non-fiction or fiction, storybooks or poetry, fantasy or realistic, and distinguish one from another in basic terms.
3. recite poetry and Bible verses.
4. make connections through reading: real life experiences, identifying godly traits, identifying basic character traits.
5. with prompting and support, compare and contrast adventures and experiences of characters in familiar stories.
6. distinguish literature from informational text.
7. express how literary ideas relate to God's Word and Godly lessons.

### Phonemic and Phonological Awareness

8. match oral words to printed words.
9. differentiate numbers, letters, and words.
10. track print from left to right and return sweep to the next line.
11. gain meaning from decoding simple words.

### Comprehension Skills & Strategies

12. answer literal questions about a story focusing on who, what, and where.
13. identify basic cause and effect.
14. with guidance, use illustrations to make inferences and to describe characters, setting, and events.
15. make, adjust, and confirm predications as text is read.
16. identify beginning, middle, and end of a story.
17. identify moral (theme), setting, and characters from teacher read material.
18. make basic inferences with guidance from teacher read material.
19. demonstrate comprehension including key details in a variety of ways including dramatization, verbal discussion, retelling, drawing, etc.

Grammar, Usage, & Mechanics

20. use knowledge of end punctuation to acquire meaning.

Information & Study Skills

21. identify the parts of a book (cover, title, title page, dedication page, author, illustrator, table of contents, glossary, heading).

Vocabulary Skills

- 22. use illustrations to identify meaning of unknown words.
- 23. ask and answer questions about unknown words in text using context clues.
- 24. use newly learned vocabulary on multiple occasions to reinforce meaning.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Guided discovery
2. Singing
3. Playing games
4. Chanting
5. Recitation
6. Drawing, coloring, painting
7. Use of body movements
8. Creative projects
9. Show & tell
10. Hearing/reading/telling stories

Yearlong Pacing

Quarter 1	Quarter 2
<p><b>Saxon Phonics</b>                      Week 1: The letters N, O                      Week 2: The letters O, T, and P                      Week 3: The Letters I, L, A, and Z                      Week 4: The Letter S, Suffix -s, Blends                      Week 5: The Letters D, F, and H                      Week 6: The Letters G, R, and K                      Week 7: The Letters C and B, Spelling Rules with K and C                      Week 8: The Letters M and E, Digraph ck                      Week 9: Spelling Rules with ck and final k, Digraph th and ng, Suffix -ing</p>	<p><b>Saxon Phonics</b>                      Week 10: Suffix -ed, Digraph ee, Rule vc'/cv                      Week 11: The Letters U and W, Rule vc/cv'                      Week 12: Rule A consonant E, Spelling Rules with final ke, Rules O consonant E, U consonant E, I consonant E, and E consonant E                      Week 13: Contractions, The Letters X and Y, Digraph sh                      Week 14: Digraph oo, The Letter J, Floss Rule                      Week 15: The Letter V, Spelling Rules with ve, Spelling Rules with final c, The Final, Stable Syllable -ble                      Week 16: The Final, Stable Syllables -fle, -ple, -dle, -tle, -gle, -cle, -kle, -sle, and -zle                      Week 17: The Vowel Y, Combination er                      Week 18: Trigraph igh, Compound Words, Suffixes -less, -ness, and -ly</p>

Quarter 3	Quarter 4
<p><b>Saxon Phonics</b>                      Week 19: Digraphs ai and ay                      Week 20: Digraph ch, Combination or and ar                      Week 21: Combinations qu, ir, and ur                      Week 22: Cedilla C, Digraph ow, Rule v'/cv with A                      Week 23: Rule v'/cv with E, I, O, and U, Rule v/cv'                      Week 24: Digraph ea, Dropping Rule                      Week 25: Diphthong oi and oy                      Week 26: Rule vc/cvc/cv, Final, Stable Syllable -tion, Digraph ue                      Week 27: Suffix -es, Diphthong ou and ow</p> <p><b>Literature Units</b>                      Week 19: Madeline                      Week 20: The Little Engine That Could                      Week 21: Caps for Sale                      Week 22: Corduroy                      Week 23: Curious George                      Week 24: Blueberries for Sal                      Week 25: Henry and Mudge                      Week 26: Stone Soup                      Week 27: Magic Fish</p>	<p><b>Saxon Phonics</b>                      Week 28: Rules vcc/cv and vc/ccv, Digraphs au and aw, Wild Cold Words                      Week 29: Digraph oa and ey                      Week 30: Rule vc'/v, Digraph ph, Soft G                      Week 31: Doubling Rule, Ghost Letter Digraphs, Spelling Practice with Dropping and Doubling                      Week 32: Rule v/cv', Trigraph tch, Spelling Rules with tch and ch, Trigraph dge, Spelling Rules with dge and ge                      Week 33: Spelling Rules with ch and j, Digraph ie, Combination wh                      Week 34: The Letter A, Digraphs ei and ew                      Week 35: Suffixes -er, -est, and -ful, Prefixes un-, pre-, and dis-                      Weeks 36-37: Review</p> <p><b>Literature Units</b>                      Week 28: Magic Fish                      Weeks 29-30: A New Coat for Anna                      Weeks 31-32: Bread and Jam for Frances                      Weeks 33-34: Frog and Toad Together                      Weeks 35-36: Tales of Peter Rabbit                      Week 37: Mike Mulligan and More</p>

Approximate Time Per Week

4-5 hours

# SECOND GRADE READING & LITERATURE

## Course Goals

The students will experience the pleasure to be found in books. By increasing their knowledge of literary terms, the students will be able to better understand literature and continue to increase vocabulary, comprehension, sequential thinking and reasoning skills.

## Primary Texts and Materials

1. Veritas Academy Reading List adopted titles
2. Teacher created units

## Course Objectives

The student will:

### Literature

1. identify texts as fables, fairytales, poetry, non-fiction, or fiction and distinguish one from another in basic terms.
2. identify historical fiction, tall tales, mythology, short books, non-fiction (used for research), and chapter books by genre.
3. compare and contrast two or more versions of the same story.
4. with guidance, identify the main purpose/idea of a text, including what the author wants to answer, explain, or describe
5. discuss individual reactions and opinions formed from a reading experience.
6. make connections to ones' self, others, and characters from literature.
7. recite poetry and Bible verses.
8. make connections through reading: real life experiences, identifying godly traits, identifying basic character traits.
9. distinguish literature from informational text.
10. express how literary ideas relate to God's Word and godly lessons.

### Phonemic Awareness

11. match oral words to printed words.
12. differentiate numbers, letters, and words.
13. track print from left to right and return sweep to the next line.
14. gain meaning from decoding simple words.
15. recognize common letter patterns to make sense of unfamiliar words.
16. sound out and use initial letters to decode words.

### Comprehension Skills & Strategies

17. read to answer literal questions from a text.
18. recognize general problems in a story and how they are solved.
19. independently use illustrations to make inferences and to describe characters, setting, and events.
20. make inferences from written works with guidance.
21. make, adjust, and confirm predications as text is read.

22. identify the plot of a story.
23. independently identify the setting of a story recognizing that it covers time period and place.
24. identify characters from a story and describe how they respond to major events and challenges in the story.
25. identify the theme of a story.
26. with guidance, locate the climax of a story.
27. with guidance, produce written responses to basic comprehension questions.
28. make basic inferences with guidance from teacher read material.
29. demonstrate comprehension including key details in a variety of ways including dramatization, verbal discussion, retelling, drawing, etc.
30. recognize figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, assonance, personification.

#### Grammar, Usage, & Mechanics

31. use figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, assonance, personification with guidance.

#### Information & Study Skills

32. identify the parts of a book (cover, title, title page, dedication page, author, illustrator, table of contents, glossary, heading).
33. use a non-fiction text to locate information relevant to a given topic.
34. be introduced to basic dictionary and thesaurus skills.
35. be introduced to basic research skills.
36. begin to interpret information from diagrams, charts, and graphs.

#### Vocabulary Skills

37. use illustrations to identify meaning of unknown words.
38. ask and answer questions about unknown words in text using context clues.
39. use newly learned vocabulary on multiple occasions to reinforce meaning.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

#### Classical Teaching Methods

1. Guided discovery
2. Exploration
3. Use of tactile times to illustrate points
4. Playing games
5. Drawing & coloring
6. Creative projects
7. Drama
8. Hearing/reading/telling stories
9. Field trips

Yearlong Pacing

<p>Quarter 1</p> <p><b>Literature Units</b>                  Week 1: Read <u>Miss Nelson is Missing</u>; complete folder pages                  Week 2: <u>Miss Nelson is Missing</u> comprehension quiz                  Week 3: Read <u>Ox-Cart Man</u>; complete folder pages                  Week 4: <u>Ox-Cart Man</u> comprehension quiz                  Week 5: Read <u>Paul Bunyan</u>; complete folder pages                  Week 6: <u>Paul Bunyan</u> comprehension quiz                  Weeks 7-9: Read other Kellogg tall tales; complete student tall tales</p>	<p>Quarter 2</p> <p><b>Literature Units</b>                  Weeks 11-12: Read other Kellogg tall tales; complete student tall tales                  Week 13: Read <u>A Chair for My Mother</u>; complete folder pages                  Week 14: <u>A Chair for My Mother</u> comprehension quiz                  Week 15: Read <u>The Velveteen Rabbit</u>; complete folder pages                  Week 16: <u>The Velveteen Rabbit</u> comprehension quiz                  Week 17: Read <u>The Emperor’s New Clothes</u>; complete folder pages                  Week 18: <u>The Emperor’s New Clothes</u> comprehension quiz</p>
<p>Quarter 3</p> <p><b>Literature Units</b>                  Weeks 19-23: Read other fairy tales- various authors; complete student fairy tales                  Week 24: Read <u>Dr. DeSoto</u>; complete folder pages                  Week 25: <u>Dr. DeSoto</u> comprehension quiz                  Weeks 26-27: Poetry unit – 12 types of poetry explored</p>	<p>Quarter 4</p> <p><b>Literature Units</b>                  Weeks 28-31: Poetry unit – 12 types of poetry explored                  Weeks 32-36: Read <u>Ralph S. Mouse</u>; complete comprehension quizzes</p>

Approximate Time Per Week

4-5 hours

# THIRD GRADE READING & LITERATURE

## Course Goals

Students will experience joy in the reading of good books. The students continue to increase their vocabulary, comprehension, sequential thinking and reasoning skills. In so doing, they are able to examine different literary genres and analyze literature from a Christian worldview.

## Primary Texts and Materials

1. Veritas Academy Reading List adopted titles
2. Literature unit study guides (Memoria Press, Veritas Press, etc...)
3. Teacher created materials

## Course Objectives

The student will:

### Literature

1. identify the genre of all assigned reading material.
2. determine from whose point of view the story is written.
3. independently identify the main purpose/idea of a text, including what the author wants to answer, explain, or describe.
4. discuss individual reactions and opinions formed from a reading experience.
5. make connections to ones' self, others, and characters from literature.
6. recite poetry.

### Phonemic Awareness

7. use phonetic rules to decode words.
8. read orally with fluency and inflection.

### Comprehension Skills & Strategies

9. read to answer literal questions from a text.
10. independently use illustrations to make inferences and to describe characters, setting, and events.
11. make inferences from written works.
12. identify the parts of a story; plot, conflict, climax, and setting with minimal guidance.
13. describe characters in greater detail: what they think, what others think about them, what they look like, what they say, and explain how their actions contribute to the sequence of events.
14. make, adjust, and confirm predications as text is read.
15. identify characters from a story and describe how they respond to major events and challenges in the story.
16. independently produce written responses to basic comprehension questions.
17. recognize figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, and personification.

### Information & Study Skills

- 18. use a non-fiction text to locate information relevant to a given topic.
- 19. independently use a dictionary and thesaurus.
- 20. begin to interpret information from diagrams, charts, and graphs.

**Vocabulary Skills**

- 21. use context clues to identify the meaning of unknown words.
- 22. identify and use new words acquired through study of their relationship to other words.

**Review Objectives**

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

**Classical Teaching Methods**

- 1. Hands-on work, projects
- 2. Drama
- 3. Integration of subjects
- 4. Recitation & memorization
- 5. Playing games
- 6. Oral & written presentations

**Yearlong Pacing**

Quarter 1	Quarter 2
<b>Literature Units</b> August/September: Homer Price by Robert McCloskey October: Pocahontas and the Strangers by Clyde Bulla	<b>Literature Units</b> October/November: Pocahontas and the Strangers by Clyde Bulla December: Charlotte’s Web by E.B. White
Quarter 3	Quarter 4
<b>Literature Units</b> January: Charlotte’s Web by E.B. White February/March: Toliver’s Secret by Esther Brady	<b>Literature Units</b> March/April: The Trumpet of the Swan by E.B. White May: Various poetry

**Approximate Time Per Week**

3-4 hours



# FOURTH GRADE READING & LITERATURE

## Course Goals

Students will experience joy in the reading of good books. They will examine elements of poetry and storytelling, figurative language, and literary terms. The students continue to increase their vocabulary, comprehension, sequential thinking and reasoning skills. In so doing, they are able to examine different literary genres and analyze literature from a Christian worldview.

## Primary Texts and Materials

1. Veritas Academy Reading List adopted Titles
2. Literature units
  - a. *Caddie Woodlawn* by Carol Ryne Brink
  - b. *George Washington Carver* by David Collins
  - c. *The Secret Garden* by Frances Hodgson Burnett
  - d. *Number the Stars* by Lois Lowry
  - e. *The Lion the Witch and the Wardrobe* by C.S. Lewis
  - f. *Where the Red Fern Grows* by Wilson Rawls
3. Teacher constructed materials
4. Study guides

## Course Objectives

The student will:

### Literature

1. identify the genre of all assigned reading material.
2. distinguish his/her own point of view from that of the narrator, characters, or author.
3. independently identify the main purpose/idea of a text, including what the author wants to answer, explain, or describe.
4. recite poetry and Bible verses.
5. be introduced to flashback and foreshadowing.
6. read (silently and aloud), listen to, and memorize a variety of poetry practicing expression, intonation, and overall understanding of how poetry is used to express feelings and ideas.

### Phonemic Awareness

7. recognize common letter patterns to make sense of unfamiliar words.

### Comprehension Skills & Strategies

8. make inferences from written works and with guidance explain these inferences orally and in writing.
9. identify the parts of a story; plot (introduction, rising action, climax, resolution, and conclusion), theme, changing settings, character, and conflict (labeled as man vs. man, man vs. nature, or man vs. himself) with guidance.

10. describe characters in greater detail: what they think, what others think about them, what they look like, what they say, and explain how their actions contribute to the sequence of events.
11. make, adjust, and confirm predications as text is read.
12. independently produce written responses to basic comprehension questions.

#### Writing, Grammar, Usage, & Mechanics

13. identify and reproduce descriptive, expository, and narrative paragraphs from a story.
14. demonstrate expression, pacing, intonation, recognition of punctuation, and character while reading aloud a minimum of two times weekly.
15. recognize and use figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, assonance, personification.

#### Information & Study Skills

16. use a non-fiction text to locate information relevant to a given topic.
17. independently use a dictionary and thesaurus.
18. independently utilize basic research skills.
19. identify how a non-fiction text is organized and recognize the parts including index, glossary, table of contents, section heading, bold-faced words, chapter headings, and topic sentences.

#### Vocabulary Skills

20. use context clues to identify meaning of unknown words.
21. identify and use new words acquired through study of their relationship to other words.
22. identify the meaning of vocabulary words selected from written works by the teacher.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

#### Classical Teaching Methods

1. Integration of academic subjects
2. Songs
3. Memorization & recitation
4. Drills
5. Oral & written presentations

Yearlong Pacing

Quarter 1	Quarter 2
<b>Literature Units</b> Weeks 1-7: Caddie Woodlawn Weeks 8-9: George Washington Carver	<b>Literature Units</b> Weeks 10-11: George Washington Carver Weeks 12-18: The Secret Garden
Quarter 3	Quarter 4
<b>Literature Units</b> Weeks 19-22: Number the Stars Weeks 23-27: The Lion, the Witch and the Wardrobe	<b>Literature Units</b> Weeks 28-32: Where the Red Fern Grows Weeks 33-36: Poetry Unit

Approximate Time Per Week

3 hours

# FIFTH GRADE READING & LITERATURE

## Course Goals

Students will experience joy in the reading of good books. They will examine elements of poetry and storytelling, figurative language, and literary terms. The students continue to increase their vocabulary, comprehension, sequential thinking and reasoning skills. In so doing, they are able to examine different literary genres and analyze literature from a Christian worldview.

## Primary Texts and Materials

1. Veritas Academy reading List adopted titles
2. Literature units/study guides
3. Teacher created materials

## Course Objectives

The student will:

### Literature

1. identify the genre of all assigned reading material.
2. recite poetry and Bible verses.
3. with guidance, recognize flashbacks and foreshadowing and make inferences about why the author chose to use either device.

### Phonemic Awareness

4. recognize common letter patterns to make sense of unfamiliar words.

### Comprehension Skills & Strategies

5. make inferences from written works and with guidance explain these inferences orally and in writing, using evidence from the text.
6. identify the parts of a story; plot (introduction, rising action, climax, resolution, and conclusion), theme, changing settings, character, and conflict (labeled as man vs. man, man vs. nature, or man vs. himself).
7. recognize first and third person points of view.

### Writing, Grammar, Usage, & Mechanics

8. demonstrate expression, pacing, intonation, recognition of punctuation, speakers, and vocabulary while reading aloud a minimum of two times weekly.
9. recognize and use figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, assonance, personification.
10. recognize idioms in written works.
11. respond to and engage with literature through writing.
12. use quotes and evidence from the text to support claims.

### Information & Study Skills

13. independently utilize research skills.

14. identify how a non-fiction text is organized and recognize the parts including index, glossary, table of contents, section heading, bold-faced words, chapter headings, and topic sentences.
15. create an outline based on information read in a non-fiction passage.

**Vocabulary Skills**

16. use context clues to determine the meaning of a word as well as which definition is most appropriately applied to a word in a specific passage
17. apply vocabulary knowledge by using given words in sentences and other writing assignments.
18. identify the meaning of vocabulary words selected from written works by the teacher.

**Review Objectives**

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

**Classical Teaching Methods**

1. Drama
2. Integration of subjects
3. Memorization & recitation
4. Presentations

**Yearlong Pacing**

Quarter 1	Quarter 2
<b>Literature Units</b> Weeks 1-9: From the Mixed-Up Files of Mrs. Basil E. Frankweiler	<b>Literature Units</b> Weeks 10-18: The Phantom Tollbooth
Quarter 3	Quarter 4
<b>Literature Units</b> Weeks 19-27: Black Ships Before Troy	<b>Literature Units</b> Weeks 28-36: The Bronze Bow

**Approximate Time Per Week**

1.5-2 hours

# SIXTH GRADE READING & LITERATURE

## Course Goals

Students will experience joy in the reading of good books. They will examine elements of poetry and storytelling, figurative language, and literary terms. The students continue to increase their vocabulary, comprehension, sequential thinking and reasoning skills. In so doing, they are able to examine different literary genres and analyze literature from a Christian worldview. Students will also respond to literature through well-organized essays that make an arguable claim to be supported with evidence from the text.

## Primary Texts and Materials

1. *King Arthur and His Knights of the Round Table*, Roger Lancelyn Green
2. *A Christmas Carol*, Charles Dickens
3. *Tales from Shakespeare*, Charles and Mary Lamb
4. *The Pilgrim's Progress*, John Bunyan
5. Teacher Created tests, quizzes, and worksheets
6. Various poems, Scripture, and Classic Literature excerpts for memorization
7. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

### Literature

1. identify the genre of all assigned reading material.
2. identify the parts of a story; plot (introduction, rising action, climax, resolution/denouement, and conclusion).
3. identify theme & changing settings.
4. identify character (protagonist, antagonist, dynamic, and static).
5. identify conflict (internal and external).
6. recognize first and third (omniscient/limited omniscient) person points of view.
7. paraphrase and summarize passages with accuracy.
8. identify tropes in literature, such a simile, metaphor, personification, hyperbole, etc. and discuss their meanings in relation to the literary work.
9. recognize an author's use of irony, foreshadowing, suspense, allegory, and symbolism in a literary work.
10. engage in an in-class discussion or debate, taking a position on an arguable topic from the literature.
11. Use evidence from the text to support oral and written arguments about the literature.
12. practice oral reading frequently, increasing accuracy and fluency with appropriate speed.
13. make inferences and draw logical conclusions using evidence from the text.
14. compare and contrast elements of stories or poems.
15. identify characters' sins and virtues; read and discuss scripture that teaches truth about those sins and virtues.

#### Comprehension Skills & Strategies

16. identify literal and inferential meaning in written works and explain the inferential both orally and in writing.
17. read various passages with appropriate comprehension.

#### Writing, Grammar, Usage, & Mechanics

18. demonstrate expression, pacing, intonation, recognition of punctuation, speakers, and vocabulary while reading aloud.
19. create an outline for an argumentative essay in response to literature using proper outline format.
20. construct a formal essay mastering elements such as an introduction, an argumentative thesis, well-developed paragraphs with clear topic sentences, and a conclusion.
21. state a position through a thesis statement with a "because" clause and supporting points.
22. support opinions logically using evidence from the text.
23. write effective paragraphs with detail and logic for support, using smooth transitions between paragraphs and within paragraphs.
24. smoothly incorporate quotations from text into writing using MLA format.

#### Vocabulary Skills

25. use context clues to determine the meaning of a word as well as which definition is most appropriately applied to a word in a specific passage.
26. apply vocabulary knowledge by using given words and other writing assignments/assessments.
27. identify the meaning of vocabulary words selected by the teacher from written works.
28. Write sentences using vocabulary words correctly, with context clues.

#### Memorization

29. memorize various Scripture, classic poems, and classic literature excerpts.
30. recite orally with expression from memory.
31. Present with proper posture and eye contact.

#### Poetry

32. read (silently and aloud), listen to, and memorize a variety of poetry practicing expression, intonation, and overall understanding of how poetry is used to express feelings and ideas.
33. scan and identify meter, rhyming scheme in given poems.
34. write poetry imitating iambic, trochaic, anapestic, dactylic, meters.
35. recognize and use figurative language including; simile, metaphor, onomatopoeia, hyperbole, alliteration, assonance, personification, pun.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Yearlong Pacing

<p>Quarter 1</p> <p><b>Literature Units</b>                  Weeks 1-9: <i>King Arthur and His Knights of the Round Table</i> by R.L Green (with selections from other translations of King Arthur)                  Writing a five paragraph essay in response to literature                  Memorization of selected scripture and poetry</p>	<p>Quarter 2</p> <p><b>Literature Units</b>                  Weeks 10-13: <i>Tales from Shakespeare</i> by Charles and Mary Lamb: "Hamlet"                  Selected scenes from Shakespeare's <i>Hamlet</i>                  Memorization of selected scripture and Hamlet's soliloquy                  Weeks 14-18: A Christmas Carol                  Memorization of Christmas poems by Christina Rossetti</p>
<p>Quarter 3</p> <p><b>Literature Units</b>                  Weeks 19-21: Tales from Shakespeare, <i>Much Ado About Nothing</i>                  Weeks 22-24: Tales from Shakespeare, <i>Romeo and Juliet</i>                  Weeks 25-27: Tales from Shakespeare, <i>A Midsummer Night's Dream</i> (with selected scenes from Shakespeare's plays)                  Writing an argumentative essay in response to literature.                  Selected Poetry (Sonnet 18, Ovid's <i>Pyramus and Thisbe</i>, etc.)</p>	<p>Quarter 4</p> <p><b>Literature Units</b>                  Weeks 28-36: <i>The Pilgrim's Progress</i>                  Memorization of selected poems/hymns by John Bunyan                  Poetry                  Writing imitation poetry</p>

Classical Teaching Methods

1. Drama
2. Memorization & recitation
3. Drills with white boards
4. Oral presentations
5. Class discussions and debates
6. Written responses that involve reasoning and logical support for a claim
7. Retelling narratives orally

Approximate Time Per Week

3-4 hours



# ENGLISH

## (Grammar, Composition, Handwriting & Spelling)

### THE CHRISTIAN WORLDVIEW OF ENGLISH

God has chosen to reveal Himself to man through His Word. "In the beginning was the Word, and the Word was with God, and the Word was God" (John 1:1). God has communicated His message of salvation to man through His Son, the living Word of God, and through the Scriptures, His written Word.

Language and the desire and ability to communicate are obvious gifts from our Creator to man. Language reflects the very character and nature of God, as does all His creation. "Every good and perfect gift is from above, coming down from the Father of the heavenly lights, who does not change like shifting shadows" (James. 1:17).

The function of language is twofold. By it we are able to understand others, and through it we can express ourselves. Because God has used language to communicate to man, we in turn can use it to glorify and praise Him. If we have a superficial knowledge of English, we will necessarily have shallow capabilities of communication, in understanding both the written and spoken word. But if we have a profound grasp of the language, we will be able to receive far more from all we read and hear and give far more to others in our writing and conversation.

Language is a tool in the Christian's hand. With it great things can be accomplished for the glory of God. When misused, it can cause great damage. What are the uses of the tool?

Believing students can be motivated to study their mother tongue so that they can understand the Scriptures and Christian writing and become more conformed to the image of Christ in their pursuit of holiness. Beautiful language can be employed in hymns, poetry, stories, essays, books, and conversation. Language study also equips them to refute the world's false philosophies with clarity and precision.

If the student is well-taught in the basics of English, he will be protected from misunderstanding the Scriptures (as well as from misunderstanding other, less important, works). For example, a knowledge of figures of speech is important in the study of Scripture. A knowledge of who is the subject and what is the object of this or that particular sentence is also important. The student will also be protected from doctrinal error through understanding the difference between indicatives and imperatives. A list of many such things could be expanded far beyond the scope of this paper.

The application of English to the other disciplines is obvious and far-reaching. What student can approach his field of study without employing language? A ready grasp of sentence structure and an expansive vocabulary will only make his other studies more delightful to pursue and more rewarding to attain.

Apollos is described in Acts 18:24 as "an eloquent man mighty in the Scriptures." Certainly he must have been a lover of language and the Word. Language is the means by which the Christian student can shine his light before the world in relationships with family, friends, and so forth. Perhaps he will be called to fulltime Christian service as a pastor or missionary,

where his job will be to communicate the gospel clearly. But success in any occupation can be facilitated by a thorough understanding of language.

It is easy to point out the uses of language in the English classroom. There are many opportunities in literature study to examine the uses of language and evaluate the worldview of the author by what they say or how they say it.

Composition assignments and vocabulary study afford instances where the student can apply new skills and refine old ones. Grammar must be seen as the frame that language is stretched upon like a canvas, giving it form, and enabling us to appreciate its beauty.

Once a student is taught to love language, he can enjoy limitless possibilities in self-instruction through reading, understanding, and appreciating the Scripture and secondarily, through many great literary works. The goal of the teacher is to impart that love!

### **TEACHING ENGLISH IN THE GRAMMAR STAGE**

In the elementary the subject English encompasses grammar, writing (handwriting and composition), and spelling. The specific texts and materials that we use to accomplish the objectives in English have either been designed specifically for the classical school setting or they simply “cut with the grain” of the Grammar Stage, which is an essential part of classical education. Therefore, we recommend reading the teacher’s manual of each text and following the advice given therein.

### **ENGLISH GOALS FOR ALL GRADES**

1. Equip every student with the skills necessary for good writing and speaking, including correct spelling and grammar, pleasant style, clarity, proofreading, editing, presentation, articulation, etc.
2. Put a major emphasis on good writing and speaking by requiring the students to write and give oral presentations often and correctly in each subject area.
3. Encourage clear thinking by the students by requiring clear, focused writing.
4. Introduce the students to many styles of writing using the Bible, classics, and other high-quality literature.

# KINDERGARTEN ENGLISH

## Course Goals

Students will recognize that God gave us His word so that we may know Him. His Word has been recorded in the books of the Bible and can be read using the tools of decoding that are introduced in kindergarten. Students will be exposed to a variety of high quality literature and will develop listening, comprehension and reading skills.

## Primary Texts and Materials

1. Saxon Phonics K
2. Decodable and Fluency Readers
3. Handwriting Without Tears
4. Chalkboards and chalk, dry erase markers and boards, letters, manipulatives
5. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

### Grammar

1. use the breve, macron, double consonant symbol, and arc for coding words.
2. use a capital letter at the beginning of a sentence.
3. determine whether a sentence is telling or asking.
4. identify the end punctuation marks: period, question mark, exclamation mark.
5. build and divide compound words.
6. identify rhyming words.
7. clap syllables in words.
8. be exposed to finding the accented syllable.
9. be exposed to quotation marks and their purpose.

### Handwriting

10. be instructed to start letters/numbers from the top.
11. construct letters/numbers correctly with manipulatives.
12. write letters/numbers using correct form.
13. begin to use the correct sizing for letters/numbers.

## Classical Teaching Methods

1. Singing & chanting
2. Playing games
3. Drawing
4. Building
5. Using body movements
6. Show & tell

## Approximate Time Per Week

4-5 hours

# FIRST GRADE ENGLISH

## Course Goals

Students will begin to understand that God has given us the gift of language to help us understand His Word and communicate His Truth. Students will also begin to understand and utilize the basic structure of the English language and basic elements of composition. Through exposure to and memorization of poetry, students will appreciate the beauty of language.

## Primary Texts and Materials

1. The Shurley Method: English Made Easy Level 1
2. Grammar exercises/board sentences
3. Handwriting Without Tears workbook
4. Jingles and chanting
5. A variety of poetry and literature
6. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

1. demonstrate understanding that God gave us letters and language.
2. consistently and properly form the upper and lower case versions of each letter of the alphabet.
3. memorize the Shurley Method jingles for seven parts of speech (noun, verb, adverb, adjective, article adjective, preposition, and object of the preposition)
4. consistently use the Shurley Method question-answer flow for the parts of speech that have been covered.
5. accurately identify the complete subject/predicate in a sentence.
6. identify single/plural words and common/proper nouns.
7. select synonyms and antonyms for given words.
8. recognize and use contractions.
9. identify simple sentences and fragments; make fragments into complete sentences.
10. consistently and correctly write name and date on all worksheets and papers.
11. consistently use correct capitalization and punctuation in a written sentence.
12. write at least a three-sentence story with a beginning, middle, and an end, using the above skills correctly.

## Classical Teaching Methods

1. Guided discovery
2. Playing games
3. Coloring
4. Chants, drills & recitations
5. Use of body movements
6. Hearing/reading/telling stories

<p>Quarter 1</p> <p><b>Spelling</b>                      Week 1: The letters N, O                      Week 2: The letters O, T, and P                      Week 3: The Letters I, L, A, and Z                      Week 4: The Letter S, Suffix -s, Blends                      Week 5: The Letters D, F, and H                      Week 6: The Letters G, R, and K                      Week 7: The Letters C and B, Spelling Rules K and C                      Week 8: The Letters M and E, Digraph ck                      Week 9: Spelling Rules with ck and final k, Digraph th and ng, Suffix -ing</p>	<p>Quarter 2</p> <p><b>Spelling</b>                      Week 10: Suffix -ed, Digraph ee, Rule vc'/cv                      Week 11: The Letters U and W, Rule vc/cv'                      Week 12: Rule A consonant E, Spelling Rules final ke, Rules O consonant E, U consonant E, consonant E, and E consonant E                      Week 13: Contractions, The Letters X and Y, Digraph sh                      Week 14: Digraph oo, The Letter J, Floss Rule                      Week 15: The Letter V, Spelling Rules with ve                      Spelling Rules with final c, The Final, Stable Syllable -ble                      Week 16: The Final, Stable Syllables -fle, -pl, -dle, -tle, -gle, -cle, -kle, -sle, and -zle                      Week 17: The Vowel Y, Combination er                      Week 18: Trigraph igh, Compound Words, Suffixes -less, -ness, and -ly</p>
<p>Quarter 3</p> <p><b>Spelling</b>                      Week 19: Digraphs ai and ay                      Week 20: Digraph ch, Combination or and ar                      Week 21: Combinations qu, ir, and ur                      Week 22: Cedilla C, Digraph ow, Rule v'/cv with A                      Week 23: Rule v'/cv with E, I, O, and U, Rule v/cv'                      Week 24: Digraph ea, Dropping Rule                      Week 25: Diphthong oi and oy                      Week 26: Rule vc/cvc/cv, Final, Stable Syllable -tion, Digraph ue                      Week 27: Suffix -es, Diphthong ou and ow</p>	<p>Quarter 4</p> <p><b>Spelling</b>                      Week 28: Rules vcc/cv and vc/ccv, Digraphs and aw, Wild Cold Words                      Week 29: Digraph oa and ey                      Week 30: Rule vc'/v, Digraph ph, Soft G                      Week 31: Doubling Rule, Ghost Letter Digraph                      Spelling Practice with Dropping and Doubling                      Week 32: Rule v/cv', Trigraph tch, Spelling R with tch and ch, Trigraph dge, Spelling Rules dge and ge                      Week 33: Spelling Rules with ch and j, Digraph ie, Combination wh                      Week 34: The Letter A, Digraphs ei and ew                      Week 35: Suffixes -er, -est, and -ful, Prefixes un-, pre-, and dis-                      Week 36: Review</p>

Approximate Time Per Week

4-5 hours

# SECOND GRADE ENGLISH

## Course Goals

Students will continue to understand God has given us the gift of language to help us understand His Word and communicate His Truth. Students will continue to utilize the basic structure of the English language and basic elements of composition. Through exposure to high quality literature, poetry, and memorization of God's Word, students will appreciate the beauty of language.

## Primary Texts and Materials

1. *The Shurley Method, Level 2*, teacher's edition
2. *The Grammar of Spelling, Grade 2*
3. 2nd Grade penmanship paper
4. Student folders – Shurley jingles
5. Student Learning Logs – spelling/phonics
6. Manuscript/cursive student worksheets
7. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

### Grammar

1. understand why we should seek to speak and write clearly.
2. comprehend a basic sentence structure and recognize the use of sentences and paragraphs in God's Word and other literature.
3. memorize the Shurley Method jingles for noun, verb, adjective, adverb, article adjective, preposition, object of the preposition, pronoun, subject pronoun, and possessive pronoun.
4. demonstrate a consistent, correct use of nouns, adjectives, verbs, adverbs, prepositions, objects of the preposition, subject pronouns, and possessive pronouns; identify/classify them in simple sentences using the Shurley Method question-and-answer flow.
5. identify the simple and complete subject and predicate in a sentence.
6. demonstrate clear and correct understanding of past, present, and future tenses of verbs (regular and irregular) in written and oral work.
7. consistently demonstrate the correct subject/verb agreement in a sentence.
8. select and use a/an correctly.
9. understand synonyms, antonyms, and homonyms.
10. regularly present information orally, using complete sentences.
11. properly use a comma between a series of words, in addresses, dates, etc.
12. write a story with a beginning, middle, and an end using the above skills correctly.
13. write a seven sentence expository paragraph-the Shurley Method two-point paragraph.
14. accurately spell, alphabetize, and use all words included in the 2nd Grade spelling lists found in *The Grammar of Spelling, Grade 2*.

15. satisfactorily (75% or more) and consistently apply spelling rules in assigned work.
16. demonstrate adequate improvement in spelling skills and correct use of spelling rules (adding s, es, ing, er, est, ed to words).
17. understand a compound word.
18. correctly spell the days of the week, months of the year, and numbers one to twenty.
19. properly code and divide spelling words by syllables using phonics coding (teacher guidance).
20. begin to integrate correct spelling with other subjects.
21. demonstrate consistent neatness standards in writing assignments and other work.

**Classical Teaching Methods**

1. Guided discovery
2. Integration of other subjects in written and oral presentations
3. Drill and chant jingles
4. Creating original stories and presenting orally
5. Chanting spelling/phonics rules
6. Coloring
7. Use of body movements

**Yearlong Pacing**

Quarter 1	Quarter 2
<p><b>Penmanship</b>                      Week 1: manuscript letters A – H                      Week 2: manuscript letters I – N                      Week 3: manuscript letters O – V                      Week 4: manuscript letters W – Z                      Weeks 5– 6: manuscript Bible verses                      Daily</p> <p><b>Spelling</b>                      Week 1: Spelling List 1                      Week 2: Spelling List 2                      Week 3: Spelling List 3                      Week 4: Spelling List 4                      Week 5: Spelling List 5                      Week 6: Spelling List 6                      Week 7: Review – Lists 1 – 6*                      Week 8: Spelling List 8                      Week 9: Spelling List 9</p> <p><b>Shurley Grammar</b>                      Week 1: declarative/interrogative sentences; synonyms/antonyms; jingles-sentence, noun verb and adverb; Group 1 Test; journal assignment                      Week 2: Question and Answer flow with noun, verb, adverb; Group 2/3 Test; journal assignment                      Week 3: Adjective jingle; classify sentences with noun, verb, adjective, and adverb; Group 4 Test; journal assignment</p>	<p><b>Penmanship</b>                      Weeks 17-18: cursive lettering – lower case letters</p> <p><b>Spelling</b>                      Week 10: Spelling List 10                      Week 11: Spelling List 11                      Week 12: Spelling List 12                      Week 13: Review – Sight words*                      Week 14: Spelling List 14                      Week 15: Review – Lists 8 – 14*                      Week 16: Spelling List 16                      Week 17: Spelling List 17                      Week 18: Spelling List 18</p> <p><b>Shurley Grammar</b>                      Week 10: Finding a topic; supporting and non-supporting ideas; Group 11/12 Test; journal assignment                      Week 11: Unit 2: preposition and object of the preposition jingles; difference between prepositions and adverbs; classify sentences; Group 1 Test; journal assignment                      Week 12: Two-point paragraph introduction using an outline; journal assignment                      Week 13: New three-part addition to classifying sentences; classify with new information; Group 2 Test; new topic: two-point paragraph; journal assignment                      Week 14: Continue classifying sentences</p>

<p>Week 4: Article adjective jingle; classify sentences with a, an, the; Group 5 Test; journal assignment                  Week 5: Singular/plural nouns; classify sentences; Group 6 Test; journal assignment                  Week 6: Common/proper nouns; classify sentences; Group 7 Test; journal assignment                  Week 7: Complete subject/predicate and simple subject/predicate; classify sentences; Group 8 Test; journal assignment                  Week 8: Finding one part of speech; Group 9 Test; journal assignment                  Week 9: Finding one part of speech, part 2; Group 10 Test; journal assignment</p>	<p>with new additions; Group 3 Test; journal assignment                  Week 15: New topic: two-point paragraph; journal assignment                  Week 16: Six basic capitalization rules; Group 4 &amp; 5 Tests; new topic: two-point paragraph journal assignment                  Week 17: Review capitalization rules; Group Test; journal assignment                  Week 18: New topic: two-point paragraph; Group 7 Test; journal assignment</p>
<p>Quarter 3</p>	<p>Quarter 4</p>
<p><b>Penmanship</b>                  Week 19: cursive lettering – lower case letters                  Weeks 20–22: cursive writing – upper case letters                  Week 23: cursive word sheets A – D                  Week 24: cursive word sheets E – H                  Week 25: cursive word sheets I – K                  Week 26: cursive word sheets L – N                  Week 27: cursive word sheets O – R</p> <p><b>Spelling</b>                  Week 19: Spelling List 19                  Week 20: Spelling List 20                  Week 21: Review – Lists 16 – 20*                  Week 22: Spelling List 22                  Week 23: Spelling List 23                  Week 24: Spelling List 24                  Week 25: Spelling List 25                  Week 26: Spelling List 26                  Week 27: Review – Lists 22 – 26*</p> <p><b>Shurley Grammar</b>                  Week 19: Classify sentences; Group 8 &amp; 9 Tests; journal assignment                  Week 20: Six basic punctuation rules; classify sentences; Group 10 &amp; 11 Tests; journal assignment                  Week 21: Unit 3: pronoun and subject pronoun jingles; Group 1 Test; journal assignment                  Week 22: Possessive pronoun jingle; Group 2 Test; new topic: journal assignment                  Week 23: Possessive nouns; Group 3 Test; journal assignment                  Week 24: Verb chart for irregular verbs (present, present participle, past, past participle); Group 4 &amp; 5 Tests; journal assignment</p>	<p><b>Penmanship</b>                  Week 28: cursive word sheets S – V                  Week 29: cursive word sheets W – Z                  Weeks 30–36: cursive alliteration sheets A – Z</p> <p><b>Spelling</b>                  Week 28: Spelling List 28                  Week 29: Spelling List 29                  Week 30: Spelling List 30                  Week 31: Spelling List 31                  Week 32: Spelling List 32                  Week 33: Review – Lists 28 – 32                  Week 34: Spelling List 34                  Week 35: Spelling List 35                  Week 36: Review – Lists 33 – 35*</p> <p><b>Shurley Grammar</b>                  Week 20: Six basic punctuation rules; classify sentences; Group 10 &amp; 11 Tests; journal assignment                  Week 21: Unit 3: pronoun and subject pronoun jingles; Group 1 Test; journal assignment                  Week 22: Possessive pronoun jingle; Group 2 Test; new topic: journal assignment                  Week 23: Possessive nouns; Group 3 Test; journal assignment                  Week 24: Verb chart for irregular verbs (present, present participle, past, past participle); Group 4 &amp; 5 Tests; journal assignment                  Week 25: Verb chant chart; Group 6 &amp; 7 Tests; journal assignment                  Week 26: Verb chant chart; Group 8 Test; journal assignment                  Week 27: Sentence fragments and complete sentences; Group 9 &amp; 10 Tests; journal assignment</p>



<p>Week 25: Verb chant chart; Group 6 &amp; 7 Tests; journal assignment                  Week 26: Verb chant chart; Group 8 Test; journal assignment                  Week 27: Sentence fragments and complete sentences; Group 9 &amp; 10 Tests; journal assignment</p>	<p>Week 28: Unit 4: contraction lesson; Group 2 Tests; journal assignment                  Week 29: Review contractions; Group 3 &amp; 4 Tests; journal assignment                  Week 30: Group 5 &amp; 6 Tests; journal Assignment                  Week 31: Review complete sentence and sentence fragments; Group 7 &amp; 8 Tests; journal assignment                  Week 32: Unit 5: verb tenses-present, past, future; Group 1 &amp; 2 Tests; journal Assignment                  Week 33: Homonym lesson; Group 3 &amp; 4 Tests; journal assignment                  Week 34: Review verb tenses and contractions; Group 5 &amp; 6 Tests; journal assignment                  Week 35: Group 7 Test; journal assignment                  Week 36: Grammar Post-Test</p>
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Approximate Time Per Week

4-5 hours

# THIRD GRADE ENGLISH

## Course Goals

Students will continue to understand that God has given us the gift of language so that we can understand His Word and communicate His Truth. Students will utilize basic grammar concepts in both written and oral communication.

## Primary Texts and Materials

1. *Shurley English Grammar 3*
2. *The Grammar of Spelling* by Matt Whitling
3. Traditional Cursive Handwriting
4. *Institute for Excellence in Writing-Selected Passages*
5. *The Shurley Method, Level 2*, teacher's edition
6. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

### Grammar

1. consistently and properly form the upper and lower case versions of each letter of the alphabet using the traditional cursive method.
2. write all assignments in cursive in the 4<sup>th</sup> quarter.
3. write complete sentences with proper punctuation and capitalization.
4. write a keyword outline from a given passage.
5. write from an outline.
6. write narrative, expository, and persuasive 3-point paragraphs.
7. satisfactorily and consistently spell assigned words.
8. identify object pronouns, helping verbs, understood subject, conjunctions, interjections, direct objects, indirect objects, and transitive verbs.
9. recognize and write the possessive forms of nouns.
10. recognize homonyms for given words.
11. identify and use simple sentences with compound parts and compound sentences.
12. recognize and correct run-on sentences and double negatives.
13. identify linking verbs, predicate nouns and predicate adjectives.
14. correctly identify the difference between a subject and a predicate in a sentence.
15. demonstrate a clear understanding of past, present, and future tenses of verbs and change verb tense in written and oral work.
16. use the correct tense of helping verbs.
17. identify imperative and exclamatory sentences.
18. make regular oral presentations using complete sentences.
19. comprehend a basic sentence structure and recognize the use of sentences and paragraphs in God's Word and other literature.

## Classical Teaching Methods

1. Memorization& recitation

2. Drills
3. Spelling games
4. Grammar jingles
5. Integration of other subjects in written and oral presentations

Yearlong Pacing

<p>Quarter 1</p> <p><b>Handwriting</b>                  Week 1: cursive strokes                  Week 2: i, t, e, l, a, u                  Week 3: d, g, o, p, h                  Week 4: n, j, m                  Week 5: y, w, b, f                  Week 6: k, c, s, r, v                  Week 7: z, x, q                  Week 8: review lower case letter and connectors                  Week 9: A, C, U</p> <p><b>Grammar</b>                  Weeks 1-3: Unit 1 A-B                  Weeks 4-6: Unit 1 Group 2                  Weeks 7-9: Unit 1 Group 3</p> <p><b>Composition</b>                  Weeks 1-3: 2-point paragraph-various topics                  Weeks 4-5: Keyword outline/oral retell-Booklice                  Weeks 6-9: 3-pt. paragraph-various topics</p>	<p>Quarter 2</p> <p><b>Handwriting</b>                  Week 10: M, N, P, R                  Week 11: Y, B, T, K                  Week 12: D, E, G, J                  Week 13: W, S, F, I                  Week 14: H, L, V, O                  Week 15: Z, X, Q                  Weeks 16-18: review and practice through writing scripture memory passages and history passages</p> <p><b>Grammar</b>                  Weeks 10-11: Unit 1 Groups 4-5                  Weeks 12-14: Unit 1 Groups 6-8                  Weeks 15-17: Unit 2 Groups 1-3                  Week 18: Unit 2 Groups 4-9</p> <p><b>Composition</b>                  Weeks 10-11: Keyword outline/oral retell/rewrite-<i>Buffalo Hunt</i>                  Weeks 12-15: 3-pt. paragraph-various topics                  Weeks 16-18: Keyword outline/rewrite-<i>Horses</i></p>
<p>Quarter 3</p> <p><b>Handwriting</b>                  Weeks 17-27: review and practice through writing scripture memory passages and history passages</p> <p><b>Grammar</b>                  Weeks 19-20: Unit 2 Groups 4-9                  Weeks 21-23: Unit 3 Groups 1-3                  Weeks 24-26: Unit 3 Groups 4-6                  Weeks 26-27: Unit 3 Groups 7-9</p> <p><b>Composition</b>                  Weeks 19-21: 3-pt. persuasive paragraph                  Weeks 22-24: Keyword Outline/rewrite-<i>Eagle Eyes</i>                  Weeks 25-27: 3-pt. expository paragraph</p>	<p>Quarter 4</p> <p><b>Handwriting</b>                  Weeks 28-36: review and practice through writing scripture memory passages and history passages</p> <p><b>Grammar</b>                  Weeks 28-30: Unit 4 Groups 1-6                  Weeks 30-31: Unit 4 Groups 7-8                  Weeks 32-34: Unit 5 Groups 1-3                  Weeks 35-36: Catch up weeks if necessary or Unit 6-7</p> <p><b>Composition</b>                  Weeks 25-30: 3-pt. expository paragraph                  Weeks 31-33: Keyword Outline/rewrite-<i>Penguins</i>                  Weeks 34-36: Review and Catch up!</p>

Approximate Time Per Week

4-5 hours

# FOURTH GRADE ENGLISH

## Course Goals

Students will understand that God has given us language as the foundation and means of comprehending and conveying the truth of His word and world. English 4 gives further insight into the structure of the English language to provide a framework for storytelling. Through the narrative stage, students will identify major themes and plot components, write paraphrases and narrations based on classic stories, and use synonyms and figures of description to enhance their language.

## Primary Texts and Materials

1. Following the Plan, English 5 by Rod and Staff
2. Writing and Rhetoric Book 2: Narrative I by Paul Kortepeter
3. Writing and Rhetoric Book 3: Narrative II by Paul Kortepeter
4. The Grammar of Spelling by Matt Whitling
5. Imitation in Writing Poetry Primer by Matt Whitling
6. Dictionary and Thesaurus
7. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

### English

1. parse/classify/diagram a sentence.
2. identify and punctuate statements, questions, commands, and exclamations.
3. recognize compound sentences.
4. avoid comma splices and run-on sentences.
5. combine choppy sentences.
6. define, recite, and use the eight parts of speech correctly.
7. show correct use of commas, apostrophes, quotations, hyphens, and colons.
8. use a dictionary, concordance, and thesaurus.
9. identify homophones, antonyms, and synonyms.
10. follow proper rules for capitalization of names and titles.
11. develop paragraphs with order by giving examples or using steps.
12. write a friendly letter.
13. identify rhythm and rhyme in poetry.
14. orally report about a personal experience.

### Composition

15. identify different types of narratives (ie: fables, myths, ballads, etc.)
16. identify the who, what, when, where, and how of a narrative.
17. demonstrate the use of synonyms and a variety of language in writing.
18. develop narrations through imitation.
19. observe and incorporate figures of description, inversion of the sequence of events, and writing by reduction through developing paraphrases.

20. narrate a story with original paraphrase.
21. use figures of description.
22. rewrite sentences to add detail, interest, and variations.
23. outline a narrative
24. identify the protagonist and antagonist and develop these characters.
25. understand rhyme and rhythm in poetry.
26. identify poetry as a literature form.
27. interpret poetry.
28. imitate the composition of poetry.
29. orally present assignments.

**Spelling**

30. satisfactorily and consistently spell assigned words.
31. define assigned words.
32. memorize and apply spelling rules.

**Classical Teaching Methods**

1. Integration of subjects
2. Memorization & recitation
3. Drills
4. Oral presentations

**Yearlong Pacing**

Quarter 1	Quarter 2
<p><b>Spelling</b>                      Week 1-3: Lists 1-3                      Week 4-7: Lists 4-5 and 7                      Week 8-9: List: 8</p> <p><b>Grammar</b>                      Weeks 1-3: Ch 1 Working With Sentences                      Weeks 4-7: Ch 2 More About Sentences                      Weeks 8-9: Ch 3 Nouns</p>	<p><b>Spelling</b>                      Week 10: List: 9                      Weeks 11-14: Lists 10-13                      Weeks 15-18: Lists 14-15 &amp; Christmas List</p> <p><b>Grammar</b>                      Week 10: Ch 3 Nouns                      Weeks 11-14: Ch 4 Verbs                      Week 15-18: Ch 5 More About Verbs</p>
<p>Composition – Semester 1: Book 2 – Narrative I                      Lesson 1: All Kinds of Stories                      Lesson 2: A Long Parable                      Lesson 3: A Short Parable                      Lesson 4: Main Idea – Parables                      Lesson 5: Dialogue – A Greek Myth                      Lesson 6: Description – Another Greek Myth                      Lesson 7: Combining Dialogue and Description, Part 1                      Lesson 8: Combining Dialogue and Description, Part 2                      Lesson 9: Conflict – The Middle of the Story                      Lesson 10: More Practice with Story Middles</p>	

Quarter 3	Quarter 4
<p><b>Spelling</b>                      Week 19-21: Lists 17-19                      Week 22-24: Lists 20-22                      Week 25-27: Lists 23 and 24</p> <p><b>Grammar</b>                      Weeks 19-21: Ch 6 Pronouns                      Weeks 22-24: Ch 7 Adjectives and Adverbs                      Weeks 25-27: Ch 8 Punctuation</p>	<p><b>Spelling</b>                      Week 28-31: Lists 25, Easter List and 26                      Week 32-35: Lists 27-30 and Class List                      Week 36: Review</p> <p><b>Grammar</b>                      Weeks 28-31: Ch 9 Prepositions, Conjunctions, and Interjections                      Weeks 32-35: Ch 10 Capitalization, Reference Books, and more Punctuation                      Week 36: Review</p>
<p><b>Composition – Semester 2: Book 3 – Narrative II</b>                      Lesson 3: Fable Refresher                      Lesson 4: Outlining a Narrative                      Lesson 5: Story Beginnings                      Lesson 6: Main Characters – The Protagonist                      Lesson 7: Main Characters – The Antagonist</p>	

Approximate Time Per Week

4 hours

# FIFTH GRADE ENGLISH

## Course Goals

English 5 continues the formal study of the practice of language to allow students to appreciate God’s uniquely given means of communication. Students will hone their skills in writing using rudimentary exercises with the Narrative Stage.

## Primary Texts and Materials

1. *Building Christian English, Progressing With Courage*, Rod and Staff Publishers, Inc.
2. *Building Christian English Test Workbook*
3. *Writing and Rhetoric Book 3: Narrative II* by Paul Kortepeter
4. *Writing and Rhetoric Book 4: Chreia and Proverb* by Paul Kortepeter
5. Matt Whitling Spelling Worksheets
6. Veritas Academy Oral Presentation Guidelines

## Course Objectives

The student will:

1. parse/classify/diagram a sentence using eight parts of speech.
2. identify and punctuate statements, questions, commands, and exclamations.
3. recognize compound sentences.
4. avoid comma splices and run-on sentences.
5. combine choppy sentences.
6. define, recite, and use the eight parts of speech correctly.
7. show correct use of commas, apostrophes, quotations, hyphens, and colons.
8. understand adjective and adverb clauses
9. use a dictionary, concordance, and thesaurus.
10. identify homophones, antonyms, and synonyms.
11. follow proper rules for capitalization of names and titles.
12. take notes from multiple references and create outline.
13. develop paragraphs with order by giving examples or using steps.
14. write a friendly letter.
15. identify rhythm and rhyme patterns in poetry.
16. orally report about a personal experience.
17. identify different types of narratives (ie: fables, myths, ballads, etc.)
18. identify the who, what, when, where, and how of a narrative.
19. narrate a story using original paraphrase.
20. use figures of description.
21. rewrite sentences to add detail, unique structure, and variations.
22. outline a narrative.
23. identify the protagonist and antagonist and develop these characters.
24. understand the difference between literal and figurative language.
25. understand what a chreia is and know the six parts of a chreia.
26. develop contrasts and comparisons drawing from literature and history.

27. develop a six paragraph chreia.
28. create final drafts of chreias and narratives with good structure, grammar, punctuation, spelling, and fine penmanship.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Memorization & recitation
2. Oral drills
3. Written & oral presentations

Yearlong Pacing

Quarter 1	Quarter 2
<p><b>Grammar</b>                      Week 1: Ch 1: Lessons 1-3: Sentences, fragments, and predicates/subjects                      Week 2: Ch. 1: Lessons 5-7: Sentences and clauses, four sentence types                      Week 3: Ch. 1: Review and Test                      Week 4: Ch. 2: Lessons 10-12: Diagramming subjects, verbs, compound subjects &amp; predicates, Lessons 50&amp;53: Taking and organizing notes for a report                      Week 5: Ch. 2: Lessons 13-17: Paragraph structure, unity and coherence, avoiding run-on error, variety of sentences.                      Week 6: Ch. 2: Review and Test                      Week 7: Ch. 3: Lessons 19-20: Common nouns and proper nouns, Lessons 22-23: Regular and irregular nouns                      Week 8: Lessons 21, 24, and 27: Developing paragraphs with details, examples, illustrations, and comparisons and contrasts. Lessons 25-26: Plural and possessive nouns                      Week 9: Ch. 3: Review and Test</p> <p><b>Composition</b>                      Week 1: Lesson 1: What Makes a Story a Story?                      Week 2: Lesson 2: A Review of Narrative Types                      Week 3: Lesson 3: Fable Refresher                      Week 4: Lesson 4: Outlining a Narrative                      Week 5: Lesson 5: Story Beginnings                      Week 6-7: Lesson 6: Main Character - The Protagonist                      Week 8-9: Lesson 7: Opposing Character - The Antagonist</p>	<p><b>Grammar</b>                      Week 10: Ch. 4: Lessons 29-32: Working with regular and irregular verbs, and simple verb tenses                      Weeks 11: Ch. 4: Lessons 33-36: pattern of an outline, present perfect, past perfect, and future perfect tenses.                      Week 12: Ch. 4: Lessons 37-40: sentence and topical outlines, transitive verbs, direct objects, action verbs that are not transitive, indirect objects.                      Week 13: Ch. 4: Lessons 41-44: linking verbs, predicate nominatives, predicate adjectives, "sometimes" linking verbs.                      Week 14: Ch. 4: Review and Test                      Week 15: Ch. 5: Lessons 47-49, 51: Using "lay," "lie," "raise," "rise," "set," "sit," "let," and "leave" correctly.                      Week 16: Ch. 5: Lesson 52: Other problem verbs, Lesson 54: Subject/verb agreement, Lessons 55 &amp; 58: Active and passive voice                      Week 17: Review and Test                      Week 18: Ch. 6: Lessons 60-62, 64: Personal pronouns - nominative and objective</p> <p><b>Composition</b>                      Week 10-11: Lesson 8: Historical Narrative                      Week 12: Lesson 9: The Five W's                      Week 13-14: Lesson 10: The Making of a Legend                      Week 15-16: Lesson 11: Write Your Own Story - Historical Fiction                      Week 17-18: Lesson 1: What in the World is a Chreia?</p>



Quarter 3	Quarter 4
<p><b>Grammar</b>                      Week 19: Ch. 6: Lesson 63: Friendly letter, Lesson 64: using pronouns correctly                      Week 20: Ch. 6: Lessons 65-66: possessive, indefinite, and demonstrative pronouns.                      Week 21: Ch. 6: Lessons 68-70: interrogative pronouns, relative pronouns, and relative clauses.                      Week 22: Ch. 6 Review and Test                      Week 23: Ch. 7: Lessons 73-76: Capitalization, end punctuation, three parts of story                      Week 24: Ch. 7: Lessons 77-79, 80: Direct, indirect, and divided quotations                      Week 25: Ch. 7: Lesson 81, 83, 84: Commas                      Week 26: Ch. 7: Lessons 86-87: Apostrophes, hyphens, colons, and semicolons                      Week 27: Ch. 7: Lessons 75, 79, 82: Writing a story, Review/Test</p> <p><b>Composition</b>                      Week 19: Lesson 2: Literal and Figurative Language in Proverbs                      Week 20: Lesson 3: Creating a Paragraph and Topic Sentences                      Week 21-23: Lesson 4: First Chreia - King Solomon                      Weeks 24-25: Lesson 6: Third Chreia - King Alfred the Great                      Weeks 26-27: Lesson 7: Fourth Chreia - King Canute</p>	<p><b>Grammar</b>                      Week 28: Ch. 8: Lessons 89-92: adjectives, predicate adjectives and appositive adjectives                      Week 29: Ch. 8: Lessons 94-95, 97-98: Forms of comparison, prepositional phrases as adjectives, adjective clauses.                      Week 30: Ch. 8: Review and Test                      Week 31: Ch. 9: Lessons 101-103, 105-106: Adverbs, adverbs of degree, forms of comparison for adverbs, "good," "well," and negative words.                      Week 32: Ch. 9: Lessons 107, 109-112: prepositional phrases as adverbs, distinguishing adverbs and adjectives, adverb clauses, simple, compound, and complex sentences.                      Week 33: Review, Test                      Week 34: Ch. 10: Lessons 115-116, 118-120: Prepositions, coordinating and subordinating conjunctions, avoiding misplaced phrases and clauses, interjections.                      Week 35: Ch. 9: Lessons 100, 104, 108: Poetry, rhyme and rhythm                      Week 36: Writing poetry</p> <p><b>Composition</b>                      Weeks 28-29: Lesson 8: Fifth Chreia - Two Medieval Poets                      Weeks 30-32: Lesson 9: Sixth Chreia - Francis of Assisi                      Weeks 33-34: Lesson 10: Seventh Chreia - Queen Elizabeth                      Weeks 35-36: Lesson 12: Ninth Chreia - King Richard III</p>

Approximate Time Per Week

4-5 hours

# SIXTH GRADE ENGLISH

## Course Goals

Students will understand that God has given us the gift of language to help us understand His Word and communicate His Truth. Students will continue to solidify fundamental grammar skills and develop the ability to think analytically, write clearly and persuasively, and effectively communicate orally. Additionally, students will progress to the next stage of progymnasmata exercises.

## Primary Texts and Materials

1. *Building Christian English Series – Progressing with Courage*
2. *Progressing with Courage Workbook*
3. *Progressing with Courage Test Book*
4. *Writing and Rhetoric Book 4: Chreia and Proverb* by Paul Kortepeter
5. *Writing and Rhetoric Book 5: Refutation and Confirmation* by Paul Kortepeter
6. Veritas Academy Oral Presentation Guidelines
7. *Grammar of Spelling 6* by Matt Whitling

## Course Objectives

The student will:

### Grammar

1. review the functions of the eight parts of speech.
2. correctly identify sentences, clauses, fragments, and run-on errors.
3. identify simple and compound subject and predicate.
4. correctly diagram sentences – simple, compound, and complex to include direct and indirect objects, conjunctions, prepositional phrases, adverbs, predicate nominatives, adjectives, adjective clauses and adverb clauses.
5. understand the structure of a paragraph – unity and coherence.
6. develop paragraphs using details, examples, and illustrations and comparison or contrast.
7. create sentence or topical outlines from and for essays.
8. take and organize notes for a report.
9. write an elementary research paper.
10. demonstrate correct use of grammar elements through proofing and editing his own and others' written work. Self correct spelling errors.
11. distinguish between active and passive voice, and practice writing in active voice.
12. identify pronoun antecedents and ensure pronouns agree with their antecedents.
13. learn about and demonstrate control over the use of subject, object, and possessive pronouns.
14. memorize and apply capitalization rules.
15. punctuate dialogue and quotations correctly.
16. construct both friendly and business letters.
17. vary the length and style of sentences in writing, such as beginning sentences with adverbs, adverb clauses, prepositional phrases, etc.

Writing and Rhetoric, Book 4: Chreia & Proverb

18. Develop students' appreciation for the usefulness of concise sayings, such as proverbs and stories, and how these ideas influence words and actions in their lives.
19. Introduce students to the expository six-paragraph chreia essay.
  - a. Outline an essay
  - b. Use an interesting hook to capture the reader's interest
  - c. Use clear topic sentences, and write paragraphs focused on a specific topic
  - d. Explain the wisdom and usefulness of a proverb or saying
  - e. Use examples from history, literature, and scripture to introduce a comparison and a contrast to the saying
  - f. Use quotes from a given text to support an argument, and punctuate the quotes correctly using MLA format
  - g. Write an epilogue with a thoughtful application to life and a call to action
20. Give students opportunities to creatively imitate and paraphrase proverbs and sayings using synonyms and inverted word order.
21. Increase understanding of the flexibility and copiousness of language through sentence manipulation.
22. Practice retelling a narrative aloud using elocution skills.
23. Memorize and recite given proverbs or maxims.

Writing and Rhetoric, Book 5: Refutation and Confirmation

24. Learn to write a four-paragraph refutation essay and a four-paragraph confirmation essay.
  - a. Argue a point and prove it with support and clear thinking.
  - b. Read a narrative and identify and refute parts of the narrative that are unbelievable, improbably, unclear, or improper.
  - c. Read a narrative and defend certain parts that are believable, proper, probable, clear, and proper.
  - d. Summarize a narrative by paraphrasing in writing and through oral retelling.
  - e. Use direct quotes from a narrative to support an argument.
25. Revise first copies of written work into a polished final copy.

Spelling

26. memorize and write common spelling rules.
27. apply the spelling rules to lists of selected words.
28. categorize spelling words by parts of speech.
29. divide spelling words into syllables, using a dictionary.
30. spell vocabulary words from literature correctly.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Integration of subjects
2. Memorization
3. Drills on white boards
4. Class discussions/participation

Yearlong Pacing

Quarter 1	Quarter 2
<p><b>Grammar</b>                      Week 1: Chapter 1: Sentence Parts; Lessons 1-3: The English language, sentences, subjects and predicates, fragments and run-ons                      Week 2: Chapter 1 Lessons 3-5: fragments and run-ons, writing a character sketch, direct and indirect objects; diagramming                      Week 3: Chapter 1 Lessons 4, 6-7: finishing a character sketch, predicate nominatives and predicate adjectives, nouns of direct address and appositives; diagramming                      Week 4: Chapter 1 Lessons 8: Proofreading; Chapter 1 Review and Test                      Week 5: Chapter 2: Sentence Construction; Lessons 10-12 Four types of sentences, word order in sentences, clauses in sentences.                      Week 6: Chapter 2: Lessons 13-15: topic sentences and paragraph unity, simple and compound sentences, complex sentences                      Week 7: Chapter 2: Lessons 16-17: Sentence order and paragraph coherence, sentence transitions, review                      Week 8: Chapter 2 Test; Chapter 3: Nouns; Lessons 19-20: identifying nouns; common and proper nouns                      Week 9: Chapter 3: Lessons 21-22: Developing paragraphs by adding details or giving steps, nouns with regular plural forms</p> <p><b>Composition</b>  <i><b>Rhetoric and Writing Book 4: Chreia/Proverb</b></i>                      Weeks 1-4: Book 4, Lesson 5: Chreia essay on King Arthur; writing lists in sentences, punctuated correctly; labeling parts of speech and replacing overused adjectives and adverbs with synonyms; writing similes                      Weeks 5-6: Taking and organizing notes for a research report (preparing for history mini report)</p>	<p><b>Grammar</b>                      Week 10: Chapter 3: Lessons 23-24: Nouns with irregular plural forms, collective nouns, possessive nouns                      Week 11: Chapter 3: Lesson 26-27: Verbals as nouns, verbal phrases as nouns, supplemented exercises on participles, gerunds, and infinitives                      Week 12: Chapter 3: Lesson 28-29: Noun clauses, diagramming noun clauses                      Week 13: Chapter 3 review and test                      Week 14: Chapter 4: Working with Verbs; Lessons 33-35: Identifying verbs, principal parts of regular and irregular verbs, simple verb tenses                      Week 15: Chapter 4: Lessons 36-38: Pattern of an outline, present perfect, past perfect, and future perfect tenses                      Week 16: Chapter 4: lesson 41-43: transitive verbs, intransitive complete verbs, intransitive linking verbs                      Week 17: Chapter 4 Review and Test                      Week 18: Chapter 5: Verb Usage; lesson 48 on subject-verb agreement and lesson 49 on correct usage of problem verbs (lay, lie, raise, rise, set, sit)</p> <p><b>Composition</b>  <i><b>Rhetoric and Writing Book 5: Refutation/Confirmation</b></i>                      Weeks 10-12: Lesson 3: Reviewing genres of narratives: reading narrative excerpts and distinguishing genres                      Weeks 12-13: Lesson 4, The making of a legend: Reading and retelling a legend; creating compound sentences; parts of speech                      Week 14: Lesson 5, Argumentation: distinguishing quarrels from arguments; crafting arguments; building copiousness by forming questions                      Week 15-16: Lesson 6, Refuting what is unbelievable, improbable, unclear, or improper: revising sentences for proper</p>

<p><b>Rhetoric and Writing Book 5: Refutation/Confirmation</b> Weeks 7-9: Lesson 1-2, Narrative Review, evaluating narratives; identifying and correcting fragments and run-ons; adding adjectives to sentences; labeling adjectives</p> <p><b>The Grammar of Spelling, Grade 6:</b> Lists 1-5 Teacher selected lists using vocab and frequently misspelled words</p>	<p>subject and verb agreement; distinguishing was to attack part of a narrative Week 17-18: Lesson 7, First refutation essay: writing a detailed summary; oral narration; outlining; comparing and contrasting</p> <p><b>The Grammar of Spelling, Grade 6</b> Lists 6-8 Teacher selected lists using vocab and frequently misspelled words</p>
<p>Quarter 3</p>	<p>Quarter 4</p>
<p><b>Grammar</b> Week 19: Chapter 5: Lesson 50-51: other problem verbs, friendly letters Week 20: Chapter 5: Lesson 53-54: Active and passive voice; Review Ch. 5 Week 21: Chapter 5 test; Chapter 6: Pronouns: lesson 57-58: personal pronouns, pronoun cases Week 22: Chapter 6: Working With Pronouns; Lessons 60-62: Using personal pronouns correctly, compound personal pronouns, demonstrative pronouns Week 23: Chapter 6: Lesson 63-64: indefinite, interrogative, and relative pronouns Week 24: Chapter 6 review and test; Chapter 7: Adjectives: lesson 68: recognizing limiting and descriptive adjectives Week 25: Chapter 7: Lessons 70-71: forms of adjectives (attributive, appositive, predicate), comparative and superlative forms of adjectives. Week 26: Chapter 7: Lesson 72-73: Verbals as adjectives, descriptive writing, adjective phrases Week 27: Chapter 7: Review and test over first part of ch. 7.</p> <p><b>Composition</b> <b>Rhetoric and Writing Book 5: Refutation/Confirmation</b> Week 19-20: Lesson 7 - Revising the first refutation essay Week 21-23: Lesson 8: First confirmation essay Week 23-24: Revising first confirmation essay Week 25-27: Lesson 9: Second Refutation essay</p>	<p><b>Grammar</b> Week 28: Chapter 7: Lesson 74: Adjective phrases, including prepositional, participial, infinitive, and misplaced phrases Week 29: Chapter 7: Lesson 75-77: Adjective clauses; restrictive and nonrestrictive clauses, misplaced clauses; using adjectives correctly Week 30: Chapter 7: Lesson 78: Writing a descriptive composition; Chapter 7 review and test Week 31: Standardized Testing; Writing week for ch. 7 composition. Week 32: Chapter 8: Lesson 80, 82-83: Recognizing adverbs, forms of comparison for adverbs, prepositional phrases as adverbs Week 33: Chapter 8: Lesson 84, 86: Adjective clauses, distinguishing between adjectives and adverbs Week 34: Ch. 8 review and test; Chapter 9: Lesson 93 on conjunctive adverbs Week 35: Chapter 9: Lesson 95-96: subordinating conjunctions, diagramming interjections Week 36: Editing and proofreading exercises</p> <p><b>Composition</b> <b>Rhetoric and Writing Book 5: Refutation/Confirmation</b> Week 28-29: Revising second refutation essay Weeks 30-32: Lesson 10: Second confirmation essay Week 33-34: Revising second confirmation essay Weeks: 35-36: "Do-It-Yourself" Section: reading poetry and legends; discussing refutation and confirmation</p>

<p><b><i>The Grammar of Spelling, Grade 6</i></b> Lists 9-10, 14-15 Teacher selected lists using vocab and frequently misspelled words</p>	<p><b><i>The Grammar of Spelling, Grade 6</i></b> List 18, 20 Teacher selected lists using vocab and frequently misspelled words</p>
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*Chapter 10: Capitalization and Punctuation: Lessons from this chapter will be reviewed throughout the year through writing in Literature and Grammar, focusing on comma rules.*

Approximate Time Per Week

3-4 hours

# HISTORY & GEOGRAPHY

## **CHRISTIAN WORLDVIEW OF HISTORY AND GEOGRAPHY**

Christianity is a religion of remembering. From creation to present the children of God have been commanded to remember His justice, righteousness, holiness, and faithfulness to his people. History is the record of God's providential dealings with men. From a Christian standpoint, the importance of examining and understanding history is inestimable. As Christians, our faith rests on the historical truth of Christ's advent, life, death, and resurrection during the first century A.D., in the locale of Jerusalem, under the political control of the Roman Empire (I Cor. 15:14). The truth of the record of Creation in Genesis also forms the basis for the totality of Christian and biblical thought (Col. 1-2).

Further, we believe that a Christian worldview of history must begin with a biblical view of man, his nature and destiny. The biblical view allows us to interpret and evaluate his actions according to God's unchangeable commands and principles. Students should come to understand that the actions of man are always under the superintendence and sovereign control of God (Prov. 21:1). Thus, the study of history educates us about God's interactions with our predecessors and thereby provides lessons for us and our descendants (Ps. 78, Ps. 102:18, Romans 15:4, I Cor.10:1-11). God raises up and brings down nations (Ps. 2). Nations and individuals that follow His righteous standards are blessed by Him, and those that rebel against Him are cursed (Prov. 14:34). For example, we believe that many of the colonial leaders and, later, the founding fathers of the United States of America sought to bring glory to God through this nation, grounding many of our primary governmental documents on God's Word. Therefore, God uniquely blessed this nation with freedoms and abundance. However, in recent generations, due to our rebellion against His decrees, we have lost many of our former blessings.

Certain other principles related to our beliefs about the study of history are:

- History is linear, not cyclical; that is, it is proceeding along the path God directs from creation until Christ's triumphant return.
- Historical sources, both primary and secondary, are to be compared and examined in the light of God's Word and sound scholarly standards.

Finally, we believe that, through the examples in and of His Word, God demonstrates that the careful study of history is a necessary activity for all believers as they seek a better understanding of and obedience to His will.

## **TEACHING HISTORY IN THE GRAMMAR STAGE**

History, like all other disciplines, is best taught through the classical approach. That is, in the grammar stage students will learn the data and rules of history; in the logic stage, the students will examine the reasons, causes, and connections of history; and in the rhetoric stage, the students will express, orally and in written form, their understanding and evaluation of history.

History is a wonderful subject to teach, and there is a plethora of ways in which to present, practice and assess historical information in the Grammar Stage. The following is a list of a few of the different ideas that are used in our elementary history program.

**Story Telling:** Students love to hear true stories of historical significance. It is the teacher's job to be well acquainted with the subject matter that he is teaching. This means a lot of reading, especially the reading of primary sources. As you read, write down those "nuggets" of information that young people thrive on; odd characteristics, interesting quotes, and gruesome details (when appropriate). These anecdotes that you share with your class will often times stay with them forever.

**Sound-Offs:** A good way to review history information is to divide it into different parts, assign parts to the students, and have them recite their parts (sound-off) at the appropriate time. This transforms a review into a performance in which the students are working together to show what they remember.

**Flash Cards:** Flash cards are a great way for a teacher to present new information while maintaining a manageable review of previous information. Some classes have the students make their own flash cards on 4" x 6" note cards. The lined side contains text having to do with the significant event or person and on the blank side the student draws a picture having to do with the text. There are also high quality commercially made history flash cards available through Logos School.

**Singing:** Historical information is the stuff that great songs are made of. Grammar aged students love to sing, and the lyrics are inescapably imbedded in one's mind with great delight. Whether you use songbooks and tapes referred to in this curriculum guide or write your own, this is a wonderfully effective way to teach and learn.

**Poetry:** Reading and writing poetry about the time period in history that you are studying is a rewarding venture. In the upper elementary, students who have been instructed in the art of crafting poetry will enjoy writing their own poem about a certain event or famous person after they have studied it.

**Integration:** One very natural connection that we try to take advantage of is that between history and literature. Many of our literature titles correspond to the time period that the students are studying in history. For example, the sixth graders read *The Scarlet Pimpernel* and *A Tale of Two Cities* while they study the French Revolution. This is a great way to accomplish multiple objectives at once.

**Primary Documents:** It is essential that students learn to read primary documents in their study of history. In the upper elementary this is especially beneficial and interesting. When studying the Divine Right of Kings and James I, the students should read at least a portion of his speech to Parliament on this theory of government. This, of course, requires inquiry and study by the teacher.

### **HISTORY GOALS FOR ALL GRADES**

1. The students will understand a Christian (providential) view of history.
2. The students will be able to identify whether or not history has been written from a Christian or a non-Christian perspective.
3. The students will be taught how to study history. They will be taught how to critically evaluate reading material, identifying primary and secondary sources.
4. The students will know the value of ancient history and the history of western civilization.



5. The students will know a general timeline of historical events from Biblical times to the present, focusing primarily on western civilizations.

### **HISTORY OBJECTIVES**

The student will:

1. understand that God is in control of the rise and fall of empires and kingdoms. (all grades)
2. see the actions and choices of men as conforming to or opposing God's law and revelation of Himself. (all grades)
3. understand that God is sovereign over all of history. (all grades)
4. appreciate the great talents and abilities God has given to those made in His image, while distinguishing a man-centered use of them from a God-honoring one. (grades 2-6)
5. appreciate the goodness of God in giving our country the influence of a godly heritage. (all grades)
6. distinguish between godly actions and ungodly ones, while also recognizing the difficulty in passing judgment on others, due to limited knowledge and understanding of previous societal and individual situations. (grades 2-6)
7. recognize the central role faith played in the lives of the American Founding Fathers. (grades 1, 3, 6)
8. state in his own words God's sovereignty in the lives of individuals and nations. (grades 3, 4, 5, 6)
9. state the following truths about history and God's interaction with man in history: (grades 2-6)
  - a. History has a beginning and an end.
  - b. God is sovereign over all history.
  - c. We cannot fully know God's intentions in the events He sovereignly controls.
  - d. The chief end of history is to bring glory to God.
  - e. All history is a story of the redemptive love of God through Jesus Christ.

# KINDERGARTEN HISTORY AND GEOGRAPHY

## **Introduction to History and Geography**

### Course Goals

The students will learn that history is the study of God's story from the beginning of creation. Most importantly, they will learn of God's sovereign and providential hand throughout time.

### Primary Texts and Materials

1. Trade books
2. Globe, United States and World Maps

### Course Objectives

The students will:

#### Pilgrims and Native Americans

1. observe God's providential hand in the history of America.
2. learn the answer to the question, "What is a map?"
3. identify basic symbols on a map.
4. identify the 4 directions; north, south, east and west.
5. define explorer.
6. identify DeSoto.
7. locate DeSoto's homeland, Spain, on the map.
8. after reading a book, discuss the purpose of the pilgrims' journey to a new world (religious freedom).
9. list ways through verbal description or pictures of God's protection and blessings.
10. reenact the Thanksgiving feast and festivities to celebrate the faithfulness and goodness of God.
11. define the term pilgrim and read about the pilgrims of Plymouth.
12. identify the pilgrims homeland.
13. locate England on the map, track the route to America and what direction they traveled.
14. explain, with assistance, the life of a pilgrim.

#### Birth of Christ

15. listen to the story of Christ's birth read from several sources including the Bible, a children's Bible storybook, and other literature selections.
16. retell the story of Christ's birth in their own words.
17. memorize a prophecy pointing to the Savior's birth.
18. discuss Christmas traditions in their homes.

#### America

19. locate America on a map and globe.
20. locate oceans and bodies of water around America.
21. locate Georgia on a map of the United States.

22. after reading a book on the formation of America, discuss God's hand in the whole process.
23. recognize national symbols including the American Flag, Star Spangled Banner, Bald Eagle, and Statue of Liberty.
24. learn basic facts about George Washington and Abraham Lincoln.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Singing & chanting
3. Painting
4. Building
5. Use of body movements
6. Creative projects
7. Show & tell
8. Integration of Bible, music, and art through stories, songs, and projects
9. Integration of science, drama, and literature
10. Hearing, reading, & telling stories

### Approximate Time Per Week

2-3 hours

# FIRST GRADE HISTORY AND GEOGRAPHY

## Seven Continents and Seven Seas

### Course Goals

Students will begin with a unit on maps and globes before going on to explore lands and seas through a study of the seven continents learning about topography, people, nations, landmarks, customs, and traditions. The student should come away with an understanding of the unity and diversity of God's world and the need of a Savior.

### Primary Texts and Materials

1. Teacher supplied material each week with political or physical map of the area of study as well as information sheets to be used to gain knowledge about the country/continent being studied
2. Globe
3. Maps of continents and particular countries

### Course Objectives

The students will:

#### Maps and Globes

1. define geography.
2. explain the composition of the earth's surface and its shape.
3. define a map.
4. identify a globe as the best model of the earth.
5. locate North Pole, South Pole, and equator on a globe.
6. label the layers of the earth.
7. state which continent we live on.

Continents: North America, Europe, Asia, Africa, South America, Australia, and Antarctica

For each continent the student will:

8. locate physical areas on a map.
9. locate political areas on a map.
10. identify which language is spoken in certain countries.
11. identify original peoples and explorers associated with a country and continent.
12. describe how people live: foods, clothing, common jobs.
13. state the primary religion of a country.
14. discuss Christian work in the country.
15. observe the providential hand of God in the history of the nations.

Each student will also study an assigned country in depth. The student will deliver a report to the class about that country as well as present a project which demonstrates some particular area of interest associated with that country.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Guided discovery & exploration
2. Use of tactile objects to illustrate points
3. Singing
4. Playing games
5. Drawing, coloring, painting
6. Building
7. Use of body movements
8. Creative projects
9. Show & tell
10. Drama
11. Hearing/reading/telling stories
12. Individual projects
13. Integration of subjects

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-5: Maps and Globes Weeks 6-9: Georgia	Weeks 10-14: North America Weeks 15-18: South America
Quarter 3	Quarter 4
Weeks 19-22: Europe Weeks 23-25: Asia Weeks 26-27: Australia	Week 28: Australia Weeks 29-33: Africa Weeks 34-36: Antarctica and Oceania

Approximate Time Per Week

2-3 hours

# SECOND GRADE HISTORY AND GEOGRAPHY

## Kings and Queens

### Course Goals

Students will gain an overview of seven of western history's most illustrious kings and queens in order to acquaint students with the events and achievements of the periods they represent, and to see how God has sovereignly worked through them.

### Primary Texts and Materials

1. Teacher created unit studies
2. Trade books

### Course Objectives

The students will:

1. match key dates with appropriate historical figures:
  - Tutankhamen 1345 B.C.
  - Alexander the Great 356 B.C.
  - Caesar Augustus 63 B.C.
  - Alfred the Great 849 A.D.
  - Queen Elizabeth 1533 A.D.
  - Louis the XIV 1638 A.D.
  - Queen Victoria 1819 A.D.
2. locate critical geographical features and places including continents, countries, cities, bodies of water, mountains, deltas, and valleys.
3. identify the importance of significant people including:
 

<ul style="list-style-type: none"> <li>• Pharaoh Tutankhamen</li> <li>• Pharaoh Akhenaten</li> <li>• Pharaoh Menes</li> <li>• Pharaoh Narmer</li> <li>• Howard Carter</li> <li>• Lord Carnarvon</li> <li>• Alexander the Great</li> <li>• King Philip II of Macedonia</li> <li>• King Darius</li> <li>• Aristotle</li> <li>• Homer</li> </ul>	<ul style="list-style-type: none"> <li>• Virgil</li> <li>• Jesus Christ</li> <li>• Caesar Augustus</li> <li>• Julius Caesar</li> <li>• Mark Anthony</li> <li>• Lepidus</li> <li>• Romulus</li> <li>• Remus</li> <li>• King Alfred</li> <li>• Guthrum</li> <li>• Vikings</li> <li>• knights</li> <li>• monks</li> <li>• nuns</li> <li>• lords/ladies</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth Tudor</li> <li>• Henry the VIII</li> <li>• Mary Tudor</li> <li>• Mary, Queen of Scots</li> <li>• Martin Luther</li> <li>• William Shakespeare</li> <li>• Johan Sebastian Bach</li> <li>• Leonardo da Vinci</li> <li>• Sir Walter Raleigh</li> <li>• Louis Bourbon</li> </ul>	<ul style="list-style-type: none"> <li>• Louis XIII</li> <li>• Henry IV</li> <li>• William of Orange</li> <li>• Victoria (Alexadrina Victoria)</li> <li>• Albert of Saxe-Coburg</li> <li>• Lord Melbourne</li> <li>• Florence Nightingale</li> <li>• Lewis Carroll</li> </ul>
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4. explain the significance of certain events including:
 

<ul style="list-style-type: none"> <li>• Unification of Egypt</li> <li>• Discovery of Tut's tomb</li> </ul>	<ul style="list-style-type: none"> <li>• Acquisition of Bucephalus</li> <li>• Alexander's conquest of half the discovered world</li> <li>• Birth of Jesus Christ</li> </ul>
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- Founding of Rome
  - Pax Romana
  - Viking Age
  - Medieval time period
  - The Reformation
  - Spanish Armada
  - Renaissance time period
  - Huguenots and the revocation of the Edict of Nantes
  - Baroque time period
  - Crimean War
  - Industrial Revolution
  - Crystal Palace Exhibition
5. discuss the importance of lifestyle and culture including dress, vocations, education, family life, religious practices, entertainment, etc.
  6. examine architecture relevant to specific time periods including:
    - Pyramids
    - Columns: Doric, Ionic, and Corinthian
    - Parthenon
    - Arches
    - Aqueducts
    - Roman roads
    - Colosseum
    - Castles
    - Churches
    - Versailles

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Guided discovery & exploration
2. Use of tactile items to illustrate points
3. Singing & chanting
4. Playing games
5. Draw, color, & build
6. Use of body movements
7. Creative projects
8. Show & tell
9. Integration of Bible, music, drama, and art through stories, songs, skits, and projects
10. Construction of individual history folders to include maps, pictures, time lines, drawings, etc.
11. Individual and group recitations of significant passages that are of importance to the specific unit
12. Field trips

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction to Kings and Queens Week 2-5: Lessons on Tutankhamen Week 6: Tutankhamen Test Weeks 7-9: Lessons on Alexander the Great	Week 10: Lessons on Alexander the Great Week 11: Alexander the Great Test Weeks 12-15: Lessons on Caesar Augustus Week 16: Caesar Augustus Test Weeks 17-18: Lessons on Alfred the Great

Quarter 3	Quarter 4
Weeks 19-20: Lessons on Alfred the Great Week 21: Alfred the Great Test Weeks 22-25: Lessons on Queen Elizabeth Week 26: Queen Elizabeth Test Week 27: Lessons on Louis XIV	Weeks 28-30: Lessons on Louis XIV Week 31: Louis XIV Test Weeks 32-35: Lessons on Queen Victoria Week 36: Queen Victoria Test

Approximate Time Per Week

2-3 hours



# THIRD GRADE HISTORY AND GEOGRAPHY

## **American History to 1850**

### Course Goal

The students will gain a basic understanding of American History to 1850 including the major topics of Native Americans, Explorers, Colonial America, Revolutionary War, Georgia History, The Constitution and the Founding Fathers, American Growth, and War and Expansion.

### Primary Texts and Materials

1. Veritas Press History Cards
2. Trade books
3. Teacher created tests and quizzes
4. America the Beautiful by Charlene Notgrass
5. The History of US by Joy Hakim
6. History Pockets – Explorers, Colonial America, American Revolution, Moving West, Native Americans
7. *Biblioplan Book 3: Early Modern Days*, Rob and Julia Nalle

### Course Objectives

The student will:

1. locate key geographical features and locations of historical events occurring during this time period. Where appropriate, the student will also give explanations for the relevance of these features to major events.
2. explain the importance of lifestyles and culture and their effects on the historical events of this time period. Where significant, the student will cover technology, vocations, religious practices, education, family-life and entertainment.
3. explain the importance of significant dates or events to the history of this time period.
4. identify the importance of individuals and people groups from this historical time period.
5. read original documents including the Declaration of Independence, Preamble to the Constitution, the Bill of Rights, and diaries of Lewis and Clark.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Large group and individual projects
2. Songs, chants, drills, & poems
3. Map work
4. Creating displays & models
5. Writing activities & research projects

6. Integration of art, literature, and composition through projects, trade books, and writing paragraphs & journal entries
7. Timeline construction
8. Field trips
9. Role play activities
10. Memorization and recitation
11. Playing games
12. Oral & written presentations

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-3: Geography – Continents/ Oceans, Ancient Empires- Maya, Aztec Weeks 4-7: North American Indians Weeks 8-9: Explorers	Weeks 10-11: Explorers Weeks 12-16: The Colonies Weeks 17-18: Georgia History
Quarter 3	Quarter 4
Weeks 19-24: The Revolutionary War Weeks 25-27: The Constitutional Convention /Our Government	Week 28: The Constitutional Convention/ Our Government Weeks 29-32: American Growth Weeks 33-36: The Mexican-American War and Westward Expansion

Approximate Time Per Week

2-3 hours

# FOURTH GRADE HISTORY AND GEOGRAPHY

## American History 1850- present

### Course Goal

Students will gain a basic understanding of US History from 1850 to the present.

### Primary Texts and Materials

1. *A History of US*, Joy Hakim
2. *All American History Volume 2*, by Celeste W. Rakes
3. *Story of the World: The Modern Age*, by Susan Wise Bauer
4. Trade books that support history topics of study
5. Teacher created tests and quizzes

### Course Objectives

The student will:

1. understand that God is in control of the rise and fall of peoples and countries.
2. observe the providential hand of God in the history of The United States.
3. memorize and recite the Gettysburg Address.
4. locate key geographical features and locations of historical events occurring during this time period. Where appropriate the student will also give explanations for the relevance of these features to major events.
5. Explain the importance of lifestyles and culture and their effects on the historical events of this time period including technology, vocations, religious practice, education, family-life, and entertainment.
6. explain the importance of significant dates or events to the history of this time period.

Dates include:

- Review of Great Dates from 3<sup>rd</sup> Grade American History
- 1850                      The Compromise of 1850
- 1854                      The Kansas Nebraska Act
- 1857                      The Dread Scott Case
- 1860, November      Abraham Lincoln is elected president
- 1860, December      South Carolina secedes from the Union
- 1861-1865              The Civil War
- 1861, April              Battle of Fort Sumter
- 1862, September      Battle of Antietam, the bloodies single-day battle in American History
- 1863, January        Abraham Lincoln issues the Emancipation Proclamation
- 1863, July              Battle of Gettysburg
- 1864, December      Sherman’s March to the Sea
- 1865, April              Surrender at Appomattox Courthouse
- 1865-1877              Reconstruction
- 1869                      Completion of Transcontinental Railroad
- 1870                      Industrial Revolution
- 1912                      Titanic sinks

- 1914 Panama Canal completed
  - 1914, June Franz Ferdinand and his wife are assassinated
  - 1914-1918 World War I
  - 1917, April United States enters WWI
  - 1929 The Great Depression
  - 1939-1945 World War II
  - 1941, December 7 Japanese attack Pearl Harbor
  - 1944 D-Day at Normandy
  - 1945, May Victory in Europe (V-E) Day
  - 1945, September Victory in Japan (V-J) Day
  - 1945-1989 Cold War
  - 1954-1975 Vietnam War
  - 1955 Rosa Parks and the Civil Rights Movement
  - 1957 The USSR launches Sputnik 1
  - 1963 Martin Luther King Jr. gives his "I Have a Dream" speech
  - 1969 Americans land on moon
  - 1991 Gulf War
  - 2001, September 11 Twin Towers of the World Trade Center are attacked
7. identify the importance of individuals from this historical time period.

Key figures include:

- |                         |                          |
|-------------------------|--------------------------|
| • Thomas Edison         | • Henry Petain           |
| • Alexander Graham Bell | • General Robert E. Lee  |
| • Abraham Lincoln       | • General Ulysses Grant  |
| • Franklin D. Roosevelt | • Booker T. Washington   |
| • The Wright Brothers   | • Eli Whitney            |
| • Adolf Hitler          | • William Lloyd Garrison |
| • Benito Mussolini      | • Harriet Beecher Stowe  |
| • Hideki Tojo           | • Dred Scott             |
| • Henry Ford            | • Sojourner Truth        |
| • Winston Churchill     | • Harriet Tubman         |
| • Josef Stalin          | • Jefferson Davis        |

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Hands-on work & projects
2. Drama
3. Integration of subjects
4. Research projects
5. Memorization & recitation
6. Games
7. Oral & written presentations

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Prelude to the Civil War Weeks 3-5: The Civil War Begins Weeks 6-8: Civil War Weeks 9: Reconstruction	Weeks 10-11: Reconstruction Weeks 12-13: The Gilded Age Weeks 14-15: The Progressive Movement Weeks 16-18: WWI
Quarter 3	Quarter 4
Weeks 19-20: 1920s Weeks 21-23: The Great Depression Weeks 24-26: WWII Week 27: 1950's	Week 28: 1950s Weeks 29-30: The Civil Rights Movement Weeks 31-32: 1970s and 1980s Weeks 33-34: 1990s Weeks 35-36: Early 2000s

Approximate Time Per Week

3 hours

# FIFTH GRADE HISTORY AND GEOGRAPHY

## **Western Civilization I**

### Course Goal

Students will gain a basic understanding of the first half of world history beginning with the earliest civilizations in Mesopotamia through the Fall of Rome. Major topics include ancient people of Mesopotamia and surrounding area, Ancient Egypt, Ancient Greece, and Ancient Rome.

### Primary Texts and Materials

1. *Biblioplan Ancients* textbook
2. *Story of the World: Ancient Times* by Susan Bauer
3. *Kingfisher History Encyclopedia, 2004*
4. *The Bible, ESV*

### Course Objectives

The student will:

1. recognize God's Sovereignty through the flow of Ancient history and explain specific examples of how he/she sees God's hand at work throughout the flow of historical events of each time period in his/her own words.
2. recognize the major geographical features of each region studied and explain how these features affected/helped the lifestyle/culture of ancient peoples who lived near/around them.
3. be able to name key dates and events of each time period and explain their significance.
4. explain the major accomplishments and innovations, problems, and changes experienced in each major period of history and understand how they are connected to each other.
5. identify key figures and their accomplishments during each time period.
6. observe the providential hand of God in the history of the Israelites, Egyptians, Grecians, and Romans.
7. understand truths about God's nature; God is all-powerful, God is creative and enjoys his creations, God is good, God is intimately involved.
8. contrast Biblical truth vs. ancient myths.
9. contrast polytheism and monotheism.
10. identify specific examples of God's hand in history, stating that God is in charge of all men and nations, such as Noah and the flood, the destruction of Sennacherib, and the flourishing of kingdoms for a time.

**Ancient peoples of Mesopotamia and the surrounding area:**

Overview of the significant dates/events, people, and geography of the Ancient peoples of Mesopotamia and the surrounding area, covering a period roughly from 3,000-900 BC, highlighting the history and lives of the Hebrews and their neighbors as well as the Egyptians.

**Ancient Greece**

Overview of Ancient Greece, including significant dates, places, and events as well as the lifestyle and culture of the Greeks and their effects on the historical events of this time period. Includes an emphasis on the government and organization of Greek society and the influence it has had on modern day western society. Covers the time period dating roughly from 1600-400 BC.

**Ancient Rome**

Overview of Ancient Rome, including significant dates, places, and events as well as the lifestyle and culture of the Greeks and their effects on the historical events of this time period. Once again includes an emphasis on how Ancient Roman culture and government played an important role in the creation of modern day western societies. Covers the time period lasting roughly from 900 BC to 476 AD.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Hands-on projects
2. Making displays & models
3. Research projects
4. Memorization & recitation
5. Integration of literature, science, art and Bible.

Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Creation and the First People</p> <p>Week 2: The Early Egyptians and Noah</p> <p>Week 3: Early Writing, the Sumerians and Babel</p> <p>Week 4: Abraham/TEST</p> <p>Week 5: Hammurabi, Assyrians, Gilgamesh</p> <p>Week 6: Egypt's Middle Kingdom</p> <p>Week 7: Egypt's New Kingdom</p> <p>Weeks 8-9: Review/TEST</p>	<p>Quarter 2</p> <p>Week 10: The Exodus</p> <p>Week 11: Ancient India, China, Conquering Canaan</p> <p>Week 12: Ancient Africa</p> <p>Week 13: Review/TEST</p> <p>Week 14: Saul and David</p> <p>Week 15: The Phoenicians</p> <p>Week 16: The Americas, Elijah, Elisha</p> <p>Weeks 17-18: Assyria and Israel's Prophets/TEST</p>
<p>Quarter 3</p> <p>Week 19: Crete</p> <p>Week 20: Greek Beginnings</p> <p>Week 21: The Babylonians</p> <p>Week 22: The Rise of the Persians</p> <p>Week 23: Review/TEST</p> <p>Week 24: Athens, Sparta</p> <p>Week 25: Greek Gods and Greek Wars</p>	<p>Quarter 4</p> <p>Week 28: Rome's Rise</p> <p>Week 29: Roman Wars</p> <p>Week 30: Julius Caesar</p> <p>Week 31: Augustus Caesar</p> <p>Week 32: Review/TEST</p> <p>Week 33: Jesus and the Early Church</p> <p>Week 34: Christians and Rome</p>

Weeks 26-27: Alexander the Great/TEST	Weeks 35-36: The Fall of the Roman Empire/ TEST
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Approximate Time Per Week

2.5 hours



# SIXTH GRADE HISTORY AND GEOGRAPHY

## **Western Civilization II - Middle Ages through the British Reformation**

### Course Goal

Students will learn about The Early Middle Ages (Dark Ages), The High Middle Ages (1000-1300), The Late Middle Ages (1300-1400), The Renaissance, the Continental Reformation, and the British Reformation. We will explore major people and events as well as philosophical and cultural developments. As we do, we will better understand the effects that human actions set in motion. Above all, we will see the sovereign hand of God in history.

### Primary Texts and Materials

1. *Biblioplan Year Two Medieval History Volumes 1 & 2*, Rob and Julia Nalle

### Course Objectives

The student will:

1. understand the flow of history from The Middle Ages to The British Reformation and understand the sovereignty of God over all.
2. be able to identify the major people and events from The Early Middle Ages through The British Reformation, including the following: The Middle Ages, Development of the Institutional Church, Development of the State and Society, The High Middle Ages, The Late Middle Ages, The Renaissance, The Continental Reformation, The British Reformation, and The Social Impact of the Reformation.
3. memorize major dates on a timeline.
4. appreciate the great hymns and psalms from the time period, including the following: Luther's Hymns, Genevan Psalter, Scottish Psalter.
5. identify art from Renaissance and Medieval periods.
6. read and analyze original documents.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Large group instructions
2. Socratic interactions
3. Homework/classwork assignments
4. Class discussion
5. Integration of subjects: literature, philosophy, apologetics, art
6. Research projects and presentations
7. Memorization & recitation

Yearlong Pacing

<p>Quarter 1</p> <p>Weeks 1-3: Review of Ancient History                  Week 4: Fall of Rome                  Weeks 5-6: Great Britain; Early Christian Church                  Week 7: Byzantine Empire                  Week 8: Rise of Islam                  Week 9: France; Carolingian Empire</p>	<p>Quarter 2</p> <p>Week 10: France; Carolingian Empire                  Week 11: Vikings                  Week 12: Norman Conquest                  Weeks 13-14: Germany; Russia                  Weeks 15-16: Crusades                  Weeks 17-18: Review</p>
<p>Quarter 3</p> <p>Weeks 19-20: Magna Carta                  Weeks 21-22: Black Death; Hundred Years' War                  Week 23: War of Roses                  Week 24: Ottoman Empire; Africa                  Week 25: Africa; America                  Week 26: America                  Week 27: Explorers</p>	<p>Quarter 4</p> <p>Week 28: Explorers &amp; Conquistadors                  Week 29: Printing Revolution; Florentine Renaissance                  Week 30: Florentine Renaissance; Reformation                  Week 31: Reformation in Germany                  Week 32: Renaissance in Art                  Week 33: Reformation Beyond Germany                  Week 34: English Reformation                  Week 35: Renaissance in Science                  Week 36: Review</p>

Approximate Time Per Week

2-3 hours

# MATHEMATICS

## THE CHRISTIAN WORLDVIEW OF MATHEMATICS

Christian schools should have the goal of teaching all subjects as part of an integrated whole with the Scriptures at the center. Included in these subjects is mathematics. In no way should Christians believe the lie that, though history, literature, science, and other subjects can be successfully integrated with the Christian worldview, mathematics is somehow worldview neutral. On the contrary, mathematics is a very theological science, being an expression of the numeric aspect of God's character and of the logic that is in Him. In the preface to his *Almagest*, Ptolemy wrote that the mathematical sciences were the best evidence of divinity because of their consistency and incorruptibility. Mathematics seeks to discover, examine and apply those fundamental laws by which God gives order to his creation.

The foundation of all truth, including the truths of mathematics, is the God of Scripture. The various spheres of mathematics are expressions of His logical character and His creative, sustaining power.

First, God Himself has a numerical nature. He is one God in three Persons: Father, Son, and Holy Spirit. The unity of God is declared in Deuteronomy 6:4, "Hear, O Israel: The Lord our God, the Lord is one!" The plurality of God is declared in passages such as 2 Cor. 13:14, "The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Spirit be with you all. Amen."

Because God has a plural nature, creation reflects that plurality. The ultimate reality is not one, but one and many. Creation is real, and really has distinguishable, countable particulars. As King David said, "O Lord, how manifold are Your works! In wisdom you have made them all" (Ps. 104:24).

God created all things such that the creation reflects some of His attributes. Thus, we have a trustworthy basis for mathematical concepts. Briefly, the countable attributes of God provide a foundation for arithmetic. God is present in space (cf. Ps. 139:7), thus there is true measure and a foundation for geometry. The infinity and immensity of God (Ps. 90:2; 1 Kings 8:27) also give us a foundation for the concept of infinity used in calculus.

As we study mathematics, we should, as Christians, expect to see God's handiwork everywhere. We should not be surprised to discover mathematical regularity in physics, astronomy, chemistry, and other sciences. Indeed, we should expect the mathematical formulas we derive to have application to the real world, because God has given mathematics as a tool for extending godly dominion over creation.

## TEACHING MATHEMATICS IN THE GRAMMAR STAGE

Saxon Mathematics is used in grades K-6. Math K and Math 1 are taught in Kindergarten and 1<sup>st</sup> Grade. In 2<sup>nd</sup> Grade, Math 1 concepts are reviewed and Math 2 is taught before covering new concepts in Math 3. In 3<sup>rd</sup> Grade, Saxon Intermediate 3 is taught. This review in 2<sup>nd</sup> Grade, along with the new concepts, help prepare students for the transition from the worksheet format to the more advanced concepts in Intermediate Math 3 and its use of a text book. Intermediate Math 4 and 5 are taught in 4<sup>th</sup> and 5<sup>th</sup> Grades, respectively, with Course 1 being taught in 6<sup>th</sup> Grade in preparation for 7<sup>th</sup> Grade Pre-Algebra.

### **MATHEMATICS GOALS FOR ALL GRADES**

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Emphasize a conceptual as well as practical understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

# KINDERGARTEN MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will also learn the foundational math concepts.

## Primary Texts and Materials

1. Saxon K Math
2. Manipulatives
3. Supplemental worksheets

## Course Objectives

The student will be able to:

### Number Sense

1. state that God gave us numbers and systems of math to help us in life and to understand His unchangeable nature.
2. identify numbers 0-30.
3. count to 100 by 1's, 5's, and 10's.
4. count to 50 by 2's.
5. count using ordinal numbers and identify ordinal position to 5<sup>th</sup>.
6. match sets and numbers.
7. count and group numbers into tens and ones.
8. identify numbers before, after, and between.
9. identify equivalent sets.
10. represent equivalent forms of the same number.
11. identify sets with greatest and least amount.
12. locate numbers on a number line.

### Basic Functions

13. explore and correctly use basic addition and subtraction functions using manipulatives, acting out, and drawing pictures.

### Problem Solving

14. sort objects and identify a sorting rule.
15. act out or draw story problems.
16. identify and extend patterns (AB, ABB).

### Calendar & Time

17. correctly recite the days of the week and months of the year.
18. state the current year.
19. state today's date.
20. identify the day of the week represented by yesterday, today, tomorrow.
21. name the four seasons.
22. tell time to the hour and half hour.

Geometry

23. identify basic geometric shapes correctly (circle, triangle, square, rectangle).
24. cover designs with pattern blocks.
25. copy and identify shapes on a geoboard.
26. identify left and right.
27. Identify 3-D shapes (sphere, cube, cylinder, cone)

Money

28. identify and state the values of penny, nickel, dime, and quarter.

Measurement

29. measure the length of an object using non-standard units.
30. compare objects according to length, weight, height, volume, & quantity.

Graphing

31. graph and compare information on a graph (most, least, equal).
32. identify how many more on a graph.
33. identify missing items in an array or matrix.

Fractions & Decimals

34. identify and represent the fraction  $\frac{1}{2}$ .

Classical Teaching Methods

1. Manipulatives
2. Guided discovery
3. Singing & chanting
4. Playing games
5. Drawing, coloring, building
6. Drama

Approximate Time Per Week

4-5 hours

# FIRST GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will also learn the foundational math concepts.

## Primary Texts and Materials

1. Saxon Math 1
2. Manipulatives
3. Supplemental worksheets

## Course Objectives

The student will be able to:

### Number Sense

1. state that God gave us numbers and systems of math to help us in life and to understand His unchangeable nature.
2. identify and count numbers 0-100.
3. count to 100 by 1's, 2's, 5's, and 10's.
4. count backwards.
5. identify place value through 100.
6. sequence 2 digit numbers.
7. identify numbers on a 100's chart.
8. compare and order one and two digit numbers.
9. estimate and count collections of items.
10. compare sets of objects (more, fewer, same).
11. identify even and odd numbers.
12. construct and locate numbers on a number line.
13. identify the number of tally marks in a given set and write tally marks to represent data.

### Basic Functions

14. show the meaning of addition and subtraction by acting out, using manipulatives, drawing pictures, and writing number sentences.
15. identify one more and one less than a number and ten more and ten less than a number.
16. add two and three digit numbers without regrouping

### Problem Solving

17. identify the correct function (addition or subtraction) to use in one step story problems.
18. classify and categorize information.
19. identify, read, and extend patterns.

Calendar & Time

- 20. use digital and analog clocks to show and tell time to the hour and half hour.
- 21. identify time one hour ago and one hour from a given time in a 12 hour block.

Geometry

- 22. create, identify and draw congruent shapes, designs, or line segments.
- 23. identify, describe, and classify polygons.
- 24. identify angles and sides.
- 25. identify, describe, compare, and construct three-dimensional geometric solids.
- 26. draw and identify a line of symmetry and create symmetrical designs.

Money

- 27. identify and state the values of penny, nickel, dime, and quarter.
- 28. count and show amounts using mixed sets of pennies, nickels, and dimes.
- 29. correctly use \$ and ¢ symbols.
- 30. recognize and count \$1 bill denominations.

Measurement

- 31. compare and order objects based on length, height, weight, and volume.
- 32. estimate lengths and distances.
- 33. select appropriate tools for measuring.

Graphing

- 34. create and read a pictograph and bar graph.
- 35. identify most, more, fewest, less and same on a graph.
- 36. draw conclusions, answer questions, and write observations about a graph.

Fractions & Decimals

- 37. identify, represent, and compare the fractions  $\frac{1}{2}$  and  $\frac{1}{4}$ .

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Guided discovery & exploration
2. Tactile items to illustrate points
3. Singing & chanting
4. Playing games
5. Reciting
6. Drawing, building, painting, coloring
7. Use of body movements
8. Creative projects

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Identifying what mathematicians do Making towers for the numbers 1-5 Writing the numbers 1, 4, and 5	Week 10: Finding a sum by counting on; making & reading a bar graph Using logical reasoning to solve a problem Cumulative Assessment 7



<p>Making towers for the numbers 1-9; ordering the numbers 0-9 Placing an object on a graph; writing the numbers 2, 3, and 7 Week 2: Identifying a circle and a square; identifying the number of sides and angles of a square Graphing a picture on a pictograph; identifying most and fewest on a graph; identifying right &amp; left Writing the numbers 0, 6, 8, and 9 Ordering sets from smallest to largest; identifying most and fewest; ordering numbers from least to greatest Cumulative Assessment 1 Week 3: Matching a number to a set; collecting and sorting data; using data to construct a bar graph; identifying the steps in the problem-solving process; using logical reasoning to solve a problem Identifying morning and afternoon; identifying first, last, between, and middle, identifying first, second, and third Acting out "some, some more" and "some, some went away" stories Identifying a triangle; identifying the number of sides &amp; angles of a triangle; sorting by one attribute Making a shape on a geoboard; identifying inside and outside Week 4: Acting out and drawing pictures for "some, some more" and "some, some went away" stories; sorting by one attribute Cumulative Assessment 2 Counting pennies Identifying a number between two numbers Dividing a solid in half Week 5: Picturing and combining sets; graphing a picture on a pictograph Counting from 0 to 23; making an organized list to solve a problem Cumulative Assessment 3 Writing addition number sentences; representing equivalent forms of the same number Identifying ordinal position to sixth Week 6: Addition facts: doubles with sums to 10 Identifying a rectangle; identifying the number of sides &amp; angles of a rectangle Writing number sentences for "some, some more stories; creating addition problem</p>	<p>Addition facts: adding 0 Covering a design in different ways Counting by 10's to 100 Week 11: Subtraction facts: subtracting 1 Subtraction facts: subtracting 1; identifying identical designs Cumulative Assessment 8 Counting dimes Counting by 2's Week 12: Telling time to the hour Subtraction facts: subtracting 0 and subtracting a number from itself Estimating the capacity of containers; ordering containers by capacity; identifying a 1-cup liquid measure; drawing a picture to solve a problem Cumulative Assessment 9 Identifying the even numbers to 20 Week 13: Identifying &amp; locating numbers on a hundred number chart Counting dimes &amp; pennies Creating a design with a line of symmetry; identifying a line of symmetry Drawing a line of symmetry; identifying one half of a whole; writing the fraction one half Estimating &amp; measuring the capacity of containers using nonstandard units; writing a two-digit number for a set of objects; comparing &amp; ordering two-digit numbers Cumulative Assessment 10 Week 14: Identifying odd and even numbers Numbering a clock face; showing time to the hour on a clock Adding 2 to an even number Adding 2 to an odd number Cumulative Assessment 11 Week 15: Covering a design with pattern blocks; sorting, counting, and recording the pattern blocks used to cover a design Looking for a pattern to solve a problem Addition facts: adding 2 Comparing &amp; ordering objects by length; measuring length using nonstandard units Writing numbers 0-10 using words Identifying pairs Week 16: Graphing pieces used to cover a design; reading a graph; identifying ordinal position to 26th Cumulative Assessment 12 Writing money amounts using the cent symbol; paying for items using dimes and pennies</p>
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<p>situations; identifying the attributes of pattern blocks                  Cumulative Assessment 4                  Creating and reading a repeating pattern                  Week 7: Addition facts: doubles with sums to 18                  Addition facts: doubles with sums to 18                  Identifying lighter and heavier using a balance                  Addition facts: doubles with sums to 18; looking for a pattern to solve a problem                  Cumulative Assessment 5                  Week 8: Covering designs with pattern blocks                  Ordering numbers to 20; adding 1 to a number                  Writing number sentences for “some, some went away” stories; creating subtraction problem situations                  Counting backward from 10 to 1; adding 1 to a number                  Cumulative Assessment 6                  Week 9: Identifying morning, afternoon, evening, and night; estimating &amp; measuring length using nonstandard units                  Addition facts: adding 1                  Addition facts: adding 1                  Sorting items &amp; creating a graph                  Weighing objects using nonstandard units</p>	<p>Dividing square into halves                  Subtraction facts: subtracting 2                  Week 17: Subtraction facts: subtracting 2                  Tallying; counting by 5's; drawing a picture to solve a problem                  Cumulative Assessment 13                  Using a ruler to draw to draw a line segment                  Sorting common objects                  Week 18: Adding two-digit numbers without regrouping using dimes &amp; pennies                  Adding two-digit numbers without regrouping using dimes &amp; pennies                  Adding two-digit numbers without regrouping using dimes &amp; pennies;                  estimating &amp; measuring area using non-standard units; combining geometric shapes to make new geometric shapes                  Cumulative Assessment 14                  Addition facts: showing doubles plus 1 facts</p>
<p>Quarter 3</p>	<p>Quarter 4</p>
<p>Week 19: Addition facts: identifying doubles plus 1 facts                  Addition facts: doubles plus 1 facts                  Addition facts: doubles plus 1 facts                  Addition facts: doubles plus 1 facts;                  guessing &amp; checking to solve a problem;                  acting it out to solve a problem                  Cumulative Assessment 15                  Week 20: Adding two-digit numbers without regrouping                  Identifying how many more on a graph                  Identifying &amp; making congruent shapes                  Counting large collections; grouping by 10's                  Cumulative Assessment 16                  Week 21: Using concrete &amp; pictorial models to represent two-digit numbers; comparing two-digit numbers; identifying the place value of digits in a two-digit number;                  trading pennies for dimes                  Adding two-digit numbers with regrouping using dimes and pennies                  Telling time to the half hour</p>	<p>Week 28: Dividing a set of objects by sharing                  Identifying cup, quart, gallon, &amp; liter containers; estimating &amp; measuring the capacity of a container in cups; acting it out to solve a problem; drawing a picture to solve a problem                  Cumulative Assessment 21                  Addition facts: four of the last eight facts                  Week 29: Identifying geometric solids (cones &amp; spheres)                  Using bills to pay for items to \$20                  Adding three single-digit numbers                  Cumulative Assessment 22                  Week 30: Addition facts: the last four facts; rounding a number to the nearest multiple of 10 by estimating                  Counting dimes, nickels, &amp; pennies                  Identifying fractional parts of a whole                  Graphing tags on a bar graph; writing observations about a graph                  Week 31: Measuring &amp; drawing line segments to the nearest centimeter</p>

<p>Dividing a shape into fourths; coloring halves &amp; fourths                      Week 22: Adding 10 to a number                      Counting by 10's from a single-digit number; drawing a picture to solve a problem                      Cumulative Assessment 17                      Adding 10 to a number                      Week 23: Comparing &amp; ordering numbers to 100                      Counting by 100's                      Addition facts: sums of 10                      Cumulative Assessment 18                      Week 24: Addition facts: sums of 10; estimating &amp; measuring length using nonstandard units; comparing the size of the unit and the number of units used to measure an object                      Drawing congruent shapes &amp; designs                      Measuring &amp; drawing line segments to the nearest inch                      Counting nickels                      Week 25: Counting nickels &amp; pennies                      Ordering events by time; making an organized list to solve a problem                      Cumulative Assessment 19                      Subtraction facts: subtracting a number from 10                      Week 26: Subtraction facts: subtracting a number from 10                      Identifying dozen &amp; half dozen                      Estimating &amp; measuring distance using feet; creating a measuring tool                      Cumulative Assessment 20                      Week 27: Addition facts: adding 9; identifying one-, five-, ten-, and twenty-dollar bills; writing money amounts using a dollar sign                      Addition facts: adding 9                      Identifying one half, one third, and one sixth                      Using comparison symbols</p>	<p>Identifying geometric solids (cubes &amp; cylinders); guessing &amp; checking to solve a problem; acting it out to solve a problem                      Cumulative Assessment 23                      Subtraction facts: differences of 1                      Week 32: Identifying a fractional part of a set                      Subtracting 10 from a number                      Identifying &amp; drawing polygons                      Cumulative Assessment 24                      Week 33: Subtraction facts: differences of 2; identifying geometric solids (rectangular prisms)                      Identifying &amp; counting quarters; showing money amounts using coins                      Subtracting two-digit numbers without regrouping                      Identifying cold, cool, warm, and hot temperatures; reading a thermometer to the nearest 10 degrees                      Week 34: Subtraction facts: subtracting half of a double                      Identifying events as certain, likely, or impossible; drawing a picture to solve a problem; using a table to solve a problem                      Cumulative Assessment 25                      Identifying &amp; counting hundreds, tens, &amp; ones                      Week 35: Writing addition &amp; subtraction fact families; subtraction facts: 9-4, 9-5, 9-3, &amp; 9-6                      Representing numbers to 500 using pictures                      Writing addition &amp; subtraction fact families; subtraction facts: 7-3, 7-4, 8-3, &amp; 8-5                      Estimating &amp; weighing objects using nonstandard units; exploring standard units of mass                      Cumulative Assessment 26                      Weeks 36-38: Review and Reinforcement</p>
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Approximate Time Per Week

4-5 hours

# SECOND GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will continue to learn the foundational math concepts and begin to think sequentially.

## Primary Texts and Materials

1. Saxon Math 2
2. Manipulatives
3. Supplemental worksheets

## Course Objectives

The student will be able to:

### Number Sense

1. state that God gave us numbers and systems of math to help us in life and to understand His unchangeable nature.
2. identify and count numbers 0-1000.
3. count by 2's, 3's, 4's, 5's, 10's, and 25's correctly.
4. identify place value through 1,000.
5. sequence 3 digit numbers.
6. write numbers using words.
7. round numbers to nearest ten.

### Basic Functions

8. correctly subtract two digit numbers with borrowing.
9. understand the concept of simple division.
10. complete 100 single digit addition problems in five minutes with 80% accuracy.
11. complete 100 single digit subtraction problems in five minutes with 80% accuracy.
12. complete 40 multiplication problems (0-5 only) in three minutes with 80% accuracy.

### Problem Solving

13. identify and extend complex patterns.
14. easily identify "some, some more" stories and "some, some went away" stories.
15. complete written story problems involving three steps.
16. add, subtract, and multiply using mental computation.

### Calendar & Time

17. tell time to the nearest 5 minutes.
18. understand a.m. and p.m.
19. understand quarter hours (quarter after, quarter till).
20. identify time one hours before and after a given time.

Geometry

- 21. identify perpendicular and parallel lines.
- 22. find the area of a rectangle.
- 23. find the perimeter of a given shape.

Money

- 24. count coins and bills correctly.
- 25. recognize and use money in math problems.

Measurement

- 26. draw and measure line segments to the nearest cm.
- 27. read Fahrenheit and Celsius thermometers to the nearest degree.
- 28. correctly identify  $\frac{1}{2}$ " and  $\frac{1}{4}$ " markings on a ruler.

Graphing

- 29. design, read, and decode simple graphs and scales.
- 30. use graphs to answer questions.

Fractions & Decimals

- 31. identify, represent, and compare the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  and  $\frac{1}{6}$ .
- 32. understand the term mixed number.
- 33. add and subtract simple fractions.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

- 1. Guided discovery
- 2. Tactile items to illustrate points
- 3. Singing & chanting
- 4. Recitation
- 5. Drawing & coloring
- 6. Building
- 7. Use of body movements

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Lessons 2-6	Week 10: Lessons 41 – 45
Week 2: Lessons 7-10	Week 11: Lessons 46 – 50
Week 3: Lessons 11-15	Week 12: Lessons 50 – 53
Week 4: Lessons 16-20	Week 13: Lessons 54 – 58
Week 5: Lessons 21-25	Week 14: Lessons 59 – 62
Week 6: Lessons 26-30	Week 15: Lessons 63 – 65
Week 7: Lessons 30-32	Week 16: Lessons 66 – 70
Week 8: Lessons 33-35	Week 17: Lessons 71 – 75
Week 9: Lessons 36-40	Week 18: Lessons 76 – 79
Quarter 3	Quarter 4

Week 19: Lessons 80 – 82	Week 28: Lessons 110 - 113
Week 20: Lessons 83 – 85	Week 29: Lessons 114 - 117
Week 21: Lessons 86 – 90	Week 30: Lessons 118 - 121
Week 22: Lessons 90 - 93	Week 31: Lessons 122 - 125
Week 23: Lessons 94 - 96	Week 32: Lessons 125 – 127
Week 24: Lessons 97 – 100	Week 33: Lessons 128 – 130
Week 25: Lessons 100 – 103	Week 34: Lessons 131 – 133
Week 26: Lessons 104 – 106	Week 35: Lessons 134 – 135
Week 27: Lessons 107 – 110	Week 36: Math review

Approximate Time Per Week

3-4 hours

# THIRD GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will begin to build upon the foundational rules and facts that govern mathematics and think logically and sequentially. Students will apply multiple step procedures to solve mathematical problems.

## Primary Texts and Materials

1. Saxon Intermediate 3
2. Manipulatives
3. Supplemental worksheets – mathdrills.com, Mad Minute

## Course Objectives

The student will be able to:

### Number Sense

1. state that God gave us numbers and systems of math to help us in life and to understand His logical, unchangeable nature.
2. read and write whole numbers and identify place value through 999,999.
3. square numbers.
4. label a number line using whole numbers, mixed numbers, and fractions.
5. identify prime numbers to 10.
6. round numbers to the nearest ten, hundred, or thousand.

### Basic Functions

7. accurately estimate numbers to solve and check problems.
8. multiply three single digit numbers.
9. divide a two digit number by a one digit number with a remainder.
10. multiply a three digit number by a one digit number.
11. add and subtract four digit numbers with regrouping.
12. complete 100 addition problems in five minutes with 85% accuracy.
13. complete 100 subtraction and multiplication problems in five minutes with 85% accuracy.
14. complete 100 division problems in five minutes with 75% accuracy.

### Problem Solving

15. solve word problems using addition, subtraction, multiplication and division accurately.
16. complete written story problems involving three steps.

### Calendar & Time

17. tell time to the minute.
18. identify relationships between seconds, minutes, and hours.
19. read time as minutes before the next hour.
20. identify the number of years in a decade, century, and millennium.
21. find elapsed time or a future time.

### Geometry

22. draw a reflection across a line of symmetry.
23. identify straight, right, acute, and obtuse angles.
24. calculate perimeter and area of a rectangle.
25. calculate the volume of a rectangular prism.

### Money

26. add multiple money amounts to get a total.

### Measurement

27. draw and measure line segments to the nearest half centimeter.
28. draw and measure line segments to the nearest fourth inch.
29. accurately read Fahrenheit and Celsius thermometer scales.
30. describe and use standard and metric units accurately.

### Graphing & Data

31. organize data on a graph.
32. use graphs to answer questions and draw conclusions.

### Fractions & Decimals

33. add and subtract simple fractions with like denominators.
34. identify fractional parts of a whole to  $1/12$ .
35. write equivalent fractions using halves, fourths, eighths, and sixteenths.
36. identify and write improper fractions and mixed numbers.
37. add three decimal numbers.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Hands-on work, projects, use of manipulatives
2. Integration of subjects
3. Memorization & recitation
4. Drills
5. Games



Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Lessons 1-4                      Week 2: Lessons 5-9                      Week 3: Lessons 10-12, Test 1, Investigation 1                      Week 4: Lessons 11-14                      Week 5: Test 2, Lessons 15-17                      Week 6: Lessons 18-20, Test 3, Investigation 2                      Week 7: Lessons 21-25                      Week 8: Test 4, Lessons 26-29                      Week 9: Lesson 30, Test 5, Investigation 3</p>	<p>Quarter 2</p> <p>Week 10: Lessons 31-35                      Week 11: Test 6, Lessons 36-39                      Week 12: Lessons 40-41, Test 7, Investigation 4                      Week 13: Lessons 42-45, Test 8                      Week 14: Lessons 46-50                      Week 15: Test 9, Investigation 5, Lessons 51-52                      Week 16: Lessons 53-56, Test 10                      Week 17: Lessons 57-60, Test 11                      Week 18: Investigation 6, Lessons 61-64</p>
<p>Quarter 3</p> <p>Week 19: Lesson 65, Test 12                      Week 20: Lessons 66-67                      Week 21: Lessons 68-70, Test 13, Investigation 7                      Week 22: Lessons 71-74                      Week 23: Lessons 75-78, Test 14                      Week 24: Lessons 79-80, Test 15, Investigation 8                      Week 25: Lessons 81-85                      Week 26: Test 16, Lessons 86-89                      Week 27: Lesson 90, Test 17, Investigation 9</p>	<p>Quarter 4</p> <p>Week 28: Lessons 91-95                      Week 29: Test 18, Lessons 96-99                      Week 30: Lesson 100, Test 19, Investigation 10                      Week 31: Lessons 101-105                      Week 32: Test 20, Lessons 106-109                      Week 33: Standardized Testing                      Week 34: Lesson 110, Test 21, Final Investigation                      Week 35-36: Review Skills</p>

Approximate Time Per Week

4-5 hours

# FOURTH GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will have mastery of all basic addition, subtraction, multiplication, and division facts while continuing to build upon the foundational rules and facts that govern mathematics. Students will learn to think logically and sequentially. Students will apply multiple step procedures to solve mathematical problems.

## Primary Texts and Materials

1. Saxon Intermediate 4 text
2. Assessment tests
3. Supplemental worksheets
4. Manipulatives

## Course Objectives

The student will be able to:

### Number Sense

1. state that God gave us numbers and systems of math to help us in life and to understand His logical, unchangeable nature.
2. read and write whole numbers through 100,000,000.
3. identify place value through 100,000,000.
4. identify decimal place value through hundredths' place.
5. identify prime and composite numbers.
6. square numbers and find square roots.

### Basic Functions

7. accurately estimate numbers to solve and check problems.
8. identify missing numbers in addition and subtraction problems.
9. add and subtract 3 digit numbers with regrouping.
10. add and subtract numbers with more than 3 digits without regrouping.
11. multiply two and three digit numbers.
12. add or multiply multiple numbers.
13. division of two digit numbers with a remainder.
14. add and subtract whole and decimal numbers.
15. complete 100 addition problems in three and one-half minutes with 85% accuracy.
16. complete 100 subtraction problems in three and one-half minutes with 85% accuracy.
17. complete 100 multiplication problems in four minutes with 85% accuracy.
18. complete 100 division problems in five minutes with 80% accuracy.

### Problem Solving

19. solve multiple step word problems using all four functions accurately.
20. apply math skills to other subject areas.

#### Calendar & Time

21. solve for elapsed time.
22. convert among units of time including seconds, minutes, hours, weeks, months, and years.

#### Geometry

23. estimate and compute perimeter, area, and volume.
24. identify lines, segments, rays, and angles.
25. name lines and segments.
26. measure angles.

#### Money

27. given a scenario, identify how much money is left or how much money there was to begin with.
28. add amounts with dollars and cents.
29. identify fractions of a dollar.

#### Measurement

30. draw and measure line segments to the nearest  $\frac{1}{4}$  inch.
31. recognize and use standard and metric units accurately.

#### Graphing & Data

32. display data using a graph.
33. compute mean, median, range, and mode.
34. describe probability.

#### Fractions & Decimals

35. correctly add and subtract fractions with common denominators.
36. change improper fractions to whole or mixed numbers.
37. identify equivalent fractions.
38. reduce fractions to lowest terms.
39. relate fractions, decimals, and percentages.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

#### Classical Teaching Methods

1. Integration of subjects
2. Drills
3. Memorization & recitation

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: L. 1-5 Week 2: L. 6-10 Week 3: Review & Test 1, Investigation 1, L. 11-12 Week 4: L. 13-15, Test 2 Week 5: L. 16-20 Week 6: Review & Test 3, Investigation 2, L. 21-24 Week 7: L. 25, Review & Test 4, L. 26-27 Week 8: L. 28-30, Test 5 Week 9: Investigation 3, L. 31-33	Week 10: L. 34-35, Test 6, L. 36-37 Week 11: L. 38-40, Test 7, Pumpkin Math Investigation Week 12: Investigation 4, L. 41-43 Week 13: L. 44-45, Test 8, L. 46-47 Week 14: L. 48-50, Test 9, Investigation 5 Week 15: L. 51-55 Week 16: Review & Test 10, L. 56-58 Week 17: L. 59-60, Review & Test 11, Investigation 6 Week 18: L. 61-65
Quarter 3	Quarter 4
Week 19: Review & Test 12, L. 66-68 Week 20: L. 69-70, Review & Test 13 Week 21: Investigation 7, L. 71-74 Week 22: L. 75, Review & Test 14, L. 76-77 Week 23: L. 78-80, Review & Test 15 Week 24: L. 81-84 Week 25: L. 85-86, Review & Test 16 Week 26: L. 87-90, Test 17 Week 27: Investigation 9, L. 91-94	Week 28: L. 95, Review & Test 18, L. 96-97 Week 29: L. 98-100, Test 19 Week 30: Investigation 10, L. 101-103 Week 31: L. 104-105, Review & Test 20 Week 32: L. 106-110 Week 33: Reviewe & Test 21, L. 111-113 Week 34: L. 114-115, Review & Test 22 Week 35-36: L. 116-120, Review & Test 23, Roman Numeral Study

Approximate Time Per Week

4-5 hours

# FIFTH GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will have mastery of all basic addition, subtraction, multiplication, and division facts while continuing to build upon the foundational rules and facts that govern mathematics and think logically and sequentially. Students will practice neat, well ordered, and thorough problem solving and apply multiple step procedures to solve mathematical problems.

## Primary Texts and Materials

1. Saxon Intermediate 5
2. Assessment Workbook
3. Power Up Workbook

## Course Objectives

The student will be able to:

### Numbers and Operations

1. state that God gave us numbers and systems of math to help us in life and to understand His logical, unchangeable nature.
2. read and write whole numbers and decimals.
3. identify place value to hundred billions.
4. plot and locate numbers on a number line (integers, fractions, mixed numbers).
5. compare, order, estimate, and round whole numbers, decimals, and fractions.
6. represent whole numbers and decimals in expanded notation.
7. solve addition, subtraction, multiplication and division problems using whole, decimal numbers, fractions, and mixed numbers.
8. use mental strategies to solve problems.
9. regroup in addition, subtraction, and multiplication.
10. begin to use letter variables in equations and solve for value.
11. identify parts of a division problem and steps with and without remainders.
12. tell factors, multiples, and divisibility of numbers.
13. identify prime and composite numbers.
14. identify greatest common factor and least common multiple.
15. represent positive exponents of whole numbers.
16. solve square roots.
17. solve using correct order of operations.

### Algebra

18. represent fractional part of a whole, group, set, or number.
19. show equivalent fractions and convert between fractions, decimals, and percents.
20. find percent of a whole, group, or set.
21. find unit rates and ratios in proportional relationships.
22. use, describe and extend a sequence.
23. multiply and divide by 10, 100, and 1000.

24. analyze a pattern to name a rule.
25. solve equations using models.
26. formulate an equation with unknown variables to solve word problems.
27. solve one and two step equations with whole numbers.

#### Geometry

28. describe point, segment, ray, line, angle, and plane.
29. identify parallel, perpendicular, intersecting, horizontal, vertical, and oblique lines.
30. differentiate acute, obtuse, right, straight, interior, and exterior angles.
31. measure angles.
32. identify and classify polygons by sides and angles.
33. show similarity, symmetry, and congruence.
34. describe by faces, edges, and vertices.
35. name and graph ordered pairs.
36. identify reflections, translations, and rotations.

#### Measurement

37. use customary and metric units to find of length, area, volume, weight, and capacity.
38. use Fahrenheit and Celsius temperature scales.
39. measure time and elapsed time.
40. convert between U.S. Customary and Metric systems.
41. solve problems with scale drawings and models.
42. use appropriate measurement instruments ie: ruler, protractor, thermometer, stopwatch.
43. be able to collect data and represent using tables, graphs, plots, and venn diagrams.
44. identify mean, median, mode, and range.
45. show simple and experimental probability.
46. use four step problem solving.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

#### Classical Teaching Methods

1. Memorization & recitation
2. Drills
3. Oral & written presentations

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Lessons 1-8 Week 3: Lessons 9-12 Week 4: Lessons 13-16 Week 5: Lessons 17-20 Week 6: Lessons 21-24 Week 7: Review Week 8: Lessons 25-28 Week 9: Lessons 29-32	Week 10: Lessons 33-36 Week 11: Lessons 37-40 Week 12: Lessons 41-44 Week 13: Lessons 45-48 Week 14: Review Week 15: Lessons 49-52 Week 16: Lessons 53-56 Week 17: Lessons 57-60 Week 18: Lessons 61-64
Quarter 3	Quarter 4
Week 19: Lessons 65-68 Week 20: Lessons 69-72 Week 21: Review Week 22: Lessons 73-76 Week 23: Lessons 77-80 Week 24: Lessons 81-84 Week 25: Lessons 85-88 Week 26: Lessons 89-92 Week 27: Lessons 93-96	Week 28: Review Week 29: Lessons 97-100 Week 30: Lessons 101-104 Week 31: Lessons 105-108 Week 32: Lessons 109-112 Week 33: Lessons 113-116 Week 34: Lessons 117-120 Week 35-36: Review

Approximate Time Per Week

4 hours

# SIXTH GRADE MATHEMATICS

## Course Goals

Students will understand that God gives us numbers and the system of math to help us and that numbers are useful for ordering and organizing. Students will have mastery of all basic addition, subtraction, multiplication, and division facts while continuing to build upon the foundational rules and properties that govern mathematics. They will progress in thinking logically and sequentially. Students will practice neat, well ordered, and thorough problem solving and apply multiple step procedures to solve mathematical problems.

## Primary Texts and Materials

1. Saxon Course 1, Saxon Publishers, 2012
2. Manipulatives
3. Power-up workbooks
4. Course 1 assessments

## Course Objectives

The student will be able to:

### Number Sense

1. state in his own words that God gave us numbers and systems of math to help us in life and that they also help us understand His logical, unchangeable character.
2. write numbers in standard notation, in expanded notation or expanded notation using exponents.
3. use the order of operations rules in mixed operations problems.
4. use grouping symbols in problems with mixed operations.

### Basic Functions

5. estimate and/or round numbers to solve and check problems.
6. solve all given addition, subtraction, multiplication (three digits), and division (two digits) problems using whole numbers and decimal numbers.
7. use the four arithmetic operations on fractions, mixed numbers, and improper fractions.
8. find Greatest Common Factor (GCF) and Least Common Multiple (LCM) of two numbers.

### Geometry/Measurement

9. classify all given polygons and geometric solids.
10. calculate perimeter/area of all given geometric figures.
11. calculate volume, capacity, and weight in the metric system.
12. use a protractor correctly to measure and add different angles.
13. use the Cartesian coordinate system to plot points.
14. define, measure, and solve problems involving lines, rays, and segments.
15. define, compare, and measure intersecting, parallel, and perpendicular lines.
16. define geometric terms related to angles.
17. distinguish between regular and non-regular polygons.



18. identify polygons as similar or congruent.
19. name, label, and find the volume and surface area of geometric solids.
20. transform figures on the coordinate plane.

#### Statistics

21. define and find the mean, median, mode, and range of a series of numbers.
22. define and calculate simple and compound probability.
23. construct stem-and-leaf plots and box-and-whisker plots.

#### Fractions and Decimals

24. use unit multipliers and conversion rules to convert within metric and customary systems of measurement and between the two systems.
25. compute sales tax and simple interest using decimals.
26. find proportions by using cross products.
27. find missing terms in proportions.
28. use proportions in problem solving.
29. simplify fractions to lowest terms, write decimals as fractions, and write decimals as percentages.
30. identify reciprocals of fractions and create improper fractions.

#### Algebra

31. solve basic algebra problems.
32. use exponents to express repeated multiplication.
33. add, subtract, multiply, and divide numbers with exponents.
34. understand square roots as the inverse operation of squaring numbers.
35. define and use variables in equations.
36. perform the four arithmetic operations on positive and negative integers.
37. solve two-step equations.
38. find the square root of perfect squares and estimate the square root of imperfect squares.

#### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

#### Classical Teaching Methods

1. Memorization & recitation
2. Hands-on projects
3. Integration of subjects
4. Drills
5. Games
6. Oral & written presentations

Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Lessons 1-6                      Week 2: Lessons 7-10                      Week 3: Lessons 11-13, review, Test 1, Investigation 1                      Week 4: Lessons 14-17                      Week 5: Lessons 18-20, Test 2                      Week 6: Lessons 21-24                      Week 7: Lessons 25-27, review, Test 3, Investigation 2                      Week 8: Lessons 28-29, Test 4, Investigation 3                      Week 9: Lessons 30-33</p>	<p>Quarter 2</p> <p>Week 10: Lessons 34-36, review, Test 5                      Week 11: Lessons 37-39, Test 6                      Week 12: Lessons 40-42                      Week 13: Lessons 43-45, Test 7, Investigation 4                      Week 14: Lessons 46-48, Test 8                      Week 15: Lessons 49-51, Test 9                      Week 16: Lessons 52-55                      Week 17: Lessons 56-58, Test 10                      Week 18: Review</p>
<p>Quarter 3</p> <p>Week 19: Lessons 59-65, Test 11, Investigation 6                      Week 20: Lessons 66-68, Test 12                      Week 21: Lessons 69-72                      Week 22: Lessons 73-75, Test 13, Investigation 7                      Week 23: Lessons 76-79                      Week 24: Lessons 80-81, Test 14                      Week 25: Lessons 82-83, Test 15, Investigation 8, decimal book                      Week 26: Lessons 84-87                      Week 27: Lessons 88-90, Test 16, decimal book</p>	<p>Quarter 4</p> <p>Week 28: Lessons 91-94                      Week 29: Lessons 95-97, Test 17                      Week 30: Lessons 98-100, Test 18, Investigation 10                      Week 31: Lessons 101-104                      Week 32: Lessons 105-107, Test 19                      Week 33: Lessons 108-111                      Week 34: Lessons 112-114, Test 20                      Week 35: Lessons 115-118                      Week 36: Review, Test 21</p>

Approximate Time Per Week

4-5 hours

# SCIENCE

## THE CHRISTIAN WORLDVIEW OF SCIENCE

What does it mean to think of science “Christianly”? It means to teach science indeed. Science is the systematic study of creation, based on observations. Three fundamental questions that need to be addressed are:

1. Where did the creation come from?
2. What is it saying?
3. Is knowledge of the creation necessary?

In the Bible we are told explicitly that in six days the Lord made heaven, earth, the sea and all that is in them. Clearly the creation or nature is God’s handiwork, and the more we study about creation the more we will know about Him. In a similar way, students of Vincent Van Gogh do not merely study biographies and critiques written about this famous artist. Instead one must study the handiwork of the artist in order to appreciate who he was. A close investigation of his actual paintings is an essential element of the discipline.

Now that we know where the creation came from, let’s turn to the second question. Is nature saying anything in particular? Romans 1:20 states, “For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse.” What is it that is clearly seen, being understood through what has been made? God’s invisible attributes, eternal power and divine nature are seen. This passage says that these things are not only seen but clearly seen through what has been made, through creation. This means the creation is in effect a sermon on the invisible attributes of God, His eternal power and His divine nature. The creation is testifying to these things, and the result of this sermon is that man is without excuse. Need a Christian have any stronger motivation to study creation? When we investigate nature, we are, in a very real sense, examining a sermon on the invisible attributes, the eternal power and the divine nature of our creator -- exposition with a microscope.

Another reason that Christians should study science is so that they can fulfill God’s mandate for dominion. The first command that God gave to man after his creation was to “Be fruitful, and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky, and over every living thing that moves on the earth.” One tool that aides us in our efforts to obey this command is science and the fruit of science, technology. An obedient study and application of science helps the Christian to fill, subdue, and rule over the earth in an effective manner.

Since the creation is in fact a creation, a masterpiece made by the Lord our God, it is not surprising that Christians throughout history have led the field in science. As we teach our children more about the creation, it is important that we keep in mind that all of this was made by the Creator, that it all is proclaiming His attributes, that knowledge of it helps a servant to exercise subordinate dominion over creation and that all of creation is sustained, presently and graciously, by and for Him.

## TEACHING SCIENCE IN THE GRAMMAR STAGE

Our primary focus in the lower elementary is on what has historically been termed Natural History or Natural Philosophy. That is, the study of plants, animals, rocks, etc. that primarily, are native to our area. For example, we want our students to be able to go for a walk with

their grandparents in the forest just outside of town and be able to name those parts of creation that they encounter. “Look, grandpa that’s a Steller’s Jay. And listen to that call, I’m sure I just heard a rooster pheasant. This is a Lodgepole Pine, see it has two needles in each cluster.” When we teach students to name creation we are helping them begin the process of taking dominion in a similar way that our ancestors did in the garden (Gen. 2:19).

In the upper elementary we continue the theme of Natural History with the addition of integrating different science topics with history. For example, while the sixth graders are studying the Renaissance they also learn about the history of anatomy (DaVinci and Vesalius) and human anatomy as well. The fifth graders, on the other hand, study ancient history and Greek Mythology, and at the same time during the year we integrate a study of the constellations and the different myths that they symbolize. By integrating history and science in this way the students gain an appreciation and understanding for the interconnectedness of all subjects. The upper elementary is also the time when the scientific method is introduced to prepare students for science in the Dialectic Stage.

One of the best ways to teach Natural History is to have the students come into contact with the actual plant, animal, or rock that they are learning about. This sort of “hands on” or “poetic knowledge” approach to learning science leads to a host of different options:

- **Field Trips:** Students who are learning about bears (or another animal) need to go and see a few at the local study center or zoo. Often these facilities will arrange field trips for classes that provide a more valuable experience than simply showing up unannounced.
- **Nature Walks:** A great culminating activity for a tree-identification unit is to take the students on a walk around a university campus or local park. An identification guide can be constructed ahead of time so that the students are faced with the challenge of identifying all 20 trees on the list before the walk is over.
- **Show-n-Tell:** Teachers can bring samples of tree bark, leaves, rocks, frozen birds, pig hearts, etc. for the students to learn from in the classroom. As the items are passed around the students should learn to identify and differentiate between them.
- **Sketches:** As students learn the characteristics of different plants and animals, one potent way to cement these particulars in their minds is to have them draw and color the specimens themselves. These sketches can be laminated and used as flash cards for identification practice.

### **SCIENCE GOALS FOR ALL GRADES**

1. We seek to foster an attitude of wonder in our students by teaching them to identify, describe, and categorize the different flora and fauna of the surrounding area.
2. We seek to introduce the students to the history of science through significant historical scientific “breakthroughs” and the vast history of scientific “giants”.
3. We seek to use the young student’s abilities to easily memorize and recite certain critical laws, distances, lists and other data that will prove useful throughout their training in science.
4. We seek to cultivate and encourage the attitude of wonder and curiosity that science, as a means of delving into the Almighty God’s handiwork, should naturally inspire.

# KINDERGARTEN SCIENCE

## Course Goals

The kindergarten science curriculum introduces the students to science as the study of God's creation, the natural world. In studying a variety of topics in the natural world, God's order in creation will be revealed repeatedly and new concepts will be acquired.

## Primary Texts and Materials

1. AIMS Primarily Weather
2. AIMS Primarily Plants
3. A large collection of trade books that support the course topics and objectives

## Course Objectives

The student will:

### Weather and Seasons

1. identify the four seasons.
2. identify the weather and general temperature of each season.
3. identify appropriate clothing for each season.
4. identify the changes in the environment that occur in the fall.
5. name activities that typically occur in the fall (ie: harvest time, animals gather food for winter, school begins).
6. name 3 types of weather.
7. describe the water cycle in his/her own words.
8. identify 3 types of clouds; cirrus, stratus, and cumulus.

### Farm

9. identify the needs of a farm and how it affects the location.
10. identify differences between city and country/urban and rural.
11. with assistance, define the terms carnivore, herbivore, and omnivore.
12. name typical activities that occur on the farm in the fall.
13. define harvest.
14. name 2 crops harvested in the fall.
15. name adult/baby animals.

### Space

16. learn the planet names and their order from the sun.
17. identify the planet on which we live.
18. with assistance, describe the orbit of planets around the sun.
19. explain the earth's rotation providing day and night in his/her own words.
20. cite the largest star we can view.
21. define the term constellation in his/her own words.
22. name 2 characteristics of the moon
23. identify 4 phases of the moon including new moon, crescent moon, half moon, and full moon.

### Insects

24. name the 3+3 rule for identifying insects: 3 body parts and 3 pairs of legs.
25. name 2 other characteristics to help in identifying insects. Insects have compound eyes and antennae.
26. discuss 2 general life cycles of insects: 3 stage life cycle (like that of a grasshopper) and 4 stage life cycle (like that of a butterfly)
27. name the different types of honeybees including queen bee, worker bee, and drone
28. identify the responsibilities of each type of bee.
29. identify that the bee undergoes the 4 stage life cycle.

### Plants

30. examine a seed and identify its parts.
31. name 3 ways seeds travel.
32. identify the parts of a plant including root, stem, leaves, flower, fruit, and seed.
33. identify different uses of plants (including consumption, medicinal, etc.)
34. name 4 plants that we eat.
35. identify the edible part of these plants.

### Ocean

36. define the ocean as a body of water.
37. name and locate the 5 oceans on the map and globe.
38. use directional terms to describe each ocean's location in relation to other landmarks.
39. define terms such as beach, shoreline, coast, and wave.
40. compare and contrast shells.
41. sort shells by different characteristics (i.e. size, shape, texture and color)
42. define the terms vertebrate and invertebrate.
43. sort common sea creatures by vertebrate and invertebrate.
44. define crustacean and name 2 sea creatures that make up this group of invertebrates.
45. name 2 sea creatures that are vertebrates.
46. state in his/her own words the difference between fish and mammals.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Use of tactile items to illustrate points
3. Singing, chanting, & recitations
4. Drawing, coloring, painting
5. Creative projects
6. Show & tell
7. Hearing, reading, & telling stories
8. Field trips & classroom visitors
9. Hands-on activities and experiments

### Approximate Time Per Week

1.5-2.5 hours

# FIRST GRADE SCIENCE

## Course Goals

Through science in first grade, students will come to understand that God is a God of order. They will use their five senses to learn through observation, experimentation, classification, making predications, and recording results.

## Primary Texts and Materials

1. Singapore Earlybird Science books 1 and 2
2. Materials to conduct scientific experimentation
3. Teacher created tests and quizzes

## Course Objectives

The student will:

### Biology

1. identify characteristics of living things.
2. explain differences between living and non-living things.
3. identify the layers of the earth.
4. identify what living things need to grow.
5. recognize functions of external body parts: ear, eye, nose, mouth, and fingers.
6. discuss with assistance the functions of internal body parts: brain, lungs, liver, heart, stomach, and kidneys.
7. discuss the function of teeth; kinds of teeth; layers of a tooth.
8. describe the care of healthy teeth.
9. be introduced to the parts of the inner ear.
10. with assistance, describe how sound travels.
11. be introduced to the parts of the eye and how each part functions.
12. name ways bodies change as people grow.
13. with assistance, explain how to have healthy bodies.
14. recognize differences between mammals, birds, and insects.
15. label the lifecycle of a butterfly and frog.
16. describe the difference between warm-blooded and cold-blooded.
17. identify an exoskeleton and explain its purpose.
18. define a habitat.
19. discuss which creatures live in certain habitats or biomes.
20. recognize how to be good stewards of the world God gave us.
21. describe the difference between herbivores, carnivores, and omnivores.
22. explain how creatures move.
23. categorize animals into animal families; male and female animals.
24. label the parts of a plant and identify the function of each.
25. describe what a plant needs to grow.
26. label the parts of a tree.
27. define pollination and identify common pollinators including bees.

## Physics

28. define magnetic and identify how to find magnetic objects.
29. tell how long magnets have been used.
30. describe how to make a magnet.
31. identify the poles of a magnet; north and south.
32. define repel and attract.
33. identify which poles repel and which attract.
34. identify where a magnet is strongest.
35. explain that the earth is a giant magnet.
36. be exposed to the flow of electrons in magnetism.
37. explain what a compass is, how it is used, and how it is made.
38. describe an electromagnet and how it is used.
39. define electricity.
40. explain how electricity moves.
41. create a simple circuit.
42. explain what happens when there is a break in the circuit.
43. label the parts of a battery.
44. identify conductors of electricity.
45. differentiate natural and man-made sources of light.
46. explain the effect of water on light.
47. define opaque and transparent.
48. state the 7 colors of the rainbow (Roy G. Biv).
49. identify the primary colors.
50. define a reflection.
51. explain the effect of light on shadows.
52. name some sources of power; wind, water, and sun.
53. demonstrate push and pull as a force.
54. define levers and explain their function.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Guided discovery & exploration
2. Use of tactile items to illustrate points
3. Playing games
4. Drawing, building, coloring, & painting
5. Use of body movements
6. Creative projects
7. Show & tell
8. Field trips
9. Hearing/reading/telling stories



Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Living and non-living things (Book 1: Lessons 1-2)</p> <p>Week 2: The human body (Lesson 3)</p> <p>Week 3: Organs of the human body (Lesson 4)</p> <p>Week 4: Teeth ear and eye (Lessons 5-6)</p> <p>Week 5: Growth and hygiene (Lesson 7-9)</p> <p>Week 6: Review Lessons 1-9</p> <p>Week 7: Test over Lessons 1-9 and Different Creatures (Lesson 10)</p> <p>Week 8: Habitats (Lessons 11-12)</p> <p>Week 9: How animals eat and move (Lessons 13-14)</p>	<p>Quarter 2</p> <p>Week 10: Quiz over Lessons 10-14 and Animal families (Lessons 15-16)</p> <p>Week 11: Lifespan of animals (Lesson 17-18)</p> <p>Week 12: Pets and animal homes (Lessons 19-21)</p> <p>Week 13: Prehistoric animals (Lesson 22)</p> <p>Week 14: Wildlife (Lesson 23) and review Lessons 15-23</p> <p>Week 15: Test over Lessons 15-23 and Plants (Lesson 24)</p> <p>Week 16: Flowers and Trees (Lesson 24-25)</p> <p>Week 17: Plant habitats (Lesson 26)</p> <p>Week 18: Growing seeds (Lesson 28-29)</p>
<p>Quarter 3</p> <p>Week 19: Review Lesson 24-29 (small comprehensive review of Lessons 1-29)</p> <p>Week 20: Test and Magnetism (Book 2: Lesson 1)</p> <p>Week 21: Magnets (Lessons 2-3)</p> <p>Week 22: North and South Pole (Lessons 4-5)</p> <p>Week 23: Uses of magnets (Lessons 6-7)</p> <p>Week 24: Make your own compass and electromagnets (Lesson 8-9)</p> <p>Week 25: Review Lessons 1-9</p> <p>Week 26: Test over Lessons 1-9 and Electricity (Lessons 10-11)</p> <p>Week 27: Batteries and conductors (Lessons 12-14)</p>	<p>Quarter 4</p> <p>Week 28: Circuits and switches (Lessons 15-16)</p> <p>Week 29: Quiz over Lessons 10-16 and Sources of Light (Lesson 17)</p> <p>Week 30: Light in Water; Opaque and Transparent Light (Lessons 18-19)</p> <p>Week 31: Colors (Lessons 20-21)</p> <p>Week 32: Mirrors and shadows (Lessons 22-24)</p> <p>Week 33: Machinery (25-27)</p> <p>Week 34: Levers (28-29)</p> <p>Week 35: Review Lessons 17-29 (small comprehensive review of Lessons 1-29)</p> <p>Week 36: Test</p> <p>Week 37: Review and Reinforcement</p>

Approximate Time Per Week

1.5-2.5 hours

# SECOND GRADE SCIENCE

## Course Goals

Students will recognize that each human person is a divinely-created creature who is soul and body, a conscious personal being and a biological one. The body is a priceless possession for the Christian, a temple for the Holy Spirit. The care of our bodies is our decisional responsibility, and part of our reasonable service to God.

Students will recognize that God created the universe and all its parts and that He controls all parts. God's world is a place of order, beauty, and diversity, and follows the rules God has set for it. As Christians, we are responsible for the care and use of this creation.

## Primary Texts and Materials

1. Learn How Your Body Works, Arcturus Publishing
2. Uncover the Human Body, Silver Dolphin Books
3. My Body Student Workbook by Patty Carratello, Teacher Created Resources
4. Our Solar System by Seymour Simon
5. Encyclopedia of Awesome Space, Aladdin Books Ltd.
6. The Big Golden Book of Space, A Golden Book
7. Teacher created student workbook

## Course Objectives

The student will:

### Human Body

1. know that God created each human being individually, and in His image.
2. know that "evolution" is a false man-made explanation for how man came to be.
3. understand the body is comprised of systems, and that these systems are dependent upon one another in order for our bodies to work efficiently.
4. understand that these systems are comprised of organs, each performing a different job.
5. recognize the following major body systems: skeletal, muscular, nervous, circulatory, respiratory, digestive.
6. identify and complete the chain of development: cells, tissues, organs, systems.
7. recognize the skeletal system is comprised of bones, tendons, and ligaments.
8. recognize the major jobs of the skeleton are to give our bodies shape and to protect our organs.
9. recognize the following main bones: skull, rib cage, spine, pelvis, femur, phalanges.
10. recognize the major job of the muscles is to allow our bodies movement.
11. know the three basic types of muscle: voluntary, involuntary, and cardiac.
12. recognize the skin as the body's largest organ.
13. know the main job of the skin is to protect and cover our organs,
14. recognize the major organ of the nervous system is the brain; is also comprised of spinal cord and nerves.
15. know three main parts of brain: cerebrum, cerebellum, brain stem.
16. recognize the major organ of the circulatory system is the heart; is also comprised of blood and blood vessels.

17. know the main job of the heart is to pump blood around the body; this movement is known as circulation.
18. recognize the major organs of the respiratory system are the lungs; is also comprised of the trachea, bronchi, and diaphragm.
19. know the main job of the lungs is to help the body breathe.
20. recognize the major organs of the digestive system are the stomach, liver, small intestine, large intestine, and esophagus.
21. know the main job of the digestive system is to digest (break down) food and deliver it to the body for energy.
22. recognize the body has five senses and sense organ for each and that our senses help us understand and enjoy the world around us.

### Solar System

23. know that God created the universe and everything in it.
24. know the "Big Bang Theory" is a man-made explanation of the start of the universe, and is false.
25. know the solar system is comprised of the sun and all space objects that orbit around it; solar means "connected to the sun".
26. know the meaning of orbit: one planet's entire orbit around the sun equals its year.
27. know the meaning of rotate: each planet moves on its axis; one full rotation equals its day.
28. know the study of space is called astronomy.
29. know that space exploration continues and information is continuously updated.
30. recognize the sun is at the center of the solar system.
31. recognize the moon as Earth's natural (God-made) satellite.
32. recognize that stars are hot bodies of glowing gas.
33. know that asteroids, comets, and meteoroids are objects traveling in space.
34. recognize there are eight planets in our solar system; the word planet is Greek for "wanderer".
35. recall facts about each of the planets' distinguishing features.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Use of tactile items to illustrate points
3. Singing & Playing games
4. Drawing, building, painting & coloring
5. Field Trips

Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Introduction to the human body                      Week 2: Cells, skin                      Week 3: Bones                      Week 4: Muscles                      Week 5: Brain                      Week 6: Heart                      Week 7: Lungs                      Week 8: Stomach, intestines                      Week 9: Liver, kidneys, bladder</p>	<p>Quarter 2</p> <p>Week 10: Gall bladder, pancreas, spleen                      Week 11: Teeth                      Week 12: Five senses                      Weeks 13-15: Share human body reports                      Week 16: Review for human body unit test                      Week 17: Human body unit test                      Week 18: Introduction to the solar system</p>
<p>Quarter 3</p> <p>Week 19: Sun                      Week 20: Moon                      Week 21: Stars                      Week 22: Comets, asteroids, meteoroids                      Week 23: Mercury                      Week 24: Venus                      Week 25: Earth                      Week 26: Mars                      Week 27: Jupiter</p>	<p>Quarter 4</p> <p>Week 28: Saturn                      Week 29: Uranus                      Week 30: Neptune                      Week 31: Pluto                      Weeks 32-34: Share solar system reports                      Week 35: Review for solar system unit test                      Week 36: Solar system unit test</p>

Approximate Time Per Week

1.5-2.5 hours

# THIRD GRADE SCIENCE

## Course Goals

The students will develop a greater understanding of flying creatures, scientific classification, and the diversity of God's creation.

## Primary Texts and Materials

1. Apologia Zoology 1: Flying Creatures of the Fifth Day
2. Milliken Birds Resource Book
3. Milliken Insects Resource Book
4. Various insect and bird field guides

## Course Objectives

The student will:

1. explain what it means to study zoology and the meaning behind the title of the book (Flying Creatures of the Fifth Day).
2. explain the meaning of the word entomology.
3. memorize the class in which insects are found (Insecta).
4. list the benefits and disadvantages of having insects in our lives.
5. label the main body parts of an insect (head, thorax, abdomen, antennae, six legs, wings, compound eyes) and learn about each of these parts and the role they play in helping the insect to survive.
6. describe 3 types of insect mouths and how they help the insect to eat.
7. explain Complete and Incomplete metamorphosis.
8. draw and Label the life cycles of 2 insects.
9. memorize the order to which all social insects belong (Hymenoptera).
10. describe the various jobs within a beehive, and an ant hill and understand how these insects work together to complete daily chores and respond to emergencies.
11. identify the common name and order of 20 different insects (Insect Project).
12. identify Order Lepidoptera.
13. state differences between butterflies, moths, and skippers.
14. draw and label butterfly metamorphosis.
15. recall scientific classification-Kingdom, Phylum, Class, Order, Family, Genus, Species, and explain binomial nomenclature.
16. explain how drag, thrust, and airfoil are related to the flight of a bird.
17. memorize the class (Aves) and phylum (Chordata) to which birds belong.
18. define ornithologist.
19. be able to list several benefits birds provide.
20. label the field marks of birds.
21. state characteristics of passerines.
22. explain the purposes of bird songs and calls.
23. identify the different types of bird feathers.
24. label the parts of a bird feather.
25. explain the differences between steering, flapping, gliding, and soaring.

26. explain how landmarks, the sun and stars, and magnetic fields all work to help birds on migration routes.
27. explain the benefits of migrating in flocks vs. migrating alone.
28. identify and describe the different types of bird nests.
29. label the main parts of an egg both on paper and in dissection (chicken egg).
30. explain the difference between altricial and precocial birds.

**Review Objectives**

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

**Classical Teaching Methods**

1. Hands-on work, projects
2. Field trips
3. Creating collections, displays, models
4. Integration of subjects
5. Research projects
6. Memorization and recitation
7. Games
8. Oral presentations

**Yearlong Pacing**

Quarter 1	Quarter 2
Weeks 1-2: Lesson 1-What is Zoology? Weeks 4-6: Lesson 2-Entomology Weeks 7-9: Lesson 3-Butterflies and Friends	Weeks 10-11: Lesson 4-Supremely Social Insects Weeks 12-14: Lesson 5-Bees Weeks 15-16: Lesson 6-Beetles, Flies, and Bugs Weeks 17-18: Lesson 7-Interesting Insects
Quarter 3	Quarter 4
Weeks 19-22: Lesson 9-Birds in Abundance Weeks 23-25: Lesson 10-Fascinating Feathers Weeks 26-27: Lesson 11-Fabricated for Flying	Weeks 28: Lesson 11-Fabricated for Flying Weeks 29-32: Lesson 12-Nature's Nifty Nests Weeks 33-35: Lesson 13-Matching and Hatching Week 36: Lesson 14-Beloved Bats

**Approximate Time Per Week**

1.5-2.5 hours

# FOURTH GRADE SCIENCE

## Course Goals

The students will develop a greater understanding of plants and their life cycles. They will increase their knowledge of the grammar of botany.

## Primary Texts and Materials

1. Apologia *Exploring Creation with Botany 2<sup>nd</sup> Edition*
2. Teacher-created notes and quizzes

## Course Objectives

The student will:

1. recognize that God's orderliness is displayed in how plants can be organized.
2. observe and Marvel at God's creativity through our studies of His creation.
3. journal observations about plants in nature.
4. record field observations and label anatomy in Nature Journal.
5. identify seed parts and their functions.
6. experiment with bean seeds.
7. dissect flowers and identify and label their parts.
8. observe carnivorous plants.
9. explain the process of pollination.
10. identify and dissect fruits and label their parts.
11. identify leaves by shape.
12. make a leaf collection.
13. learn about the different parts of leaves and their function.
14. learn about the function of a plant's stem.
15. observe ferns and spores.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Making collections
2. Integration of subjects
3. Drills

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-3: Lesson 1-Why Botany Matters Weeks 4-6: Lesson 2-Seeds Weeks 7-9: Lesson 3-Angiosperms	Weeks 10-12: Lesson 4-Pollination Weeks 13-15: Lesson 5-Fruit Weeks 16-18: Lesson 6-Leaves
Quarter 3	Quarter 4
Weeks 19-21: Lesson 7-Roots Weeks 22-24: Lesson 8-Stems Weeks 25-27: Lesson 10-Trees	Weeks 28-29: Lesson 11-Gymnosperms Weeks 30-31: Lesson 12-Seedless Vascular Plants Weeks 32-33: Lesson 13-Nonvascular Plants Weeks 34-36: Lesson 14-Mycology

Approximate Time Per Week

2 hours



# FIFTH GRADE SCIENCE

## Course Goals

The students will develop a greater understanding of aquatic animals and their characteristics. They will increase their knowledge of the grammar of zoology.

## Primary Texts and Materials

1. Apologia Exploring Creation with Zoology 2: Swimming Creatures of the Fifth Day
2. Exploring Creation with Zoology 2: Notebooking Journal

## Course Objectives

The student will:

1. show an appreciation of God's creation of diverse creatures.
2. describe the difference between nektonic and benthic creatures.
3. Differentiate zooplankton and phtoplankton.
4. name oceans.
5. diagram the four zones of the ocean floor.
6. explain currents and tides.
7. understand differences between toothed and baleen whales.
8. know whale movements.
9. describe migration.
10. define echolocation.
11. diagram and label differences between porpoise and dolphin.
12. name and describe pinnipeds.
13. differentiate between true and eared seals.
14. understand manatees and dugongs.
15. describe an ectothermic animal.
16. name eight species of sea turtles.
17. differentiate reptiles from amphibians.
18. memorize three kinds of aquatic amphibians.
19. name one of each kind of aquatic amphibian.
20. describe why a fish is a fish.
21. explain fish shapes.
22. state fish defenses.
23. define osteichthyes.
24. recall five stages of fish development.
25. describe class called Chondrichthyes.
26. name three groups of cartilaginous fishes.
27. differentiate different kinds of rays.
28. define and describe ampullae of Lorenzini.
29. state major orders of sharks.
30. identify the jawless fish.
31. define arthropod.
32. define exoskeleton.
33. explain crustacean molting.

34. label crustacean anatomy.
35. state examples of crustaceans.
36. define symbiosis/mutualism and give example.
37. differentiate bivalves and gastropods.
38. describe cephalopods.
39. memorize four different kinds of animals in cephalopod group.
40. label a squid.
41. define chitons.
42. explain and give examples of echinoderms.
43. memorize three cnidarians.
44. differentiate polyps and medusa.
45. explain nematocysts.
46. discuss and describe miscellaneous aquatic animals such as sponges and worms.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Hands-on work, projects
2. Field trips
3. Making collections, displays & models
4. Integration of subjects
5. Research projects
6. Memorization & recitations
7. Oral & written presentations

### Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-3: Lesson 1-Aquatic Animals Weeks 4-5: Lesson 2-Whales Weeks 6-8: Lesson 3-Seals and Sea Cows Week 9: Lesson 4-Aquatic Herps	Week 10-11: Lesson 4-Aquatic Herps Weeks 12-14: Lesson 5-Primeval Reptiles Weeks 15-17: Lesson 6-Fish Week 18: Lesson 7-Sharks and Rays
Quarter 3	Quarter 4
Weeks 19-20: Lesson 7-Sharks and Rays Weeks 21-23: Lesson 8-Crustaceans Weeks 24-26: Lesson 9-Mollusks Week 27: Lesson 10-Cephalopods	Weeks 28-29: Lesson 10-Cephalopods Weeks 30-31: Lesson 11-Echinoderms Weeks 32-34: Lesson 12-Cnidarians Weeks 35-36: Lesson 13-Other Interesting Aquatic Animals

### Approximate Time Per Week

1.5 hours

# SIXTH GRADE SCIENCE

## Course Goals

The students will develop an appreciation for God’s creation of land animals. Students will examine and explore the classifications, habits, and habitats of carnivorous animals, marsupials, primates, rodents, ungulates, reptiles, amphibians, dinosaurs, arthropods, gastropods, and worms.

## Primary Texts and Materials

1. Exploring Creation with Zoology 3: Land Animals of the Sixth Day, Apologia Educational Ministries, Inc.
2. Bible, ESV
3. Teacher-created tests, quizzes, materials, experiments, packets, graphic organizers, activities, demonstrations

## Course Objectives

The student will:

1. recall that on the sixth day of creation in Genesis 1: 24-25 that “God made wild animals according to their kinds, the livestock, according to their kinds, and all the creatures that move along the ground, according to their kinds.” (NIV)
2. review the classification system, especially phyla of land animals.
3. describe structure and function of each phyla.
4. demonstrate where various animals live on world map.
5. construct and identify various animal tracks.
6. explain the various careers in field of land animals.
7. differentiate between predator and prey, endothermic and exothermic, endangered and extinct, digitigrade and plantigrades, nocturnal and diurnal, hibernate and dormancy, defense systems of various animals.
8. compare and contrast the characteristics of mammals, reptiles, arthropods, gastropods, and worms.
9. develop appreciation of how to respect wild animals to prevent habituation, rabies, or harm.
10. compare carnivorous animals such as canines and felines.
11. explain camouflage and how that contributes to natural selection.
12. differentiate marsupials’ subcategory groups and taxonomy.
13. classify primates and suborders based upon nose characteristics.
14. compare and contrast rodents, insectivores, rabbits, bats, sloths, anteaters, and armadillos, with exceptions to these groups (platypus and echidna).
15. identify ungulates or livestock by structure and function of various orders (Proboscidea-elephants, Perissodactyla-horses, Ariodactyla-even toed, etc).
16. differentiate reptiles according to classification based upon orders and classes, various structures, and venomous features.
17. compare reptiles with amphibians via taxonomy classification system.
18. label the life cycle metamorphosis of amphibians.
19. differentiate dinosaurs by names and structure.

20. compare diversity of land arthropods; arachnids, harvestman, scorpions, acarina, isopods, centipedes and millipedes.
21. identify spider characteristics, venom features, types of webs, and forms of hunting.
22. explain phylum Mollusca and class Gastropod by identifying differences between slugs and snails.
23. compare and contrast types of worms; flatworms, roundworms, and segmented worms.
24. identify parasitic worms; roundworms, hookworms, Guinea worms, filarial worms, Trichinella worms, pin worms, and disease they may cause.
25. identify anatomy of annelid.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Hands-on work, projects
2. Field trip
3. Making displays & models
4. Integration of subjects
5. Research project(s)
6. Memorization & recitation
7. Drills
8. Games
9. Oral & written presentation(s)

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1 – Introduction to the Animals of Day Six Weeks 3-4: Module 2 – Carnivorous Mammals Weeks 5-6: Module 3 – Caniforms Continued Weeks 7-8: Module 4 – Feliform Carnivores Week 9: Module 5 - Marsupials	Week 10: Module 5 - Marsupials Weeks 11-13: Module 6 – Primarily Primates Weeks 14-16: Module 7 – Rodentia and the Rest Weeks 17-18: Review
Quarter 3	Quarter 4
Weeks 19-20: Module 8 - Ungulates Weeks 21-22: Module 9 – Order Artiodactyla Weeks 23-24: Module 10 – Orders Squamata Rhynchocephalia Weeks 25-27: Module 11 – The Rest of the Reptiles... and Amphibians	Weeks 28-29: Module 12 - Dinosaurs Weeks 30-32: Module 13 – Arthropods of the Weeks 33-35: Module 14 – Gastropods and Worms Weeks 36: Review

Approximate Time Per Week

1.5-2.5 hours

# BIBLE

## THE CHRISTIAN WORLDVIEW OF BIBLE

Bible is in some ways both the easiest and most difficult class to teach from a Christian worldview. It is easiest for the simple fact that the lessons throughout the year are centered on the Christian scriptures: what they say, what their historical background is, how to interpret and understand them, what is to be believed from them, and how they affect our worldview and our approach to evangelism. The students are given time to read the Bible in class, more or less time depending on the subject being taught; and they use it as a foundation for all that they study in class. In short, the Bible is the textbook for Bible class; all that is discussed, taught, and tested has a biblical, Christian focus.

But with this apparent ease comes a variety of associated dangers. The class may fall into the trap of assuming that, because the Bible is being taught by a Christian teacher to (usually) Christian students, it is automatically being taught from a Christian worldview. This is not the case. It is easy to teach the Bible as simply another textbook or to approach it, as many state universities do, as simply "literature."

On the other side, there can be a temptation for Bible class to become a worship service, with undue time being spent in fellowship, prayer, and singing. These are not bad in themselves, of course, but they can be used to distract the class from the material the course is designed to cover. The students may even assume that the lessons, prayer, and fellowship that they enjoy in Bible class are an adequate substitute for worship in a Bible-believing church. They are not. The students should be warned of this danger.

The approach to take in teaching the Bible is this. Begin with the foundation that the Bible is the Word of God, inerrant and authoritative. "All Scripture is God-breathed, and is useful for teaching, rebuking, correcting and training in righteousness" (2 Timothy 3:16). As God's Word, truths which are clearly taught in the Bible are not to be debated but rather believed and submitted to. Keep in mind that God gave the Bible, not primarily as a textbook, but to reveal the saving gospel of Jesus Christ to lost and sinful men and to bring them into a right relationship with God the Father.

With this foundation in mind, the Bible should be taught as a light to illuminate all the other fields of study. Every teacher should help the students to see how the Bible relates to math, history, philosophy, language, and science.

Teaching the Bible is a dangerous privilege. We who teach must approach this responsibility with prayer and caution, asking God to reveal His truth in the minds of the students.

## TEACHING BIBLE IN THE GRAMMAR STAGE

When teaching Bible to elementary students, the focus of the instruction should be on the students reading, understanding, memorizing and obeying the Word of God. As soon as possible the students are encouraged and required to read the Scriptures themselves with guidance and correction from the teacher.

A typical elementary Bible class consists of the following:

1. **Prayer:** The teacher models praying to the Father in the name of the Son. Requests are taken and the elements of prayer included in Matthew 6:8-13 (praise, thanksgiving, confession and petition) are clearly emphasized.
2. **Scripture Reading:** Some classes have each student read one verse until the chapter for that particular day is complete. Others assign an individual student to come to the front of the class and do the entire reading for that day. What is important is that the students are the ones who do the reading.
3. **Teaching/Discussion:** After the reading, the teacher will direct the students' attention to both the meaning of the text as a whole and any key passages that need to be emphasized either directly or through questioning. In the older grades students are encouraged to respectfully discuss, question and comment on the meaning and application of the text.
4. **Memory Work:** Grammar-aged students are predisposed to memorize great quantities of information. At this time, the students work either on singing memory verse songs, singing Psalms and hymns, catechetical review (questions and answers) or reciting some other factual information related to Bible. It works well to introduce the new verse or song on Monday, to practice Tuesday through Thursday and then to take a test on Friday. After the test is a good time to review all or at least a few of the songs that have been memorized that year. This review is time-consuming toward the end of the year when the students know a good number of songs, but it is well worth it.

### **BIBLE GOALS FOR ALL GRADES**

1. Students will be encouraged to seek personal application of the Scriptures. An exclusively academic (i.e. studied but not applied) approach is a distortion of the truth. (James 1:22)
2. We seek to give the same priority as God did to the themes presented in His Word, e.g. the highest priority being the Gospel. (I Cor. 15:3-5)
3. Reading, understanding, memorizing and applying, as appropriate, the entire written Word of God, in context, will be a high priority in all Bible classes. A subordinate goal will be familiarizing the students with good study helps. (II Timothy 3:16,17)
4. We seek to have the students read at least one Gospel account, one Epistle, and one Old Testament book each year with an emphasis on students reading the actual text for themselves vs. only prescribed verses.

# KINDERGARTEN BIBLE

## Course Goals

The students will gain an overview of the Old Testament including key figures and events.

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. Mighty Acts of God, Starr Meade chapters 1-41

## Course Objectives

The student will:

1. correctly answer questions about God and the Bible as His only written Word.
2. correctly identify the two parts of the Bible, The Old and New Testaments.
3. analyze Bible stories to identify the character and attributes of God.
4. recognize that each of God's mighty acts point to his mightiest act; his work of redemption.
5. identify God as sovereign Ruler, holy Judge, powerful Savior, faithful Redeemer, gracious Covenant God.
6. correctly identify major characters in the Bible from the Old Testament and for what they are most remembered, e.g. Adam, Noah, Abraham, Moses, David, Solomon, Elijah, etc.
7. consistently memorize monthly Bible verses and recite to class.
8. consistently recite weekly Bible verses in class.
9. consistently participate in daily singing and praying.
10. sing/recite the names of the 12 disciples
11. sing/recite the Armor of God

## Classical Teaching Methods

1. Large group instruction – Bible reading, pictures, singing, drama, etc.
2. Recitation of verses
3. Daily singing and prayer
4. Integration with other subjects

## Approximate Time Per Week

1 hour

# FIRST GRADE BIBLE

## Course Goals

The students will gain an overview of the New Testament including key figures and events.

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. Child's Story Bible, Catherine F. Vos
3. Egermeier's Bible Story Book, Elsie Egermeier

## Course Objectives

The student will:

1. correctly answer questions about God and the Bible as His only written Word.
2. correctly identify the two parts of the Bible, The Old and New Testaments.
3. analyze Bible stories to identify the character and attributes of God.
4. recognize that each of God's mighty acts point to his mightiest act; his work of redemption.
5. identify God as sovereign Ruler, holy Judge, powerful Savior, faithful Redeemer, gracious Covenant God.
6. consistently recite Bible verses in class.
7. consistently participate in daily singing and praying.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Large group instruction – Bible reading, pictures, singing, drama, etc.
2. Recitation of verses
3. Daily singing and prayer
4. Integration with other subjects

## Approximate Time Per Week

1 hour



# SECOND GRADE BIBLE

## Course Goals

The students will study the Old Testament books from Genesis to Ruth focusing on the first five eras (Creation, Patriarchs, Exodus, Conquest, Judges) and figures (Adam, Abraham, Moses, Joshua, Samson).

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. 30 Days to Understanding the Bible, Max Anders
3. Mighty Acts of God, Starr Meade
4. Child's Story Bible, Catherine F. Vos
5. The Victor Journey Through the Bible, Gilbert Beers

## Course Objectives

The student will:

1. understand that the Bible is God's written word. It is inspired, inerrant, and infallible.
2. memorize the number of books in the Old and New Testament.
3. read passages from Genesis through Ruth in the Old Testament.
4. recall basic events, instructions and themes of these books.
5. identify the three types of books in the Old Testament; History, Poetry, and Prophets.
6. recite the books of the Old Testament in order.
7. consistently participate in the daily singing and prayer time.
8. complete assigned memory work.
9. recite the 10 Commandments.

First Era – Creation Era

First Figure – Adam

First Location – Eden

4 Main Events of the Creation Era:

1. Creation: Man created in the image of God
2. Fall: Sin entered the world
3. Flood: Judgment for sin
4. Tower: Beginning of the nations

Read Genesis 1 – 11. Memorize Genesis 1:26-31.

Second Era – Patriarch Era

Second Figure – Abraham

Second Location – Canaan

4 Major Men in the Patriarch Era:

1. Abraham: Father of the Hebrew people
2. Isaac: Second father of the Hebrew people
3. Jacob: Father of the nation of Israel
4. Joseph: Leader in Egypt

Read Genesis 15 – 20. Memorize Genesis 12:1-3.

Third Era – Exodus Era

Third Figure – Moses

Third Location – Egypt

4 Major Events in the Exodus Era:

1. Deliverance: Freedom from slavery in Egypt
2. The Law: God’s Commandments at Mt. Sinai
3. Kadesh Barnea: Place of rebellion against God
4. 40 Years of Wandering: Consequence of rebelling against God

Read Exodus – Deuteronomy. Memorize Exodus 30:3-17 (The Ten Commandments).

Fourth Era – Conquest Era

Fourth Figure – Joshua

Fourth Location – Canaan

4 Main Events of the Conquest Era:

1. Jordan: A miraculous parting of water
2. Jericho: A miraculous conquest of a city
3. Conquest: The defeat of Canaan
4. Dominion: Finalizing dominion

Read Joshua. Memorize Joshua 1:6-9.

Fifth Era – Judges Era

Fifth Figure – Samson

Fifth Location – Canaan

4 Main Subjects in the Judges Era:

1. Judges: The leaders in Israel
2. Rebellion: The breaking of God’s Law
3. Cycles: Repetition of Israel’s misfortune
4. Ruth: A model woman

Read Judges – Ruth. Memorize Judges 21:25.

### Review Objectives

It is understood that all ‘primary objectives’ from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Large group instruction – Bible reading, pictures, singing, drama, etc.
2. Recitation of verses
3. Daily singing and prayer
4. Integration with other subjects
5. Weekly/monthly quizzes

### Approximate Time Per Week

2 hours

# THIRD GRADE BIBLE

## Course Goals

The students will study the Old Testament from I Samuel to Malachi including the last four eras (Kingdom, Exile, Return, Silence) and key figures (David, Daniel, Ezra, Pharisees). They will also study the Poetical (Job-Song of Solomon) and Prophetical books (Isaiah-Malachi).

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. 30 Days to Understanding the Bible, Max Anders
3. Mighty Acts of God, Starr Meade
4. Child's Story Bible, Catherine F. Vos
5. The Victor Journey Through the Bible, Gilbert Beers

## Course Objectives

The student will:

1. understand that God is sovereign over all of History.
2. read passages from I Samuel to Malachi.
3. recall basic events, instructions and themes of these books.
4. identify the three types of books in the Old Testament; History, Poetry, and Prophets.
5. recite the books of the Old Testament in order.
6. consistently participate in the daily singing and prayer time.
7. complete assigned memory work.
8. label on a map the eight bodies of water (Mediterranean Sea, Sea of Galilee, Jordan River, Dead Sea, Nile River, Tigris River, Euphrates River, Persian Gulf) and seven key locations (Eden, Israel, Jerusalem, Egypt, Assyria, Babylonia, Persia).
9. identify major and minor prophets, time periods, foretelling, and forthtelling.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Large group instruction – Bible reading, pictures, singing, drama, etc.
2. Recitation of verses
3. Daily singing and prayer
4. Integration with other subjects

## Approximate Time Per Week

1 hour

# FOURTH GRADE BIBLE

## Course Goals

The students will study the Gospels; Matthew, Mark, Luke, and John. They will gain an overarching understanding of New Testament including the three eras of the New Testament (Gospels, Church, Missions), the three central figures (Jesus, Peter, Paul), and the basic geography of the New Testament.

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. 30 Days to Understanding the Bible, Max Anders
3. Mighty Acts of God, Starr Meade
4. Child's Story Bible, Catherine F. Vos
5. The Victor Journey Through the Bible, Gilbert Beers

## Course Objectives

The student will:

1. memorize the 27 books of the New Testament.
2. memorize and recite New Testament passages.
3. label on a map the geography of the New Testament including the four bodies of water (Mediterranean Sea, Sea of Galilee, Jordan River, Dead Sea) and eight provinces and cities (Galilee, Samaria, Judea, Perea, Nazareth, Capernaum, Jerusalem, Bethlehem).
4. explain the arc of Bible history.
5. memorize and recite the beatitudes.
6. study and understand the early life and ministry of Christ.
7. gain an understanding of Jesus' later ministry and His growing rejection.
8. understand the importance of Jesus' death and resurrection and his victory over sin and death.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Large group instruction – Bible reading, visuals, singing, drama, etc.
2. Recitation of verses and key words
3. Class discussions
4. Integration with other subjects

## Approximate Time Per Week

1 hour

# FIFTH GRADE BIBLE

## Course Goals

The students will study Acts to Revelation focusing on the Church and Mission eras as well as the Epistles.

## Primary Texts and Materials

1. The Holy Bible (ESV)
2. 30 Days to Understanding the Bible, Max Anders

## Course Objectives

The student will:

1. understand that salvation is by grace through faith.
2. recite and identify 12 eras of Bible history.
3. read passages from Acts to Revelation.
4. recall basic events, instructions and themes of these books.
5. identify the three types of books in the New Testament; Historical, Pauline, and General Epistles.
6. recite the books of the Old and New Testament in order.
7. consistently participate in the daily singing and prayer time.
8. complete assigned memory work.
9. label on a map the geography of Acts including the four bodies of water (Mediterranean Sea, Sea of Galilee, Jordan River, Dead Sea) and the nine countries and cities (Asia, Galatia, Greece, Italy, Antioch, Caesarea, Damascus, Jerusalem, Rome).
10. identify the figures, location and themes of the Arc of Bible History.
11. study and map Paul's missionary journeys.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Large group instruction – Bible reading, pictures, singing, drama, etc.
2. Memorization and recitation of verses
3. Daily singing and prayer
4. Integration with other subjects

## Approximate Time Per Week

1 hour

# LATIN

## THE CHRISTIAN WORLDVIEW OF LATIN

We must begin with the recognition that foreign languages must first be understood as languages. After we have addressed this, we may then proceed to discuss the importance of the study of a language foreign to the student.

It is not an accident that Christianity is a religion that has, and perpetuates, a high view of words. The Lord Jesus Christ is Himself described as the Word (ho logos). We must, therefore, understand that our theology of words must be dependent upon our theology of the Word. So we should begin at the beginning. We see in the creation of Adam that language was not a tool developed by man. Rather, it was (and is) a gift from God. It was a design feature in man which enabled him to communicate with God (Gen. 1:28), about God (Gen. 3:2-3), and about the world God made (Gen. 2:20).

As a result of God's great language program at the Tower of Babel, the Bible teaches that there are many languages in the world, and none of them are "without significance" (1 Cor. 14:10). But the Bible does not teach that all languages have equal significance. Indeed, in this passage the apostle Paul is arguing that a misuse of language (divorced from understanding) was a source of confusion in the church. That which was given to man to enable him to communicate becomes, through misuse, a hindrance to communication. This kind of confusion can result because one language speaker does not understand the other language at all (as was happening in Corinth), or it may happen because one speaker or listener has a comparatively poor grasp of the language in question. When this happens, it is correspondingly difficult to communicate about God or about His world. I recall a Korean friend one time enquiring why Jesus told His disciples not to take a staff with them on a journey -- why would they want to take a secretary, administrative assistant, etc.? Anyone who has little children growing up in a home can testify to the interesting confusions that result from an inadequate grasp of language.

But some, poorly educated in language arts, never grow out of imprecise, fuzzy-around-the-edges communication. As they are educated in the language arts according to a Christian worldview, they are enabled more accurately to speak with God, about God, and about God's world -- and all to the glory of God. What wonderful tools prepositions are!

All these arguments can be applied, and ought to be applied, to one's native language. But how does this understanding apply to the study of a language foreign to the student?

First, modern foreign languages can be studied for obvious pragmatic reasons. Spanish can be studied and then later utilized in evangelism, preaching, etc. in a Spanish-speaking country.

Second, the classical language of Greek can be studied, not because anyone speaks it today, but because the student will be better equipped to commune with God and learn about God in the original language of the New Testament.

But why study something like Latin? In the study of Latin, the student is benefitted in a number of distinct ways. Some are unique to Latin, while others are the fruit of studying any foreign language. Two are briefly summarized below.

- Such study prevents linguistic provincialism. The study of another language (whatever it is) helps a student come to understand not only the nature of the grammar of this new language and not only the grammar of his native language (although this will

occur), but it will give him a grasp of grammar itself. This acquisition of knowledge about deep grammar will help even in non-linguistic areas like science, math, etc.

- The study of Latin is a roundabout way of studying English. More than any other single language, Latin has supplied English with much of its raw material. Because virtually all of our students will spend the rest of their lives seeking to glorify God in English, the more we help with their abilities in English, the better off they will be.

### **TEACHING LATIN IN THE GRAMMAR STAGE**

One goal of our Latin instruction is to give the student a working vocabulary in Latin. This accomplishes something in two languages. This obviously equips the student to work in Latin, but it also greatly expands his command of English. Because about 50% of English vocabulary comes from Latin, the more words a student learns in Latin, the more he learns in English. And just as a craftsman wants to choose the right tool for the right job, so someone who is trained in language can choose the right word for the right job. As Christians, our job is to glorify God, which we are better able to do.

An individual with a vocabulary of 150 words is extremely limited in how he can communicate with God and about God and is equally limited in his ability to communicate with precision about the world God made. There is no way to talk about anything with any degree of accuracy and precision apart from vocabulary acquisition. I recently heard a junior high student talking about something he appreciated. He could have said it was "neat," and we would have understood he was generally pleased. But he said it was "providential", and by so doing, he communicated with far greater precision.

Therefore, an important part of the Latin program is to give our students a good grasp of Latin vocabulary and to show and emphasize the etymological connections to English. This is done in three ways. First, the students are expected to learn the Latin vocabulary contained in their textbook lessons. Second, the students are given Latin words each week to learn with the corresponding English derivatives. These English derivatives are not common English words but rather ones which are comparatively rare. This is to give the student a greater capacity to talk with God, about God, and about God's world with a much greater degree of precision than previously possible.

Second, our Latin program emphasizes a grasp of basic Latin grammar. In Latin, the rules for identifying what a word is doing in a sentence are much more defined than they are in English; the student of Latin can work with a language that is more grammatically refined and precise than English is. This will result in a much more versatile approach to expression in English. And finally, at the end of our Latin program there is translation work in which the students will use their knowledge of vocabulary and word endings to render one language into another. Thus, the goal of our Latin program will be to enable our students to think and speak with much greater precision -- whether they are talking with God, about God, or about what He has done.

### **LATIN GOALS FOR ALL GRADES**

1. We seek to instruct the students in the fundamental vocabulary and grammar of Latin to better their basic understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. We seek to reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar curriculum, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. We seek to cultivate scrutiny and logical thinking, which are inherent in the study of Latin.



# THIRD GRADE LATIN

## Course Goals

The students will lay a firm foundation for Latin study.

## Primary Texts and Materials

1. *Song School Latin Book 2*

## Course Objectives

The student will:

1. master 150 high-frequency Latin words.
2. be introduced to basic grammatical concepts.
3. memorize present tense verb endings.
4. memorize 1<sup>st</sup> and 2<sup>nd</sup> declension noun endings.
5. decline and conjugate verbs using learned endings.
6. translate simple sentences.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Integration of subjects
2. Memorization & recitation
3. Drills
4. Games
5. Songs

## Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Book overview and begin work on Pater Noster Week 2: Chapter 1-What Day is It? Week 3: Chapter 2-Days of the Week Week 4: Chapter 3-Months of the Year Week 5: Chapter 4-More Months of the Year Week 6: Chapter 5-Numbers Week 7: Chapter 6-More Numbers Week 8: Chapter 7-Review, Unit Test Week 9: Chapter 8-Helping at Home	Week 10: Chapter 9-Communicating with Others Week 11: Chapter 10-Ways to Travel Week 12: Chapter 11-Things to Learn in School Week 13: Chapter 12-Celebration Week 14: Chapter 13-Review, Unit Test Week 15: Chapter 14-Royalty Week 16: Chapter 15-Military Matters Week 17: Chapter 16-Everyday Actions Week 18: Chapter 17-Adverbs: How We Do Things
Quarter 3	Quarter 4
Week 19: Chapter 18-More Adverbs Week 20: Chapter 19-Review, Unit Test	Week 28: Chapter 27-A Time for Everything! Week 29: Chapter 28-Colors

Week 21: Chapter 20-When I Grow Up, Part I Week 22: Chapter 21-When I Grow Up, Part II Week 23: Chapter 22-Where Things Are, Part I Week 24: Chapter 23-Where Things Are, Part II Week 25: Chapter 24-Growing Virtues Week 26: Chapter 25-Review, Unit Test Week 27: Chapter 26-Time for Bed!	Week 30: Chapter 29-Around the Palace Week 31: Chapter 30-Adjectives Week 32: Chapter 31-Review, Unit Test Weeks 33-36: Book Review and Book Test
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Approximate Time Per Week

2 hours

# FOURTH GRADE LATIN

## Course Goals

Students will continue to lay a firm foundation of Latin study while developing a solid understanding of grammar – both English and Latin. The students will develop and appreciate how Latin has influenced the English language –leading to an ability break down the English derivatives of Latin root words.

## Primary Texts and Materials

1. *Latin for Children, Primer A*

## Course Objectives

The student will:

1. learn 240 Latin vocabulary words- correctly pronouncing, spelling, and translating each one.
2. memorize 12 Latin Sayings/Maxims
3. define basic grammar concepts: verb, noun, adjective, direct object, preposition, object of the preposition.
4. understand person- 1st, 2nd, and 3rd, singular and plural
5. conjugate 1st and 2nd conjugation verbs into the present, imperfect, and future tenses and correctly translate.
6. conjugate irregular verbs "to be" and "to go" into present, imperfect, and future tenses and correctly translate.
7. recognize and decline nouns and adjectives of the 1st and 2nd declension.
8. understand the basic uses and translations of the cases.
9. use prepositions and decline object of the preposition into the appropriate case.
10. translate basic sentences from Latin into English
11. correctly identify verb (person, number, and tense), subject, direct object, adjective, preposition, and object of the preposition.
12. decline adjective to agree with its noun in person, number, and case.
13. discover how Latin has impacted the English language.
14. learn derivatives for Latin vocabulary words.
15. use derivatives correctly in sentences.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Integration of subjects
2. Memorization & recitations
3. Drills
4. Games

Yearlong Pacing

Quarter 1	Quarter 2
Week 2: Chapter 1, Unit I-1st conjugation verbs, verbs in 4 parts, 1 <sup>st</sup> declension nouns Week 3: Chapter 2, Unit I- Present tense endings, person, how to conjugate Week 4: Chapter 3, Unit I- Noun declensions, gender and number Week 5: Chapter 4, Unit I-Noun declensions, cases Week 6: Chapter 5, Unit I-Review Week 7: Chapter 6, Unit II-Nouns 2 <sup>nd</sup> declension masculine Week 8: Chapter 7, Unit II-Irregular verb "to be", labeling sentences Week 9: Chapter 8, Unit II-Nouns 2 <sup>nd</sup> declension neuter, more about 'case'	Week 10: Chapter 9, Unit II-Noun jobs, the nominative case Week 11: Chapter 10, Unit II-Review Week 12: Chapter 11, Unit III-Adjectives, adjective/noun agreement Week 13: Chapter 12, Unit III-Predicate adjectives Weeks 14-15: Chapter 13, Unit III-Review Week 16: Chapter 14, Unit IV-2 <sup>nd</sup> conjugations verbs, 1 <sup>st</sup> declension masculine exceptions Week 17: Chapter 15, Unit IV-Sentence patterns Week 18: Chapter 16, Unit IV-The imperfect tense, parsing
Quarter 3	Quarter 4
Week 21: Chapter 17, Unit IV-Translating the imperfect tense V, translating present tense Week 22: Chapter 18, Unit IV-Review Week 23: Chapter 19, Unit V-Future tense, translating the future tense Week 24: Chapter 20, Unit V-The accusative and direct objects Week 25: Chapter 21, Unit V-Imperfect tense: "to be", more sentence patterns Week 26: Chapter 22, Unit V-More accusative case, objects of preposition Weeks 27-28: Chapter 23, Unit V-Review	Week 30: Chapter 24, Unit VI-Future tense "to be" Week 31: Chapter 25, Unit VI-Accusative case part III Week 32: Chapter 26, Unit VI-Review Week 33: Chapter 27, Unit VII-Irregular verb "to go" Week 34: Chapter 28, Unit VII-Future and imperfect of "to go" Week 35: Chapter 29, Unit VII-The ablative case Week 36: Chapter 30, Unit VII-Review

Approximate Time Per Week

2 hours

# FIFTH GRADE LATIN

## Course Goals

Students will continue to lay a solid foundation for future Latin study, strengthening their understanding of grammar- both Latin and English, and appreciate how Latin has influenced the English language leading to the ability to breakdown English derivatives of Latin Root words.

## Primary Texts and Materials

1. *Latin for children Primer B*
2. *Libellus de Historia B*
3. Teacher created worksheets

## Course Objectives

The student will:

1. Learn 240 new Latin words.
2. Memorize the Apostle's Creed in Latin.

Grammar:

3. identify case, case use, case translation
4. define and understand basic grammar concepts: noun, verb, direct object, preposition, object of the preposition, personal pronouns, and noun/adjective agreement.
5. correctly identify and form verbs of the 3rd conjugation in the present and imperfect tenses.
6. identify and form singular and plural imperatives of 1st-3rd conjugation verbs as well as the irregular imperative verbs dico, duco, facio, and fero
7. correctly identify and use personal pronouns of the 1st, 2nd, and 3rd person- singular and plural.
8. identify and use both cardinal and ordinal numbers.
9. correctly identify and use Roman numerals.
10. understand the grammar concept of Partitive genitive, material, origin, possession.
11. correctly identify and decline 3rd declension nouns - including i-stems nouns.
12. understand and correctly use demonstrative pronouns hic, ille, iste.
13. translate sentences involving direct object, adjective, preposition, object of the preposition from Latin > English and English > Latin
14. read, comprehend, and translate larger passages of Latin in story context.

Derivatives:

15. learn derivatives from Latin vocabulary words. Use derivatives correctly in sentences.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Memorization & recitations
2. Drills
3. Games

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Chapter 1, Unit I-Verbs: person, number and tense review Week 2: Chapter 2, Unit I-Verbs: principal parts Week 3: Chapter 3, Unit I-Nouns: gender and number Week 4: Chapter 4, Unit I-Noun: Case and noun jobs Week 5: Chapter 5, Unit I-Review Week 6: Chapter 6, Unit II-Pronouns 3 <sup>rd</sup> person singular Week 7: Chapter 7, Unit II-Pronouns 3 <sup>rd</sup> person plural Weeks 8-9: Chapter 8, Unit II-Pronouns, 1 <sup>st</sup> person, more on the genitive case	Week 10: Chapter 9, Unit II-Pronouns, 2 <sup>nd</sup> person, more on the genitive case Weeks 11-12: Chapter 10, Unit II-Review, preposition review Week 13: Chapter 12, Unit III-Ablative case Review Week 14: Chapter 13, Unit III-Review Week 15: Chapter 13, Unit IV-Cardinal/ordinal numbers Week 16: Chapter 16, Unit IV-Declension of duo, Roman numerals Week 17: Chapter 17, Unit IV-Declension of tres, genitive case w/numbers Week 18: Chapter 18, Unit IV-Review
Quarter 3	Quarter 4
Week 19: Chapter 18, Unit IV-Review Week 20: Chapter 19, Unit V-Nouns 3 <sup>rd</sup> declension Week 21: Chapter 20, Unit V-3 <sup>rd</sup> declension I-stem Week 22: Chapter 21, Unit V-Unit review Week 23: Chapter 22, Unit VI-Demonstrative pronouns Week 24: Chapter 23, Unit VI-Translating verb tenses (present) Week 25: Chapter 24, Unit VI-Translating verb tenses (imp./fut.) Week 26: Chapter 25, Unit VI-Sentence pattern review Week 27: Chapter 26, Unit VI-Unit review	Weeks 28-29: Chapter 27, Unit VII-3 <sup>rd</sup> conjugation verbs Week 30: Chapter 28, Unit VII-Imperatives Week 31: Chapter 29, Unit VII-3 <sup>rd</sup> declension neuter/infinitives of conjugations 1-3 Week 32: Chapter 30, Unit VII-3 <sup>rd</sup> declension neuter I-stem Week 33: Chapter 31, Unit VII-Unit review Weeks 34-35: Chapter 32-Review, final test Week 36: Latin Bowl

Approximate Time Per Week

3 hours

# SIXTH GRADE LATIN

## Course Goals

Students will continue to build upon the foundation of basic Latin grammar and will establish greater reading comprehension skills via larger Latin passages set in context. Students will develop strong vocabulary skills and appreciate how Latin has influenced the English language leading to the ability to breakdown the English derivatives of Latin root words.

## Primary Texts and Materials

1. *Latin for Children, Primer C*
2. *Libellus de Historia*
3. Teacher created worksheets

## Course Objectives

The student will:

1. learn 240 new vocabulary words.
2. memorize John 1:1-14 in Latin (from the Vulgate) and English.

Grammar:

3. identify and decline 3rd declension adjectives of 1, 2, and 3 terminations and noun/adjective agreement including different declensions.
4. correctly decline nouns of the 4th and 5th declension.
5. identify and conjugate the verbs of the 4th conjugation.
6. identify and conjugate 3rd conjugation "io" verbs.
7. form, use, and translate the present, imperfect, future, perfect, pluperfect, and future perfect tenses of all conjugations.
8. identify, use, and translate the complementary infinitive along with recognizing objects of the infinitive.
9. identify, use, and translate interrogative sentences using the suffix "ne".
10. identify, use, and translate correlative adverbs of place, time, and degree.
11. translate sentences with subject noun, predicate noun, predicate adjective, possessive nouns, indirect object, direct object, and prepositional phrases.
12. read, comprehend, and translate larger passages of Latin.

Derivatives:

13. learn derivatives from Latin vocabulary words. Use derivatives correctly in sentences.

## Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

## Classical Teaching Methods

1. Integration of subjects
2. Memorization & recitations
3. Drills
4. Games

Yearlong Pacing

<p>Quarter 1</p> <p>Week 1: Chapter 1-Nouns and adjectives: 1st and 2nd Declension Review, Verbs: Basic Review</p> <p>Week 2: Chapter 2-Nouns: 3rd Declension Dative Case</p> <p>Week 3: Chapter 3-3rd Declension Adjectives: 2 Termination Adjectives</p> <p>Week 4: Chapter 4-3rd Declension Adjectives: 3 Termination Adjectives</p> <p>Week 5: Chapter 5- 3rd Declension Adjectives: 1 Termination Adjectives</p> <p>Week 6: Chapter 6-Unit 1 Review chapters 1-5</p> <p>Week 7: Chapter 7-Verbs: Present System Tense Review</p> <p>Week 8: Chapter 8- Verbs: Perfect Tense Endings</p> <p>Week 9: Chapter 9-Verbs: Pluperfect Tense Endings</p>	<p>Quarter 2</p> <p>Week 10: Chapter 10-Verbs: Future Perfect Tense Endings</p> <p>Weeks 11-12: Unit 2 Review chapters 7-10</p> <p>Week 13: Chapter 12-Verbs: Introduction of Conjugation</p> <p>Weeks 14-15: Chapter 13- Review of 1st-4th Conjugations; Spotting a 4th Conjugation Verb</p> <p>Week 16: Chapter 14-Verbs: 3rd and 4th Conjugation Future</p> <p>Week 17: Chapter 15-Verbs: 3rd Conjugation iō verbs</p> <p>Week 18: Chapter 16-Unit 3 Review chapters 12-15</p>
<p>Quarter 3</p> <p>Week 19: Chapter 16-Unit 3 Review chapters 12-15</p> <p>Weeks 20-21: Chapter 17- Possum + Infinitives; Interrogative Sentences</p> <p>Week 22: Chapter 18- Imperatives Review Irregular Imperatives</p> <p>Week 23: Chapter 19-Unit 4 Review chapters 17-18</p> <p>Week 24: Chapter 20- Nouns: 4<sup>th</sup> Declension</p> <p>Week 25: Chapter 21- Nouns: 4<sup>th</sup> Declension Neuter Nouns</p> <p>Week 26: Chapter 22- Nouns: 5<sup>th</sup> Declension</p> <p>Week 27: Chapter 23-Unit 5 Review chapters 20-21</p>	<p>Quarter 4</p> <p>Week 28: Chapter 24- Personal Pronouns: 1<sup>st</sup> and 2<sup>nd</sup> person, singular and plural.</p> <p>Week 29: Chapter 25- Personal Pronouns: 3<sup>rd</sup> person, singular and plural</p> <p>Week 30: Chapter 26- Demonstrative Pronouns: <i>hic, haec, hoc...</i></p> <p>Week 31: Chapter 27- Demonstrative Pronouns: <i>ille, illa, illud...</i> &amp; <i>iste, ista, istud</i></p> <p>Week 32: Chapter 28-Unit 6 Review chapters 24-27</p> <p>Week 33: Chapter 29-Adverb Correlatives</p> <p>Week 34: Chapter 30-More Adverb Correlatives, Adverbs of Time</p> <p>Week 35: Chapter 31-Unit 7 Review chapters 29-30</p> <p>Week 36: Book Review, Latin Olympics</p>

Approximate Time Per Week

3 hours



# MUSIC

## THE CHRISTIAN WORLDVIEW OF MUSIC

In the study of music, there persists an age old question: Are we training capable worshippers of the Holy Triune God or are we simply mastering material for a fabulous performance? The worship of God is a calling for all of the saints, those who are called by His name. (Ps. 29:2) The worship of God is never to be taken lightly. (Jn4:24) Worshippers are called to enter into that worship with joy (Ps. 100:2). While a well done performance of high-quality and tasteful music should never be overlooked or viewed as a waste of time, we seek to impart to our students a knowledge that music is a gift of God to His people to be used for His worship, as well as our own enjoyment.

The study of music provides opportunities for students to explore the gifts that God has given them. A broad base of introductory knowledge at the grammar stage helps all students to determine their likes and dislikes, and guides their future elective studies. Participation in musical performances provides an opportunity to offer the fruit of those gifts back, either as worship to the Lord or enjoyment for the Christian community. A student may also learn that God has not gifted them in this area of music. This provides the student with an opportunity to develop an appreciation for the talents God gives his friends and to support them in their endeavors.

Even though music has been ordained by God as an acceptable form of worship and communication with Him (Ps. 29:2), we see that music is also quite commonly used in the evangelical community as a tool to witness to unbelievers and communicate the Gospel message in a manner that pleases both the witness and the seeker.

As always we continually seek to maintain the instruction in cultural influences, to determine what is true, good, and beautiful in the performance of music. Quite often this topic will be discussed in Bible class or history classes at the rhetoric stage. A firm understanding of music at the grammar stage prepares students to enter into the conversation and argue their points appropriately.

In accordance with our school vision that "we graduate young men and women who...distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ," we see the necessity of training all students as worshippers in preparation for the day that each one comes to effectual faith in Christ.

# KINDERGARTEN MUSIC

## Course Goals

Students will recognize that God gave us music. Students will be exposed to a variety of classical composers and instruments. Students will be taught that instruments were used to praise and worship God in the Bible. Students will develop listening skills and learn to recognize various instruments.

## Primary Texts and Materials

1. Trade Books
2. CDs
3. Globe, World Map
4. Instruments

## Course Objectives

The student will:

1. identify, by listening, the instruments of the orchestra.
2. glue the instruments of the orchestra with the correct family (woodwind, percussion...).
3. make a steady beat and learn to follow rhythm patterns.
4. listen and discover repeated patterns in music.
5. learn about the lives and listen to the music of the following composers:
  - Johann Sebastian Bach
  - Wolfgang Amadeus Mozart
  - Antonio Vivaldi
  - George Frederic Handel
  - Ludwig Van Beethoven
6. listen to "Carnival of the Animals" by Camille Saint-Saens.
7. identify the instrument that the animal poem is about.
8. listen to the story of The Nutcracker by Tchaikovsky and become familiar with the story and the main characters.
9. identify high/low and up/down notes when listening to a sound.
10. observe guest playing instruments.
11. study the orchestra.
12. study the instrument families.
13. learn about how composers used Bible verses for song lyrics.
14. listen to "Peter and the Wolf" by Sergei Prokofiev
15. Match the characters in the story "Peter and the Wolf" to the instruments they represent.

## Classical Teaching Methods

1. Integration of subjects
2. Drama
3. Singing
4. Drawing, coloring & painting

## Approximate Time Per Week

1 hour

# MUSIC I – Grades 1-2

## Course Goals

Music I will begin to build the language of music for the young student, through learning fundamental elements of music theory, history, vocal and choral work. The music program goal is that students will be able to sing, read, play and compose music.

## Primary Texts and Materials

1. We Will Sing! by Doreen Rao
2. Trinity Psalter
3. Trinity Hymnal
4. Spiritual Lives of the Great Composer by Patrick Kavanaugh
5. 150 Rounds for Singing and Teaching by Edward Bolkovac & Judith Johnson
6. 150 American Folk Songs edited by Peter Erdei
7. Sail Away: 155 American Folk Songs to Sing, Read and Play by Eleanor G. Locke
8. Hear America Singing, Ideals Publishing
9. An Introduction to the Classics: Composer Biographies, VOX Music Masters CDs
10. Great Composers from Bach to Bartok by Heather Rathnau and Karen Wallace
11. Rhythm Charts
12. Rhythm Instruments, Hand Bells, Xylophones
13. Theory Time for 1<sup>st</sup> and 2<sup>nd</sup> Grades by Heather Rathnau
14. Staff whiteboards
15. Variety of choral repertoire
16. An American Methodology: An Inclusive Approach to Musical Literacy, Second Edition by Ann Eisen and Lamar Robertson
17. Chimes of Dunkirk, Listen to the Mockingbird, Great Dances for Children, by Peter Amidon
18. Kid Stix, Artie Almeida
19. Rhythm Readiness, Erika Popp
20. First, We Sing! Kodaly Inspired Teaching for the Music Classroom, Susan Brumfield
21. Teaching Beauty: A Vision for Art and Music in Christian Education, G. Tyler Fischer

## Course Objectives

The student will:

1. understand the importance of proper vocal technique (breath support, vowel production) in order to produce good tone quality.
2. be introduced to concepts of rhythm and beat.
3. identify simple note (whole, half, quarter, dotted half, beamed eighth) and rest values (whole, half, quarter).
4. learn to write basic notation.
5. identify notes in treble clef.
6. explore music history through the study of composers and eras of music.
7. develop performance experience through preparing for and participating in music performances.
8. learn how to follow a conductor.
9. explore Biblical references to music, its uses and function.

10. see music as a means to serve the community through outside performances.
11. demonstrate Solfege and the corresponding Curwen hand signs.
12. match pitches and intervals 2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup>, developing inner hearing, identify high, low, and middle registers, and up/down.
13. read and write simple rhythms.
14. learn songs by rote.
15. be exposed to a variety of repertoire (rounds, hymns, folk songs, holiday songs, patriotic songs, and beginning choral repertoire.)
16. identify and explain time signatures (4/4, 3/4).
17. imitate and count basic rhythm patterns using the Kodaly Method ; ta, ti-ti, ta-oh, ta-oh-ah, ta-oh-ah-oh.
18. know definition of 'tempo'; identify fast/slow; *Allegro*, *Adagio*.
19. keep a steady beat using rhythm sticks, clapping, singing, and movement.
20. write and identify basic staff elements (grand staff, lines/spaces, ledger lines, bar lines, treble and bass clefs).
21. state the musical alphabet forward and backward.
22. identify loud/soft, basic dynamics names, symbols and definitions (piano, forte, crescendo, diminuendo).
23. incorporate dynamics in a 'musical sentence' or phrasing.
24. be exposed to subject-matter experts through guest artists/musicians.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery and exploration
2. Singing
3. Oral question/oral answers
4. Choral speaking
5. Clapping, tapping, rhythm instruments, hand bells, xylophones
6. Listening (recordings, live performances)
7. Visual aids
8. Games and drills for memorizing pieces

### Approximate Time Per Week

80 minutes

# MUSIC II – Grades 3-4

## Course Goals

Music II will build on the foundation of Music I with further implementation and learning of fundamental elements of music theory, history, and vocal and choral work. The goal is to produce students that can sing, read, play and compose music.

## Primary Texts and Materials

1. We Will Sing! by Doreen Rao
2. Trinity Psalter
3. Trinity Hymnal
4. Spiritual Lives of the Great Composer by Patrick Kavanaugh
5. 150 Rounds for Singing and Teaching by Edward Bolkovac & Judith Johnson
6. 150 American Folk Songs edited by Peter Erdei
7. Sail Away: 155 American Folk Songs to Sing, Read and Play by Eleanor G. Locke
8. Hear America Singing, Ideals Publishing
9. An Introduction to the Classics: Composer Biographies, VOX Music Masters CDs
10. Great Composers from Bach to Bartok by Heather Rathnau and Karen Wallace
11. Rhythm Charts
12. Rhythm Instruments, Hand Bells, Xylophones
13. Theory Time for 3<sup>rd</sup> & 4<sup>th</sup> Grades by Heather Rathnau
14. Staff whiteboards
15. Selected choral repertoire
16. The Young Person's Guide to the Orchestra by Benjamin Britten
17. An American Methodology: An Inclusive Approach to Musical Literacy, Second Edition by Ann Eisen and Lamar Robertson
18. Chimes of Dunkirk, Listen to the Mockingbird, Great Dances for Children, by Peter Amidon
19. Kid Stix, Artie Almeida
20. Rhythm Readiness, Erika Popp
21. First, We Sing! Kodaly Inspired Teaching for the Music Classroom, Susan Brumfield
22. Teaching Beauty: A Vision for Art and Music in Christian Education, G. Tyler Fischer

## Course Objectives

The student will:

1. understand the importance of proper vocal technique (breath support, vowel production) in order to produce good tone quality.
2. have the concepts of rhythm and beat reinforced.
3. learn to write basic notation.
4. learn to identify notes in the treble & bass clefs.
5. explore music history through the study of composers and eras of music.
6. study the instrument families.
7. develop performance experience through preparing for and participating in music performances.
8. learn how to follow a conductor.

9. explore Biblical references to music, its uses and functions.
10. see music as a means to serve the community through outside performances.
11. demonstrate Solfege and the corresponding Curwen hand signs.
12. match pitches and intervals "2<sup>nd</sup>-8<sup>th</sup> octave", developing 'inner hearing'.
13. learn songs by rote.
14. be exposed to a variety of repertoire (rounds, hymns, folk songs, holiday songs, patriotic songs & beginning choral repertoire).
15. identify simple note and rest values (dotted quarter, eighth, sixteenth note combinations).
16. identify and explain time signatures (4/4, 3/4, 2/4).
17. imitate and count basic rhythm patterns using the Kodaly Method; ti-ka, ti-ka, ta-um-ti.
18. know definition of 'tempo'.
19. keep a steady beat using rhythm sticks, clapping, singing, and movement.
20. write and identify basic staff elements (grand staff, lines/spaces, ledger lines, bar lines, treble and bass clefs).
21. know basic dynamics names, symbols, and definitions (mezzo-forte, mezzo-piano, fortissimo, pianissimo).
22. incorporate dynamics in a 'musical sentence' or phrasing.
23. read and write simple rhythms.
24. be exposed to subject-matter experts through guest artists/musicians.
25. have a working knowledge of Music I.
26. sing in rounds and canons.
27. apply music reading to hand bells and xylophone.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Oral questions/oral answers
3. Choral speaking
4. Clapping, tapping, rhythm instruments, hand bells, xylophones
5. Listening (recordings, live performances)
6. Visual aids
7. Games and drills for memorizing pieces

### Approximate Time Per Week

80 minutes

# MUSIC III – Grades 5-6

## Course Goals

Music III will build on the foundation of Music II, with further implementation of advancing facts and skills. Basic instrumental playing will be introduced through the study of the recorder and bells. The instructional period will continue to include furthering the goals of students that can sing, read, play and compose music.

## Primary Texts and Materials

1. We Will Sing! by Doreen Rao
2. Trinity Psalter
3. Trinity Hymnal
4. Spiritual Lives of the Great Composer by Patrick Kavanaugh
5. 150 Rounds for Singing and Teaching by Edward Bolkovac & Judith Johnson
6. 150 American Folk Songs edited by Peter Erdei
7. Sail Away: 155 American Folk Songs to Sing, Read and Play by Eleanor G. Locke
8. Hear America Singing, Ideals Publishing
9. Theory Time for 5<sup>th</sup> & 6<sup>th</sup> Grades by Heather Rathnau
10. An Introduction to the Classics: Composer Biographies, VOX Music Masters CDs
11. Great Composers from Bach to Bartok by Heather Rathnau and Karen Wallace
12. Rhythm Charts
13. Rhythm Instruments, Hand Bells, Xylophones
14. Staff whiteboards
15. Variety of choral repertoire
16. The Young Person's Guide to the Orchestra by Benjamin Britten
17. First Class Recorder Method by John Brimhall
18. An American Methodology: An Inclusive Approach to Musical Literacy, Second Edition by Ann Eisen and Lamar Robertson
19. 333 Reading Exercises, Choral Method by Zoltan Kodaly
20. Chimes of Dunkirk, Listen to the Mockingbird, Great Dances for Children, by Peter Amidon
21. Kid Stix, Artie Almeida
22. Rhythm Readiness, Erika Popp
23. First, We Sing! Kodaly Inspired Teaching for the Music Classroom, Susan Brumfield
24. Teaching Beauty: A Vision for Art and Music in Christian Education, G. Tyler Fischer

## Course Objectives

The student will:

1. be able to listen for and match different pitches in two-party harmony.
2. sight-read basic melodies using Solfege as a bridge.
3. read notes in the treble and bass clefs.
4. know the eras of music, their dates, unique characteristics and notable composers.
5. develop performance experience through the process of preparing for and implementing a music program.
6. explore Biblical references to music, its uses and function.
7. see music as a means to serve the community through outside performances.

8. have a working knowledge of objectives from Music I & II.
9. sing two-part harmony through the use of rounds and descants.
10. play basic melodies on the recorder.
11. write two- and four- measure rhythm phrases following notation rules and time signatures (4/4, 3/4, 2/4, 3/8, 6/8).
12. identify note and rest values of a whole note through sixteenth note.
13. identify articulation symbols (accent, staccato, slur, tenuto).
14. associate notes to the keyboard.
15. know and write the order of sharps and flats, determine key, write key signatures.
16. identify music eras and composers through listening and discussion.
17. be exposed to subject matter experts through guest artists/musicians.
18. apply music reading to hand bells and xylophone.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Oral questions/oral answers
3. Choral speaking
4. Clapping, tapping, rhythm instruments, hand bells, xylophones
5. Listening (recordings, live performances)
6. Visual aids
7. Games and drills for memorizing pieces
8. Apply theory to learning an instrument (recorder and xylophone)

### Approximate Time Per Week

80 minutes



# ART

## THE CHRISTIAN WORLDVIEW OF ART

A definition of sorts is called for here. By “art” we mean the renderings, two- and three-dimensional, produced by people using painting, drawing, and sculpting tools. Music, drama, dancing, and other fine arts will have to wait for another day.

Christian schools usually have problems teaching young people about art because often the schools have not developed a clear idea of where to draw the line (pun intended), philosophically and practically speaking. The two quotes above illustrate two of the most frequent battle cries from opposing sides in the philosophy-of-art war. The second quote has its roots in the Enlightenment period in Europe. After man became “the measure of all things” in the Renaissance, it was a small step to all that man does or makes becoming autonomous from any Higher authority at all.

It might seem like a no-brainer, by looking at those quotes above, to figure out which side Christian schools should buy into. Unfortunately, it is not. Unlike math or science, art is so...well, subjective. Or so we’ve all been conditioned to believe.

Scriptures like I Corinthians 10:31 teach us that nothing we do is out of God’s sovereignty; all we do should be to His glory. Art is certainly no exception then. OK, most Christian schools would buy that. “But how does that help us teach third graders art?” Why isn’t giving them a sheet of white construction paper and a handful of crayons and telling them to “draw something” sufficient? Because we wouldn’t do that with anything else we teach them... “Here, kid, this is called a book. Sit down and read it! And don’t ask me pesky questions like what those black marks on the page are.”

When the Lord talks about art in His Word, it is always in the context of skilled craftsmen, or those gifted in design work (see the tabernacle construction account in Leviticus). In Philippians 4:8, we are commanded to dwell on things of beauty and integrity. Therefore, art can and should be taught to young children initially in the form of basic skills - using the whole page, correctly holding the pencil and brush, studying and practicing perspective, mixing colors, and other universal artistic elements. Many times teachers want to allow the children to be “creative,” but in Scripture and in the classical method, it is understood that children naturally learn through imitation, copying the acts of their elders. At Logos, we seek to systematically train the elementary students in the requisite skills for art and complete art projects that combine skills, practice with copying from another picture, still life or design.

At the secondary level, a relatively new art elective in the last few years has been our Painting Masters class. Here the students, after being taught some basic introductory ideas and principles, choose and copy two paintings done by established masters, such as Da Vinci, Rembrandt, Vermeer, Monet, or even Wyeth or Rockwell, to name just a few. To be honest, certain other artists like Picasso and Matisse are not held up as worth copying because of their obvious fractured worldview and disregard for truth or beauty as defined by Scripture and creation. The paintings these students have produced, even those with little artistic bent, have elicited many complimentary remarks from other students, staff and parents. Even visitors have gone out of their way to marvel at the wonderful works these students have produced. After these students learn the basic skills and imitate masters (as

young apprentice artists have done for centuries in Europe), they are far better prepared to construct their own, unique renderings.

In a Christian setting, there is even less excuse than in a pagan setting for doing a poor job instructing students in art. After all, by imitating and relishing the Creation through art, we show tangible praise for what our Father has done. What a great lesson to teach children!

### **TEACHING ART IN THE GRAMMAR STAGE**

Students in the elementary participate in an hour long art class once a week. In this class they are exposed to a wide variety of mediums and methods from sculpting to watercolor painting. When appropriate, this art instruction is integrated with other subjects which are being studied concurrently.

The foundation of the elementary art program is imitation. Instead of instruction, which emphasizes encouraging the students to “express themselves” on the canvas, we seek to provide a content-laden curriculum which focuses on the teaching and development of specific skills related to various aspects of art. This is in direct opposition to the modernistic myth of children’s art being treated as a genre unto itself. We believe that for children to develop into good artists they need mature, trained guidance and an opportunity to imitate, practice and explore within a controlled fundamental situation. Students are required to select, evaluate and imitate a number of different projects throughout the year.

In the lower elementary the instruction begins with teacher-directed sensory exploration and learned appreciation in the context of a God-centered love for the variety of creation as seen in color, smell, light, taste and texture. Special attention is given to teaching correct posture and hand position, formation and identification of geometric shapes, and spacial relationships such as perspective and using the entire sheet of paper.

As students mature, the program addresses teaching the names and major works of the artistic masters. The students are taught to recognize similarities and differences between artists through evaluating the works themselves and then sorting appropriately. At the same time they continue to imitate a variety of works while seeking to master the concepts of proportion, shading, depth, color, contour, balance and positive and negative space.

# KINDERGARTEN ART

## Course Goals

The kindergarten art curriculum introduces the students to God as the Creator of all Things. Also, they will learn that God called His creations “pleasing to the eye”. They will learn that sight and variety are important to God. God provided specific designs for structures in His Word, the ark and the tabernacle. There were many aesthetically pleasing, specific, details directed by God in the building of the tabernacle. Students will be exposed to a variety of classical artists. They will learn that all of the artists’ talents and abilities came from God. Students will develop the ability to recognize various works of art and/or techniques.

## Primary Texts and Materials

1. Trade Books
2. Art Supplies: Paints, colored pencils, crayons, chalk, oil pastels...
3. Manipulatives
4. Puzzles, game cards
5. Globe, World Map

## Course Objectives

The student will:

1. learn that artists compose and imagine.
2. learn that artists look and observe what is around them.
3. learn about the elements of art.
4. discover that form has a shape.
5. feel different textures.
6. look for a variety of lines in different artwork.
7. create a picture using shapes.
8. learn that color identifies and communicates.
9. learn the importance of details in art.
10. learn about size and perspective.

### Henri Matisse

11. learn about Henri Matisse, his life and his artwork.
12. be exposed to paintings of Fauves.
13. create a fingerpainting.
14. “draw with scissors” like Matisse.
15. learn that he designed a place of worship.

### Benjamin West

16. learn about the life and work of Benjamin West
17. learn the term portrait and paint a self-portrait.

### Byzantine Mosaics

18. learn what a mosaic is.
19. identify mosaics in pictures.
20. learn that mosaics were used to decorate churches.
21. create an angel mosaic and a nativity.

Vincent Van Gogh

22. learn about Vincent Van Gogh, his life and his work.
23. become familiar with his techniques.
24. be able to identify his paintings of "The Sunflowers" and "Starry Nights".
25. Create their own "Van Gogh" paintings using his techniques and subjects.

Leonardo da Vinci

26. learn about Leonardo da Vinci's life, work, his varied interests, and his paintings.
27. work with gears.
28. discover how he wrote his notes in code.
29. be able to identify his paintings of "The Mona Lisa", "Lady with an Ermine", and "The Last Supper".
30. complete a da Vinci project.
31. make an airplane.

Michelangelo

32. learn about Michelangelo: his life, paintings and sculptures.
33. use a mallet and chisel to sculpt.
34. learn about the three sections of the Sistine Chapel.
35. paint their own section and tell about which Bible story they painted.

Claude Monet

36. learn about Claude Monet and his paintings.
37. learn the term impressionists and where it came from and what it means.
38. be exposed to many pictures of Giverny.
39. look at Monet's train paintings.
40. build a 3-D train.
41. paint a train.
42. be able to identify Monet's waterlily paintings.
43. paint a waterlily pond.

Edgar Degas

44. learn about Degas' life, his paintings, techniques, and his sculptures.
45. discover that he painted things moving.
46. observe the bold colors he used.
47. sculpt something of their own.
48. draw horses and ballerinas.
49. use the drawings to make a painting.

Mary Cassatt

50. learn about Cassatt's life and her paintings.
51. discover that she painted pictures that show love.

Classical Teaching Methods

1. Guided discovery & exploration
2. Drama
3. Drawing, building, coloring & painting
4. Use of body movements
5. Manipulatives
6. Hear/read/tell stories

Approximate Time Per Week

1 hour

# ART I – Grades 1-2

## Course Goals

Art I students will be introduced to art focusing on the Elements of Art and Principles of Design. They will learn to observe God’s creation, breaking into shapes and forms as they prepare to draw realistically. Students will acquire necessary vocabulary to analyze, critique, and ultimately discuss art using these terms.

## Primary Texts and Materials

1. A Child’s Book of Art by Lucy Micklethwait
2. Drawing with Children by Mona Brookes
3. Drawing for Older Children & Teens by Mona Brookes
4. Artistic Pursuits by Brenda Ellis
5. Bible
6. Various art supplies: sketchbooks, pencils, oil pastels, markers, paints, crayons, smocks
7. Various reference books with artistic works, handouts, art reproductions, children’s literature with illustrations
8. Hands on materials for still life and other assignments

## Course Objectives

The student will:

1. see God not only as our creator but learn that he is the best artist to observe.
2. learn that God created us to do good works and that their artwork should be done in a way that is their best and is pleasing to the Lord.
3. learn about Bezaliel and Oholiab as the ones chosen to work in the tabernacle because they were skilled in making beautiful things.
4. appreciate God’s creation and improve their works to glorify to God.
5. name, identify, and illustrate color families: warm, cool, neutral, primary, secondary, and complimentary.
6. define and illustrate shape and form, comparing and contrasting 2D versus 3D: circle, square, rectangle, triangle, oval vs. sphere, cube rectangular prism, cone or pyramid, and cylinder.
7. name and relate art careers to God’s plan, using gifts and talents: Architect, Professor/Teacher, Graphic Designer, Drafter, Illustrator, Photographer, Painter, etc...
8. identify art categories and create artworks that reflect this knowledge: landscape, cityscape, seascape, portrait, self-portrait, abstract, realistic, and still life.
9. identify the horizon line, background, middle ground, and foreground, using these terms in drawings as appropriate.
10. maintain control of his or her art space and demonstrate how to safely manage art supplies.
11. list, identify, and illustrate the Elements of Art: Line, Shape, Form, Color, Texture, and Space.

12. define and incorporate the Principles of Design into works of art: Unity, Variety, Rhythm, Balance, Emphasis and Proportion.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Drawing, painting, building, coloring
3. Creative projects
4. Tactile items to illustrate points
5. Show & tell
6. Hearing/reading/telling stories

### Approximate Time Per Week

80 minutes

# ART II – Grades 3-4

## Course Goals

Art II students will be introduced to art focusing on the Elements of Art and Principles of Design. They will learn to observe God’s creation, breaking into shapes and forms as they prepare to draw realistically. Students will acquire necessary vocabulary to analyze, critique, and ultimately discuss art using these terms.

## Primary Texts and Materials

1. Drawing with Children by Mona Brookes
2. Drawing for Older Children and Teens by Mona Brookes and Geraldine Schwartz Ph.D.
3. Art for Kids: Drawing by Kathryn Temple
4. Art History/ The Story of Art by E.H. Gombrich
5. Art is Fundamental by Eileen S. Prince
6. Art over 2500 Works from Cave to Contemporary by Andrew Graham-Dixon
7. Discovering Great Artists by MaryAnn F. Kohl, Kim Solga
8. Mastering Perspective by Santiago, Fernando Arcas, Isabel Gonzalez Arcas
9. Practical Guide to Painting by Vicenç B. Ballestar and Jordi Vigué
9. The Art Book for Children I, II by Editors of Phaidon Press
10. Various art supplies: sketchbooks, pencils, oil pastels, markers, paints, crayons, smocks
11. Various reference books with artistic works, handouts, art reproductions, children’s literature with illustrations
12. Hands on materials for still life and other assignments

## Course Objectives

The student will:

1. see God not only as our creator but learn that he is the best artist to observe.
2. learn that God created us to do good works and that their artwork should be done in a way that is their best and is pleasing to the Lord.
3. learn about Bezaliel and Oholiab as the ones chosen to work in the tabernacle because they were skilled in making beautiful things.
4. appreciate God’s creation and improve their works to glorify to God.
5. understand formal elements of art and principles of design and incorporate in one’s own work.
6. practice and develop basic drawing and painting skills.
7. gain knowledge of great artists and Art History timeline.
8. revisit the elements of art and apply to their own work.
9. reinforce the principles of design in their creative works.
10. draw from still life with good use of the line, shape, value, texture, color, and space.
11. gain basic watercolor techniques and paint from still life.
12. draw and paint self-portrait.
13. use various drawing and painting materials such as charcoal, pastel, acrylics, pencil, pen, and watercolors.

14. make a reasonable master copy using the grid technique.
15. make a painting using the greatest artists' technique such as Van Gogh, Georges-Pierre Seurat, Pablo Picasso and Edgar Degas.
16. recognize 17~18<sup>th</sup> Century European Art History timeline and artists.
17. make good illustrations for book.
18. explore 3-D projects using the principles of design.
19. critique art in terms of the elements of art and the principles of design.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Guided discovery & exploration
2. Drawing, painting, building, coloring
3. Creative projects
4. Tactile items to illustrate points
5. Show & tell
6. Hearing/reading/telling stories

### Approximate Time Per Week

80 minutes



# ART III – Grades 5-6

## Course Goals

This course explores drawing and painting as the key mode of expression for visual art, and reviews fundamental issues of value, composition, color, proportion, notan, texture, and perspective through various in-class drawing and painting activities. Students are encouraged to develop skills of observation, drawing, and painting, and confidence to draw and design the subject matter. Students will gain an appreciation for God’s creation, value beauty, and improve their creative skills to glorify God.

## Primary Texts and Materials

1. Drawing for Older Children and Teens by Mona Brookes and Geraldine Schwartz Ph.D.
2. Art over 2500 Works from Cave to Contemporary by Andrew Graham-Dixon
3. Drawing Light and Shade by Giovanni Civardi
4. The Liberated Imagination by Leland Ryken
5. 11x14” Presentation or Portfolio Binder
6. 2B, HB, 2H Pencils, Colored Pencils
7. Pastels, Charcoal, Pens
8. Watercolor Paints (red, blue, yellow)
9. 14x17” Drawing Papers
10. 11x14” Watercolor Paper Pad
11. Watercolor Brushes, Palette, Water Pot

## Course Objectives

The student will:

1. Review the elements of art and apply to their own works.
2. Observe with keen eyes and draw classically.
3. Draw still life: Rethink the subject matter, line, shape, value, texture, color, and composition.
4. Master the 1 and 2 point perspectives in a picture.
5. Draw figure drawing with good use of shape, value, texture, and theme.
6. Apply watercolor techniques and paint from still life.
7. Explore various drawing and painting materials and develop one’s own style.
8. Create artwork using historical art techniques such as impressionism, pointillism, romanticism, neoclassicism, surrealism, and so on.
9. Recognize the 19<sup>th</sup> and 20<sup>th</sup> Century European and American Art History timeline and artists.
10. Explore paper and 3-D projects using the principles of design.
11. Critique art in a group and as individuals.
12. View and analyze art from a Christian worldview.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Classical Teaching Methods

1. Hands-on work, projects
2. Field trips
3. Integration of subjects
4. Oral presentations

### Approximate Time Per Week

80 minutes

# PHYSICAL EDUCATION

## THE CHRISTIAN WORLDVIEW OF PHYSICAL EDUCATION

A biblical worldview of health and fitness will recognize that:

. . . loving God requires us to love Him with our heart, mind, soul and strength and that all physical activity is an opportunity to love God. (Deuteronomy 6:5)

. . . Christians should be trained to worship God in and through physical activity, physical education courses, and athletic competition. (Mark 12:30)

. . . student's conduct should conform to the godly traits of perseverance, sportsmanship, diligence, determination, humility, holiness, self-control, selflessness, and kindness when involved in physical activity and athletic competitions. (Phil. 2:1-13, Titus 2:6, 11, 12; Col. 3:17, I Cor 9:24-26, Heb. 12:11)

. . . . In all forms of physical activity and training we either obediently serve and glorify God or in disobedience serve and glorify man. (Matt. 6:24, Heb. 12:11)

. . . God, in making us male and female, gave us distinct strengths, weaknesses, desires, and tasks that are to be cultivated differently in the realms of athletic training and competition. (Gen. 1:27)

. . . Christ has gifted each individual with various levels of athletic ability or talent for personal sanctification and for the good and service of others. (II Cor 9:7-12, Col. 3:17, I Peter 4:8-11)

# GRAMMAR SCHOOL

## PHYSICAL EDUCATION

### Course Goals

Students will see God's creativity through learning about the human body. Students will build cardiovascular and muscular strength, and endurance while learning the fundamentals of stability, locomotor skills, and spatial awareness. Students will use the learned skills to compete with intensity, honesty, and humility to the glory of God.

### Primary Texts and Materials

1. Various sports equipment; jump ropes, balls, hula hoops, balloons, cones

### Course Objectives

The students will:

1. memorize and recite Philippians 2:14-15.
2. participate in fitness testing and weekly fitness activities.
3. practice general skills of stretching, throwing, catching, striking, kicking, running, skipping, galloping, running backwards, etc.
4. participate in team sports including kickball, softball, ultimate frisbee, handball, football, soccer, and basketball
5. practice skills through a variety of games including capture the flag, four corners, ships & sailors, etc.
6. follow directions and use the buddy system when walking to Forsyth Park.
7. learn and obey rules in each game or sport.
8. demonstrate a positive attitude.
9. encourage others.
10. participate in each activity to the best of his/her ability and glory of God.

### Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

### Primary Teaching Methods

1. Games and activities that incorporate skills
2. Large group and individual instruction, demonstration, and repetitive imitation
3. Use of scripture to encourage intense competition and God honoring attitudes in games

### Approximate Time Per Week

80 minutes

# APPENDIX A

## Veritas Academy Grammar School Oral Presentation Guidelines

### **Introduction**

The skills required for expert oral presentations require incremental progression beginning at a young age. We believe students should begin making oral presentations as soon as they begin their formal education in kindergarten. The following grade levels increase and fine-tune the skills. When the groundwork for oral presentation skills is laid well during the grammar stage, logic and rhetoric students are free to concentrate more on the content, argument, and persuasiveness of the presentation material. These older students will benefit in their ability to present papers, make arguments, and participate in debates without needing to focus on the basic elements of public speaking. Eye contact, good posture, and voice mechanics will have become second nature to these students.

### **Requirements**

Students are required to make at least one oral presentation each quarter. This presentation can be within Bible, history, science, literature, and so forth. Examples include show-and-tell, book reports, research reports, character monologues, and scripture and poetry recitations.

### **Grading**

Students will be graded on their ability to perform these objectives with a certain level of proficiency. A checklist noting each objective will be used so that the student can be formally evaluated while making his presentation.

### **Primary Objectives – The Mechanics of Effective Presentation**

The student will be able to:

#### **Kindergarten**

- A. Posture
  - 1. Stand or sit straight
  - 2. Hold his head up so that his face (especially eyes) can be seen
- B. Eye Contact
  - 1. Make eye contact with at least one person
- C. Vocal Level
  - 1. Speak loudly enough to be heard from the back of the room

#### **First Grade**

- A. Posture
  - 1. Stand or sit straight
  - 2. Hold his head up so that his face (especially eyes) can be seen
- B. Eye Contact
  - 1. Make eye contact with at least one person
- C. Appropriate Gestures
  - 1. Hold arms still at sides or hold notes steadily (avoiding covering mouth, playing with podium or microphone, wringing hands, etc.)
- D. Vocal Level
  - 1. Speak loudly enough to be heard from the back of the room
- E. Diction
  - 1. Use clear diction

## **Second Grade**

- A. Posture
  - 1. Stand or sit straight
  - 2. Hold his head up so that his face (especially eyes) can be seen
  - 3. Stand with weight equally distributed
- B. Eye Contact
  - 1. Make eye contact with at least one person
- C. Appropriate Gestures
  - 1. Hold arms still at sides or hold notes steadily (avoiding covering mouth, playing with podium or microphone, wringing hands, etc.)
- D. Facial Expressions
  - 1. Maintain a pleasant expression
- E. Vocal Level
  - 1. Speak loudly enough to be heard from the back of the room
- F. Diction
  - 1. Use clear diction

## **Third-Sixth Grade**

- A. Posture
  - 1. Stand or sit straight
  - 2. Hold his head up so that his face (especially eyes) can be seen
  - 3. Stand with weight equally distributed
  - 4. If reading, hold passage at chest level
- B. Eye Contact
  - 1. Follow this procedure for eye contact
    - a. Look at notes/passage
    - b. Absorb several words
    - c. Look up at one person and engage their eyes
    - d. Look down at notes
    - e. Absorb several more words
    - f. Look at another person and engage their eyes
- C. Appropriate Gestures
  - 1. Hold arms still at sides or hold notes steadily (avoiding covering mouth, playing with podium or microphone, wringing hands, etc.)
  - 2. Use at least one gesture
- D. Facial Expressions
  - 1. Maintain a pleasant expression
- E. Vocal Level
  - 1. Speak loudly enough to be heard from the back of the room
- F. Diction
  - 1. Use clear diction
- G. Vocal/Pitch/Range
  - 1. Project a pleasant pitch (not monotone) with appropriate expression

## APPENDIX B

### Veritas Academy Grammar School Scripture Memorization

#### Kindergarten

- 1 Samuel 16:7
- Genesis 8:22
- Psalm 104:24
- Psalm 105:1-2
- Isaiah 9:6
- Genesis 1: 14 & 16
- 1 John 4:7-8
- Romans 5:8
- John 15:5
- Genesis 1:20

#### First Grade

- Psalm 24
- Psalm 121
- Psalm 100

#### Second Grade

- 2 Timothy 3:16-17
- Genesis 1:26-31
- Genesis 12:1-3
- Exodus 30:3-17
- Joshua 1:6-9
- Judges 21:25

#### Third Grade

- Psalm 96:1-6
- 1 Samuel 16:7
- Daniel 4:34-35
- Nehemiah 1:4-7
- Micah 6:8
- Psalm 1
- Proverbs 1:1-7
- Jeremiah 31:31-34

#### Fourth Grade

- Luke 1:46-55
- Matthew 5:2-11
- Mark 8:34-38
- John 14:1-6

#### Fifth Grade

- Ephesians 2:8-10
- Acts 2:37-39
- Acts 16:25-34
- Romans 3:21-26
- 1 Corinthians 13:1-13
- 1 John 4:7-12
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#### Sixth Grade

- Philippians 2:3-11
- 1 John 1:1-14 (Latin & English)