

GRACE ACADEMY

SCHOOL OF GRAMMAR CURRICULUM GUIDE 2014-2015

GRAMMAR SCHOOL CURRICULUM GUIDE

2013-2014

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CURRICULUM GOALS

In keeping with our understanding and practice of the Grammar stage methodology (see School Goals), and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of elementary school, K - 6. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area.

The goals of our elementary curriculum seek to prepare the student with a solid foundation for a rigorous Christian liberal arts education in the logic and rhetoric stages of their education. Our curriculum goals center around the following goals for our school:

Christ-Centered

1. Develop Christian worldview thinking, so that students learn to evaluate their entire range of experience in light of Scripture.
2. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ.
3. Provide a clear model of biblical Christian life and culture.

Classical

1. Teach all subjects as part of an integrated whole with Scripture at the center.
2. Emphasize the tools of learning - grammar, logic and rhetoric - in all subject matter.
3. Emphasize the development and flow of western civilization - history, science, government, art, literature, philosophy and the historic Protestant faith.

CURRICULUM OVERVIEW

I. BIBLE

A. GOALS: We seek to:

1. Have students read, understand, and apply, as appropriate, the entire, written Word of God, in context. A subordinate goal will be familiarizing the students with good study helps. (II Timothy 3:16,17).
2. Have students read the actual text for themselves vs. only prescribed verses.
3. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
4. Show the students the richness and requirements of the Bible.
5. Teach the biblical pattern of salvation.
6. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.
7. Encourage students 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).
8. Create a worshipful and devotional attitude in the study of the Scriptures, appropriate to the classroom; e.g. group prayers, singing (Romans 12:1,2).
9. 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).

B. MEMORY: The students will recall:

1. The entire list of books of the Bible, in correct order.
2. The major attributes of God (e.g., Loving, Just, Omnipresent, Omniscient, Creator)
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, and resurrection.
5. The Ten Commandments.
6. Learn Grace Academy Catechism and the referenced Bible verses.

II. READING

A. GOALS: We seek to:

1. Use phonics (the Grammar of reading) as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high quality children's literature as soon as possible, through our Literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.

5. Integrate wherever possible, other subjects into reading, such as history and science.
 6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
 7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the sixth grade.
- B. MEMORY: The students will recall:
1. The vowels and their sounds.
 2. The consonants and their sounds.
 3. The definitions of plot, character, fiction, non-fiction, biography, etc.
 4. Oral reading skills.
 5. Their favorite authors.

III. ENGLISH

- A. GOALS: We seek to:
1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
 2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
 3. Encourage clear thinking by the students through requiring clear, focused writing.
 4. Introduce the students to many styles of writing using the Bible and other high quality literature.
 5. Build and maintain a Cumulative Elementary Spelling List that includes the most critical words used by each (1st-6th) grade's teacher for review and spelling tests.
- B. MEMORY: The students will recall:
1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
 2. Basic spelling rules.
 3. Correct punctuation marking, and capitalization rules.

IV. MATHEMATICS

- A. GOALS: We seek to:
1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
 2. Put an emphasis on 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.

B. MEMORY: The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

V. HISTORY/GEOGRAPHY

A. GOALS: We seek to:

1. Teach the students that God is in control of History and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History, or geography) from kindergarten through sixth grade.
4. Make history and geography "come alive" for the students through the use of a unit approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

B. MEMORY: The students will recall:

1. The names and capitals of all fifty United States.
2. The names of most major countries of the world.
3. Key figures in history (e.g. Homer, Martin Luther, George Washington).
4. Key dates and their significance in history (e.g. Fall of Rome, 1492, 1620, 1776)
5. St. Patrick's Breastplate, Preambles to Declaration of Independence, Gettysburg Address, and other important documents.

VI. LATIN

A. GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work (e.g. plurals, nouns, verbs, prepositions, direct objects, tenses).
3. Cultivate study and logical thinking which are inherent in the study of Latin.

B. MEMORY: The students will recall:

1. 70% of vocabulary introduced and used.

2. All of the five declensions of nouns.
3. All four conjugations for active verbs.
4. Other chants, including verb examples and pronouns.
5. Subject-noun agreement.
6. Noun-adjective agreement
7. Forming questions and commands.
8. Fourth Grade (1st Year): Vocabulary acquisition, declensions, chants of endings.
9. Fifth Grade (2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences.
10. Sixth Grade (3rd Year): More sentences, vocabulary, basic translation work, phrases, grammar, translation work (New Testament/Vulgate and other sources).

VII. SCIENCE

A. GOALS: We seek to:

1. Teach students that God is sovereign in the universe and over all things (living and non-living).
2. God has established natural laws that govern all creation and nothing would exist apart from God.
3. Teach students how creation demonstrates evidence of a Creator.
4. Integrate the study of natural history with history, literature, math, Latin, and English studies.

B. MEMORY: The students will recall:

1. Nomenclature of flora and fauna (common name and scientific names), particularly those species native to central Texas.
2. Nomenclature of human skeletal system.

VIII. MUSIC

A. GOALS: We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.
4. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

B. MEMORY: The students will recall:

1. The timing of whole, half, quarter notes.
2. The difference between the base and treble clefs.
3. The major instrument groups in a band and orchestra.

IX. ART

A. GOALS: We seek to:

1. Learn to visually better understand, evaluate, describe and appreciate, the things we see, both those things created by God and those things created by man.
2. Increase our eye hand coordination, so that the marks we make are closer to what we mean to make.
3. Help see more fully that our creativity is a reflection of God in us. We are made in His image and so parts of His nature are in us also,
4. Learn to communicate better, to understand that seeing a creating things that are seen is like using language. Like all languages, we have to learn the vocabulary and principles that let us put those “words” together.
5. Equip the students to knowledgeably use a variety of art media.

B. MEMORY: The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists.

X. PHYSICAL EDUCATION

A. GOALS: We seek to:

1. Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

B. MEMORY: The students will recall:

1. The benefit specific exercises provide for various body parts.

C. The function of different muscles and how to strengthen them.

BIBLE

The following list comprises much of the Bible grammar taught at Grace Academy in grades K through 5. As with all other subject areas, only with greater significance considering its predominant status, the grammar of Bible is meant to be integrated with all other areas of learning. The list below, while not exhaustive, is meant to equip the students with the fundamentals of the Bible and prepare the students for deeper and more comprehensive learning in the upper grades.

Upon completing the Grace Academy Grammar School Bible curriculum, the students should be able to do the following.

I. GENERAL KNOWLEDGE

- A. Correctly identify the two parts of the Bible; Old and New Testaments.
- B. Correctly identify the basic sequence of books of the Bible.
- C. Recite from memory the Ten Commandments, abbreviated.
- D. Recall the sequence of Creation.
- E. Correctly sort the books of the Old Testament into the following divisions: Law Books (first 5), History Books (Joshua - Esther), Poetry Books (Job-Song of Solomon), Major Prophets (Isaiah - Daniel), Minor Prophets (Hosea- Malachi)

II. SCRIPTURE READING

- A. Recall reading the books of: Genesis, Exodus, Ruth, I Kings, Nehemiah, Proverbs, Jonah, Matthew, Mark, Luke, John, Acts, Romans, I Corinthians, Philippians, Colossians, I & II Timothy, Titus, Hebrews, James, I Peter, I-III John.
- B. Recall general themes and events from the scripture read.

III. DOCTRINAL THEMES

- A. Describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, His holiness, and unchanging character.
- B. Understand that God gave us the Bible as His only written Word.
- C. Describe in his own words: Heaven, Hell, the Trinity, sin, temptation, confession, the Church, righteous living (as God defines), grace vs. works, characteristics of wisdom (Proverbs), General Resurrection, Final Judgment.
- D. List at least five aspects of God's character; e.g. Holy, Omnipresent, Omniscient, Love, Eternal, All Powerful, Creator, etc.
- E. Answer questions of the Catechism for Small Children from memory.

IV. EVENTS/PEOPLE

- A. Correctly identify major characters in the Bible and for what they are most remembered (e.g. Adam, Cain, Able, Eve, Noah, Abraham, Jacob (Israel), Moses, Saul, David, Solomon, Samuel, Elisha, Elijah, Esther, Ruth, Daniel, Jeremiah, Jonah, 11 Apostles, Judas Iscariot, Jesus Christ, John the Baptist, Mary, Joseph, Luke, Stephen, Paul, Timothy)
- B. Describe the major biblical events read and discussed in classes (e.g. Creation, Fall, Flood, Plagues, Exodus, Wilderness events, Mt. Sinai, Israel's nationhood, major kings and their administrations, Israel's punishments, birth of Jesus Christ, Miracles, Suffering, Crucifixion, Resurrection, Ascension)

V. APPLICATION

- A. Demonstrate the ability to consistently memorize Bible verses and long passages, and to recite them for the teacher (verses should come from books of the Bible studied in class) with 70% accuracy and state meaning in their own words.
- B. Consistently participate in daily singing and praying.
- C. Identify the response all people should have to Christ's teaching, i.e. humble repentance and a life of service to God and others (especially parents and family), as God supplies strength.
- D. Demonstrate the ability to use a passage from the Bible for oral presentations
- E. Consistently participate in in-class discussions through asking and answering appropriate questions.

KINDERGARTEN BIBLE

Old Testament

I. PRIMARY TEXTS AND MATERIALS

- A. Bible (NIV)
- B. High quality Bible-related materials, videos, posters
- C. Grace Academy Catechism (Questions 1-34) – questions, answers, and scripture reference.

II. GRAMMAR OBJECTIVES

Under the instruction of the teacher, the students will:

- A. Understand that God gave us the Bible as His only written Word.
- B. Correctly identify the two parts of the Bible; Old and New Testaments.
- C. Correctly identify major characters in the Bible and for what they are most remembered (e.g. Adam, Noah, Abraham, David, Jesus, Paul).
- D. Describe the major biblical events discussed in class.
- E. Have demonstrated the ability to consistently memorize passages of Scripture and recite as a group for the teacher or in Chapel.
- F. Consistently participate in daily singing and praying.
- G. The student should describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, His holiness, Creative power, and unchanging character.
- H. Recite by memory the first 34 questions of the Catechism along with scripture reference.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction — using Bible reading, story-telling, pictures, recitation, drama, puppets, etc.
- B. Group recitation of Scripture memory.
- C. Large group participation — using daily singing, prayer (teacher-led)
- D. Projects, art work; integrated with other subject areas

IV. APPROXIMATE TIME PER WEEK: 1 ½ hours/week

FIRST GRADE BIBLE

New Testament

I. PRIMARY TEXTS AND MATERIALS:

- A. Bible (NIV)
- B. The Child's Story Bible
- C. High quality Bible-related materials, videos, poster
- D. Grace Academy Catechism (Questions 1-43) – questions, answers, and scripture reference

II. GRAMMAR OBJECTIVES

Under the instruction of the teacher, the students will:

- A. Review
 - 1. Describe basic attributes of God: Holy, Just, All-Powerful, All-Knowing, Ever-present, Loving, Creator, Savior, Everlasting.
 - 2. Recall major Bible characters: Adam, Abraham, Moses, David, Jesus
 - 3. Correctly Identify major characters in the New Testament and know for what they are most remembered.
 - 4. Understand that God gave us the Bible as His only written Word.
 - 5. Describe the major biblical events discussed in class.
 - 6. Describe in his own words; the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and unchanging character.
 - 7. Recite the books of the New Testament in sequence.
 - B. New
 - 1. Correctly identify the two parts of the Bible; Old and New Testament.
 - 2. *Correctly identify and recall the basic sequence and names of the books of the Bible.
 - 3. Consistently participate in the daily singing and praying.
 - 4. Memorize Romans 3:23 as a summary of the Gospel.
 - 5. Recite by memory catechism questions 1-43 and their referenced scripture verses.
- (*Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction – Using Bible reading (by teacher and students, as able), story-telling, pictures, drama, etc.
- B. Individual and group recitation of verses, Bible books, etc.

- C. Integration with other subject areas, e.g. art, history, science
- D. Daily singing, prayer (teacher-led)

IV. APPROXIMATE TIME PER WEEK: 2 ½ hours (25-30 minutes/day)

V. OBJECTIVES PROGRESS EVALUATION

SECOND GRADE BIBLE

A Survey of Genesis through Joshua

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Bible (NIV)
2. Veritas Press Genesis-Joshua Card set (1 set per student)
3. Grace Academy Catechism (Questions 1-50)

B. Teacher Resource Materials

1. Bible (NIV)
2. A Child's Story Bible
3. The Victor, Journey through the Bible
4. Veritas Press Genesis-Joshua Teacher's manual
5. Greenleaf Old Testament Guide
6. Veritas Press Genesis-Joshua Tap
7. Grace Academy Catechism (Questions 1-50) – questions, answers, and scripture reference
8. Miscellaneous Biblical surveys and teaching aids

II. GRAMMAR OBJECTIVES

Under the instruction of the teacher, the students will:

- A. Read, identify and describe the basic redemptive-historical events of Genesis through Joshua as identified on the Bible Flash Cards #1-32.
- B. Describe the major events/works of the lives of selected biblical saints, such as: Adam, Noah, Abraham, Isaac, Jacob, Moses, Aaron and Joshua.
- C. Recite from memory the basic Creation-and Covenant sequences and the (abbreviated) Ten Commandments.
- D. Recall the Biblical themes studied in K-1st grade including the review of catechism questions 1-33.
- E. Recite by memory catechism questions 34-50 and their referenced scripture verses.

III. GRAMMAR TEACHING METHODS (in order of priority):

- A. Large group instruction - Using Bible reading (by teacher and students, as able), storytelling, pictures, drama, puppets

- B. Completion of worksheets and tests from Veritas Press Manual; chant and sing the series of events.
- C. Recitation of verses individually and as a class.
- D. Projects, art work, integration with other subject areas
- E. Large group participation - Using daily singing, catechism, prayer (teacher-led)
- F. Guest speakers

IV. APPROXIMATE TIME PER WEEK: 2½ hours (25-30 minutes/day)

THIRD GRADE BIBLE

Judges through Kings

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Bibles (NIV)
2. Veritas Press Judges-Kings Series Card set (one set per student)
3. Grace Academy Catechism (Questions 1-61)

B. Teacher Resource Materials

1. Veritas Press Judges- Kings Series Teacher's Manual
2. Bibles (NIV) for teacher and students
3. Grace Academy Catechism (Questions 1-61) – questions, answers, and scripture reference

II. GRAMMAR OBJECTIVES

A. The student will be able to:

1. Recite the books of the Old Testaments and New Testaments.
2. Recall the timeline and basic facts of the events studied in the second grade Bible curriculum.

B. Under the instruction of the teacher, the students will be able to:

1. Locate in his Bible the biblical events studied.
2. Recite the reasons given for the importance of significant dates or events covered in the study of Judges-Kings.
3. Recall several basic facts related to each event studied.
4. Locate on a map of the world, the key places where biblical events studied occurred.
5. Understand (in a limited way) the events studied by reading them in Scripture.
6. Articulate the sovereignty of God as demonstrated in Scripture.
7. Recite by memory Catechism questions 1 - 61 and their referenced Scripture verses, review of previous questions and their referenced Bible verses.

III. GRAMMAR TEACHING METHODS (in order of priority):

- A. Completion of worksheets and tests from Veritas Press Teacher's Manual.
- B. Integration with art, geography, history and music.
- C. Dedicated memory work time during "memory period."

IV. APPROXIMATE TIME PER WEEK: 3 hours

FOURTH GRADE BIBLE

Chronicles Through Malachi & Job

I. PRIMARY TEXTS AND MATERIALS:

A. Student Texts/Materials

1. Bibles (NIV)
2. Veritas Press Chronicles-Malachi & Job Series card set (one set per student)
3. Student Bible Atlas
4. Grace Academy Catechism (Questions 1-69)

B. Teacher Resource Materials

1. Bibles (NIV)
2. Veritas Press Chronicles-Malachi & Job Series Teacher's Manual
3. Veritas Press Chronicles- Malachi & Job Series audio tape
4. Student Bible Atlas
5. Grace Academy Catechism (Questions 1-69) – questions, answers, and scripture reference

II. GRAMMAR OBJECTIVES

A. Review Objectives

1. Recall the timeline and basic facts of the events studied in second and third grades in the Bible curriculum.
2. Correctly recall the sequence and names of the books of the Bible.
3. Correctly recite all 69 Catechism answers and scripture references

B. New*

1. Locate in his Bible the biblical events studied.
2. List the 32 events on the flashcards with applicable dates, and Scripture references in Chronological order.
3. Recite the significant dates or events covered in the study of Chronicles-Malachi & Job.
4. Recall several basic facts related to each event studied.
5. Locate on a map of the world the key places where biblical events studied occurred.
6. Understand the events studied by reading them in Scripture.
7. Describe in their own words: righteous living (as God defines) and God's character, as revealed in class.
8. Articulate the sovereignty of God as demonstrated in Scripture.

(*Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS (in order of priority):

A. Completion of worksheets and tests from Veritas Press Teacher's manual.

1. Chant and sing the series of events.
2. Study, drill, and review flash cards.
3. Research work by small groups and individuals on specific projects.
4. Integration with other subject areas, e.g. English, Art, Geography, Music, Latin.
5. Field trips to related sites and museum exhibits.

IV. APPROXIMATE TIME PER WEEK: 4 to 5 hours

FIFTH GRADE BIBLE

The Gospels

- I. PRIMARY TEXTS AND MATERIALS
 - A. Student Texts/Materials
 - 1. Bibles (NIV) for teacher and students
 - 2. Veritas Press – Gospels Card Set (one set per student)
 - 3. Grace Academy Catechism (Questions 1-71)
 - B. Teacher Resource Materials
 - 1. Veritas Press- Gospels Teacher Manual
 - 2. Grace Academy Catechism (Questions 1-71) – questions, answers, and scripture reference
- II. GRAMMAR OBJECTIVES
 - A. Review
 - 1. Recall the timeline and basic facts of the events studied in third and fourth grades in the Bible curriculum.
 - 2. Correctly recall the sequence and names of the books of the Bible.
 - 3. Correctly recite all 71 Catechism answers and scripture references
 - B. New*
 - 1. Locate in his Bible the biblical events studied.
 - 2. List the 32 events on the flashcards with applicable dates, and Scripture references in chronological order
 - 3. Recall several basic facts related to each event studied.
 - 4. Locate on a map of the world the key places where biblical events studied occurred.
 - 5. Understand the events studied by reading them in Scripture.
 - 6. Describe in their own words: the basic Gospel, the Church, as revealed in the books read in class.
 - 7. Articulate the sovereignty of God as demonstrated in Scripture.
(*Objectives to be reviewed in subsequent elementary grades.)
- III. GRAMMAR TEACHING METHODS (in order of priority)
 - A. Completion of worksheets and tests from Veritas Press Teacher’s manual.
 - B. Research work by small groups and individuals on specific projects.
 - C. Integration with other subject areas (e.g. English, Art, Geography, Music, Latin).
- IV. APPROXIMATE TIME PER WEEK: 45 minutes per day, 3 days per week

LITERATURE-BASED READING PROGRAM GRAMMAR SCHOOL

PARTS OF THE LITERATURE PROGRAM

- I. PURPOSES OF PROGRAM**
- II. PROCEDURES & LITERATURE SELECTION CRITERIA**
- III. SAMPLE COMPREHENSION ACTIVITIES**
- IV. BOOK LIST (BY GRADE)**

"He ate and drank the precious words,
His spirit grew robust,
He knew no more that he was poor,
Or that his frame was dust.

He danced along the dingy ways,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!"

Emily Dickinson

- I. PURPOSES OF THE GRAMMAR READING PROGRAM**
 - A.** To adequately equip each child with the phonetic skills and practice necessary to read well, that is, smoothly and with good comprehension.
 - B.** To carefully monitor and guide the child's growth in reading-related skills, e.g. comprehension and vocabulary development, while he is reading and enjoying worthwhile, time-tested, challenging literature.
 - C.** To increase each child's love for reading by allowing him opportunities to choose titles from a given list of high quality children's literature.
 - D.** To expose the child to a wide variety of literature styles and forms.
 - E.** To integrate the love and practice of reading with many other areas of study, e.g. the Bible, history, and science.
 - F.** To help the student become a read-to-learn person all his life.

II. PROCEDURES/SELECTION CRITERIA

- A. The teacher is to become familiar with all the grade-assigned titles and any accompanying materials. Reading the books prior to assigning them to the students is required.
- B. Additional titles may be suggested for ordering and adoption at any time. Selection criteria to consider when examining a title for adoption will include the following:
 1. Time-tested quality (i.e. at least 50 years old)
 2. Age appropriate (readability, vocabulary level)
 3. Supports biblical principles of behavior (clear, obvious good/bad, etc.)
 4. Strong, creative use of story-line, vocabulary, character depiction
 5. Best of genre - science fiction, mystery, humor, fantasy, biography, etc.
 6. Easily integrated with other subjects (historical, science-related, etc.)
 7. Content and illustration quality in keeping with Phil. 4:8 principles
- C. At the beginning of the new school year, the teacher will make individual student reading ability level assessments. These will be based on: last year's achievement test scores for reading (grades 4 – 6), last year's grades and file for reading, and current reading ability, as determined by numerous examples of oral and silent reading work done by the student.
- D. The teacher will assign students to reading groups (four maximum) based on the students' current level of mechanical and comprehension abilities.
- E. The chosen titles for each reading group will be distributed, based on the assessed reading difficulty level of the book and its appropriateness for the group. (Certain titles may be read as a class.)
- F. Teachers should plan to meet with the groups often and long enough to satisfy the approximate time per week for their grade in the reading portion of the curriculum guide.
- G. In addition to the objectives for reading indicated in the curriculum guide, while in the reading groups the teacher should:
 1. Keep a written record of any reoccurring problems during each child's reading (with the intention of addressing those problems)
 2. Provide random, but equal times for oral readings by each student (to avoid students predicting their reading turn and losing concentration.)
 3. Emphasize appropriate reading objectives (found in this Curriculum Guide) such as detail and broad comprehension, building vocabulary, work on phonics and word attack skills, reading with fluency and expression, etc.
- H. Students should demonstrate comprehension through summaries or other comprehension activities (see Part V). Time in class may be given to allow completion of this assignment. Oral presentations on books should be done regularly.
- I. Students in grades 3-5 should complete a reading log each week for a secondary reading selected from an assigned genre. The reading must meet the criteria of genre and specified length. Books must be chosen from the school library or a suggested reading list.
- J. Students should complete a book in class every two to three weeks, or a minimum of ten per year as a good goal. Assigned books in history and science may apply to this goal.

To ensure the teacher is able to fully assist the student's understanding and progress through a book, students are not to take reading group books home.

- K. As much as possible, the teacher should attempt to integrate the subject matter in the reading program with other areas under study. For example, point out the scriptural allusions in the Narnian stories; use passages from the books for English assignments; or assign historical novels and biographies that coincide with the period of history being covered in class. There are numerous other ways to integrate reading material with the various subjects being studied in class.

III. SAMPLE COMPREHENSION ACTIVITIES

See above guidelines for purpose and assignment. Time for activities should not be an inordinate amount compared to the time for actual reading.) The following are sample activities; others may be substituted.

A. Writing Activities

1. Write a book review. Give a short outline of the plot and then your opinion, good points and bad points.
2. Write at least five things you did and did not like about the book. Give reasons for your opinions.
3. Write a detailed description of a character. Tell not only about appearance, but also his personality.
4. Tell or write about one of the following: The funniest part, the most exciting part, the most interesting part, the saddest part.
5. Write a "synopsis" on the book. Define synopsis at the beginning.
6. Make up set of ten questions that anyone who had read the book should be able to answer. Try them out on someone who has read the book.
7. If a character did something that was evil, summarize it and what the Bible says about that kind of act.
8. Make a brief, but complete outline of the book. Use Roman numerals for the chapters, and so on. Identify the major elements of the story in each sub-heading.
9. Write a pretend letter to one of the characters in the book. Tell him how different or similar his life was compared to yours.
10. Write a real letter to the author of the book (if still living). State the reasons why you liked the book and thank him for writing it. Send the letter in care of the publisher.
11. Write about an adventure you have had that was similar to an adventure that a character had in the book. Tell how they were alike and how they were different.
12. Read in a historical novel or another factual book about a person, place, thing, or event described in the book. Write down some of the new facts you discover that were not described in the book.
13. Write a list of the words or phrases in the book that helped you to almost see, hear, smell, taste, or feel something described in the book.

B. Visual Activities:

1. Make a poster of some of the scenes from your book. Use crayon, pastels, markers, or colored pencils.
2. Make a miniature stage setting or a diorama of your book, which illustrates a scene from your book. Use a shoebox or similar sized materials. Clay, pipe cleaners, cardboard, etc. may be used to make the characters and things.
3. Make a series of illustrations from the book. Use any materials approved.
4. Give a demonstration of something you learned from the book.
5. Draw a map showing areas from your book (don't copy one already in the book). Describe it to the class.
6. Design a game board using the story as a basis for the game. Identify the main places and events.

C. Oral Presentation Activities

1. Prepare and present a monologue by one of the characters of the book. Begin with "My name is _____". You may dress up as the character if you wish.
2. Prepare a section of the book for reading to the rest of the class. Plan to give an introduction and practice the reading several times at home.
3. Prepare a book talk for a younger grade class. Think about the kind of book they would probably like.
4. Bring some actual artifacts that were used, or similar to the ones used, in your book. Describe them to the class and why they were in the story.
5. Read an exciting part out loud to the class. Stop in the middle of the action. Practice at home first.
6. If you have read a well-known book, pretend you are a character and describe an adventure you have had. See if the other students can name the book.
7. Demonstrate a scientific principle or experiment you learned from the book.
8. Tell what you learned about history of a time or place from your book.

GRAMMAR SCHOOL LITERATURE LISTS

FIRST GRADE LITERATURE LIST

The following is the list of adopted titles used in the First Grade reading program. It is desired that, if a student completes his entire elementary experience at Grace Academy, he will have read a minimum of 60 of the books listed throughout the literature lists provided in this curriculum guide. Reading for history may be included in this total. Outside, recreational reading is highly encouraged for the students. However, that reading is not included in the numbers indicated above

* = Series indicates that any title in that series would be acceptable.

+ = Indicates have Teacher Guide for title or will be read aloud to class in group setting for study purposes

H = History related title

S = Supplemental

M = Mandatory (works included in Rockbridge curriculum)

R= Read in Class

Title	Author
Amelia Bedelia*	Parish
Bedtime for Frances*+(M)	Hoban
Biscuit*	Capucilli
Blueberries for Sal+(M)	McCloskey
The Cat in the Hat (M)	Seuss
The Cat in the Hat Comes Back	Seuss
Chicka Chicka Boom Boom +	Martin
Chicken Soup With Rice	Sendak
City Mouse/Country Mouse	Brett
Corduroy +	Freeman
Curious George*	Rey
Days With Frog and Toad*	Lobel
Frederick*	Lionni
Frog and Toad Are Friends +	Lobel
Frog and Toad Together(M)	Lobel
Frog and Toad All Year	Lobel
Green Eggs and Ham	Seuss
Henry and Mudge*	Rylant
Hop On Pop	Seuss
If You Give a Mouse a Cookie	Numeroff

Imogene's Antlers	Small
Little Bear +(M)	Minarik
Little Bear's Visit	Minarik
Little Engine that Could	Piper
Madeline *(M)	Bemelman
The Mitten	Brett
Molly's Pilgrim	Cohen
Mouse Tales	Lobel
One Fish, Two Fish	Seuss
Owl At Home	Lobel
Oxcart Man(M)	Hall
Picture Book of A.Lincoln -H	Adler
Picture Book of G. Washington -H	Adler
Rosie's Walk +(M)	Hutchins
Statue of Liberty -H	Penner
Stone Soup +(M)	McGovern
Tale of Peter Rabbit + Various other Stories	Potter
True Story of Pocahantas- H	
Saint George and the Dragon - R,+	Margaret Hodges
Child's Garden of Verses- R,+(M)	Stevenson

SECOND GRADE LITERATURE LIST

The following is the list of adopted titles used in the Second Grade reading program. It is desired that, if a student completes his entire elementary experience at Grace Academy, he will have read a minimum of 60 of the books listed throughout the literature lists provided in this curriculum guide. Reading for history may be included in this total. Outside, recreational reading is highly encouraged for the students. However, that reading is not included in the numbers indicated above.

* = Series indicates that any title in that series would be acceptable

+ = Indicates have Teacher Guide for title

H = History-unit related title

S = Supplemental Reading

Title	Author
Stone Fox +	Harper
Velveteen Rabbit +	Williams
Boxcar Children #1	Warner
The Bears On Hemlock Mountain +	Dagliesh
Sarah, Plain and Tall	MacLachlan
Charlotte's Web	White
Senefer H	Lumpkin
Tut's Mummy: Lost and Found H	Donnelly
The Courage of Sarah Noble +	Dagliesh
The Great Wonder H	Howard
Little House In the Big Woods +	Wilder
Mummies Made Egypt H	Aliki
My Father's Dragon +	Gannett
Nate the Great and the Lost List * S	Sharmot
The Pharaohs in Egypt H	Payne
Tutankhamen's Gift- H	Sabuda

THIRD GRADE LITERATURE LIST

The following is the list of adopted titles used in the Third Grade reading program. It is desired that, if a student completes his entire elementary experience at Grace Academy, he will have read a minimum of 60 of the books listed throughout the literature lists provided in this curriculum guide. Reading for history may be included in this total. Outside, recreational reading is highly encouraged for the students. However, that reading is not included in the numbers indicated above.

* = Series indicates that any title in that series would be acceptable

+ = Indicates have Teacher Guide for title

H = History-unit related title

S = Summer Title

R = Read in class

Title	Author
Aesop's Fables	Aesop
Alice in Wonderland S	Carroll
Babe the Gallant Pig S	King-Smith
Bronze Bow H	Speare
Charlotte's Web	White
Detectives in Togas H	Winterfeld
D'Aulaire's Book of Greek Myths H	d'Aulaire
God's of Olympus H R	
Farmer Boy * S	Wilder
Fables S	Lobel
The Great Brain S	Fitzgerald
Grimm's Fairy Tales S	Grimm
Homer Price + R	McCloskey 1943
Hundred Dresses S	Estes
Indian in the Cupboard + S	Banks
The Long Winter *+ S	Wilder
Misty of Chincoteague S	Edmonds
Mr. Popper's Penguins R	Henry
The Moffats S	Estes
On the Banks of Plum Creek *S	Wilder
Owls in the Family R	Sutcliff
Pompei... Buried Alive H	Kunhardt
Quintus H	Weerstand

Runaway Ralph S	Cleary
Sarah Plain and Tall S	MacLacklan
The Story of the Treasure Seekers S	Nesbit
The Trojan War H R	Little
Taste of Blackberries, A S	Smith
The Trumpet of the Swan R	White
Twice Freed S	St. John
Winnie the Pooh R	Milne

FOURTH GRADE LITERATURE LIST

The following is the list of adopted titles used in the Fourth Grade reading program. It is desired that, if a student completes his entire elementary experience at Grace Academy, he will have read a minimum of 60 of the books listed throughout the literature lists provided in this curriculum guide. Reading for history may be included in this total. Outside, recreational reading is highly encouraged for the students. However, that reading is not included in the numbers indicated above.

* = Series indicates that any title in that series would be acceptable.

+ = Indicates have Teacher Guide for title

H = History related title

S = Supplemental Reading

R= Read in Class

Title	Author
Adam of the Road- S	Gray
Adventures of Robin Hood- R, H, +	Green
Black Beauty-S	Sewell
Beowulf- R, H,	Rebsamen
Caddie Woodlawn -H	Brink
Charlie and the Chocolate Factory- R, +	Dahl
Dangerous Journey-S,R, +	Hunkin
The Incredible Journey -S	Burnford
Ink on his Fingers-S,H	Vernon
King Arthur-S,H,R, +	Green
King's Shadow- S,H	Alder
The Life of John Calvin - S,H	Beza
Luther the Leader- S,H	Robinson
From the Mixed Up Files of Mrs. Basil E. Frankweiler- R, +	Konigsburg
Little Pilgrim's Progress + S	Taylor
St. Augustine-H,R,	DeZeeuw
The Story of Rolf and the Viking Bow - S, R, H, +	French
St. Patrick-H,S,R,	McHugh
This Was John Calvin- S	Halsema

Wind in the Willows- S

Wrinkle In Time-S

Redwall

Grahame

L'Engle

Jacques

FIFTH GRADE LITERATURE LIST

The following is the list of adopted titles used in the Fifth Grade reading program. It is desired that, if a student completes his entire elementary experience at Grace Academy, he will have read a minimum of 60 of the books listed throughout the literature lists provided in this curriculum guide. Reading for history may be included in this total. Outside, recreational reading is highly encouraged for the students. However, that reading is not included in the numbers indicated above.

* = Series indicates that any title in that series would be acceptable.

+ = Indicates have Teacher Guide for title

H = History related title

S = Supplemental Reading

R= Read in Class

Title	Author
Amos Fortune-Free Man + H	Yates
Calico Captive H	Speare
Carry On, Mr. Bowditch + H	Lantham
Island of the Blue Dolphins +	O'Dell
Johnny Tremain + H	Forbes
Old Yeller + H	Gipson
Swiss Family Robinson +	Wyss
The Phantom Tollbooth +	Juster
The Secret Garden +	Burnett
Treasure Island +	Stevenson
Voyage to Freedom H	Gaye
Where the Red Fern Grows +	Rawls
Wrinkle in Time +	L'Engle
The Witch of Blackbird Pond H	Speare
The Matchlock Gun	Edmonds
Guns of Thunder	Bond
The Scarlet Pimpernel H	Baroness Orczy
Watership Down	Adams
First Voyage to America H	Columbus

From the log of the Santa Maria

Outside Reading

Jungle Book I	Kipling
Kidnapped	Stevenson
Life of Kit Carson- H	Burdett
Overland in 1846: Diaries and Letters of the Cal- Oreg Trail-H	Morgan
Two Little Knights of Kentucky-H	Johnston
Watch the Stars Come Out-H	Levinson
The Wright Brothers (Landmark)-H	Reynolds
Little Women	Alcott
Rascal	North
Moccasin Trail	McGraw

KINDERGARTEN READING

I. PRIMARY TEXTS AND MATERIALS

- A. Kindergarten Reading, Rockbridge Academy
- B. The Gift of Reading, Trudy Palmer
- C. In One Ear and Out..., Trudy Palmer
- D. Teacher materials, e.g. letter recognition, directions, etc.
- E. Phonogram letter visual cards
- F. Appropriate readers and Literature Program books/materials (for advanced readers)
- G. Victory Drill Reading Program
- H. Sing, Spell, Read and Write CD and visuals

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Understand that God gave us the gift of letters and He wrote a Book for us to read.
- B. Correctly identify upper and lower case letters of the alphabet.
- C. Correctly identify consonants and vowels, two alphabet families.
- D. Correctly and consistently articulate the initial sound of each of the letters of the alphabet, the short vowel sounds, short vowel sounds with ck, short vowel ea, long vowel sounds of a_e, ai_.
- E. Correctly identifies 25 sight words.
- F. Identify the morpheme “s” signaling plurality.
- G. Forms the plural –s.
- H. Correctly identifies and writes short vowel words with double consonants at the end.
- I. Capitalizes pronoun I, names of people and the first word of a sentence.
- J. Correctly writes blends of sounds, words and sentences in daily dictation.
- K. Demonstrate an acceptable level of ability in blending sounds together to form short and long vowel words.
- L. Discusses basic biblical values/principles in the literature read (aloud or on own) in class.
- M. Able to read and write words with long and short vowel sounds and consonant blends.
- N. Recall specific, important details from stories and books read aloud in class using narration.

III. GRAMMAR TEACHING METHODS

- A. Ear training exercises.
- B. Large group instruction - Using phonogram cards in letter recognition, short/long vowel sounds, consonant blends, etc.
- C. Individual instruction – Victory Drill Reading Program

- D. Large group participation - Using daily Bible and story readings.
- E. Weekly trips to Grace Academy Library.
- F. Use of art and drama to encourage a love of books.
- G. Picture Studies/Art Appreciation: Van Goh, Paul Cezanne, Pablo Picasso, etc.
- H. Songs and chants.

IV. APPROXIMATE TIME PER WEEK: 3 hours per week

FIRST GRADE READING

I. PRIMARY TEXTS AND MATERIALS

- A. Grace Academy Literature Program and adopted titles (see current list)
- B. Teacher materials for Literature program titles
- C. Rockbridge Program Lessons for First Grade, other Teacher-Created materials, w/ worksheets that reinforce consonant blends, long and short vowel words

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Review
 - 1. Recognize beginning sounds of the alphabet (alphabet families-consonants/vowels). Short vowel sounds and words
 - 2. Demonstrate reading readiness skills.
- B. New
 - 1. Phoneme Identification
 - a. Recognize and use the beginning sounds of the alphabet
 - b. Recognize and use the short vowel sounds
 - c. Recognize and use the long vowel sounds
 - d. *Recognize and use consonant blends
 - e. Recognize and use the two-vowel rule
 - f. *Recognize and distinguish the various uses of silent e
 - g. *Recognize and use the various uses of y
 - 2. Learn to write and say the sounds of all 31 Rockbridge Program phonograms and use these in reading and spelling.
 - 3. Begin reading Literature program and history titles (see list) within the first grade year.
 - 4. *Successfully comprehend the details and the inferences in a given story/book.
 - 5. Show noticeable improvement in the number of words understood and used correctly.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Small group/Individual instruction: Focus is on every student having frequent opportunities in a small group (2-6) to read orally, with gentle guidance and correction. (No. of groups should not be more than four.) Read from history-related books, as well as lit. titles.
- B. Small Group Games & Songs: and other phonic games/songs in small groups.
- C. Large Group Oral Reading Days - Frequent oral readings in front of the class, done by each student several times a year.

- D. Reading with older students - To be arranged with other teachers. Includes dictating to and illustrating stories with the older students.
 - E. Library visits - Includes regular visits to the class and school.
 - F. Listening Skills Tests - Using read aloud stories or instructions and students follow-along in books or using worksheets.
- IV. APPROXIMATE TIME PER WEEK: 5 hours, not including reading associated with other subject areas.

SECOND GRADE READING

- I. PRIMARY TEXTS AND MATERIALS
 - A. Saxon Phonics and Spelling, Simmons
 - B. Grace Academy Literature Program and adopted titles (see current list)
 - C. Teacher materials for Literature program titles
 - II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:
 - A. Review
 - 1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (incl. decoding skills).
 - a. Recognize and use letter digraphs and diphthongs (two-three letters)
 - b. Recognize and use the two-vowel rule
 - c. Recognize and use the silent e rule
 - d. Recognize and use the various uses of y
 - 2. Orally recite the basic phonetic sounds from visual clues.
 - 3. Successfully comprehend the details and the inferences in a given story/book
 - 4. The student will be able to consistently recognize and explain the difference between fiction and non-fiction.
 - B. New
 - 1. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading.
 - 2. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
 - 3. *Gain understanding of the meaning of new words through the application of contextual clues and frequent use of the dictionary.
 - 4. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
 - 5. *Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g. God-fearing, generous, kind, etc.
 - 6. *Recognize and identify story types, e.g. fiction, non-fiction, mystery, poetry, fantasy, by the style and pictures in the literature.
 - 7. *Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
 - 8. Regularly participate in a schedule of oral reading and silent reading of literature, including the Bible.
 - 9. Gain a greater love of reading by completing the reading of a range of high quality literature for children, with increasing levels of difficulty.
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Small reading groups where students orally read, listen, and follow along with other students.
- B. Individual oral reading to the teacher or teacher's aide.
- C. Discussion about the book, in large or small group, and answering oral and written questions.
- D. Using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students.
- E. Have students complete oral and written book reports.
- F. Practice phonic instruction in small and large group settings, both oral and written work.
- G. Regular trips to Grace Academy and Georgetown Public Library.
- H. Provide time for silent reading and teacher or guest reading to students.

IV. APPROXIMATE TIME PER WEEK: 7 hours (including integrated reading times)

THIRD GRADE READING

I. PRIMARY TEXTS AND MATERIALS

- A. Grace Academy Literature Program and adopted titles (see Literature list)
- B. Teacher materials for Literature program titles
- C. Collegiate dictionary
- D. Thesaurus

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Review: All “primary objectives” from prior years will be taught/ reviewed as necessary.
- B. New
 - 1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
 - 2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
 - 3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
 - 4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
 - 5. *Identify basic biblical values/principles in the literature read in class.
 - 6. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
 - 7. Successfully complete a number of oral presentations (e.g. book reports, oral reading) in front of the class, parent groups, and other students as an audience.
 - 8. *Identify various story types including: myths, poems, legends, humorous, fiction, and non-fiction.
 - 9. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
 - 10. Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.
 - 11. Identify plot, setting and characters.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Small reading groups where students read orally, listen and follow along with other students.
- B. Individual oral reading to the teacher, teacher's aide or parent volunteer.
- C. Discussion about the book, in large or small group setting, answering oral and written questions.
- D. Using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students.
- E. Integrated reading with history, geography, grammar, art and the Bible.
- F. Regularly planned trips to Grace Academy Library.
- G. Provide time for silent reading and teacher or guest reading to students.

IV. APPROXIMATE TIME PER WEEK: 5 hours (including integrated reading in other subject areas)

FOURTH GRADE READING

I. PRIMARY TEXTS AND MATERIALS

- A. Grace Academy Literature Program and adopted titles (see current list)
- B. Teacher materials for Literature program titles
- C. Bible, History/Science titles
- D. Library books (as approved)
- E. Collegiate dictionary

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. Fluently read a given selection from scripture. (Read silently or orally with ease and understanding.)
- 2. Consistently use correct phonetic word attack skills and knowledge in his reading.
- 3. Gain understanding of the meaning of new words through the application of contextual clues and use of the dictionary.
- 4. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g. God-fearing, generous, kind, etc.
- 5. Explain the differences between and identify examples of synonyms, homophones, and antonyms.
- 6. Identify various story types including: poems, ballads, historical biographies, humorous, fiction, non-fiction, fantasy, etc.

B. New

- 1. Show an increased desire for reading and identify authors and titles he finds particularly enjoyable.
- 2. Show comprehension on a literal and inferential level by completing summaries and comprehension tests on 8 - 10 books.
- 3. Demonstrate an increased vocabulary through exposure to new vocabulary words in literature, history, science, Latin, and other lists.
- 4. *Identify basic biblical values/principles in the literature read in class.
- 5. Demonstrate predictive skills through various activities, such as writing a brief sequel the book or predicting what will happen in the next chapter/after the written story.
- 6. Successfully complete 3 individual or group oral presentations (e.g. book reports, drama related to a book, oral reading) in front of the class.
- 7. From the required literature list, the student will read and complete a report on two historical biographies or stories from two different periods of Middle Ages history.
- 8. *Accurately summarize orally and in writing, the plot and major events of the books read.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. This is combined with completing comprehension activities.
- B. Large group instruction - Using general reading methods/training in comprehension skills. Story types, particulars to understand.
- C. Large group participation - Using daily Bible readings and all-class titles.
- D. Encourage and track individual reading records through in-class and commercially sponsored reading-incentive programs.
- E. Regularly planned trips to Grace Academy Library.
- F. Use of art, drama, and oral presentations to demonstrate understanding and encourage others to enjoy the same books.
- G. Integrate reading with history, natural history/science titles (not texts).

IV. APPROXIMATE TIME PER WEEK: 7 hours (including the reading done in other subject areas)

FIFTH GRADE READING

I. PRIMARY TEXTS AND MATERIALS

- A. Grace Academy Literature Program and adopted titles (see current list)
- B. Teacher materials for Literature program titles
- C. Bible, History, Science titles
- D. Library books (as approved)
- E. Dictionary

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. Fluently read a given selection from scripture. (Read silently or orally with ease and understanding.)
- 2. Identify basic biblical values/principles in the literature read in class. This includes being able to determine whether a character is worthy of imitation by the student.
- 3. Identify the setting, characters, and basic plot and plot summary of a given story or book.
- 4. Gain understanding of the meaning of new words through the application of contextual clues and frequent use of the dictionary.
- 5. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g. God-fearing, generous, kind, etc.
- 6. Explain the differences between and identify examples of synonyms, metaphors, and similes.
- 7. Identify various story types including: myths, poems, legends, mysteries, humorous, fiction, non-fiction, fantasy, etc.

B. New

- 1. Show an increased desire for and pleasure in reading.
- 2. *Identify the differences between fact and opinion.
- 3. *Demonstrate comprehension on a literal, inferential, and evaluative level (with stress on the latter levels).
- 4. *Paraphrase and summarize, with a high degree of accuracy, a given passage.
- 5. Demonstrate an increased vocabulary by correct usage in writing and speaking.
- 6. Grow in vocabulary through words obtained from new words in literature, Latin, history, science, and other lists.
- 7. *Demonstrate the ability to skim and scan a given passage or text.
- 8. Successfully complete several individual or group oral presentations (incl. book reports, a biography, performing a play, oral reading) in front of the class.
- 9. *Give specific reasons for recommending a book.

(* = Objectives to be reviewed in subsequent elementary grade.)

III. GRAMMAR TEACHING METHODS

- A. Provide many, regular opportunities for students to read aloud, with corrections by teacher. This is combined with completing comprehension activities and projects. (Individual files listing the books read by each student during the year should be kept by the teacher.)
- B. Large group instruction - Using general reading methods/training in comprehension skills. Story types, particulars to understand. This includes the teacher reading stories, poems, books aloud to the students.
- C. Large group participation - Using daily Bible readings.
- D. Regularly planned trips to Grace Academy Library with an emphasis on research skills.
- E. Use of art, drama, and oral presentations to demonstrate understanding and encourage others to enjoy the same books.
- F. Integrate reading skills/time with history, science.

IV. APPROXIMATE TIME PER WEEK: 45 minutes per day, 5 days per week

STUDY SKILLS

I. GENERAL

The skills below are to be included in the teaching of the appropriate grade's overall curricular work. They are not to be treated as a subject unto themselves; rather the students will learn, for instance, how to take notes from the board while learning history, science, Bible, etc., as appropriate to the grade's curriculum objectives. They are being identified apart from the curriculum guide to facilitate the identification of the particular study skills, when we teach them, and to what level of complexity. A pattern of growing complexity and systematic repetition should be apparent in the sequences below.

II. SKILL: NOTE-TAKING

Grade	Copying notes from board (verbatim)	Taking notes from texts, other books	Taking notes from verbal instructions, lectures
1	copy to worksheets, paper	(see report writing)	n/a
2	copy info to worksheets	(see report writing)	n/a
3	copy info to worksheets	guided by worksheet to fill in answers from text	guided by worksheet to fill in specific info
4	copy info to worksheets	guided by worksheet to fill in answers from text	guided by worksheet to fill in specific info, key points
5	record & accumulate (in notebook) for later use	summary of specific passages & seeking info	guided by worksheet to fill in specific info
6	record & accumulate (in notebook) for later use	summary of specific passages & seeking info	guided by worksheet to fill in specific info, begin to identify & write down key elements

III. SKILL: ORAL PRESENTATIONS

Grade	Show & Tell (present, then answer ?s)	Chapel (skits, songs, narratives)	Bible (recite from memory)	Subjects (prepared presentation)	Other
1	Scheduled	4 x year	weekly verse, short passages	writing, rdng, hist 2-3yr	Poetry, scripture, grammar recitations
2	Scheduled	4 x year	weekly verse, short passages	reading, history, 3-4 yr	Poetry, scripture, grammar recitations
3	Infrequent	4 x year	frequent short passages, long passage	writing, geog 5-6yr	Poetry, Scripture, grammar recitations
4	As appropriate	4 x year	frequent short passages, long passage	various, 6-7yr	Poetry, grammar recitations, preambles, scripture.
5	As appropriate	2 x year	monthly passages	various, 1 per quarter	Poetry, grammar recitations, Scripture
6			quarterly passages	Presidents 1-44 19th Century Inventions/Inventor Report for Classrooms and Grandparents Day	Poetry, grammar recitations, Scripture

IV. SKILL: OUTLINING/REPORT WRITING

Grade	Outlining	Type of reports	Pg. #	Other requirements	Sources
1	Beg, middle, end (creative writing)	Topic in history or science	1-2 (incl. illust.)	Several sentences, with drawn picture, parent- help	Ency.
2	Key words used	Book reports	1-2 (incl. illust.)	Double-spaced, facts,story format, picture, in-class	Ency., Books
3	2-3 point paragraph, whole class instruction, key word outline	Book reports, Natural History Topic	2-3 (incl. illust.)	Fill-in forms, journal, pictures	1-3 sources
4	Key word, three- point paragraph prep, summaries	book reports, family history, hist. bios.	1-2 (not incl. illust.)	Hand-written, illustrations, maps, simplified bibliography	2-3 sources
5	Key word outline	History and Science Related Themes	1-3 (not incl. illust.)	No plagiarism, simplified bibliography, maps	2-3 sources
6	Key word outline Library Research Reports	1 major report for history	2-5 (not incl. illust.)	Rough draft - final, write from notes, bibliography	2+ (no encyclo.)

V. SKILL: MANUSCRIPT FORM

Grade	Name-right corner	Date on paper	Title of work	Writing style	Tools	Other reqs.
1	yes	yes	no	manuscript	pencil pencil grip	manuscript
2	yes	yes	no	man/cursive	pencil	skip lines, wide rule,
3	yes	yes	yes, top center	cursive	pencil	skip line (after title), indent
4	yes	yes (except spell/read)	yes, capitalized	cursive	pencil	skip line (after title), indent
5	yes	yes	yes	cursive	pen/ pencil	skip line (after title, double space for rough, style for final), indent
6	yes	yes	yes	cursive	pen, computer (dbl-space)	double-spaced for rough, double for final

VI. SKILL: LIBRARY SKILLS

Grade	Dictionary	Encyclopedia	Thesaurus	Dewey Decimal	Atlas
1	yes				
2	yes	yes			
3	yes	yes	yes	yes	yes
4	yes	yes	yes	yes	yes
5	yes	yes	yes		yes
6	yes	yes	yes		yes

KINDERGARTEN ENGLISH

I. PRIMARY TEXTS AND MATERIALS

- A. Teacher-created handwriting sheets.
- B. Penmanship paper w/illustration area
- C. Other worksheets requiring student writing

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. *State in his own words that God gave us letters and language.
- B. Restate in his own words the story of the tower of Babel and God's using that to begin the variety of languages in the world.
- C. Properly hold a pencil and paper for writing purposes. (Pencil Grip)
- D. *Consistently and properly form the upper and lower case versions of each letter of the alphabet
- E. *Properly write his own name in correct manuscript form.
- F. Regularly orally present information, using complete sentences, e.g. in Show and Tell.
- G. *Consistently and correctly write his name on all worksheets and papers.
- H. After gaining adequate skills, copy displayed sentences on wide-lined, illustration paper, and make an accompanying illustration.
- I. *Apply rules of a sentence in dictation.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using modeling, and integrating Bible, other areas
- B. Individual and small group instruction/work
- C. Sensory practice of letter formation
- D. Oral presentations such as "Show and Tell"

IV. APPROXIMATE TIME PER WEEK: Approximately 1 ½ hour/week. (5-day K)

FIRST GRADE ENGLISH

I. PRIMARY TEXTS AND MATERIALS

- A. Penmanship paper with illustration area
- B. Phonics paper
- C. Rockbridge Program Lessons for First Grade
- D. Shurley Method 1 TE and student workbooks
- E. Various related worksheets from Rockbridge Program
- F. Charts and posters
- G. D'Nealian Handwriting I

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. State in his own words that God gave us letters and language.
- 2. Properly form each letter of the alphabet.
- 3. State that a sentence begins with a capital, makes a complete thought, and ends with a period.

B. New

- 1. Accurately restate the story of God's use of the tower of Babel to create the variety of languages in the world.
 - 2. Satisfactorily and consistently spell assigned words.
 - 3. *Consistently and properly form the upper and lower case versions of each letter of the alphabet.
 - 4. *Begin to distinguish the difference between a noun and a verb, adverb, adjective, article adjective, and identify them in a sentence.
 - 5. Regularly orally present information, using complete sentences, e.g. in Show and Tell.
 - 6. *Consistently and correctly write his name on all worksheets and papers.
 - 7. Consistently use correct capitalization and punctuation in a written sentence, e.g. beginning capitals, ending periods and question marks.
 - 8. Write at least a 3-sentence story with a beginning, a middle, and an end, using the above skills correctly. (Illustrations should be included occasionally.)
 - 9. *Begin consistent neatness standards in writing, assignments, desk and organization.
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using recitation of sentence patterns and handwriting modeling
- B. Individual instruction/work

- C. Weekly spelling lists, regular oral presentations, spelling games
- D. Integration of other subjects in writing/oral presentations (e.g. Bible, reading, history)
- E. Frequent copying of Bible verses, dictation of words and sentences

IV. APPROXIMATE TIME PER WEEK: 5 ¼ hours

SECOND GRADE ENGLISH

I. PRIMARY TEXTS AND MATERIALS

- A. Shurley Method 2- teacher manual, audio cassette, students workbooks
- B. Elementary Dictionaries
- C. Bible (NIV)
- D. Saxon Spelling
- E. Collegiate Dictionary- for teacher use
- F. Manuscript and Cursive wall hangings

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. State in his own words that God gave us a written message (the Bible) and why, therefore, we should seek to speak and write clearly.
- 2. Identify a basic sentence structure, including a noun and a verb.
- 3. Consistently and properly form the upper and lower case versions (manuscript) of each letter of the alphabet.
- 4. Consistently and correctly write his name (and date) on all worksheets and papers.

B. New

- 1. Satisfactorily (75% or more) and consistently spell assigned words, and demonstrate adequate improvement in spelling skills, correct use of spelling rules, e.g. adding s, es, ing, er, est, ed to words.
- 2. *Consistently and properly form the upper and lower case cursive versions of each letter of the alphabet, as taught in the second semester.
- 3. *Demonstrate a consistent, correct use of nouns, verbs, adverbs, adjectives, prepositions, and prepositional phrases, and identify them in simple sentences.
- 4. Recognize the use of sentences and paragraphs in God's Word and other literature.
- 5. Regularly orally present information using complete sentences, e.g. in regularly scheduled oral presentations.
- 6. *Consistently use correct capitalization and punctuation in a written sentence.
- 7. *Properly use a comma between series of words, in addresses, dates, etc.
- 8. Demonstrate clear and correct understanding of past and present tenses of simple verbs, in written and oral work.
- 9. Write at least a two point paragraph with a topic sentence, supporting points, and conclusion, using the above skills correctly. (Illustration may be included.)
- 10. *Demonstrate consistent neatness standards in writing, assignments, desk and locker storage.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS (in order of priority):

- A. Large group recitation - Using Shurley Method; definitions using charts, Question/Answer Flow
- B. Individual instruction/work
- C. Weekly spelling lists, regular oral recitations of spelling rules, diction of sentences, spelling bees
- D. Integration of other subjects in writing/oral presentations
- E. Frequent copying of weekly verses, making original stories

IV. APPROXIMATE TIME PER WEEK: 3-4 hours

THIRD GRADE ENGLISH

Grammar, Spelling, Writing

I. PRIMARY TEXTS AND MATERIALS

- A. Excellence In Writing program
- B. Shurley Method 3
- C. Grace Academy Spelling Program, The Grammar of Spelling
- D. Grace Academy Handwriting Program, Classically Cursive
- E. Thesaurus
- F. Collegiate Dictionaries
- G. Bible, literature books
- H. A Spelling Dictionary for Writers- Book 2
- I. Charts and Posters

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. State in his own words that God gave us a written message (the Bible) and why, therefore, 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. Consistently and properly form the upper and lower case versions of each letter of the alphabet.
- 4. Consistently and correctly write his name and date on all worksheets and papers.
- 5. Consistently use correct capitalization and punctuation (!, "?,.) in a written sentence.
- 6. Correctly identify the difference between a subject and a preposition in a sentence.
- 7. Demonstrate a consistent, correct use of nouns, verbs, adjectives, and adverbs; identify them in simple sentences.
- 8. Demonstrate consistent neatness standards in writing, assignments, desk and cubbie storage.

B. New

- 1. Satisfactorily (70% or more) and consistently spell assigned words, and demonstrate adequate improvement in spelling skills, correct use of spelling rules.
- 2. * Demonstrate a consistent, correct use of prepositions, prepositional phrases, helping verbs, conjunctions, compound subjects and verbs, interjections, direct objects, indirect objects; identify them in sentences.
- 3. Regularly orally present information (from other subject areas) using complete sentences, e.g. in regularly scheduled oral presentations.

4. *Demonstrate clear and correct understanding of past and present tenses of simple verbs, in written and oral work.
 5. 2 and 3 point expository paragraph, persuasive paragraph, descriptive writing, and narrative writing. Uses topic, supporting, and concluding sentences.
 6. Write short stories, letters with a beginning, a middle, and an end, using the above skills correctly. (Illustrations may be included.) Edit own work.
 7. Formulate a keyword outline of a story, rewrite story with all six dress ups.
 8. Use a dictionary, thesaurus, encyclopedia, and other basic research materials.
 9. Consistently and accurately imitate quality short stories using keyword (Excellence In Writing) outlines and designated vocabulary words.
- (*= Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS (in order of priority):

- A. Large group recitation/modeling - Using Shurley Method materials
- B. Individual instruction/work
- C. Weekly spelling lists, looking for patterns in spelling, recitations of spelling rules, regular oral presentations, spelling bees
- D. Integration of other subjects in writing/oral presentations
- E. Frequent copying of weekly verses and making original stories
- F. Large group modeling of cursive method

IV. APPROXIMATE TIME PER WEEK: 4-5 hours

FOURTH GRADE ENGLISH

Grammar, Spelling, Writing

I. PRIMARY TEXTS AND MATERIALS

- A. English Made Easy 4, Shurley Method
- B. Grace Academy Spelling Program, The Grammar of Spelling
- C. Intermediate Dictionaries, Thesauruses
- D. Bible, History, Science, literature books
- E. Excellence In Writing program

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

1. State in his own words that God gave us a written message (the Bible) and why, therefore we should seek to speak and write clearly.
2. Comprehend basic sentence and paragraphs structures, using God's Word and other literature.
3. Satisfactorily (70% or more) and consistently spell assigned words, and demonstrate adequate improvement in spelling skills, correct use of spelling rules.
4. Consistently and neatly use either the D'Nealian cursive or manuscript models, whichever can be used to produce the neatest work in all writing.
5. Demonstrate a consistent, correct use of nouns, verbs, adjectives, adverbs, prepositional phrases, conjunctions, compound subjects, past and present tenses in verbs, interjections; identify them in complete sentences.
6. Consistently and correctly write his name and date on all worksheets and papers.
7. Consistently use correct capitalization and punctuation (!, "?.") in a written sentence.
8. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
9. Write short stories, book reports, letters with a beginning, a middle, and an end, using the above skills correctly. (Illustrations may be included.)
10. Demonstrate consistent neatness standards in writing, assignments, desk and cubby storage.

B. New

1. Regularly orally present information, using complete sentences, e.g. in regularly scheduled oral presentations. (Bible, literature, and other materials should be used in a set schedule. Memorization and oral reading may be alternated.)
2. *Competently use a dictionary, thesaurus, and other basic research materials to derive, paraphrase and use specific information.
3. *Correctly identify and use the four types of sentences: declarative, interrogative, imperative, and exclamatory.

4. Use correct verb tense and irregular verb forms in both the singular and plural.
5. Memorize rules for forming plural nouns, including irregular forms, and use correctly in all written work.
6. Demonstrate clear understanding of synonyms, homonyms and antonyms, especially using literature materials; distinguish the correct spellings of homonyms according to use, e.g. to, too, two.
7. *Three paragraph essay writing, dictation, descriptive writing, and narrative writing paragraph on a given subject, especially integrated in history, Bible, literature, and science.
8. *Keyword outline, rewrite, final copy, story.
9. *Correctly identify Latin derivatives in all subjects; use Latin vocabulary whenever possible to derive possible meanings of unknown English vocabulary.
(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction, recitations, assignments, presentations
- B. Individual instruction
- C. Weekly spelling lists, regular oral presentations, spelling bees, journals
- D. Integration of other subjects, especially Bible, in writing/oral presentations
- E. Frequent narratives based on Bible, history, or literature stories, other writing assignments

IV. APPROXIMATE TIME PER WEEK: Five hours

FIFTH GRADE ENGLISH

Grammar, Spelling, Writing

I. PRIMARY TEXTS AND MATERIALS

- A. Shurley Method English 6, plus in-house designed worksheets
- B. Intermediate Dictionaries
- C. Bible, literature books
- D. Grace Academy Spelling Program, The Grammar of Spelling
- E. Excellence In Writing program

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

1. State in his own words that God gave us a written message (the Bible) and why, therefore we should seek to speak and write clearly.
2. Comprehend basic sentence and paragraphs structures, using God's Word and other literature.
3. Satisfactorily (70% or more) and consistently spell assigned words, and demonstrate adequate improvement in spelling skills, correct use of spelling rules.
4. Consistently and neatly use cursive.
5. Demonstrate a consistent, correct use of nouns, verbs, adjectives, adverbs, prepositional phrases, conjunctions, compound subjects, past and present tenses in verbs, interjections; identify them in complete sentences.
6. Consistently and correctly write his name and date on all worksheets and papers.
7. Consistently use correct capitalization and punctuation (!, "?.") in a written sentence.
8. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
9. Write short stories, book reports, letters with a beginning, a middle, and an end, using the above skills correctly; up to two pages in length.
10. Demonstrate consistent neatness standards in writing assignments.
11. Regularly orally present information, using complete sentences, e.g. in regularly scheduled oral presentations (Bible, literature, and other materials should be used at least bi-monthly. Memorization and oral reading may be alternated).

B. New

1. *Three point expository paragraph, three paragraph essay writing, persuasive essay, descriptive writing, narrative writing, and five paragraph essay writing.
2. *Keyword outline, rough draft, use of dress-ups and sentence openers and final copy. Writing is also incorporated in some history and reading. The students will be doing summaries of a history or biblical event or summaries of book chapter (Excellence in Writing).

3. *Confidently use a dictionary, encyclopedia, and other basic research materials.
 4. Demonstrate satisfactory completion of all assigned work from the texts.
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction/assignments
- B. Individual instruction
- C. Frequent original stories, other writing assignments
- D. Weekly spelling lists, regular oral presentations, spelling bees, journals
- E. Integration of other subjects, especially Bible, history, science and reading, in writing/oral presentations
- F. Require correct writing in all written assignments.

IV. APPROXIMATE TIME PER WEEK: 45 minutes per day, 3 days per week

KINDERGARTEN MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 1 worksheets, tests, drills and Teacher Edition Text
- B. Variety of manipulatives, incl. play money, clocks, flash cards, linking cubes, geometric forms
- C. Other math-related worksheets that reinforce concepts from Saxon 1

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and in the knowledge of His unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (70%+).
- C. Demonstrate ability to use number line concepts (numbers before and after) and count to 1,000.
- D. Work independently to complete written and oral story problems by identifying appropriate function.
- E. Correctly count by 2's, 5's, 10's, 25's, and 100's.
- F. Skip count in order to count money. Recognize and count denominations.
- G. Correctly add two digit numbers, with 70% accuracy.
- H. Describe and use correctly fractions $\frac{1}{2}$ – $\frac{1}{7}$; including comparing sizes of fractions.
- I. Memorize addition and subtraction math facts to 20 with 80% accuracy.
- J. Correctly identify inches and centimeters on a ruler.
- K. Comprehend and decode simple graphs and scales with 70% accuracy.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using manipulatives, integration with other subjects
- B. Individual and small group work using Saxon materials
- C. Math centers, games
- D. Use of play money, clocks, wrap-ups, oral and timed drills to reinforce skills/concepts
- E. Songs, rhymes, jingles

IV. APPROXIMATE TIME PER WEEK: Math meeting – daily. Math lessons – 2 ½ hours/week.

FIRST GRADE MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 1 and selected 2 worksheets, tests, drills and Teacher Edition Text
- B. Variety of manipulatives, incl. play money, clocks, flash cards, linking cubes, geometric forms
- C. Other math-related worksheets that reinforce concepts from Saxon 1 and 2

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and in the knowledge of His unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (70%+).
- C. Demonstrate ability to use number line concepts (numbers before and after) and count to 1,000.
- D. Work independently to complete written and oral story problems by identifying appropriate function.
- E. Correctly count by 2's, 5's, 10's, 25's, and 100's.
- F. Skip count in order to count money. Recognize and count denominations.
- G. Correctly add two digit numbers, with 70% accuracy.
- H. Describe and use correctly fractions $\frac{1}{2}$ – $\frac{1}{7}$; including comparing sizes of fractions.
- I. Memorize addition and subtraction math facts to 20 with 80% accuracy.
- J. Correctly identify inches and centimeters on a ruler.
- K. Comprehend and decode simple graphs and scales with 70% accuracy.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using manipulatives, integration with other subjects
- B. Individual and small group work using Saxon materials
- C. Math centers, games
- D. Use of play money, clocks, wrap-ups, oral and timed drills to reinforce skills/concepts
- E. Songs, rhymes, jingles

IV. APPROXIMATE TIME PER WEEK: 5 hours classroom instruction

SECOND GRADE MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 3 worksheets, assessment tests, progress sheets, Teacher Edition Text
- B. Variety of manipulatives, incl. play money, clocks
- C. Other math-related worksheets

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and they also help us understand His logical, unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (75%+).
- C. Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0 -12 with +, -, X.
- D. Complete written story problems (using time, temperature, calendar, etc.) involving 3 or 4 steps.
- E. Solve beginning-level division, algebra, and geometry problems.
- F. Use math skills to correctly recognize and use money.
- G. Apply math skills to other subject areas (e.g. science, history).
- H. Correctly tell time to the minute with 90% accuracy.
- I. Design, comprehend, and decode simple graphs and scales with 75% accuracy.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using daily drills, manipulatives, integration with other subjects
- B. Individual and small group work using Saxon materials
- C. Math board work, games
- D. Use of play money, clocks

IV. APPROXIMATE TIME PER WEEK: 4 hours classroom instruction

THIRD GRADE MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 5/4 text, assessment tests, progress sheets
- B. Flash cards (all operations, Roman numerals), games, overheads.
- C. Hundred number chart, real money and other manipulatives
- D. Sound Out recitation

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and they also help us understand His logical, unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (70%+).
- C. Promptly and correctly, with at least 70% accuracy, mentally solve math problems using 0 - 12 with +, -, X.
- D. Complete written story problems (using a variety of subjects) involving 3 or 4 steps.
- E. Solve beginning-level division, algebra, and geometry problems.
- F. Use math skills to correctly recognize and use money.
- G. Apply math skills to other subject areas (e.g. science, history).
- H. Correctly add and subtract simple fractions.
- I. Accurately describe and use standard and metric measurements.
- J. Accurately estimate numbers to solve and check problems.
- K. Recall all twelve months of year and cardinal directions.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using daily drills, (some) integration with other subjects, problems on board, mental math problems
- B. Small group work and individual instruction, flash cards
- C. Creating/solving story problems
- D. Set individual goals for accuracy/speed
- E. Timed tests, various worksheets for enhancement

IV. APPROXIMATE TIME PER WEEK: 5 hours classroom instruction

FOURTH GRADE MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 6/5 text, assessment tests, timed drills, progress sheets
- B. Other math-related worksheets

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and they also help us understand His logical, unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (70%+).
- C. Promptly and correctly (97% accuracy on 100 problems in 4 minutes) solve math problems all four functions.
- D. Complete written story problems (using a variety of subjects) involving 1-4 steps.
- E. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
- F. Use math skills to correctly solve money problems.
- G. Apply math skills to other subject areas (e.g. science, history) as required.
- H. Correctly add and subtract fractions with identical and different denominations.
- I. Accurately describe and use standard and metric measurements.
- J. Accurately estimate (round) numbers to solve and check problems.
- K. Recall all twelve months of year and cardinal directions.
- L. Correctly identify basic geometric figures and calculate perimeter/area of rectangles.
- M. Correctly add and subtract mixed numbers.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using daily drills, some integration with other subjects, problems on board
- B. Games, creating/solving story problems
- C. Timed tests, various worksheets for enhancement

IV. APPROXIMATE TIME PER WEEK: 5 hours classroom instruction

FIFTH GRADE MATH

I. PRIMARY TEXTS AND MATERIALS

- A. Saxon 7/6 text, assessment tests, timed drills, progress sheets
- B. Other math-related worksheets
- C. Flash cards- multiplication, Roman numerals, linear and liquid measurement, etc.
- D. Math-It, individual flash card game

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. State in his own words that God gave us numbers and systems of math to help us in life and they also help us to understand His logical, unchangeable character.
- B. Complete all assigned math work/worksheets satisfactorily (70%+).
- C. Complete written story problems (using a variety of subjects) involving 1-4 steps.
- D. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
- E. Use math skills to correctly solve money problems.
- F. Apply math skills to other subject areas (e.g. science, history) as required.)
- G. Correctly add and subtract three fractions with identical and different denominations.
- H. Correctly use four operations on fractions.
- I. Identify reciprocals of fractions and make improper fractions.
- J. Accurately estimate (round) numbers to solve and check problems.
- K. Correctly reduce fractions to lowest terms, write decimals as fractions and write decimals as percentages, and fractions as percentages.
- L. Correctly identify basic geometric figures and calculate perimeter/area of same.
- M. Correctly add, subtract, multiply and divide mixed numbers.
- N. Correctly determine Greatest Common Factor (GFC) and Least Common Multiple (LCM) when given two numbers.
- O. Correctly average whole numbers.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction - Using daily drills, (some) integration with other subjects, problems on board
- B. Games/applications, creating/solving story problems, and chants
- C. Timed tests, various worksheets for enhancement

IV. APPROXIMATE TIME PER WEEK: 45 minutes per day Monday through Friday

KINDERGARTEN HISTORY

I. PRIMARY TEXTS AND MATERIALS

- A. Bible (NIV)
- B. Georgetown city maps
- C. Pictures, artifacts
- D. Student-made maps

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Explain in their own words that God is sovereign in their lives, their families, and in the world. (Drawn from scriptural stories and readings through the year.)
- B. After hearing about scriptural examples, describe how God blessed individuals, families, and nations that sought to honor Him (examples: David, Noah, Abraham, Ruth, Shadrach, Meshach, Abednego, Joshua).
- C. Recall the basic tasks done by Georgetown city service personnel (e.g. firemen, police, hospital, mayor) as civil servants and magistrates ordained by God.
- D. On a basic city map, possibly class-made, identify their homes.
- E. Identify the major land features and uses of land in this area
- F. Recall basic facts of Williamson County history.
- G. Recall the state's name in which they live.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction using pictures, Bible stories, guest speakers, and other visual aides.
- B. Field trips to: Farm, Fire Station, Planetarium, Zoo
- C. Integrate with Bible, art, and science (geographical features)

IV. APPROXIMATE TIME PER WEEK: 1 to 1 ½ hours

FIRST GRADE HISTORY/GEOGRAPHY

I. PRIMARY TEXTS AND MATERIALS

- A. Student laminated U.S. Maps with Song Tape
- B. Geography and World Workbook Worksheets showing the seven continents and the four major oceans
- C. Leif the Lucky; Christopher Columbus
- D. Susanna of the Alamo
- E. Johnny Texas
- F. Boys and Girls of Colonial Days
- G. Stories of the Pilgrims
- H. When Washington Crossed the Delaware
- I. George Washington's Breakfast
- J. Indians of Texas
- K. Pictures of the Four Zones of Texas
- L. Texas history song
- M. Squanto and the First Thanksgiving
- N. The Thanksgiving Story
- O. Story of the Mayflower
- P. History Timeline, Creation to present
- Q. Let's Remember When Texas Belonged to Spain
- R. Let's Remember When Texas Belonged to Mexico
- S. Let's Remember When Texas Was a Republic
- T. Let's Remember When Texas Was the 28th State
- U. Bible (NIV)

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Recognize the scriptures studied in class that demonstrate God's sovereignty in the lives of individuals and families and nature. (e.g., Ps.32:8,33:11-22; Jer.29:11; Matt.29:33; Is.44:2; Ps.139:13-18; Prov.3:5,6).
- B. After seeing scriptural examples, describe how God blessed individuals, families, and nations that sought to honor Him. (Examples: David; Noah, Pilgrims, Colonists).
- C. Recall in proper sequence basic Texas history, beginning with first Indians to modern time (emphasis on changes, more than dates).
- D. Describe the basic lifestyle of the American Indians prior to the European settlers; their dress, food, shelters, celebrations, religion, language, and how they affect Texas history.
- E. Recall names and basic details of first European settlers in Texas.

- F. Describe how lifestyles (dress, jobs, entertainment, food) of people living in this area have changed over the period studied. Have Cowboy Cookout, or a dress-up day representing the early pioneer period in American history.
- G. Identify the God-made resources of the area, such as unique soil, rivers, lakes, vegetation/crops, climate, continents and oceans of the world.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time.
- B. Construction of individual student Texas notebooks, including state map, unique features studied and other facts. (These are frequently turned in to the teacher for evaluation and grading.)
- C. Taste foods, read stories, listen to stories, guest speakers, make maps, sing songs.
- D. Integrate with Bible, art, and science
- E. Field trip to the Bob Bullock Museum,
- F. Cowboy Cookout

IV. APPROXIMATE TIME PER WEEK: 2 ½ hours

SECOND GRADE HISTORY/GEOGRAPHY

Old Testament and Ancient Egypt

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Bible (NIV)
2. Mummies Made in Egypt
3. Tut's Mummy; Lost and Found
4. Cultural Atlas of Ancient Egypt
5. Fun with Hieroglyphs
6. Veritas Press Ancient Egypt History Cards (one set per student)
7. Veritas Ancient Egypt Song
8. Senifer

B. Teacher Resource Materials

1. Veritas Ancient Egypt Teacher's Manual
2. The Greenleaf Guide to Ancient Egypt
3. The Pharaohs of Ancient Egypt
4. Egyptian Art
5. Ancient Egypt (ILU)
6. A Coloring Book of Ancient Egypt
7. Ancient Egypt (Thematic Unit)
8. Ancient Egypt
9. Queen Nefertiti
10. Ancient Egypt (Theme Series)
11. Archaeology
12. Pyramid
13. The Pyramid Explorer's Kit
14. History of Art for Young People
15. Survey of the Bible
16. Bible (NIV)

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Identify the reason an individual is important, given the name of a significant historical character in ancient Biblical times. Key individuals include: Pharaoh Cheops, Queen Hatshepsut, Thutmose III, Pharaoh Akhenaten, Pharaoh Tutankhamen, Pharaoh Ramses II.
- B. Explain the importance of a significant date or event to the history of the ancient near East. Key items include: 3100 BC (King Menes establishes first dynasty), 1500 BC (Empire at

- height), 1380 BC (Reign of Akhenaten), 1352 BC (death of King Tutankhamen), 1304 BC (reign of Ramses II), 1000 BC (David bar Jesse enthroned), 586 BC (Israel exiled to Babylon), 536 BC (Israel returns from Exile), 332 BC (Alexander the Great conquers Egypt), 31 BC (Egypt conquered by Rome).
- C. Locate on a map of the world the key places and continents where historical places studied occurred.
 - D. Describe the basic life-styles of people during the major periods of Ancient Near Eastern history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
 - E. Sequence Flash Cards in chronological order and briefly describe each historic event represented.

III. GRAMMAR TEACHING METHODS

- A. Completion of worksheets and tests from Teacher's Manual.
- B. Chant and Sing series of events.
- C. Use of pictures, graphs, time-line concepts such as B.C., A.D., keydates, maps, slides, films and learning kits, and field trips. At the beginning of the year, review/ learn continents and oceans of the world.
- D. Research work by small groups and individuals on specific projects.
- E. Integrate with art, geography, and music, science.
- F. Build models, make drawings, write stories, play games and make collections and displays.

IV. APPROXIMATE TIME PER WEEK: 30 minutes per day, Monday-Thursday

THIRD GRADE HISTORY / GEOGRAPHY

Ancient Greece and Rome

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Bible (NIV)
2. Veritas Press New Testament Greece & Rome Card Set (one set per student)
3. See Literature List:
 - a. The Trojan Horse
 - b. Pompeii Buried Alive
 - c. The Aesop for Children
 - d. Bronze Bow
 - e. God's of Olympus
 - f. Detectives in Togos

B. Teacher Resource Materials

1. Veritas Press New Testament, Greece & Rome Series Teacher's Manual
2. Teacher Resource Materials
3. The Story of the World (Susan Wise Bauer)
4. The Romans (Burrell)
5. Ancient Greece (Eyewitness)
6. Usborne Ancient World
7. Famous Men of Greece
8. Ancient Greece (Powell)
9. Greek Gods and Heroes
10. Greek Myths
11. Usborne The Greeks
12. Usborne The Romans
13. The Greeks (Burrell)
14. Ancient Rome (Eyewitness)
15. Famous Men of Rome
16. Life in Ancient Rome (Dover)

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Recite the reasons given for the importance of significant dates or events covered in the study of New Testament, Greece & Rome.

- B. Locate on a map of the world the key places where historical places studied occurred. Learn all continents, oceans and related seas to the history studied.
- C. Recall several basic facts related to each event studied.
- D. Explain the relationship between the Greeks, Romans, Hebrews, and Christians.
- E. Describe the basic life-styles of people during the major periods of this period of history, including dress, technology, vocations, religious practices.

III. GRAMMAR TEACHING METHODS

- A. Research work by small groups and individuals on specific projects.
- B. Use of pictures, graphs, time-lines, maps, slides, and CDs.
- C. Integrate with art, geography, and music.
- D. Study, drill, and review History cards.
- E. Field trip to the Blanton, which integrates history and Latin.

IV. APPROXIMATE TIME PER WEEK: 2-3 hours

FOURTH GRADE HISTORY/GEOGRAPHY

Middle Ages, Renaissance, and Reformation

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Veritas Press Cards- Middle Ages, Renaissance and Reformation
2. Veritas Press - Middle Ages, Renaissance and Reformation audio tape
3. See Literature List:
 - a. St. Augustine
 - b. Beowulf
 - c. Rolf and the Viking Bow
 - d. King Arthur
 - e. The Farmer Boy of Tagaste
 - f. Robin Hood
 - g. St. Patrick

B. Teacher Resource Materials

1. Veritas Press Middle Ages, Renaissance and Reformation Teacher's Manual
2. Story of the World (Susan Wise-Bauer)
3. 100 Most Important Events in Church History
4. Blackline Maps of World History
5. Blood of the Vikings, The
6. Canterbury Tales
7. Castle
8. Castle Diary
9. Cathedral
10. Child's History of the World, The
11. Complete Book of Heraldry
12. Crusades, The
13. Cultural Atlas for Young People: Middle Ages
14. Days of the Knights
15. Design Your Own Coat of Arms
16. Eric the Red, Leif the Lucky
17. Eyewitness Books: Castle
18. Eyewitness Books: Knight
19. Eyewitness Books: Medieval Life

20. Eyewitness Books: Vikings
21. Famous Men of the Middle Ages
22. Famous Men of the Renaissance and Reformation
23. Footsteps in Time: The Vikings
24. Foxe's Book of Martyrs
25. History of the World-Kingfisher
26. Interfact Reference Atlas
27. Joan of Arc- Stanley
28. Lion of St. Mark, The
29. Joan of Arc
30. Leonardo da Vinci-Provensen
31. Lost Baron, The
32. Making of a Knight, The
33. Marco Polo
34. Marguerite Makes a Book
35. Medieval Alphabet
36. Medieval Feast
37. Medieval Nativity
38. Night Preacher
39. Red Keep, The
40. Saint Francis- Wildsmith
41. Scottish Seas
42. Sons of Charlemagne
43. Streams of Civilization- Vol 1
44. Sword Song
45. Ten Schools of Painting
46. Time Traveler Book of Viking Raiders
47. Usborne Illustrated World History: The Viking World
48. Usborne World History Medieval
49. Viking Life
50. Waiting for Flippo
51. Wall Chart of World History
52. World at the Time of Charlemagne, The
53. World at the Time of Marco Polo, The
54. World History Encyclopedia

55. Sketches from Church History

56. History of Art for Young People

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Explain the importance of a significant date or event to the history of the Middle Ages, the Renaissance or the Reformation. Key items include: AD 430 (St Augustine dies), 535 (Hagia Sophia christened), 622 (Hijrah of Mohammad), 800 (Charlemagne crowned emperor), 732 (Charles Martel defeats Moors), 795 (Vikings invade England), 985 (Beowulf written), 1215 (Magna Carta), 1378 (Papal Schism), 1453 (Muslims capture Constantinople), 1431 (Joan of Arc dies), 1483 (Henry Tudor enthroned), 1492 (Columbus' voyage), 1517 (Luther's 95 Theses), 1520 (Luther excommunicated by Rome), 1554 (Calvin's Institutes of the Christian Religion), 1545 (Council of Trent).
- B. Identify the reason an individual is important, given the name of a significant historical character in Medieval, Renaissance or Reformation history. Key individuals include: Attila the Hun, Clovis, Mohammad, Charlemagne, William the Conqueror, St Francis, St Thomas Aquinas, Marco Polo, Joan of Arc, Johannes Gutenberg, Leonardo Da Vinci, Michelangelo, Filippo Brunelleschi, John Wycliffe, John Huss, Erasmus, Martin Luther, Ulrich Zwingli, John Calvin, Henry VIII, William Tyndale, Elizabeth I.
- C. Locate on a map of the world the key places where historical places studied occurred (continents, oceans, seas, cities, and countries of Europe).
- D. Describe the basic life-styles of people during the major periods of Medieval, Renaissance and Reformation history, including dress, technology, vocations, religious practices, education, housing, and dress-up.
- E. Sequence Flash Cards (beginning with second grade) in chronological order and describe orally and in writing each historical event represented.
- F. Integrate with art and music.

III. GRAMMAR TEACHING METHODS

- A. Use of pictures, graphs, time-lines, maps, slides, films and learning kits.
- B. Research work by small groups and individuals on specific projects.
- C. Integrate with art and music.
- D. Build models, make drawings, write stories, play games and make collections and displays.

IV. APPROXIMATE TIME PER WEEK: 30 minutes per day, Monday-Friday

FIFTH GRADE HISTORY/GEOGRAPHY

Explorers to 1820

I. PRIMARY TEXTS AND MATERIALS

A. Student text/materials

1. Veritas Press Cards - Explorers to 1815
2. Veritas Press Explorers to 1815 audio tape
3. A History of the U.S. Series (Vol. 1-4)
4. See Literature List:
 1. Voyage to Freedom
 2. Guns of Thunder
 3. First Voyage to America
 4. Scarlet Pimpernel
 5. Overland in 1846
 6. The Wright Brothers

B. Teacher Resource Materials

1. Veritas Press Explorers to 1815 Teacher's Manual
2. Story of the World (Susan Wise Bauer)
3. 100 Most Important Events in Christian History
4. George Washington's World
5. The Great Explorers: Magellan and the Exploration of North America
6. The Great Explorers: Columbus and the Renaissance Explorers
7. How We Crossed the West: The Adventures of Lewis and Clark, The
8. The Journals of Lewis and Clark
9. Of Plymouth Plantation
10. Pilgrims Then and Now
11. Reformation to Colonization
12. Streams of Civilization
13. U.S. History for Christian Schools
14. The World of Columbus and Sons

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Explain the importance of a specific date or event to the history of early America. Key items include: 1492 (Columbus' voyage), 1607 (Founding of Jamestown), 1620 (Pilgrims settle in America), 1630 (Puritans settle Massachusetts Bay Colony), 1755 (French and Indian War), 1730 (The Great Awakening), 1774 (First Continental Congress), 1776 (Declaration of Independence and subsequent war), 1783 (Treaty of

Paris), 1787 (Constitutional Convention), 1789 (French Revolution), 1812 (Second War for American Independence).

- B. Identify the reason an individual is important, given the name of a significant historical character in early American history. Key individuals include: Henry the Navigator, Christopher Columbus, Sir Walter Raleigh, Roger Williams, William Penn, Ben Franklin, George Washington, Paul Revere, John Winthrop, Thomas Jefferson, Patrick Henry, James Madison, John Witherspoon, Samuel and John Adams, Jonathan Edwards, John Wesley, George Whitfield.
- C. Locate on a map of the world the key places where events studied occurred.
- D. Describe the basic life-styles of people during the major periods of the early American history, including dress, technology, vocations, religious practices, education, housing, and entertainment.

III. GRAMMAR TEACHING METHODS

- A. Use of pictures, graphs, time-lines, maps, slides, films and learning kits.
- B. Research work by small groups and individuals on specific projects.
- C. Integrate with art, geography, and music.
- D. Build models, make drawings, write stories, play games and make collections and displays.

IV. APPROXIMATE TIME PER WEEK: 30 minutes per day, Monday-Friday

LATIN A: THIRD GRADE

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Latin for Children, Primer A, Classical Academic Press
2. Libellus de Historia, A, Classical Academic Press
3. Flash Cards- student made

B. Teacher Resource Materials

1. Course Notebook – teacher made
2. Latin-English, English-Latin dictionary
3. Instructional Charts – teacher made

II. PREREQUISITES

- A. The student is able to read and write well in English.
- B. The student is familiar with basic English grammar and sentence structure.

III. GRAMMAR OBJECTIVES: *Under the instruction of the teacher, the students will:*

- A. Understand how inflection in Latin differs from word order in English.
- B. Define, comprehend, and know how to apply verb conjugations and noun declensions.
- C. Read simple sentences.
- D. Understand and respond correctly to Latin commands.
- E. Students will learn the five Romance languages and comprehend how they derive from Latin.
- F. Students will learn common mythological stories that are a common influence in literature.
- G. Students will learn the form and function of various types of ancient Greek pottery, and recognize mythological characters represented in its artwork.
- H. Students will use Latin vocabulary to compose simple poems.
- I. Students will read simple stories about the Roman Empire and the Gospel.
- J. Define person, number, and tense as they pertain to English and Latin verbs.
- K. List the principal parts and meanings for verbs learned in the first and second conjugations and noun declensions.
- L. Conjugate a given verb of the 1st or 2nd conjugation in the present, imperfect, and future active indicative (present system).
- M. Parse and translate a learned 1st or 2nd conjugation verb in the present system.
- N. Conjugate and translate the irregular verbs *esse* and *ire* in the present, imperfect, and future active indicative.
- O. Define case, number, and gender as they pertain to nouns and adjectives.
- P. Provide the genitive, gender and meaning for nouns learned in the first and second declension.
- Q. Decline a given noun or adjective in the first and second declension.

- R. List the five main noun cases and their primary functions.
 - 1. nominative case: subject & predicate nominative.
 - 2. genitive case: possession
 - 3. dative case: indirect object
 - 4. accusative case: direct object, object prepositions
 - 5. ablative case: object prepositions
- S. Identify and translate the nominative case as a subject and predicate nominative.
- T. Identify and translate the accusative case as direct object and object of some prepositions.
- U. Define agreement between nouns and adjectives.
- V. Recite prepositions governing the accusative case.
- W. Identify and translate prepositional phrases with the accusative.
- X. Identify and translate compound verbs.
- Y. Apply all of the above skills to translating simple sentences and short stories.

IV. GRAMMAR TEACHING METHODS

- A. Daily chanting, singing, or recitation of grammar and vocabulary.
- B. Oral and written practice conjugating or declining words.
- C. Word puzzles and games.
- D. Parsing, labeling, and translating simple sentences: Latin – English.
- E. Reading short stories.
- F. Students will visit the Blanton Museum of Art to view the collections of ancient Greek pottery, Greek and Roman coins, and the Battle Plaster Caste Collection. Prior to visit students will learn and form and function of various types of Greek pottery. They will also learn about the historical figure represented in the sculptures at the museum.

V. APPROXIMATE TIME PER WEEK: 35 minutes, 4-5 times per week

LATIN B: FOURTH GRADE

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Latin for Children, Primer B, Classical Academic Press
2. Libellus de Historia, B, Classical Academic Press
3. Flash Cards - student made

B. Teacher Resource Materials

1. Course Notebook – teacher made
2. Latin-English, English-Latin dictionary
3. Instructional Charts – teacher made

II. PREREQUISITES

Successful completion of Latin A as described in the Grace Academy Curriculum Guide.

III. GRAMMAR OBJECTIVES: *Under the instruction of the teacher, the students will:*

- A. Review all material learned in Latin A to insure a solid understanding of fundamental concepts.
- B. Apply their knowledge of 1st and 2nd declension nouns to the 3rd declension.
- C. Apply their knowledge of 1st and 2nd declension verbs to 3rd conjugation verbs.
- D. Be able to distinguish between personal and demonstrative pronouns in English and in Latin.
- E. Read simple sentences and short stories.
- F. Understand and reply to Latin questions.
- G. Students will learn about the mosaics and frescoes of ancient Rome and Greece, later used to adorn cathedrals.
- H. Students will learn about the illuminated manuscripts produced by monasteries. Each one will create their own based on a passage of scripture memorized in Bible class.
- I. Students will learn the Latin nomenclature used in the sciences for creatures of the ocean.
- J. Students will read short Latin stories about the Middle Ages, Renaissance, and Reformation.
- K. Decline a given noun of the 3rd declension (all genders, regular, and i-stem).
- L. Identify and translate a learned noun in the first three declensions.
- M. Conjugate a given 3rd conjugation verb in the present tense.
- N. Parse and translate a learned 3rd conjugation verb in the present tense.
- O. Define and translate the complementary infinitive.
- P. Decline and translate the personal pronouns of the 1st, 2nd, and 3rd person.

- Q. Identify and translate the genitive case as possession, origin, material, or as a partitive expression.
- R. Recite prepositions governing the accusative and ablative cases.
- S. Identify and translate prepositional phrases with the accusative and ablative.
- T. Identify, parse, and translate compound verbs.
- U. Decline and translate the demonstrative pronouns: hic, ille, and iste.
- V. Exercise proper agreement between nouns and adjectives, qualitative or demonstrative.
- W. Apply all of the above skills to translating simple sentences and short stories.

IV. GRAMMAR TEACHING METHODS

- A. Daily chanting, singing, or recitation of grammar and vocabulary.
- B. Oral and written practice conjugating or declining words.
- C. Word puzzles and games.
- D. Parsing, labeling, and translating simple sentences: Latin-English and English-Latin.
- E. Reading short stories.
- F. Composition of diglot stories (blend of English and Latin.)
- G. Students will visit the Harry Ransom Center to see one of the Guttenberg Bibles.
Students will prepare by studying the Latin passage of the page on display prior to the trip.

V. APPROXIMATE TIME PER WEEK: 45 minutes, 5 times per week

LATIN C: FIFTH GRADE

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Latin for Children, Primer C, Classical Academic Press
2. Libellus de Historia, C, Classical Academic Press
3. Flash Cards - student made
4. Latin-English, English-Latin dictionary

B. Teacher Resource Materials

1. Course Notebook – teacher made
2. Latin-English, English-Latin dictionary
3. Instructional Charts – teacher made

II. PREREQUISITES

Successful completion of Latin A & B as described in the Grace Academy Curriculum Guide.

III. GRAMMAR OBJECTIVES: *Under the instruction of the teacher, the students will:*

- A. Review all material learned in Latin B to insure a solid understanding of fundamental concepts.
- B. Apply their knowledge of 3rd declension nouns to 3rd declension adjectives.
- C. Apply their knowledge of 1st and 2nd conjugation verbs to 3rd and 4th conjugation verbs. Identify similarities and differences.
- D. Apply their knowledge of declensions 1-3 to the 4th and 5th declension. Identify similarities and differences.
- E. Master all five noun declensions.
- F. Master the five main cases.
- G. Master all four verb conjugations.
- H. Master the six tenses of the active indicative.
- I. Read simple sentences and short stories.
- J. Simple conversational exchanges in Latin.
- K. Students will learn about constellations associated with navigation, particularly the septentrionales surrounding the pole star.
- L. Students will learn Latin nomenclature used in the science of meteorology.
- M. Students will learn Latin nomenclature used in the science of human anatomy.
- N. Students will read short Latin stories about the explorers and early American history.
- O. Decline any given 3rd declension adjective.
- P. Identify and translate 3rd declension adjectives.
- Q. Exercise proper agreement between nouns and adjectives of all declensions.
- R. Identify and translate the dative case as indirect object.

- S. List and define the six tenses of the active indicative: present, imperfect, future, perfect, pluperfect, and future perfect.
- T. Conjugate a given verb from all four conjugations in any of the above six tenses.
- U. Parse and translate a learned verb in any of the aforementioned tenses.
- V. Differentiate between the future tense of 1st and 2nd conjugation verbs and the future tense of 3rd and 4th conjugation verbs.
- W. Differentiate between the imperfect tense of 1st and 2nd conjugation verbs and the imperfect tense of 3rd and 4th conjugation verbs.
- X. Decline a given noun in the 4th and 5th declension.
- Y. Apply all of the above skills to translating sentences and short stories.

IV. GRAMMAR TEACHING METHODS

- A. Daily chanting, singing, or recitation of grammar and vocabulary.
- B. Oral and writing practice conjugating or declining words.
- C. Word puzzles and games.
- D. Parsing, labeling, and translating simple sentences: Latin-English and English-Latin.
- E. Dictation exercises.
- F. Reading short stories.
- G. Compose simple Latin sentences.

V. APPROXIMATE TIME PER WEEK: 45 minutes, 5 times per week

KINDERGARTEN NATURAL HISTORY

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Various children's literature
2. Handouts

B. Teacher Resource Materials

1. Various children's literature
2. Pictures, posters

II. GRAMMAR OBJECTIVES: *Under the instruction of the teacher, the students will:*

- #### **A. Integrate all Unit Studies with Natural History as much as possible**

III. GRAMMAR TEACHING METHODS

A. Multimedia, art, read aloud sheets

B. Worksheets, field trips, experiments

IV. APPROXIMATE TIME PER WEEK: 3 hours per day, Monday-Friday

FIRST GRADE NATURAL HISTORY

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Worksheets, coloring pages
2. Animal replicas and artifacts

B. Teacher Resource Materials

1. Animal, Smithsonian Institution

C. Various books, DVDs, posters covering birds, reptiles and mammals of Texas and the world

II. GRAMMAR OBJECTIVES: *Under the instruction of the teacher, the students will:*

- A. Recognition of God's sovereignty and power in creation.
- B. Recognition of humans as God's separate creation, having body, soul and spirit.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction
- B. Field trip to Austin Nature Center

IV. APPROXIMATE TIME PER WEEK: 1 hour

SECOND GRADE NATURAL HISTORY

BOTANY, INSECTS & GEOGRAPHY

I. PRIMARY TEXTS AND MATERIALS

- A. Teacher Edition Textbook – “Exploring Creation” with Botany
- B. Student Edition - “Exploring Creation” Jr. Journal
- C. Insect Binder
- D. Geography Binder
- E. Variety of books on botany, insects and geography concepts

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Students will have a basic knowledge of botany: seeds, flowers, pollination, fruits, leaves, roots, stems, trees, gymnosperms, seedless vascular plants and nonvascular plants
- B. Students will be able to identify and label the parts of seeds
- C. Students will be able to identify and illustrate monocotyledons and dicotyledons
- D. Students will be able to dissect, illustrate and label the parts of a flower
- E. Students will have a basic knowledge of flower families
- F. Students will have a basic knowledge of carnivorous plants
- G. Students will have a basic understanding of pollination
- H. Students will be able to identify fruit types
- I. Students will be able to identify types of fruit seed dispersal
- J. Students will be able to identify the anatomy of a leaf
- K. Students will be able to identify the process of photosynthesis
- L. Students will be able to understand geotropism
- M. Students will be able to illustrate and label root growth
- N. Students will be able to understand phototropism and identify examples of phototropism
- O. Students will be able to illustrate and label twig anatomy
- P. Students will be able to identify layers of a tree
- Q. Students will be able to identify trees
- R. Students will be able to identify the process and parts of a ferns life cycle
- S. Students will have a basic understanding of reproduction of moss, lichens and liverworts
- T. Students will be able to identify, illustrate and label the parts of an insect
- U. Students will be able to read map keys and map grids
- V. Students will be able to identify and label the seven continents
- W. Students will be able to identify the continent of Africa

III. TEACHING METHODS

- A. Large group instruction using maps, stories, pictures, guest speakers
- B. Large and small group experiments
- C. Students will collect data from observations and experiments in a Botany Journal
- D. Students will observe caterpillars change into butterflies
- E. Students will complete worksheets on plants, insects, and maps
- F. Field Trips: Natural Bridge Wildlife Ranch, Wildflower Center or any other destinations to reinforce botany, insects and Africa

IV. APPROXIMATE TIME PER WEEK: 2 HOURS

THIRD GRADE NATURAL HISTORY

I. PRIMARY TEXTS AND MATERIALS

- A. Exploring Creation with Zoology I: Flying Creatures of the Fifth Day by Jeanne Fulbright, Apologia Educational Ministries, 2005
- B. Zoology I Notebooking Journal for Exploring Creation with Zoology I: Flying Creatures of the Fifth Day by Jeanne Fulbright, Apologia Educational Ministries, 2009

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Recognize God's sovereignty, power, and creativity in His creation.
- B. Recognize their responsibility to care for God's creation.
- C. Define zoology.
- D. Describe the basic organization of taxonomy.
- E. Identify common characteristics and behaviors of birds.
- F. Identify basic differences among various orders of birds regarding their appearance, habitat, and behavior.
- G. Identify common characteristics of pterosaurs and describe the historical evidence of their existence.
- H. Identify common characteristics and behaviors of insects.
- I. Identify basic differences among various orders of insects regarding their appearance, habitat, and behavior.
- J. Describe complete and incomplete metamorphosis.
- K. Explain basic benefits and dangers of various insects.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction using text, notebooking journal project activities, and guest speakers.
- B. Use of various texts, photos, fine art prints, and audio recordings.
- C. Field trip to the creek on Grace Academy campus and other natural areas.
- D. Large and small group experiments.
- E. Specimen observation and collection projects.

IV. APPROXIMATE TIME PER WEEK: 1.5 hours classroom instruction

FOURTH GRADE NATURAL HISTORY

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

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

B. Teacher Resource Materials

1. Exploring Creation with Zoology 2: Swimming Creatures of the Fifth Day
2. Zoology 2 Notebooking Journal
3. Additional books: The Deep: The Extraordinary Creatures of the Abyss, Job 41,
4. [Http://apologia.com/bookextras](http://apologia.com/bookextras)

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Students will be able to identify the oceans of the world and how different bodies of water create different habitats for aquatic life.
- B. Students will be able to identify the abyss and the animals that inhabit the abyss.
- C. Students will have a basic understanding of cetaceans and be able to identify baleen and toothed whales.
- D. Students will discover and understand the differences between seals, sea lions, walruses and manatees.
- E. Students will be able to identify aquatic herps. Students will have a basic understanding of brumation, ectothermic, oviparous and viviparous.
- F. Students will identify the 8 turtles of the sea, their characteristics and plight.
- G. Students will learn the difference between a reptile and an amphibian.
- H. Students will identify and describe four primeval reptiles.
- I. Students will understand the life cycle of fish.
- J. Students will learn about the different orders of sharks and rays.
- K. Students will be able to identify the anatomy of a crustacean.
- L. Student will discover why people like to eat “shellfish”.
- M. Students will discover God's creativity in cephalopods.
- N. Students will identify different habitats for aquatic creations.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction using maps, notebook, text and pictures.
- B. Measure whales using yarn and a yard stick
- C. Journaling activities
- D. Field trip to Austin Aquarium and on-site wet weather creek

IV. APPROXIMATE TIME PER WEEK: _1.5 hours per week, Tuesday & Thursday

FIFTH GRADE NATURAL HISTORY

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Exploring Creation with Zoology 3: Land Animals of the Sixth Day
2. Zoology 3 Notebooking Journal for Exploring Creation with Zoology 3: Land Animals of the Sixth Day

B. Teacher Resource Materials

1. No teacher editions
2. <http://apologia.com/bookextras>

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will study:

- A. Students will be able to identify carnivorous, herbivorous, and omnivorous mammals and their unique characteristics.
- B. Students will be able to distinguish between caniforms and feliforms.
- C. Students will be able to identify marsupials and the habitats which support them.
- D. Students will be able to distinguish between Old World and New World primates.
- E. Students will be able to identify rodentia from every continent except Antarctica.
- F. Students will be able to distinguish between domesticated and wild ungulates.
- G. Students will discover the order artiodactyla and the rumination process that distinguishes this order from all others.
- H. Students will be able to describe the four orders of reptiles living in God's creation: Squamata, Testudines, Crocodilia, and Rhynchocephalia.
- I. Students will be able to identify the life cycle of amphibians and representatives of that class.
- J. Students will be able to identify the three types of dinosaurs: sauropods, theropods, and ornithischia.
- K. Students will be able to identify arachnids and their webs.
- L. Students will be able to explain the anatomy of gastropods.
- M. Students will be able to identify the three basic types of worms: flatworms, roundworms, and segmented worms.

III. GRAMMAR TEACHING METHODS

- A. Large group instruction using student text
- B. Large and small group demonstrations
- C. Large and small group experiments
- D. Fascinating Facts
- E. Map It! and Track It!
- F. Scripture Copy Work/Cursive Handwriting
- G. Vocabulary Crossword Puzzles

H. Project Pages

I. Cut and Fold Miniature Books

J. Field trip to Natural Bridge Wildlife Ranch or other wildlife related field trip.

IV. APPROXIMATE TIME PER WEEK: 30 minutes T/Th

KINDERGARTEN MUSIC

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

B. Teacher Resource Materials

1. MusicPlay K, Denise Gagne
2. Themes and Variations Listening Resource Kit 1, Denise Gagne
3. MusicPlay K Big Book, Denise Gagne
4. The Music Box: Songs, Rhymes, and Games for Young Children, compiled by Elizabeth
5. Lund Zahniser
6. Choral repertoire for performances
7. Recordings of classical music
8. Traditional hymns and Non Nobis (school song)

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

A. Describe and analyze musical sound through

1. Pitch exploration
2. Voice recognition
3. Keeping a steady beat
4. High/Low pitch
5. Fast/Slow tempo
6. Soft/Loud dynamics
7. Tone color
8. Rest
9. Rhythm
10. So, Mi
11. Identifying basic musical phrases
12. Identifying basic form

B. Demonstrate musical artistry through

1. Singing folk, sacred, foreign language, and multi-cultural songs and chants/poems
2. Moving to music with rhythm instruments, movement and movement games

C. Recognize compositions of classic composers and analyze them according to

1. Tempo
2. Dynamics
3. Instrument families
4. Musical era and style

5. Grammar Teaching Methods
 6. Singing
 7. Playing games
 8. Recitation
 9. Body Movement
 10. Rote-Note Method
 11. Kodaly Method with Curwen Hand Signs
 12. Listening Exercises
 13. Performances
- D. Nursing/Assisted Living Homes
 - E. Lessons and Carols Christmas Program
 - F. Spring Fine Arts Evening

III. APPROXIMATE TIME PER WEEK: Two classes of 30 minutes each

FIRST GRADE MUSIC

I. PRIMARY TEXTS AND MATERIALS

- A. Student Texts/Materials
- B. Teacher Resource Materials
 - 1. MusicPlay 1, Denise Gagne
 - 2. Themes and Variations Listening Resource Kit 1, Denise Gagne
 - 3. MusicPlay 1 Big Book, Denise Gagne
 - 4. The Orff Source, Volumes 1, 2
 - 5. The Music Box: Songs, Rhymes, and Games for Young Children, compiled by Elizabeth Lund Zahniser
 - 6. Choral repertoire for performances
 - 7. Recordings of classical music
 - 8. Traditional hymns and Non Nobis (school song)

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

- A. Describe and analyze musical sound through
 - 1. Previously learned musical elements
 - 2. Quarter notes, eighth notes
 - 3. Bar lines, double bar lines, measures, repeat signs, staff, 2/4 and 6/8 meter, accents
 - 4. Phrases and rhythmic form
 - 5. So, Mi, La, Do
- B. Demonstrate musical artistry through
 - 1. Singing folk, sacred, foreign language, and multi-cultural songs and chants/poems
 - 2. Moving to music with rhythm instruments, movement and movement games
- C. Recognize compositions of classic composers and analyze them according to
 - 1. Tempo
 - 2. Dynamics
 - 3. Instrument families
 - 4. Musical era and style

III. GRAMMAR TEACHING METHODS

- A. Singing
- B. Playing games
- C. Recitation
- D. Body Movement
- E. Rote-Note Method

F. Kodaly Method with Curwen Hand Signs

G. Listening Exercises

H. Performances

1. Nursing/Assisted Living Homes
2. Nine Lessons and Carols Christmas Program
3. Spring Fine Arts Evening

IV. APPROXIMATE TIME PER WEEK: Two classes of 30 minutes each

SECOND GRADE MUSIC

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

B. Teacher Resource Materials

1. MusicPlay 2, Denise Gagne
2. Themes and Variations Listening Resource Kit 2, Denise Gagne
3. The Orff Source, Volumes 1, 2
4. The Music Box: Songs, Rhymes, and Games for Young Children, compiled by Elizabeth Lund Zahniser
5. Choral repertoire for performances
6. Recordings of classical music
7. Traditional hymns and Non Nobis (school song)

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

A. Describe and analyze musical sound through

1. Previously learned musical elements
2. Half and whole notes
3. 4/4 meter
4. Re
5. Identify accented beats and groups of 2, 3 and 4 notes
6. Read, write and play basic rhythm patterns
7. Write notes on the staff
8. Identify and label form

B. Demonstrate musical artistry through

1. Singing folk, sacred, foreign language, and multi-cultural songs
2. Moving to music with rhythm instruments, movement and movement games

C. Recognize compositions of classic composers and analyze them according to

1. Tempo
2. Dynamics
3. Instrument families
4. Musical era and style
5. Grammar Teaching Methods
6. Singing
7. Playing games
8. Recitation
9. Body Movement

10. Rote-Note Method
 11. Kodaly Method with Curwen Hand Signs
 12. Listening Exercises
 13. Performances
 - a. Nursing/Assisted Living Homes
 - b. Nine Lessons and Carols Christmas Program
 - c. Spring Fine Arts Evening
- III. APPROXIMATE TIME PER WEEK: Two classes of 30 minutes each

THIRD GRADE MUSIC

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts and Materials

1. Recorder
2. Recorder Express, Artie Almeda (p2-21)
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder (p2-23)
4. Children Rejoice and Sing, Volumes 1 & 2

B. Teacher Resource Materials

1. Recorder Express, Artie Almeida
2. Recorder Classroom, Volumes I, II, III, IV
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder
4. 150 Rounds for Singing and Teaching, Edward Bolkovac and Judith Johnson
5. The Orff Source, Volumes 1, 2
6. Four and Twenty, Emily Crocker
7. 150 American Folk Songs, Peter Erdei
8. Sail Away: 155 American Folk Songs, Eleanor Locke
9. Over the Garden Wall: Children's Songs and Games from England, Susan Brumfield
10. Hot Peas and Barley-O: Children's Songs and Games from Scotland, Susan Brumfield
11. Choral repertoire for performances
12. Recordings of classical music
13. Listen, Joseph Kerman and Gary Tomlinson
14. Children Rejoice and Sing, Volumes 1 & 2

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

A. Describe and analyze musical sound through

1. Previously learned musical elements
2. Pitches from do to do' of the F major scale using the Kodaly Method
3. Rhythms including whole, dotted half, half, and quarter notes

B. Demonstrate musical artistry through

1. Rounds and partner songs as a precursor to harmonic singing
2. Folk, sacred, foreign language, and multi-cultural songs
3. Movement with rhythm instruments, games, and dance
4. Performance with the recorder and rhythm instruments

C. Recognize compositions of classic composers and analyze them according to

1. Tempo
2. Dynamics
3. Instrument families
4. Musical era and style

III. GRAMMAR TEACHING METHODS

A. Rote-Note Method

B. Kodaly Method with Curwen Hand Signs

1. Staff reading

C. Performances

1. Nursing/Assisted Living Homes
2. Georgetown Christmas Stroll
3. Nine Lessons and Carols
4. Spring Concert

IV. TIME PER WEEK: Three classes of 30 minutes each

FOURTH GRADE MUSIC

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts and Materials

1. Recorder
2. Recorder Express, Artie Almeda (review, p22-33)
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder (review, p24-52)
4. Rejoice and Sing, Volume 1 & 2

B. Teacher Resource Materials

1. Recorder Express, Artie Almeida
2. Recorder Classroom, Volumes I, II, III, IV
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder
4. 150 Rounds for Singing and Teaching, Edward Bolkovac and Judith Johnson
5. The Orff Source, Volumes 1, 2
6. Four and Twenty, Emily Crocker
7. 150 American Folk Songs, Peter Erdei
8. Sail Away: 155 American Folk Songs, Eleanor Locke
9. Over the Garden Wall: Children's Songs and Games from England, Susan Brumfield
10. Hot Peas and Barley-O: Children's Songs and Games from Scotland, Susan Brumfield
11. Choral repertoire for performances
12. Recordings of classical music
13. Listen, Joseph Kerman and Gary Tomlinson
14. Children Rejoice and Sing, Volume 1 & 2

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

A. Describe and analyze musical sound through

1. Previously learned musical elements
2. Pitches of the F and G major and D minor scales using the Kodaly Method
3. Rhythms including whole, dotted half, half, dotted quarter, quarter, and eighth notes

B. Demonstrate musical artistry through

1. Rounds and partner songs as a precursor to harmonic singing
2. Folk, sacred, foreign language, and multi-cultural songs
3. Movement with rhythm instruments, games, and dance
4. Performance with the recorder and rhythm instruments

C. Recognize compositions of classic composers and analyze them according to

1. Tempo

2. Dynamics
3. Instrument families
4. Musical era and style

III. GRAMMAR TEACHING METHODS

- A. Rote-Note Method
- B. Kodaly Method with Curwen Hand Signs
 1. Staff reading
- C. Performances
 1. Nursing/Assisted Living Homes
 2. Georgetown Christmas Stroll
 3. Lessons and Carols
 4. Spring Concert

IV. TIME PER WEEK: Three classes of 30 minutes each

FIFTH GRADE MUSIC

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts and Materials

1. Recorder
2. Recorder Express, Artie Almeda (review, p33-46)
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder (review, p54-72)
4. Children Rejoice and Sing, Volumes 1 & 2

B. Teacher Resource Materials

1. Recorder Express, Artie Almeida
2. Recorder Classroom, Volumes I, II, III, IV
3. Sing on Sight: A Practical Choral Sight-Singing Course, Audrey Snyder
4. 150 Rounds for Singing and Teaching, Edward Bolkovac and Judith Johnson
5. The Orff Source, Volumes 1, 2
6. Four and Twenty, Emily Crocker
7. 150 American Folk Songs, Peter Erdei
8. Sail Away: 155 American Folk Songs, Eleanor Locke
9. Over the Garden Wall: Children's Songs and Games from England, Susan Brumfield
10. Hot Peas and Barley-O: Children's Songs and Games from Scotland, Susan Brumfield
11. Choral repertoire for performances
12. Recordings of classical music
13. Listen, Joseph Kerman and Gary Tomlinson
14. Children Rejoice and Sing, Volume 1 & 2

II. GRAMMAR OBJECTIVES: Under the direction of the teacher, the students will

A. Describe and analyze musical sound through

1. Previously learned musical elements
2. Pitches of the E minor scale using the Kodaly Method
3. Rhythms including eighth and sixteenth notes

B. Demonstrate musical artistry through

1. Rounds and partner songs as a precursor to harmonic singing
2. Folk, sacred, foreign language, and multi-cultural songs
3. Movement with rhythm instruments, games, and dance
4. Performance with the recorder and rhythm instruments

C. Recognize compositions of classic composers and analyze them according to

1. Tempo

2. Dynamics
3. Instrument families
4. Musical era and style

III. GRAMMAR TEACHING METHODS

- A. Rote-Note Method
- B. Kodaly Method with Curwen Hand Signs
 1. Staff reading
- C. Performances
 1. Nursing/Assisted Living Homes
 2. Georgetown Christmas Stroll
 3. Nine Lessons and Carols
 4. Spring Concert

IV. TIME PER WEEK: Three classes of 30 minutes each

FIRST GRADE ART

I. PRIMARY TEXTS AND MATERIALS

- A. Drawing With Children
- B. I Can Do All Things
- C. Various Master artists and their artworks, photographs
- D. Markers, crayons, pencils, watercolors
- E. Drawing paper, scissors, tempera paint
- F. Clay, construction paper, tissue paper, beads, buttons, other small items
- G. Items for interesting still-lives

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will

A. Review/Teach

1. Recognize God as the Creator Who gave us the gift of copying His creation.
2. Learn and apply the elements and principles of design.
3. Learn about Master artists and their art works.
4. Correctly hold, use, clean-up, and store all tools and materials.
5. Use the entire space given for creating work (i.e. fill the paper).
6. Draw the basic geometric shapes; integrate with math.
7. Use those shapes to assist them in drawing real objects (houses, trees, etc.), e.g. generalize objects as basic geometric shapes first.
8. Describe a given color or shade as light or dark. Learn primary color, introduce secondary color.
9. Arrange items in drawings in front and behind; show size (large, small) relationships.

B. New

1. *Describe the beauty, colors, textures, sizes, etc. in the Creation that God gave us.
2. Recreate, both on paper and in sculpture, the basic geometric shapes.
3. *Identify those geometric shapes (sphere, cone, cube, etc) in real objects.
4. *Use the geometric shapes to create copies, 2-D (flat) and 3-D, of real objects.
5. *Manipulate a variety of lights and darks (color & B/W) in drawing.
6. Copy from an illustration or photograph related to Bible, history, science, etc. using above skills and tools.
7. Illustrate a story or theme using above skills and tools; integrate with history, Bible, science.

(* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction and demonstration
- B. Individual attention to skill development
- C. Copying from given materials, photographs, still-lives
- D. Integration with other subject areas (illustrate in Bible, science, history, etc.)
- E. Guest artists

IV. APPROXIMATE TIME PER WEEK: At least 45 minutes (not including time used to integrate with other subjects)

SECOND GRADE ART

I. PRIMARY TEXTS AND MATERIALS

- A. Drawing With Children
- B. Various Master artists and their artwork, photographs
- C. Markers, crayons, pencils, paint, scissors
- D. Drawing paper, sketch paper, construction paper, tissue paper
- E. Clay, natural and man-made materials for sculptures/dioramas
- F. Items for interesting still-lives

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review

- 1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
- 2. Learn and apply the elements and principles of design.
- 3. Learn about Master artists and their artworks.
- 4. Correctly hold, use, clean-up, and store all tools and materials.
- 5. Use the entire space given for creating work (i.e. fill the paper).
- 6. Draw the basic geometric shapes; integrate with math.
- 7. Use those shapes to assist them in drawing (2-D) and sculpting (3-D) real objects (houses, trees, etc.), e.g. generalize objects as basic geometric shapes first.
- 8. Describe a given color or shade as light or dark.
- 9. Arrange items in drawings in front and behind; show size (large, small) relationships.
- 10. Manipulate a variety of lights and darks (color & B/W) in drawing

B. New

- 1. *Identify and recreate similar proportions in observed objects/still lifes/pictures.
 - 2. *Correctly use overlapping and size to illustrate size and distance/depth in space.
 - 3. *Copy from an illustration or photograph in Bible, history, science, etc., using above skills and tools (including patterns from Drawing With Children).
 - 4. *Illustrate a story or theme using above skills and tools.
 - 5. Given theme, create own illustration/sculpture using above skills.
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction and demonstration
- B. Individual attention to skill development
- C. Copying from given materials, photographs, still-lives
- D. Integration with other subject areas (illustrate in Bible, science, history, reading.)
- E. Guest artists

IV. APPROXIMATE TIME PER WEEK: At least 45 minutes (not including integration time)

THIRD GRADE ART

I. PRIMARY TEXTS AND MATERIALS

- A. Drawing With Children
- B. Lamb's Book
- C. Lamb's Book of Art II
- D. Greek Art Books
- E. Various Master artists and their artworks, photographs
- F. Markers, crayons, pencils, watercolors, acrylic paint
- G. Drawing paper
- H. Clay, natural and man-made materials for sculptures
- I. Items for interesting still-lives

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review/Teach

1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Learn about Master artists and their artwork
4. Use the entire space given for creating work (i.e. fill the paper).
5. Draw the basic geometric shapes.
6. Use those shapes to assist them in drawing (2-D) and sculpting (3-D) real objects (houses, trees, etc.), e.g. generalize objects as basic geometric shapes first.
7. Understand the concept of different values in a hue.
8. Arrange items in drawings in front and behind; show size (large, small) relationships.
9. Manipulate a variety of lights and darks (color & B/W) in drawing
10. Draw observed objects/still lifes/pictures to scale.
11. Correctly use overlapping and size to illustrate size and distance/depth in space.
12. Copy from an illustration or photograph in Bible, history, science, etc., step by step using above skills and tools (including patterns from Drawing With Children).
13. Learn definitions (value, hue, intensity, shape, form, shading) appropriate per grade level.
14. Recognize primary, secondary and complimentary colors and draw a color wheel for reference.

B. NEW

1. Illustrate a story or theme using above skills and tools.
2. Given a theme, create own illustration/sculpture/diorama, etc. using above skills.
3. *Draw faces in correct proportion, after instruction on proportions in faces.
4. *Identify both the primary, secondary and complimentary colors from a color wheel.

5. *Mix colors to recreate secondary colors and use in painting.
 6. To construct Greek vases.
 7. To identify styles and purposes of Greek vases.
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction and demonstration
- B. Individual attention to skill development
- C. Copying from given materials, photographs, still-lives
- D. Integration with other subject areas (e.g., illustrate in Bible, science, history, reading)
- E. Guest artists

IV. APPROXIMATE TIME PER WEEK: At least 45minutes (not including integration time)

FOURTH GRADE ART

I. PRIMARY TEXTS AND MATERIALS

- A. Drawing With Children
- B. Various Master artists and their artworks, photographs
- C. Books of Kells
- D. Markers, crayons, pencils, pastels
- E. Drawing paper, scissors, tempera paint, acrylic paint
- F. Mosaic materials
- G. Sculptural materials
- H. Items for interesting still-lives

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Students will be able to:

1. Describe examples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Learn the elements and principles of design
3. Learn about Master artists and their artworks
4. Correctly hold, use, clean-up, and store all tools and materials.
5. Use the entire space given for creating work (i.e. fill the paper).
6. Use geometric shapes to assist them in drawing (2-D) and sculpting (3-D) real objects (houses, trees, etc.), e.g. generalize objects as basic geometric shapes first.
7. Learn Definitions appropriate to grade level (i.e., perspective, form, shading, scale, balance, hue, shape).
8. Arrange items in drawings in front and behind; show size (large, small) relationships.
9. Manipulate a variety of lights and darks (color & B/W) in drawing
10. Identify and recreate similar proportions in observed objects/still lifes/pictures.
11. Correctly use overlapping and size to illustrate size and distance/depth in space.
12. Copy from an illustration or photograph in Bible, history, science, etc., using above skills and tools (including patterns from Drawing With Children).
13. Draw proportional faces, after instruction on proportions in faces.
14. Identify both the primary and secondary colors complimentary colors and tertiary colors from a color wheel.
15. Mix colors to recreate secondary colors and use in painting.

B. New

1. Illustrate a story or theme using above skills and tools.
2. Given a theme, create own illustration/sculpture/mosaic, etc. using above skills.
3. Identify Byzantine and Renaissance style of art

4. Identify architectural styles in cathedrals
 5. *Identify and recreate similar proportions and details in observed objects (e.g. still lifes, outdoor scenes).
 6. *Manipulate a variety (5-7) of lights and darks (values) in color & B/W drawings, paintings.
 7. *Identify and draw details, correct proportions of faces/bodies, after training in body proportions.
 8. *Construct line drawings, using a variety of line widths, implied textures.
 9. To create a balanced compos
- (* = Objectives to be reviewed in subsequent elementary grades.)

III. GRAMMAR TEACHING METHODS

- A. Large group instruction and demonstration
- B. Individual attention to skill development
- C. Copying from given materials, photographs, still-lifes
- D. Integration with other subject areas (e.g., illustrate in science, Bible, history)
- E. Guest artists

IV. APPROXIMATE TIME PER WEEK: At least 45 minutes (not including integration time)

FIFTH GRADE ART

I. PRIMARY TEXTS AND MATERIALS

- A. Drawing With Children
- B. Various Master artists and their artworks, photographs
- C. Markers, crayons, pencils, pastels, scissors, watercolor and acrylic paints
- D. Drawing paper, sketch paper, construction paper, tissue paper
- E. Clay, natural and man-made materials for sculptures/dioramas
- F. Printing-making materials
- G. Items for interesting still-lives

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

A. Review/Teach

1. Describe examples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Learn and apply the elements and principles of design.
3. Learn about Master artists and their art.
4. Correctly hold, use, clean-up, and store all tools and materials.
5. Use the entire space given for creating work (i.e. fill the paper).
6. Use geometric shapes to assist them in drawing (2-D) and sculpting (3-D) real objects (e.g., houses, trees), e.g. generalize objects as basic geometric shapes first.
7. Manipulate a variety (5-7 values) of lights and darks in color & B/W drawings.
8. Identify and recreate similar proportions in objects/still lifes/pictures, use overlapping and size to illustrate size and distance/depth in space.
9. Copy from an illustration or photograph in Bible, history, science, etc., using above skills.
10. Draw facial proportions and bodies correctly.
11. Identify both the primary and secondary colors, and complimentary and tertiary colors from a color wheel.

III. New

1. Illustrate a story or theme using above skills and tools.
 2. Given a theme, create own illustration/sculpture/print, etc. using above skills.
 3. *Use one and two-point perspective in observations and from imagination.
 4. *Render an outdoor landscape using correct perspective.
 5. Draw objects using contour lines, blind contour, gesture, continuous line, cross contour, hatching and cross hatching.
 6. *Draw/paint a given mammal or bird with correct proportions and using above skills.
 7. Identify artistic styles used by the Egyptians, Greeks, Romans, Medieval Church.
- (* = Objectives to be reviewed in subsequent elementary grades.)

IV. GRAMMAR TEACHING METHODS

- A. Large group instruction and demonstration
- B. Individual attention to skill development
- C. Copying from given materials, photographs, still-lives
- D. Integration with other subject areas (illustrate in Bible, science, history, language arts/reading)

V. APPROXIMATE TIME PER WEEK: At least 45 minutes (not including integration time)

THIRD GRADE DRAMA

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Scripts for Aesop's Fables
2. Selections from Aesop's Fables (read and discussed in literature class)

B. Teacher Resource Materials

1. Aesop's Fables book
2. Selections from Aesop's Fables

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Learn basic theater vocabulary.
- B. Learn basic acting techniques and stage direction

III. GRAMMAR TEACHING METHODS

- A. Theatre games, e.g. voice and diction drills, stage direction games
- B. Rehearsal with students as actors and backstage crew, culminating in a performance for an audience

IV. APPROXIMATE TIME PER WEEK: At least 1 hour of training per week.

FOURTH GRADE DRAMA

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Script for King Arthur and the Knights of the Round Table
2. King Arthur and his Knight of the Round Table, Roger Lancelyn Green (read and discussed in literature class)
3. Worksheets/game sheets for theater vocabulary, stage direction, character development

B. Teacher Resource Materials

1. Script for King Arthur and the Knights of the Round Table
2. King Arthur and his Knight of the Round Table, Roger Lancelyn Green

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Learn more advanced theater vocabulary.
- B. Learn more advanced acting techniques and stage direction

III. GRAMMAR TEACHING METHODS

- A. Theatre games, e.g. voice and diction drills, stage direction games
- B. Rehearsal with students as actors and backstage crew, culminating in a performance for an audience

IV. APPROXIMATE TIME PER WEEK: At least 1 hour of training per week.

FIFTH GRADE DRAMA

I. PRIMARY TEXTS AND MATERIALS

A. Student Texts/Materials

1. Script form The Phantom Tollbooth
2. Phantom Tollbooth, Norton Juster (read and discussed in literature class)
3. Worksheets/game sheets for theater vocabulary, stage direction, character development

B. Teacher Resource Materials

1. Phantom Tollbooth script
2. Phantom Tollbooth, Norton Juster

II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, the students will:

- A. Learn more advanced theater vocabulary and stage direction.
- B. Learn acting techniques and the importance backstage and technical jobs.

III. GRAMMAR TEACHING METHODS

- A. Theatre games, e.g. voice and diction drills, stage direction games
- B. Rehearsal with students as actors and backstage crew, culminating in a performance for an audience

IV. APPROXIMATE TIME PER WEEK: At least 1 hour of training per week.

LOWER GRAMMAR
PHYSICAL EDUCATION
(Grades 1-2)

- I. PRIMARY TEXTS AND MATERIALS
 - A. Grace Academy Physical Education Curriculum, Julie Hudson
- II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, students will
 - A. learn and demonstrate basic skills.
 - B. use skills in modified games.
 - C. begin self-awareness of good sportsmanship within a Christian worldview.
- III. GRAMMAR TEACHING METHODS
 - A. Teacher demonstration
 - B. Common language to reinforce skill development
 - C. Question and answer
 - D. Drills, games, songs, narration
- IV. APPROXIMATE TIME PER WEEK: At least 1.5 hours of training per week

UPPER GRAMMAR
PHYSICAL EDUCATION
(Grades 3-5)

- I. PRIMARY TEXTS AND MATERIALS
 - A. Grace Academy Physical Education Curriculum, Julie Hudson
- II. GRAMMAR OBJECTIVES: Under the instruction of the teacher, students will
 - A. develop skills needed to participate in game situations.
 - B. learn basic rules of large group games.
 - C. develop good sportsmanship habits.
 - D. experience how to relate personal responses in a game situation to a Christian world view.
- III. GRAMMAR TEACHING METHODS
 - A. Teacher demonstration
 - B. Common language to reinforce skill development
- IV. APPROXIMATE TIME PER WEEK: At least 1.5 hours of training per week