

# GRACE ACADEMY

## SCHOOL OF LOGIC CURRICULUM GUIDE *2014-2015*



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2013-2014

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## CURRICULUM GOALS

The goals of our Logic School curriculum seek to build upon the grammatical skills mastered in the lower grades and to prepare the Logic student with a solid foundation for a rigorous Christian liberal arts education in the rhetoric stage of their education. All that we do in the Logic stage seeks to accomplish this overall objective. 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.

## **LANGUAGE ARTS – GRADE 6**

The language arts program for the sixth grade seeks to build a bridge from the linguistic and literary studies of the School of Grammar to the humanities program in the School of Logic. Subjects such as spelling and grammar continue while increasing the focus on their application to extensive writing, reading comprehension and literary studies.

### **SIXTH GRADE ENGLISH** **Grammar, Spelling, Writing**

#### **I. PRIMARY TEXTS AND MATERIALS**

- A. English Made Easy Shurley Method 7
- B. Intermediate Thesaurus
- C. Intermediate Dictionaries
- D. Grace Academy Spelling Program, The Grammar of Spelling
- E. Excellence In Writing program

#### **II. COURSE OBJECTIVES: The student will...**

##### **A. Review Material**

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. Recognize and consistently compose a complete sentence; identify and avoid sentence fragments.
4. 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.
5. Consistently and correctly write his name and date on all worksheets and papers.
6. Consistently use correct capitalization and punctuation (!, "?.") in a written sentence.
7. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
8. Write short stories, book reports, letters with a beginning, a middle, and an end, using the above skills correctly, up to three pages in length.
9. Confidently use a dictionary, encyclopedia, and other basic research materials.

##### **B. New Material**

1. Satisfactorily (70% or more) and consistently spell assigned words, and demonstrate adequate improvement in spelling skills, correct use of spelling rules.
2. Consistently and neatly use cursive in all writing.
3. Writing is also incorporated in history and reading. The students will write summaries of a history event or summaries of book chapters.
4. Using the Progymnasmata and Excellence in Writing, students will learn to rewrite

fables, narratives, chreia and Using Shurley Grammar 7, students will write letters and a research report.

5. Apply the principles of Shurley Grammar to creative writing.

### III. TEACHING METHODS

- A. Large group instruction/assignments/writing instruction
- B. Review of all basic grammar instruction
- C. Individual instruction as needed
- D. Weekly spelling lists, spelling workbook exercises and nature journal
- E. Integration with other subjects
- F. Frequent original stories, other writing assignments. Require correct writing in all written assignments.

### IV. APPROXIMATE TIME PER WEEK: 5 hours

## **SIXTH GRADE BIBLE**

### **Acts through Revelation**

#### **I. PRIMARY TEXTS AND MATERIALS**

- A. Teacher and Students
  - 1. Veritas Press “Acts through Revelation Series Card Set”
  - 2. Bible (ESV)

#### **II. COURSE OBJECTIVES: The student will...**

- A. Be Familiar with the history of the early church and the life of Paul.
- B. Know the meaning of “epistle” vs. “apostle”; the books authored by Paul; books authored by Fathers.
- C. Learn to, and practice reading the Scripture for themselves, identifying familiar passages as well as personally meaningful passages.
- D. Find and understand basic principles of Christian living in the epistles.
- E. Apply basic principles of Christian living to everyday 6<sup>th</sup> Grade life situations.
- F. Understand the ministry of the Holy Spirit for comfort and power in the lives of Christians past and present, and their own need for the power of the Holy Spirit.
- G. Understand and enjoy the songs of worship and praise in the book of Revelation, and compose their own poetry of praise and worship.

#### **III. TEACHING METHODS**

- A. Quarterly memory work – Isaiah 40:15-31, James 3, Romans 12, I Corinthians 13.
- B. Worksheet for each book studied will be done in class.
- C. Reviewing memory verses -daily (approximately 10 min.)
- D. One exam per quarter will be given- all are comprehensive.
- E. Short lecture introducing each new book to be studied.
- F. Assign Bible reading to be done in class.
- G. Art, geography, history & science integrated as much as possible

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

## **SIXTH GRADE U.S. HISTORY**

### **1815 to Present**

#### **I. PRIMARY TEXTS AND MATERIALS**

- A. Student texts/materials
  - 1. Veritas Cards - 1815 to Present
  - 2. Veritas Press 1815 to Present Audio Tape
  - 3. A History of the U.S. Series
  - 4. Lincoln's World
  - 5. Lincoln: A Photobiography
- B. Teacher Resource Materials
  - 1. Veritas Press 1815 to Present Teacher's Manual
  - 2. Atlas of World History
  - 3. Stories & Songs of the Civil War
  - 4. America at War: WWI
  - 5. America at War: WWII

#### **II. COURSE OBJECTIVES: The student will...**

- A. List the 32 events on the flashcards for 1815 to present series with applicable dates in chronological order.
- B. Recite the reasons given for the importance of significant dates or events covered in the study of 1815 to present.
- C. Recall several basic facts related to each event studied.
- D. Articulate the implications of significant events studied including the rise of slavery, War Between the States, World War I, World War II, Cold War, Space Race, Civil Right Movement.
- E. Locate on a map of the world the key places where historical events studied occurred.

#### **III. TEACHING METHODS**

- A. Completion of worksheets and tests from Veritas Press Teacher's Manual
- B. Chant and sing the series of events.
- C. Research work by small groups and individuals on specific projects.
- D. Study, events/dates time-line.
- E. Field trips to related sites and museum exhibits.
- F. Build models, make drawings, write stories, play games and make collections and displays.

#### **IV. APPROXIMATE TIME PER WEEK: 2-3 hours**



## SIXTH GRADE LITERATURE

### I. TEXTS

A. Student: Literature List, covering material relevant to themes in History and Bible.

#### Primary Books

The Diary of An Early American Boy 1805,  
Eric Sloane

The Boy in the Alamo, Cousins

The Adventures of Tom Sawyer, Mark Twain

Rifles for Watie, Harold Keith

A Christmas Carol, Charles Dickens

The Yearling, Marjorie Kinnan Rawlings

The Call of the Wild, Jack London

The Diary of Anne Frank (Stage Adaption),  
Anne Frank

The Hiding Place, Corrie ten Boom

The Last Leaf, O. Henry

The Ransom of Red Chief, O. Henry

101 Great American Poems,

ed. American Poetry & Literacy Project

The Little Red Schoolhouse, Eric Sloane

#### Secondary Books

The Jungle Book, Rudyard Kipling

The Gift of the Magi, O. Henry

Behind Rebel Lines, Seymour Reit

The Perilous Road, William O. Steele

Around the World in 80 Days, Jules Verne

Cheaper by the Dozen, Ernestine Gilbreth Cary  
Frank B. Gilbreth, Jr.

Number the Stars, Lois Lowry

Rascal, Sterling North

B. Teacher: Literature list (above), all student texts, plus the following:

1. Teacher and publisher materials for Literature program titles, Progeny Press
2. Library books (as approved)
3. Collegiate dictionary

### II. COURSE OBJECTIVES: The student will...

#### A. Review

1. Identify basic biblical values/principles in the literature read in class. And identify the character's world view. This includes being able to determine whether a character is worthy of imitation by the student.
2. Identify the setting, characters, and basic plot of a given story or book. Write character sketches.
3. Gain understanding of the meaning of new words through the application of contextual clues and frequent use of the dictionary.
4. Explain the differences between and identify examples of synonyms, homophones, and similes and metaphors.
5. Identify various story types including: myths/legends, poems, mysteries, humorous, fiction, non-fiction, biography, autobiography, memoir.
6. Identify the differences between fact and opinion.
7. Demonstrate comprehension on a literal, inferential, and evaluative level (with stress on the latter levels), e.g. "What did the character do and was it moral and reasonable? How

do we know?” (application of biblical principles).

8. Demonstrate the ability to skim and scan a given passage or text.

#### B. New

1. Show an increased desire for reading and identify authors and titles he finds particularly enjoyable.
2. Demonstrate comprehension of a book on literal, inferential, and evaluative levels through answering questions, paraphrasing, summarizing, guided analyzing and discussion.
3. Demonstrate an increased vocabulary by correct usage in writing and speaking (new words may be obtained through exposure to new vocabulary words in literature, Latin, history, science, and other lists).
4. Out of the required 10 books per year, the student will read at least two historical biographies or novels related to a period of time studied in class.
5. Significantly increase the volume of independent reading outside class in preparation for Omnibus in 7<sup>th</sup> Grade.
6. Memorize “The Three Great Questions” of philosophy and the concept of “Worldview.” Begin to recognize an author’s worldview by how he/she addresses The Three Questions in his/her work.
7. Identify the basic style of each primary author. Identify each author’s worldview.
8. Identify basic elements of plot in each primary book (e.g. introduction, rising, action, climax, falling action, denouement) (Freytag’s Pyramid)
9. Begin to read poetry for meaning, not rhythm or rhyme using 100 Great American poems. Compare 19<sup>th</sup> and 20<sup>th</sup> century poetry writing styles..
10. Memorize 1-2 American Poems
11. Identify mood of poetry
12. Write multiple poems in modern American styles and present original poetry orally for classmates and parents.
13. Read at least three short stories. O. Henry – discuss the genre and his style in particular.
14. Read poems of and briefly discuss: Longfellow, Whitman, Lazarus, Dickinson, Angelou, Frost, James Weldon Johnson.

### III. TEACHING METHODS

- A. Large group instruction - Using general reading methods/training in comprehension skills, literary devices story types, particulars to understand. This includes the teacher reading stories, poems, books aloud to the students.
- B. Integrate with other subject areas, e.g. history, science.

### IV. APPROXIMATE TIME PER WEEK: 5 - 6 hours approximately (including the integrated reading done from other subject areas)

## THE HUMANITIES PROGRAM

### Grades 7-8

The humanities program is the most comprehensive of the courses that Logic students study. The course guide for this program is the Omnibus Series published by Veritas Press. The term “omnibus” means “all encompassing,” or “everything,” so in every humanities course in the Logic School class discussions center on a wide range of subjects. All of the important ideas represented in these Logic years of study are set on the discussion table to openly explore and discuss.

At each level the humanities program is comprised 3 courses taught in an integrated 10-hour per week study. It includes two kinds of books for study: *Primary Books* (the traditional “Great Books”) and *Secondary Books* (those that give balance to our reading in the general areas of theology, history, and literature).

### Ancient Humanities I – 7<sup>th</sup> Grade

#### I. TEXTS

A. Student: Omnibus I (Veritas Press) and Western Civilization (Spielvogel) plus selections of the following:

Genesis	Chosen by God, <i>Sproul</i>
Exodus	'Till We Have Faces, <i>Lewis</i>
First and Second Samuel	The Lion, the Witch, and the Wardrobe, <i>Lewis</i>
Isaiah	Prince Caspian: The Return to Narnia, <i>Lewis</i>
Jeremiah	The Voyage of the Dawn Treader, <i>Lewis</i>
Minor Prophets	The Silver Chair, <i>Lewis</i>
Luke and Acts	The Horse and His Boy, <i>Lewis</i>
Romans	The Magician's Nephew, <i>Lewis</i>
Galatians	The Last Battle, <i>Lewis</i>
James	<i>Julius Caesar</i> , <i>Shakespeare</i>
Revelation	The Eagle of the Ninth, <i>Sutcliff</i>
The Code of Hammurabi (selections),	The Screwtape Letters, <i>Lewis</i>
<i>Odyssey</i> , <i>Homer</i>	The Holiness of God, <i>Sproul</i>
Plutarch's Lives, Vol. I (selections)	The Aeneid, <i>Vergil</i>
The Histories (selections), <i>Herodotus</i>	The Twelve Caesars (selections), <i>Suetonius</i>
<i>The Oresteia</i> , <i>Aeschylus</i>	The Best Things in Life, <i>Kreeft</i>
The Last Days of Socrates (selections), <i>Plato</i>	The Young Carthaginian, <i>Henty</i>
The Early History of Rome (selections), <i>Livy</i>	The Twelve Caesars (Suetonius)

B. Teacher: Omnibus I above (Veritas Press), all student texts, plus the following:

1. Omnibus I Teacher Resources
2. Encyclopedia Britannica Great Books of Western Civilization Series
3. Greenleaf Guide to Ancient Literature
4. Heroes of the City of Man, Peter Leithart
5. Invitation to the Classics, Cowan and Guinness
6. Realms of Gold, Ryken
7. Survey of Old Testament Introduction, A, Archer
8. Survey of the Bible, Hendricksen
9. Western Civilization, Spielvogel
10. Westminster Confession of Faith, The, Williamson

II. PREREQUISITES: Fundamental writing and reading comprehension skills

III. PRIMARY GOALS: The student will...

- A. More deeply understand the nature and character of God
- B. More deeply understand the Nicene Christology, and the importance of the incarnation in light of the sinfulness of man.
- C. More deeply understand the importance of a Biblical, Christian view of Truth, Beauty, and Goodness, especially as it is contrasted or reflected in ancient civilizations.
- D. More deeply appreciate what is beautiful and good in the ancient world, accompanied by a clear understanding of the biblical worldview.
- E. Analyze pieces of artwork inspired by the ancient period.
- F. Understand and enjoy enduring musical works inspired by the history and literature of the time period.
- G. Learn to write and argue winsomely using principles from logic and the progymnasmata.

IV. INTEGRATIVE GOALS: The student will...

- A. Theology
  1. See the sovereignty of God in History and Creation.
  2. Understand the doctrine of original sin and man's subsequent sin nature.
  3. Explain the doctrine of predestination as supported by scripture.
  4. Articulate the doctrine of salvation by faith alone while understanding and demonstrating the supporting role that good works plays in the Christian faith.
  5. Compare and contrast the anthropomorphic view of ancient pagan religions with Christianity, in which man is created in God's image.
  6. Describe the early persecutions of the church within the Roman Empire and the misconceptions of Christianity behind many of those persecutions.
  7. Recite the entire book of James from memory.
- B. History

1. Give a brief account of the 50 people or events in the ancient period that contributed most significantly to the shaping of Western Civilization.
2. Compare and contrast the early legal systems of the ancient world (e.g. Code of Hammurabi, Law of Moses, Twelve Tables).
3. Relate the causes and events of the Persian War as told by Herodotus, and as forewarned by the Old Testament Prophets.
4. Describe the lifestyle of early Athens and Sparta. Discuss how these ancient cultures embody the views of democracy and communism respectively.
5. Contrast the aforementioned models of government with the Roman Republic.
6. Discuss Rome's transition from monarchy to republic to empire and the impetus behind each change.
7. Give an account of the Second Punic War.
8. List the twelve Caesars and the important events of their reigns.
9. Describe the birth of Christ and the rise of the Church in the context of History.

C. Literature

1. Explain the important elements of epic poetry and the heroic cycle.
2. Compare and contrast the Biblical Hero with the Homeric Hero with the Vergilian Hero.
3. Recognize the influence of the Second Punic War and the reign of Augustus within Vergil's Aeneid.
4. Explain the circular narrative style of ancient historians.
5. Describe the origins and style of ancient Greek theater, and how this is reflected in the later work of Shakespeare.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic interaction
- C. Debate (both individual and broader)
- D. Recitation (small group oral quizzing)
- E. Many small essay assignments
- F. Oral presentation

VI. APPROXIMATE TIME PER WEEK: 5 class sessions with approximately 135 minutes per session. Approximately 40 minutes of outside preparation (e.g., reading, homework, journal)

## HUMANITIES II: MEDIEVAL PERIOD – 8<sup>TH</sup> Grade

### I. TEXTS

- A. Student: Omnibus II (Veritas Press) and Western Civilization (Spielvogel) plus selections of the following:

Bible	Divine Comedy, The: Inferno, Dante
Dragon and the Raven, Henty	Nine Tailors, Sayers
Beowulf, translated by Heaney	Ecclesiastical History of the English People, Bede
Ephesians	Fellowship of the Ring, Tolkien
Bondage of the Will, (selections), Luther	Two Towers, Tolkien
Canterbury Tales (selections), Chaucer	Return of the King, Tolkien
Gospel of John	History of the Kings of Britain, Monmouth
Heart (Poe)	Richard III, Shakespeare
The Church History (selections), Eusebius	MacBeth, Shakespeare
Henry V, Shakespeare	Winning His Spurs, Henty
Confessions, Augustine	On the Incarnation, Athanasius
Merry Adventures of Robin Hood, Pyle	The Rule of St. Benedict, Benedict
Creeeds of the Faith	Sir Gawain and the Green Knight
Midsummer Night's Dream, Shakespeare	The Song of Roland

- B. Teacher: Omnibus II (Veritas Press), all student texts, plus the following:

1. Omnibus II Teacher Resources
2. Invitation to the Classics, edited by Cowan and Guinness
3. Western Civilization, Spielvogel

- II. PREREQUISITES: Essential readings from Omnibus I, Logic, and fundamental writing skills (progymnasmata exercises)

### III. PRIMARY GOALS: The student will...

- A. More deeply understand the nature, attributes, and works of God.
- B. Recognize the necessity for Creeds and reason for their formation.
- C. Explain the history of the medieval world and the events that shaped the church and lead to the Reformation.
- D. Understand the connection between literature of the day and culture of the day.
- E. Recognize significant pieces of medieval artwork.
- F. Express what they are reading in clear, effective forms of composition maintaining grammatical integrity

#### IV. INTEGRATIVE GOALS: The student will...

##### A. Theology

1. Explain the necessity for Creeds as a tool to combat heresy.
2. Understand the churches' role in preservation of orthodoxy as well as its impact on developing societies.
3. Articulate God's plan from the beginning for Christ's incarnation and the importance of His sacrifice on our behalf.

##### B. History

1. Compare and contrast Eusebius' church history with that of Bede's.
2. Give a brief overview of medieval history, and describe the important events, including the persecutions of the early church, the importance of epic poetry as a mirror to chivalric codes of conduct within society, the transition from feudal kingdoms into the formation of nation states, and the significance of the Reformation upon our faith.
3. Articulate the causes that preceded the Reformation and technology's influence upon events.
4. Explain views on warfare and basic tactics as demonstrated in various texts read.

##### C. Literature

1. Articulate the medieval worldview as revealed in literature from the day.
2. Describe the way medieval anthropology is portrayed in literature.
3. Explain how biblical truth influenced and is portrayed within medieval literature.
4. Articulate Shakespeare's use of history within his works.
5. Compare and contrast Dante's epic and Beowulf with the epic poems of Homer and Vergil.

#### V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion.
- B. Socratic interaction and review.
- C. Debate, both individual and team
- D. Recitation, oral quizzing
- E. Composition exercises, written evaluations
- F. Viewing and discussing significant works of art and music from the time period.

#### VI. APPROXIMATE TIME PER WEEK: 5 class sessions with approximately 135 minutes per session. Approximately 40 minutes of outside preparation (e.g., reading and homework)

## **LATIN**

The Latin program aspires to train students to construe original Latin texts in order to decipher the design and intent of the author, thereby enabling them to apply these same skills to the rhetoric of their own language or any other they should choose to study.

### **LATIN I – 6<sup>th</sup> Grade**

#### **I. PRIMARY TEXTS AND MATERIALS**

##### **A. Student**

1. Latin Alive!, Book I; Moore & DuBose; Classical Academic Press
2. Latin-English, English-Latin dictionary

##### **B. Teacher**

1. Latin Alive!, Book I, Teacher Edition; Moore & DuBose; Classical Academic Press
2. Course Notebook – teacher made
3. Latin-English, English-Latin dictionary

#### **II. PREREQUISITES:**

- A. Mastery of Latin A – C is preferred, but not required.
- B. New students should review Latin for Children, Primer A prior to attending Grace Academy in order to familiarize themselves with the basic concepts of an inflected language.

#### **III. PRIMARY GOALS: The student will...**

- A. Learn the Roman alphabet and classical pronunciation.
- B. Conjugate verbs of all four conjugations in all six tenses of the active indicative.
- C. Conjugate irregular verbs and their compounds: esse, ferre, ire, velle.
- D. Parse and translate a learned verb in any of the aforementioned conjugations and tenses.
- E. Identify and translate the imperative mood for all conjugations and for irregular verbs.
- F. Decline a given noun in any of the five noun declensions.
- G. Identify and correctly translate the following uses of six noun cases.
  1. Uses of the nominative case: subject, predicate
  2. Uses of the genitive case: possession, material, origin, partitive
  3. Uses of the dative case: indirect object, reference, special intransitive, possession, use with adjectives
  4. Uses of the accusative: direct object, place expressions, time expressions, extent & degree
  5. Uses of the ablative: means, manner, separation, accompaniment, place expressions, time expressions, partitive, price
  6. Use of the vocative: direct address
- H. Decline a given adjective of the 1<sup>st</sup> & 2<sup>nd</sup> declension, 3<sup>rd</sup> declension, or any of the nine special –ius adjectives.
- I. Decline and translate a variety of pronouns: personal, demonstrative, reflexive, possessive, intensive, relative, and interrogative.
- J. Apply all the aforementioned skills and concepts to reading Latin passages.



IV. INTEGRATIVE GOALS: The student will...

- A. Learn about the early history of Rome including the Trojan War, Roman Monarchy, and Roman Republic.
- B. Memorize and perform a monologue taken from ancient literature.
- C. Learn the 2 national mottos and 25 state mottos that are in Latin.
- D. Develop an understanding and appreciation for how ancient civilization has influenced American history.
- E. Visit the French Legation. While there they will identify and translate mottoes found on the various crests on display.

V. PRIMARY TECHING METHODS

- A. Oral pronunciation and recitation
- B. Grammatical exercises
- C. Parsing of individual words and sentences
- D. Reading and construing of Latin passages, written and oral
- E. Class discussion on topics read aloud in class

VI. APPROXIMATE TIME PER WEEK: 47 minutes per class, 5 classes per week

## **LATIN II – 7<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Latin Alive!, Book II (Moore & DuBose: Classical Academic Press)
2. Latin-English, English-Latin dictionary

#### **B. Teacher: Above student texts plus the following:**

1. Latin Alive!, Book II, Teacher Edition (Moore & DuBose: Classical Academic Press)
2. Course Notebook – teacher-created
3. Latin-English, English-Latin dictionary

### **II. PREREQUISITES: Successful completion of Latin I**

### **III. PRIMARY GOALS: The student will...**

- A. Recognize the differences between the active and passive voices in Latin and English.
- B. Study advanced grammatical constructions that enable them to read adapted pieces of ancient literature.
- C. Study syntax and figures of speech in Latin and English.
- D. Read passages adapted from ancient literature.
- E. Learn how to write commentary on such passages, and to cite Latin phrases to support their interpretations.
- F. Have simple Latin exchanges, some discussing the content of passages read.
- G. Review the Roman alphabet and classical pronunciation.
- H. Conjugate verbs of all four conjugations in all six tenses of the passive indicative, as well as the irregular verbs.
- I. Identify and translate the passive and active infinitive in all tenses.
- J. Recognize and translate the subjective and objective infinitive, as well as the complementary infinitive.
- K. Decline all tenses of participles, and correctly identify and translate participial phrases in Latin and in English.
- L. Identify and distinguish between the gerund and the gerundive, correctly interpreting the appropriate use.
- M. Identify and correctly translate additional uses of the seven noun cases.
- N. Decline the nine special –ius adjectives, and compare them to the demonstrative pronouns.
- O. Form adverbs from adjectives.
- P. Recognize and form the comparative and superlative degrees of adjectives and adverbs.
- Q. Identify and translate intensive pronouns: ipse, idem, quidem
- R. Recognize, identify, translate, and construct dependent clauses in Latin.
- S. Recognize, identify, translate, and construct indirect speech in Latin.
- T. Recognize, identify, translate, and construct simple conditions in Latin.

U. Apply all the aforementioned skills and concepts to reading Latin passages.

IV. INTEGRATIVE GOALS: The student will...

- A. Learn about the early history of Rome from the death of Julius Caesar to the Fall of Rome.
- B. Will witness the rise and struggles of the early Church in the setting of the Roman Empire through reading passages adapted from ancient literature students
- C. Memorize and perform a monologue taken from ancient literature.
- D. Learn 27 Roman proverbs and quotations still used today in the form of national mottoes.
- E. Learn Latin nomenclature associated with the sciences of botany and zoology.

V. PRIMARY TEACHING METHODS

- A. Oral pronunciation and recitation.
- B. Grammatical exercises.
- C. Parsing of individual words and sentences.
- D. Reading and construing of Latin passages, written and oral.
- E. Class discussion on topics read aloud in class.
- F. Short essays interpreting texts.
- G. Attend a lecture by a university professor and classicist.

VI. APPROXIMATE TIME PER WEEK: 47 minutes per class, 5 classes per week

## **LATIN III – 8<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Latin Alive!, Book III (Moore & DuBose: Classical Academic Press)
2. Latin-English, English-Latin dictionary

#### **B. Teacher: Above student texts plus the following:**

1. Latin Alive!, Book III, Teacher Edition (Moore & DuBose: Classical Academic Press)
2. Course Notebook – teacher-created
3. Latin-English, English-Latin dictionary

### **II. PREREQUISITES: Successful completion of Latin I & II**

### **III. PRIMARY GOALS: The student will...**

- A. Students will study advanced grammatical constructions that enable them to read original pieces of ancient literature.
- B. Such constructions will include the independent and dependent uses of the subjunctive mood.
- C. Master an extended list of uses for all seven cases.
- D. Apply the above to prepared readings and site readings.
- E. Study syntax and figures of speech in Latin and English.
- F. Be able to have simple Latin exchanges, some discussing the content of passages read.
- G. Read selections from original pieces of ancient literature.
- H. Begin learning how to write commentary on such passages, and to cite Latin phrases to support their interpretations.
- I. Compose their own pieces of literature in imitation of the style they are reading.

### **IV. INTEGRATIVE GOALS: The student will...**

- A. Study history via selections of literature from the 2<sup>nd</sup> century B.C. through the 18<sup>th</sup> century A.D.
- B. Study the morphology of language via Latin: Classical, Post-Classical, Medieval, Renaissance, Modern.
- C. Study the poetry of the Golden Age of Roman Literature and the poetry it inspired in the Renaissance and Modern Age.
- D. Memorize and perform a monologue taken from ancient literature.
- E. Learn 25 Roman proverbs and quotations still used today in the form of university mottoes.
- F. Learn Latin nomenclature associated with the sciences of botany and zoology.

### **V. PRIMARY TEACHING METHODS**

- A. Oral pronunciation and recitation.
- B. Grammatical exercises.
- C. Parsing of individual words and sentences.
- D. Reading and construing of Latin passages, written, and oral.

- E. Class discussion on topics read aloud in class.
- F. Short essays interpreting texts.

VI. APPROXIMATE TIME PER WEEK: 47 minutes per class, 5 classes per week

## **LOGIC**

Logic is taught in two courses in the School of Logic. Logic I is an introduction to formal and informal logic. It begins with the study of informal fallacies and concludes with the study of first-order (propositional) logic. The student learns all about errors in both informal and formal reasoning, and will then learn how to spot these errors. The student learns how to “speak” the language of first-order logic, study the method of truth tables, begin giving formal and informal proofs, and learn how to construct and argue about first-order interpretations. These methods enable the student to answer, in particular cases, the questions that logic is primarily concerned with: When does something follow from something else? What are logical truths? Which arguments are logically valid?

Logic II is a completion of first-order (propositional) logic and an introduction to how to formulate and engage in solid real-life arguments and debates. It begins with continuing the acquisition of proficiency in formal proofs, moves into the study of truth trees, and concludes with a foray into the elements of actual rhetoric: real-life argumentation and formal debate. The student learns how to study the method of truth trees, and become proficient in formulating arguments.

## **LOGIC I** **7<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Introductory Logic for Christian and Home Schools (James B. Nance)
2. The Art of Argument: An Introduction to Informal Fallacies (Aaron Larsen and Joelle Hodge)

#### **B. Teacher: Above student texts plus the following:**

1. Introductory Logic Teacher Edition (James B Nance)
2. The Art of Argument, Teacher Edition
3. Course Notebook – teacher generated

### **II. PREREQUISITES: none**

### **III. PRIMARY GOALS: The student will...**

- A. Understand and define key terms in logic.
- B. Spot errors in informal argumentation.
- C. Understand the key concepts in first-order (propositional) logic, and how it “works.”
- D. Students will spot errors in formal argumentation.
- E. Understand and be able to define and identify fallacies of relevance.
- F. Understand and be able to define and identify fallacies of presumption.
- G. Understand and be able to define and identify fallacies of clarity.

### **IV. INTEGRATIVE GOALS: The student will...**

- A. Identify informal fallacies in advertising.

- B. Identify informal and formal fallacies in sermons and other presentations and literature in various subject areas.
- C. Formulate their own non-fallacious arguments, both formal and informal, in various subject areas.

V. PRIMARY TEACHING METHODS

- A. Lecture
- B. Note-taking
- C. Rote memorization of and practice in writing down various key forms used in first-order logic
- D. Board work
- E. Discussions
- F. Examples of actual informal fallacies from real life
- G. Homework exercises
- H. Quizzes and tests

VI. APPROXIMATE TIME PER WEEK: 47 minutes per class, 3 classes per week

## **LOGIC II**

### **8<sup>th</sup> Grade**

#### **I. PRIMARY TEXTS AND MATERIALS**

- A. Student
  - 1. Intermediate Logic for Christian and Home Schools (James B. Nance)
- B. Teacher: Above student texts plus the following:
  - 1. Intermediate Teacher Edition (James B. Nance)
  - 2. Course Notebook – teacher generated

#### **II. PREREQUISITES : Successful completion of Logic I**

#### **III. PRIMARY GOALS: The student will...**

- A. Understand and define key terms in logic and argumentation (the formal elements of rhetoric)
- B. Understand what truth trees are and how they can be used, and will use them in those ways.
- C. Understand how to, and will formulate good definitions.
- D. Understand how to, and will formulate good arguments involving the use of testimony, comparison, relationship, and circumstance
- E. Understand how a formal debate works, and will successfully engage in one.
- F. Students will write out the decomposition rules for truth trees.
- G. Construct truth trees.
- H. Use truth trees to determine the consistency of sets of propositions, whether propositions are tautologies, self-contradictions, or contingencies, if two propositions are equivalent, and whether an argument is valid.
- I. Understand and will identify fallacies of definition, testimony, comparison, relationship, and circumstance.

#### **IV. PRIMARY TEACHING METHODS**

- A. Lecture
- B. Note-taking
- C. Rote memorization of and practice in writing down various key forms used in first-order logic
- D. Board work
- E. Discussions
- F. Formal debate
- G. Examples of actual informal fallacies from real life
- H. Homework exercises
- I. Quizzes and tests

#### **V. APPROXIMATE TIME PER WEEK: 47 minutes per class, 3 classes per week**



# **MATHEMATICS**

## **School of Logic Mathematics Curriculum**

The School of Logic mathematics curriculum consists of three courses, sixth grade mathematics, 7<sup>th</sup> grade pre-algebra, and eighth grade Algebra I. These courses are designed to introduce and extend concepts necessary for success in upper school mathematics.

Sixth grade mathematics reviews and builds on skills studied in previous grades. The new concepts introduced in sixth grade are some of the topics essential to upper school mathematics such as scientific notation, factoring, functions, coordinate system graphing, probability and statistics, and the Pythagorean Theorem.

The seventh grade Pre-Algebra course reinforces arithmetic skills while introducing and developing the foundational concepts of algebra. The algebra concepts introduced include algebraic symbols, simplifying algebraic expressions, solving elementary functions, and graphing linear functions and inequalities.

The eighth grade Algebra I course is designed to provide students with the requisite skills for a solid foundation for all future mathematics courses. Algebra I is the bridge for students from the concrete to the abstract study of mathematics. Thus it is one of the most, if not the most important course for students to master. Students will study linear functions, exponents, quadratic equations, factoring, and solving and graphing linear equations and inequalities. Problem-solving is also an important and essential component of Algebra I as the algebraic processes are applied to real world word problems.

## **SIXTH GRADE MATH**

### **I. PRIMARY TEXTS AND MATERIALS**

- A. Saxon Math 8/7, assessment tests, progress sheets, TE
- B. Other math-related worksheets

### **II. COURSE OBJECTIVES: The student will...**

- A. Understand and use formulas for perimeter, area, and volume of various geometric figures and shapes (e.g., triangles, parallelograms, circles).
- B. Convert decimals to fractions and percents, fractions to decimals and percents, and percents to fractions and decimals, understanding the equivalency among the three.
- C. Measure angles in degrees, understanding the relationships among the three angles in a triangle, and complementary angles.
- D. Define the statistical terms mean, median, mode and range.
- E. Solve equations and transform formulas by performing the same operation on both sides of an equation.
- F. Plot points in rectangular coordinates and graph simple linear functions.
- G. Solve simple proportions by cross-multiplication.
- H. Solve complex word problems involving ratios.
- I. Calculate simple interest and sales tax.
- J. Perform basic operations on signed numbers.
- K. Understand and use the Pythagorean theorem.
- L. Calculate simple and compound probabilities.
- M. Classify various polygons according to distinguishing characteristics (e.g., quadrilaterals, triangles).
- N. Find fractions/percents of whole numbers and whole numbers when fractions/percents are known.
- O. Demonstrate improving mental computation abilities.

### **III. TEACHING METHODS**

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

### **IV. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 days per week**

## **PRE-ALGEBRA**

### **I. PRIMARY TEXTS AND MATERIALS**

- A. Student
  - 1. Saxon Pre-Algebra
- B. Teacher: Above student texts plus the following:
  - 1. Saxon Pre-Algebra, Teacher's Edition
  - 2. Assessments and Tests
  - 3. Supplemental pre-algebra materials

### **II. PREREQUISITES: Successful completion of Saxon Math 89 text**

### **III. PRIMARY GOALS: The student will...**

- A. The text serves as a bridge to prepare student for Algebra I.
- B. The concept of the variable is introduced and developed.
  - 1. Students progress from working with numerical expressions to manipulating algebraic expressions.
  - 2. Students evaluate expressions:
    - a. with whole numbers
    - b. with integers
    - c. with rational numbers
- C. The procedures for solving equations begin early in the book.
  - 1. Addition and subtraction equations are introduced first.
  - 2. Multiplication and division equations are introduced next.
- D. Problem-solving skills are developed. Three types of problem-solving lessons are included:
  - 1. Applications
  - 2. Strategies for solving non routine types of problems
  - 3. Writing equations to solve problems

### **IV. INTEGRATIVE GOALS: The student will...**

- A. Students learn how to solve real world types of problems.
- B. Students learn about patterns and sequences and how they fit into our everyday lives.

### **V. PRIMARY TEACHING METHODS**

- A. Direct instruction
- B. Note-taking
- C. Guided practice
- D. Board work
- E. Rote memorization of certain math skills
- F. Homework exercises
- G. Quizzes and tests

### **VI. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 classes per week**

## ALGEBRA I

### I. PRIMARY TEXTS AND MATERIALS

- A. Student: Algebra Structure and Method – Book 1 (McDougal Littell)
- B. Teacher: Above student text

### II. PREREQUISITE: Pre-Algebra

### III. PRIMARY GOALS: The student will...

- A. Review and extend the depth and complexity of many topics introduced in Pre-Algebra
- B. Model real world situations with each type of function studied in the course
- C. Recognize many problem solving strategies
  - 1. checking a solution
  - 2. choosing a strategy
  - 3. recognizing patterns
  - 4. using dimensional analysis
  - 5. using equations
  - 6. using inequalities
  - 7. using quadratic equations
  - 8. using square roots
  - 9. using two variables
- D. Understand and solve Polynomial problems
- E. Factor Polynomials
- F. Applying Fractions
- G. Learn systems of linear equation
- H. Understand rational and irrational numbers

### IV. INTEGRATIVE GOALS: The student will...

- A. Give the students an understanding of the beauty and order inherent in mathematics as God created it and as He continues to reveal new facets of it for humanity's use
- B. Give the students an understanding of the usefulness of mathematics in the real world as well as seeing connections between mathematics and a variety of scientific and academic disciplines and career areas
- C. Emphasize the correct use of the language of mathematics and its specialized vocabulary when discussing mathematical concepts and problems
- D. Understand the Greek and Latin roots of many mathematical words
- E. Learn to read and comprehend mathematical material for information and comprehension
- F. Learn strategies for attacking word problems including the use of tables and drawings to organize information
- G. Give the students an appreciation for the history of mathematics' development as revealed to mankind and of the lives of some of the individuals involved in the development of topics studied in the algebra course.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to reinforce the lesson.
- B. Homework assigned to supplement classwork and reinforce learning.
- C. Problem solving emphasized.
- D. As examples are worked, students are asked questions about the process, such as what steps to perform next and why those steps are to be executed to solve the problem.
- E. Quizzes are used to check for understanding and to give the student feedback on areas in need of improvement.
- F. During classwork, continuous walking around the room to answer questions, looking at work to check for correctness and quality, giving any needed hints/suggestions for ways to proceed and improve solutions and asking questions probing students approach and logic on problems.
- G. Students write and solve an original creative word problem.
- H. Verbal discussions with students regarding their approach to problems.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 classes per week

## SCIENCES

The science program seeks to teach science using a classical Christian worldview by improving scientific literacy among students of all ages and aptitudes. The curriculum is designed to guide students in exploring God's creation through the scientific process. The following guide provides the outline for a journey to excellence in the sciences, a rationale for study, a scope and sequence matrix. Hands-on learning, experiments, and laboratory procedures are an integral part to this program as we seek to instill in students a wonder for science.

### GENERAL SCIENCE – 6<sup>th</sup> Grade

#### I. PRIMARY TEXTS AND MATERIALS:

##### A. Student:

1. Exploring Creation with General Science, 2<sup>nd</sup> edition 2013, Apologia Educational Ministries, Inc.
2. Student Notebook for General Science, Apologia

##### B. Teacher:

1. Solutions and Tests For Exploring Creation with General Science, Apologia Educational Ministries

#### II. PRIMARY GOALS: The student will...

- A. Use critical thinking and scientific problem solving to make informed decisions.
- B. Demonstrate safe practices during field and laboratory investigations.
- C. Collect data and make measurements with precision, and communicate valid conclusions.
- D. Organize, analyze, evaluate, make inferences, and predict trends from data.
- E. Learn the correct method for drawing and labeling biological specimens.

#### III. INTEGRATIVE GOALS: The student will...

- A. Gain understanding of the complexity of the world and its makeup as God created it.
- B. Read for information and comprehension.
- C. Outline chapters as they have learned in grammar class.
- D. Relate scientific names in classification schemes to their Latin.

#### IV. PRIMARY TEACHING METHODS:

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Extensive laboratory work to reinforce lecture material.
- C. Homework to supplement class work, and to reinforce that day's material.
- D. Class discussion and Socratic circles.

#### V. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 classes per week

## **LIFE SCIENCE**

### **7<sup>th</sup> Grade**

#### **I. PRIMARY TEXTS AND MATERIALS**

- A. Student
    - 1. Exploring Life Science, 2<sup>nd</sup> edition. Prentice-Hall
    - 2. Student Laboratory Manual for Life Science, Prentice-Hall
  - B. Teacher: Above student texts plus the following:
    - 1. Exploring Life Science, 2<sup>nd</sup> edition. Teacher's Edition, Prentice-Hall,
  - C. \*Laboratory Manual for Life Science, Teacher's Edition, Prentice-Hall
  - D. Foss Environments, Delta Science
- \*All labs come from this manual unless stated otherwise.

#### **II. PREREQUISITES: Successful completion of General Science**

#### **III. PRIMARY GOALS: The student will...**

- A. Use critical thinking and scientific problem solving to make informed decisions.
- B. Demonstrate safe practices during field and laboratory investigations
- C. Collect data and make measurements with precision and communicate valid conclusions
- D. Organize, analyze, evaluate, make inferences, and predict trends from data.
- E. Students will learn the correct method for drawing and labeling biological specimens.

#### **IV. INTEGRATIVE GOALS: The student will...**

- A. Gain understanding of the complexity of the world and its makeup as God created it.
- B. Learn to read for information and comprehension.
- C. Outline chapters as they have learned in grammar class.
- D. Relate scientific names in classification schemes to their Latin.

#### **V. PRIMARY TEACHING METHODS**

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Extensive laboratory work to reinforce lecture material
- C. Homework to supplement class work, and to reinforce that day's material
- D. Class discussion
- E. Student reports on topics-writing assignments should connect to Logic stage.

#### **VI. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 classes per week**

## **PHYSICAL SCIENCE – 8<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Exploring Creation with Physical Science, 2<sup>nd</sup> edition 2012 Apologia Educational Ministries, Inc.
2. Student Notebook for Physical Science, Apologia

#### **B. Teacher: Above student texts plus the following:**

1. Solutions and Tests For Exploring Creation with Physical Science, 2nd edition, Apologia Educational Ministries

### **II. PREREQUISITES: successful completion of Life Science**

### **III. PRIMARY GOALS: The student will...**

- A. Use critical thinking and scientific problem solving to make informed decisions.
- B. Demonstrate safe practices during field and laboratory investigations
- C. Collect data and make measurements with precision and communicate valid conclusions
- D. Organize, analyze, evaluate, make inferences, and predict trends from data.
- E. Organize ideas and use correct grammar and spelling in all written work.

### **IV. INTEGRATIVE GOALS: The student will...**

- A. Gain understanding of the complexity of the world and its makeup as God created it.
- B. Read for information and comprehension.
- C. Outline chapters as they have learned in grammar class.
- D. Use correct grammar and spelling in all written work.
- E. Generate written work using correct sentence structure that will develop and support the central idea.
- F. Solve math problems using dimensional analysis when applicable.
- G. Integrate related scientific prefixes and suffixes learned in their Latin studies to their physical science class.

### **V. PRIMARY TEACHING METHODS**

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Extensive laboratory work to reinforce lecture material
- C. Homework to supplement class work, and to reinforce that day's material
- D. Class discussion and Socratic circles
- E. Related field trips

### **VI. APPROXIMATE TIME PER WEEK: 45 minutes per class, 5 classes per week**



## **FINE ARTS**

### **MUSIC**

#### **Logic Music Elective (6-8) Beginning Chimes**

Prerequisite for Grace Chime Ensemble

- I. Primary Texts and Materials
  - A. Student Texts/Materials
    - 1. Tunes That Teach, Martha Lynn Thompson
    - 2. Tunes That Teach 2, Martha Lynn Thompson
    - 3. Multi-cultural Tunes That Teach, Martha Lynn Thompson
    - 4. Keep It Simple: Carols for Christmas, Lloyd Larson
    - 5. Printable Music Theory Books, The Fun Music Company
    - 6. Hand chimes with tables, foam pads, and table covers
  - B. Teacher Resource Materials
    - 1. Tunes That Teach, Martha Lynn Thompson
    - 2. Multicultural Tunes That Teach, Martha Lynn Thompson
    - 3. Tunes That Teach 2, Martha Lynn Thompson
    - 4. Keep It Simple: Carols for Christmas, Lloyd Larson
    - 5. Printable Music Theory Books, The Fun Music Company
- II. Prerequisites: None
- III. Primary Goals: Under the direction of the teacher, the student will
  - A. Describe and analyze musical sound through
    - 1. Using standard terminology in music notation
    - 2. Identifying music forms
  - B. Demonstrate musical artistry through
    - 1. Using correct posture
    - 2. Executing ringing techniques accurately
    - 3. Performing music of various styles, periods, and cultures
    - 4. Responding to the conductor's gestures
  - C. Read music notation
    - 1. Keys
    - 2. Dynamics
    - 3. Tempo and tempo modifications
    - 4. Articulation
  - D. Perform for an audience through

1. Ensemble performance and choral accompaniment at concerts including:
  - a. Nursing/Assisted Living Homes
  - b. Georgetown Christmas Stroll
  - c. Lessons and Carols
  - d. Spring Concert
2. Demonstrating appropriate concert etiquette and attire
3. Evaluating a performance

IV. Integrative Goals: The student will study and learn music that integrates with the following:

- A. Scripture (hymns)
- B. History (composer study and music from various musical eras)
- C. Language (pieces in various languages such as Latin and Spanish)
- D. Drama (performance of music and sound effects during live presentations)

V. Primary Teaching Methods

- A. Traditional ensemble conducting
- B. Music theory exercises

VI. Time per Week: Three classes of 45 minutes each per week

## **Logic and Rhetoric Music Elective – Grace Chime Ensemble**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student Texts/Materials**

1. Tunes That Teach, Martha Lynn Thompson
2. Multi-cultural Tunes That Teach, Martha Lynn Thompson
3. Hand chimes

#### **B. Teacher Resource Materials**

1. Tunes That Teach, Martha Lynn Thompson
2. Multicultural Tunes That Teach, Martha Lynn Thompson

### **II. PREREQUISITES: None**

### **III. PRIMARY GOALS: The student will...**

#### **A. Describe and analyze musical sound through**

1. Using standard terminology in music notation
2. Identifying music forms

#### **B. Demonstrate musical artistry through**

1. Using correct posture
2. Executing ringing techniques accurately
3. Performing music of various styles, periods, and cultures
4. Responding to the conductor's gestures

#### **C. Read music notation**

1. Keys
2. Dynamics
3. Tempo and tempo modifications
4. Articulation

#### **D. Perform for an audience through**

1. Solo performance and choral accompaniment at concerts and worship services
2. Demonstrating appropriate concert etiquette and attire
3. Evaluating a performance

### **IV. INTEGRATIVE GOALS: The student will study and learn music that integrates with the following:**

#### **A. Scripture (hymns)**

#### **B. History (composer study and music from various musical eras)**

#### **C. Language (pieces in various languages such as Latin and Spanish)**

#### **D. Drama (performance of music and sound effects during live presentations)**

### **V. PRIMARY TEACHING METHODS:**

#### **A. Traditional ensemble conducting**

VI. APPROXIMATE TIME PER WEEK: Three classes of 45 minutes each per week

## **Logic Music Elective (6-8)**

### **Baroque Recorder Ensemble**

Soprano/Alto/Tenor Recorders and Percussion  
Music from the Baroque and Renaissance Periods  
Music from Germany, England, Ireland, United States

Prerequisite for Rhetoric Baroque Recorder Ensemble

#### I. Primary Texts and Materials

##### A. Student Texts/Materials

1. Soprano, alto, and tenor recorders
2. Various rhythm and percussion instruments
3. Bluegrass for Beginners, Robert Amchin
4. American Pentatonic, David Eddleman
5. Musick from Olde England, Gerald Burakoff and Willy Strickland
6. Irish Aires and Dances, David Harrington
7. Bach for Three Recorders, Maurice Whitney
8. Baroque Time, Gerald Burakoff and Willy Strickland
9. Renaissance Time, Gerald Burakoff and Willy Strickland

##### B. Teacher Resource Materials

1. Soprano, alto, and tenor recorders
2. Various rhythm and percussion instruments
3. Bluegrass for Beginners, Robert Amchin
4. American Pentatonic, David Eddleman
5. Musick from Olde England, Gerald Burakoff and Willy Strickland
6. Irish Aires and Dances, David Harrington
7. Bach for Three Recorders, Maurice Whitney
8. Baroque Time, Gerald Burakoff and Willy Strickland
9. Renaissance Time, Gerald Burakoff and Willy Strickland
10. Printable Music Theory Books, The Fun Music Company

#### II. Prerequisites: None

#### III. Primary Goals: Under the direction of the teacher, the student will

##### A. Describe and analyze musical sound through

1. Using standard terminology in music notation
2. Identifying music forms

##### B. Demonstrate musical artistry through

1. Using correct posture
  2. Executing playing techniques accurately
  3. Performing music of various styles, periods, and cultures
  4. Responding to the conductor's gestures
- C. Read music notation
1. Keys
  2. Dynamics
  3. Tempo and tempo modifications
  4. Articulation
- D. Perform for an audience through
1. Ensemble performance and choral accompaniment at concerts including:
    - a. Nursing/Assisted Living Homes
    - b. Georgetown Christmas Stroll
    - c. Lessons and Carols
    - d. Spring Concert
  2. Demonstrating appropriate concert etiquette and attire
  3. Evaluating a performance
- IV. Integrative Goals: The student will study and learn music that integrates with the following:
- A. Scripture (hymns)
  - B. History (composer study and music from various musical eras)
  - C. Language (pieces in various languages such as Latin and Spanish)
  - D. Drama (performance of music and sound effects during live presentations)
- V. Primary Teaching Methods
- A. Traditional ensemble conducting
  - B. Music theory exercises
- VI. Time per Week: Three classes of 45 minutes each per week

## **ART SURVEY 6-8th**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Living with Art
2. Personal Sketchbook

#### **B. Teacher: Above student texts plus the following:**

1. Artistic Pursuits: The Elements of Art and Composition
2. History of Art for Young People
3. Gardner's Art Through the Ages

### **II. PREREQUISITES: None**

### **III. PRIMARY GOALS: The student will...**

- A. Integrate art with other content areas
- B. Create original solutions to visual art projects by understanding parallel connections between similar topics and themes.
- C. Understand the historical influence on content, subject matter and art media and techniques.

### **IV. INTEGRATIVE GOALS: The student will...**

- A. Apply correct media techniques in creating and communicating through art
- B. Apply Art Critique methods when viewing and discussing art works
- C. Understand historical influences in art media and techniques

### **V. PRIMARY TEACHING METHODS**

- A. Power points
- B. Demonstrations
- C. Socratic Interaction
- D. Note-taking
- E. Student exploration
- F. Student essays
- G. Sketchbook assignments

### **VI. APPROXIMATE TIME PER WEEK: 45 minutes three times a week**

## **DRAMA/THEATRE (Spring 2014)**

### **I. PRIMARY TEXTS AND MATERIALS**

- A. Student
  - 1. Production script (TBA)
  - 2. Hand-outs of selected scenes
- B. Teacher
  - 1. Script and hand-outs

### **II. PREREQUISITES – None**

### **III. PRIMARY GOALS: The student will...**

- A. Students will learn the fundamentals of producing play, basic Theatre vocabulary, and the importance of Technical Theatre.
- B. Learn the History behind the Play we are presenting
- C. Learn the process of preparing a play for performance
- D. Learn how to read a play and how to break it down for performance.
- E. Learn what Character Analysis is and how to apply it to a performance
- F. Learn how Technical Theatre functions and how to apply it to a performance
- G. Learn Theatre Vocabulary so as to be able to use that vocabulary in a rehearsal setting

### **IV. PRIMARY OBJECTIVES**

- A. To put into practice historical knowledge with the process of the production.
- B. To do successful Character Analysis and Play Analysis in conjunction with the production.
- C. To create and plan the technical elements of a production.
- D. Memorize lines and blocking
- E. Research character, time period, and playwright information for a performance.
- F. Understand how a performance is created and to perform successfully.

### **V. PRIMARY TEACHING METHODS/PROJECTS**

- A. Character Analysis
- B. Play Analysis
- C. Memorization of lines and blocking
- D. Technical work on play
- E. Rehearsals
- F. Performance

### **VI. GRADES**

- A. Daily participation grades are given according to classroom participation.
- B. Assignment grades are given for all written work done at home or in class.
- C. Quiz and tests grades will be given to test knowledge of vocabulary, concepts, and Theatrical History.
- D. Projects and Performance grades will be based on performances in class and in public.  
Projects will be researched information on Play information and Theatre History.

VII. APPROXIMATE TIME: 45 minutes, three times a week



## **PHYSICAL EDUCATION**

Physical Education Classes meet 3 times a week to promote movement and activities so as to increase individual fitness as well as gain sports skills. Units include ; Archery, Badminton, Basketball, Flag Football, Frisbee Games, Pickle Ball, Recreational Games, Soccer, Kickball, Tracand Volleyball

## **PHYSICAL EDUCATION 6-7<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Required school Physical Education uniform

#### **B. Teacher**

1. Dynamic Physical Education for Elementary/secondary School Children,
2. Pangrazi

### **II. PREREQUISITES: None**

### **III. PRIMARY GOALS**

- A. Knowledge and Rules for recreational/competitive games
- B. Strategies for competitive and cooperative activities

### **IV. INTEGRATIVE GOALS**

- A. Sportsmanship for playing team sports
- B. Cooperation: with teammates in game situations
- C. Christlike view of teammates, Romans 12:1-2
- D. Opportunities to practice, Galatians5:22-23 (fruit of the spirit)

### **V. PRIMARY TEACHING METHODS**

- A. Lecture
- B. Participation

### **VI. APPROXIMATE TIME PER WEEK: Three days per week**

# **PHYSICAL EDUCATION**

## **8<sup>th</sup> Grade**

### **I. PRIMARY TEXTS AND MATERIALS**

#### **A. Student**

1. Required school Physical Education uniform

#### **B. Teacher**

1. Dynamic Physical Education for Elementary/secondary School Children,
2. Pangrazi

### **II. PREREQUISITES: None**

### **III. PRIMARY GOALS**

- A. Knowledge and Rules for recreational/competitive games
- B. Strategies for competitive and cooperative activities

### **IV. INTEGRATIVE GOALS**

- A. Sportsmanship for playing team sports
- B. Cooperation: with teammates in game situations
- C. Christlike view of teammates, Romans 12:1-2
- D. Opportunities to practice, Galatians 5:22-23 (fruit of the spirit)

### **V. PRIMARY TEACHING METHODS**

- A. Lecture
- B. Participation

### **VI. APPROXIMATE TIME PER WEEK: Three days per week**