



REGENT PREPARATORY SCHOOL  
— OF OKLAHOMA —  
A CLASSICAL CHRISTIAN EDUCATION

Grammar School  
Curriculum Guide  
June 2013

# Regent Preparatory School

## Grammar School Curriculum Guide

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Students completing Regent's Enrichment program (PreK and K) will have experienced the following:

- Bible Time: reading Bible stories, narrating...learning things about the Bible such as that there are 66 books, new and Old Testaments, etc.
- Singing hymns of the month, reciting scripture and poetry
- Singing patriotic songs, saying the pledge
- Calendar time...days of the week, seasons, months, graphing, weather, counting days we have been in school and using straws to show place value..
- Phonograms: students are exposed to many of the phonograms, but mastery is NOT expected. Class One begins again.
- Language Arts: The key is that children are surrounded by written language that is meaningful to them. Students are exposed to the beginning processes of reading and depending on their reading maturity, can progress to their highest capacity (very individualized). By the end of Enrichment, some students are reading chapter books, some are still on the basic readers. However, all have been exposed to the written language and have begun the process of learning how to read well.
- Throughout all of Enrichment, students are being read to on a consistent basis.
- Students have many experiences of narrating back the material they have heard or learned.
- Math: Counting by 1s, 2s, 5s, and 10s to 100, but not all at the beginning. Other things vary. It could be completing repeating and continuing patterns, identifying whether a number is greater or less than another number, simple place value, reproducing three dimensional shapes, learning time concepts, counting pennies, nickels, and dimes...We play lots of math type games.
- We use the Saxon First Grade curriculum. Students therefore are exposed to basic addition.
- Literature: Reading at least one literature selection a day and typically narrate the book. Discussing the author, illustrator, other books by the same authors. Introducing fables and simple biographies.
- Handwriting: Students will have experienced activities and practice cultivating the proper tripod grasp.
- Habits: We spend time working on and discussing the importance of good habits and that it is difficult to learn if you are not obedient.

- Play Time: This is unstructured, but we do encourage them to try things like the monkey bars, balance beam, etc. mainly so we can make mental notes concerning children who are having trouble with these things.
- Nature Studies: Lots of experiments and hands on activities. In EIII, our nature study focuses on four habitats: farm, pond, ocean, and desert. Field trips also help introduce students to many more of the learning experiences.
- Readiness: Students will be socially ready for first grade. They will understand what is proper and normal behavior for a good learning environment.

REGENT PREPARATORY SCHOOL  
CLASS ONE - READING/PHONICS

A. Primary Text and Materials:

1. Regent in-class reading list for Class One
  - a. *The Tale of Peter Rabbit*—Beatrix Potter
  - b. *The Tale of Benjamin Bunny*—Beatrix Potter
  - c. *The Tale of Mrs. Tittlemouse*—Beatrix Potter
  - d. *The Tale of Squirrel Nutkin*—Beatrix Potter
  - e. *The Story of Ping* - Marjorie Flack
  - f. *Corduroy* – Don Freeman
2. Outside Reading List for Class One
3. McGuffey-First Eclectic Reader
4. SRA - Level A (Level B Orally)
5. Saxon Phonics
6. Abeka Readers Grade 1 and 2
7. *Childhood of Famous Americans* series (See Class One list)
8. Class One Poetry Book - "I Love Poetry"
9. Read Aloud Books (see the canon)
10. NAS Bible

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Recognize and chant the beginning sounds of the alphabet  
(alphabet families, consonants and vowels)
2. Demonstrate reading readiness skills, e.g. correct use of phonetic combinations.
3. Assess, review, and remediate Enrichment objectives

NEW:

Phonics:

1. Identify all phonograms in Saxon Phonics
2. Identify 2-3 syllables in a word
3. Identify root/base words
4. Introduce prefixes and suffixes; un, pre, dis, ly, es, er, est, ful, s, ing, ed, y, less, ness
5. Introduce contractions: aren't, can't, didn't, don't, hadn't, hasn't, he'd, he'll, here's, he's, I'd, I'll, I'm, isn't, it'd, it'll, it's, let's, one's, that's, there's, wasn't, we'd, we'll, we're, what's, where's, who'd, who'll, who're, who's, won't, you'd, you'll, you're
6. Identify consonants/vowels and code: vc/vccv, vcc/cv, vc/cvc/cv, v/cv
7. Identify long and short vowels and code words
8. Recognize beginning, middle, and end of words
9. Recognize blends
10. Apply silent "e" rule: a vowel followed by a consonant and silent 'e' is long
11. Alphabetize by the first letter
12. Consistently mark long and short vowels with breve and macron
13. Recognize compound words
14. Recognize diphthongs, vowel digraph, and consonant digraphs
15. Decode and spell words using phonetic spelling rules
16. Understand the meaning of abbreviations: Mr. Mrs. Dr., months, and days
17. Identify synonyms, antonyms, and homonyms
18. Apply sound/symbol relationships to decode unknown words

Fluency:

1. Help students develop a well-rounded reading diet through exposure to various genre: fiction, nonfiction, fairy tale, and historical fiction
2. Read orally with meaning and understanding while teacher tracks and corrects: pausing at punctuation, smooth phrasing, and intonation
3. Application of phonics as students read

Comprehension:

1. Read for details, sequencing, and main idea, compare, contrast, characterization, plot, setting, draw conclusions, collect and classify, author's purpose
2. Develop vocabulary through listening to excellent literature
3. Distinguish fiction from non-fiction
4. Learn comprehension by oral narration of class literature list
5. Listen to teacher read and narrate back orally developing listening skills.

Oral Language:

1. Develop vocabulary through listening to excellent literature
2. Develop oral expression through recitation and Oral Exercise
3. Read and memorize poetry and Bible verses
4. Listen to teacher read and narrate back orally in order to develop listening skills
5. Make oral presentations:
  - \* literature play/readers theatre
  - \* oral readings from McGuffey
7. Develop oral recitation skills

Individual reading: students will read nightly and record on their reading log

C. Grammar Level Teaching Methods:

1. Whole group instructions
2. Using phonetic skills daily
3. Encourage and teach individual reading
4. Take regular trips to the library
5. Use SRA activities
6. Small group and individual instructions
7. Using drama, art, and oral presentations to demonstrate understanding of reading and to encourage others to enjoy the same book
8. Dictation
9. Recitation and chants ('ck song' short vowel song, sneaky 'e' song) Dry Erase Boards
10. Teacher read-alouds
11. Narration

D. Approximate Time per week: 5 hours

REGENT PREPARATORY SCHOOL  
CLASS ONE - LANGUAGE ARTS

A. Primary Text and Materials:

1. Saxon 1 Phonics
2. Charlotte Mason Approach for grammar – students learn word function within speech and writing before memorizing labels and definitions
3. Zaner-Bloser Manuscript Method of penmanship-Grade One
4. Dettmer-Fry Spelling List #1-500
5. Institute for Excellence in Writing
6. Student-made spelling dictionaries
7. Dry erase boards

B. Grammar Level Objectives:

REVIEW:

1. Properly form each letter of the alphabet
2. Consistently and correctly write his name on all worksheets and papers
3. Phonics rules
4. Spelling words and rules
5. Assess, review, remediate Enrichment objectives

NEW:

Grammar:

1. Introduce synonym, antonym, and homonyms (for/ four, eight/ate, there/they're/their, one/won, to/ two/too, night/knight, hear/here, I/eye, write/right, no/know)
2. Recognize a complete sentence/fragment
3. Use subject/verb agreement correctly orally
4. Recognize a paragraph in literature
5. Understand noun as a naming word
6. Recognize correct usage of capitalization:
  - a. First word in a sentence
  - b. First word in line of poetry
  - c. Pronoun I
  - d. Days of the week, months, and holidays
  - e. People's names, initials and titles
  - f. Title of books, stories, and poems
  - g. Names of places
  - h. Abbreviations: Dr. Mrs., Mr. months, days
7. Consistent usage of correct punctuation
  - a. Use of question mark
  - b. Use of exclamation point
  - c. Use of period: end of declarative sentence, imperative sentence, and after titles, and abbreviations.
  - d. Use of commas: in dates and in a series
  - e. Use of quotation marks: in titles and direct quotes
8. Memorize sentence and noun jingles from Shurley Grammar

Composition:

1. Write dictation from literature, McGuffey, and other literature selections
2. Introduction to the first units of Institute for Excellence in Writing (IEW) program:
  - keyword outline and narration
  - narrate stories as a whole class
  - write a 1-paragraph story using a picture as an inspiration
  - read a paragraph and make a keyword outline
  - introduction to "dress-ups" (strong verb, "ly" adverb, descriptive adjective)
3. Write a well-structured sentence with correct capitalization , punctuation, and subject-verb agreement



Spelling:

1. Decode spelling words weekly (Dettmer 1-500)
2. Use word in context
3. Review rules
4. Practice and analyze the spelling words from Dettmer 1-500
5. Compose sentences orally using spelling words
6. Complete spelling assessment two times per week – practice/final
7. Dettmer Scale for Home Educators Spelling Test twice/year
8. Understand:
  - Root/base word
  - Prefixes and suffixes
  - Syllabication
  - Antonym
  - Synonym
  - Homonyms
  - Contractions
  - Abbreviations
9. Introduce spelling rules:
  - Final /k/
  - Floss rule
  - Final /v/
  - Final /s/
  - J and G spelling
  - Final /ch/ rule
  - Final /j/ rule
  - Dropping rule
  - Doubling rule

Penmanship:

1. Correctly and consistently write manuscript in Zaner Bloser Manuscript Method using correct posture and holding pencil correctly
2. Correctly use pencil grip, letter/word spacing, margins, and paper position
3. Consistently write name and date on papers using standard heading
4. Demonstrate consistent neatness in writing, assignments
5. Use good posture
6. Use skywriting and tracing of letters
7. Teacher-supervised exercises in penmanship (not done at home)
8. Focus on quality not quantity
9. Copy Scriptures weekly from teacher-made copies

C. Grammar Level Teaching Methods:

1. Charlotte Mason Approach
2. Whole group instructions
3. Reciting songs, chants, and poems to learn rules
4. Small group and individual instructions
5. Large group recitations – using Shurley Method sentence and noun jingles
6. Weekly spelling tests and reviews
7. Corporately compose sentence on the board
8. Corporately code spelling words weekly
9. Dry erase boards for practice

D. Approximate Time per Week: 5 hours

REGENT PREPARATORY SCHOOL  
CLASS ONE - MATH

A. Primary text and Materials:

1. *Saxon Math Grade 2*, worksheets, TE, and assessments
2. Manipulatives
3. Flashcards
4. Games
5. Dry erase boards
6. Math drills

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Properly form written numbers
2. Count to 100 aloud and write same numbers
3. Count by 100 by 1's, 2's, 5's, and 10's.
4. Correctly identify basic geometric shapes, e.g. triangle, square, circle, etc.
5. Correctly identify and give value of penny, nickel, and dime.
6. Correctly recall the days of the week and the months of the year.
7. Assess, review, and remediate Enrichment objectives

NEW:

1. Recognize and understand the number system.
  - a. Identify and count to 999
  - b. Recognize Place Value to 1,000
  - c. Recognize Ordinal Numbers
  - d. Recognize equal, greater, or less than
  - e. Matching
2. Develop and apply concepts of addition
  - a. Master addition facts and fact families to 18
  - b. Demonstrate two-digit addition with and without regrouping
  - c. Solve problems with missing addends
3. Develop and apply concepts of subtraction
  - a. Master subtraction facts and fact families to 18
  - b. Demonstrate regrouping to 100s
  - c. Solve two-digit subtraction with and without regrouping
4. Develop and apply concepts of multiplication
  - a. Understand the concept of repeated addition
5. Develop fractions concepts
  - a. Describe  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{1}{8}$
  - b. Recognize fractions as part of a whole
6. Develop and apply geometric properties
  - a. Recognize a circle, a triangle, a square, and a rectangle
  - b. Recognize a line segment
  - c. Understand congruent shapes
  - d. Recognize symmetry
7. Develop and apply measurement skills
  - a. Recognize length and width
  - b. Recognize standard and metric
  - c. Recognize weight
  - d. Recognize temperature
  - e. Recognize time
  - f. Recognize money (penny, dime, nickel, quarter)
  - g. Recognize calendar (days, months)

8. Use number theory
  - a . Recognize odd and even numbers
  - b. Be able to skip count
9. Understand problem solving
  - a. Solve problems using addition and subtraction
  - b. Solve problems using money
  - c. Solve problems using time
  - d. Solve problems using measurement
  - e. Solve problems with multiple operations—addition and subtraction
  - f. Solve problems with patterns
  - g. Use different operations to solve a problem
  - h. Write equation for problems
  - i. Work independently to complete oral and written story problems
10. Demonstrate knowledge of graphing
  - a. Decode a bar graph, line graph, and pie graph
  - b. Interpret Venn diagram
11. Complete all assigned math work/worksheet satisfactorily

**C. Grammar Level Teaching Methods:**

1. Large group instructions using daily drills, recitations, and timed test
2. Integration of other subjects
3. Individual and small group work using Saxon materials
4. Dry erase board work
5. Use of money, clock, etc.

**D. Assessments**

1. *Saxon Math 2* assessments
2. Math drills

**D. Approximate Time per Week: 5 hours**

REGENT PREPARATORY SCHOOL  
CLASS ONE - HISTORY/GEOGRAPHY

A. Primary Text and Materials:

1. *Our America*--Abeka
2. *The Light and the Glory for Children*—Marshall and Manuel
3. *Boys and Girls of Colonial Days*—Carolyn Baily
4. *Meet Christopher Columbus*—James DeKay
5. *William Bradford—A Pilgrim Boy*—Bradford Smith
6. *Stories of the Pilgrims*—Margore Pumphrey
7. History Coloring Book
8. *Squanto, Friend of the Pilgrims*—Clyde Bulla
9. *Toliver's Secret*-Brady
10. *John Billington, Friend of Squanto*
11. *Meet George Washington*-Heilbroner
12. *Stories of Great Americans*-Eggleston
13. *The Flag We Love*-Munoz
14. *The Star Spangled Banner*-Spier
15. *The Pledge of Allegiance*-Scholastic
16. *If You Were There When They Signed the Constitution*-McGovern
17. *If You Grew Up With George Washington*-McGovern
18. *If You Lived in Colonial Times*- McGovern
19. *If You Sailed the Mayflower*-McGovern
20. *Sarah Morton*-Waters
21. *Samuel Eaton's Day*-Waters
22. *Colonial Time from A to Z*-Kalman
23. *Colonial Life*-Kalman
24. *A Child's Day*-Kalman
25. *Pocohontas*-D'Aulaire
26. *George Washington*-D'Aulaire
27. *Columbus*-D'Aulaire
28. *N.C.Wyeth's Pilgrims*

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Recognize presidents on coins
2. Explain origins of Thanksgiving
3. Recognize and explain the United States flag
4. Recognize Bible characters studied the previous year

NEW:

1. Develop understanding of the concept of a time line
2. Study the events and the lives of great men in American history and geography
3. Develop appropriate vocabulary connected with history and geography
4. Identify the cardinal directions
5. Identify places on a map:
  - a. Continents
  - b. Oceans
  - c. United States
  - d. Capital cities
6. Introduce:
  - a. Rivers
  - b. Mountain ranges
  - c. Surrounding countries

7. Learn the four important events, dates, and/or people:
  - a. 1492- Columbus lands in America
  - b. 1620- Pilgrims land at Plymouth
  - c. William Bradford's life
  - d. 1776 - End of the Colonial Period
8. Describe the abundant blessings God built into the geography of America.
9. Read assigned biographies of famous individuals (see Reading/Phonics PrimaryText and Materials)

**C. Grammar Level Teaching Methods:**

1. Large group instructions using 'living books'
2. Integration with other subjects
3. Map work:
  - a. geography skills
  - b. cardinal directions
4. Use laminated desk U.S. maps

**D. Approximate Time per Week: 2 -3 hours**

REGENT PREPARATORY SCHOOL  
CLASS ONE – NATURE STUDIES

A. Primary Text and Materials:

1. Nature Journal – Dick Blick
2. God’s creation itself!!
3. Various field guides
4. *Blueberries for Sal*
5. *Handbook of Nature Study* – Anna Comstock

B. Grammar level objectives: The student will be able to:

REVIEW: Information learned while in Enrichment

- NEW:
1. Complete a study of sheep corresponding to a class field trip
  2. Identify the part of a plant and their function: root, stem, leaf, flower, seed
  3. Identify and demonstrate methods of planting: seet, bulb, propagating, transplanting
  4. Understand basic needs and care of plants
  5. Learn the life cycle of a plant
    - a. fall bulbs
    - b. peas and beans
    - c. carrots
    - d. tomatoes (send home to grow over the summer)
    - e. other vegetables
    - f. herbs: chives and basil
  6. Observe trees and shrub throughout the year
    - a. learn why tree lose their leaves
    - b. understand basic photosynthesis
    - c. understand leaf pigments (chlorophyll)
  7. Perform simple experiments with plants: water, soil, sunlight, predicting result, testing hypotheses
  8. Differentiate between perennial and annual
  9. Differentiate between deciduous and evergreen
  10. Identify five senses by participating in activities  
Mystery box-sense of touch; Five senses song-used when testing fruits and vegetables
  11. Understand states of matter and their properties with simple experiments: solids, liquids, gases
  12. Identify specific trees by visual inspection:  
Maple, willow, pine, oak, magnolia, pecan, cottonwood, redbud, juniper
  13. Use leaf prints, rubbings, and formation of leaves to learn how diverse leaves are, and how a tree can be identified by looking at leaves
  14. Learn to categorize common food items: as a fruit/vegetable based on the presence of seeds; what part of the plant vegetable is from
  15. Identify common wildflowers and cultivated flowers:  
Sunflower, iris, tulip, daffodil, crocus, rose, dandelion, daisy, Indian paintbrush
  16. Demonstrate knowledge of the life cycle and characteristics of other flowerless plants and fungi: Ferns, mosses, mushrooms, mold

C. Grammar level teaching methods:

1. Regular opportunities to take Nature Walks
2. Large and small group instruction
3. Conducting Simple experiments
4. Opportunities to do observations
5. Develop and test hypotheses
6. Predict outcomes
7. Opportunities to plant, grow, and observe seeds and plants
8. Make leaf prints, rubbings, and formations of leaves

D. Approximate Time per Week: 2 hours

REGENT PREPARATORY SCHOOL  
CLASS ONE – MUSIC

A. Primary Text and Materials:

1. Songs
2. Instruments
3. Teacher-directed activities
4. Recordings

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Practice proper singing technique
2. Recognize instrument families by sight and sound
3. Read and write quarter notes, rests, and two eighth notes
4. Play classroom percussion with appropriate accuracy

NEW:

1. Identify staff, measure, lines and spaces, melody, rhythm
2. Read and write half notes and rests and the solfege do-re-mi-sol
3. Enjoy and identify music by G.F. Handel that includes selections from The Messiah and Water Music
4. Enjoy and identify music by Antonio Vivaldi including The Four Seasons suite
5. Listen to and recognize the individual instruments of the orchestral families
6. Experience American folk songs of the Colonial period by singing folk songs, playing singing games and learning basic two-line folk dance moves
7. Sing and study seven hymns of the month
8. Perform for Grandparents' Day and Colonial Day
9. Conduct in groups of two
10. Play percussion instruments with simple ostinati
11. Perform individually for the class once a month (optional)
12. Identify loud/soft and slow/fast

C. Grammar Level Teaching Methods:

1. Songs
2. Instrumental practice and introduction
3. Composer studies, history and theory
4. Storytelling
5. Rote
6. Echo
7. Discovery

D. Approximate Time per Week: 1 hour

**REGENT PREPARATORY SCHOOL**  
**CLASS ONE – ART**

**Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

**Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

**A. Primary Texts and Materials**

1. Artists

- a) Vincent Van Gogh (1853-1890, Dutch Post Impressionism)
- b) Giotto (1267-1337, Italian Renaissance)
- c) Leonard da Vinci (1452-1517, Italian Renaissance)
- d) Michelangelo (1475-1564, Italian High Renaissance)
- e) Beatrix Potter (1866-1943, English Illustrator)

2. Materials

- |                |                  |
|----------------|------------------|
| a) Pencil      | e) Watercolor    |
| b) Marker      | f) Tempera paint |
| c) Oil pastel  | g) Clay          |
| d) Soft pastel | h) Craft items   |

**B. Grammar Level Objectives: The student will learn:**

- 1. Elements of art
- 2. Shading
- 3. Proportion
- 4. Perspective
- 5. Color theory
- 6. Various skills and techniques

**C. Grammar Level Teaching Methods:**

- 1. Focused atmosphere – carpet time for lessons, using:
  - Stories
  - Books
  - Videos
  - Slides
  - Prints
  - Replicas
  - Support with studies of nature, science, math geography, and history
- 2. Table time for application

**D. Approximate Time per Week: 1 hour**



REGENT PREPARATORY SCHOOL  
CLASS ONE - SPANISH

A. Primary Text and Materials:

1. Songs
2. Games
3. Teacher-directed activities

B. Grammar Level Objectives: The student will be able to:

NEW:

1. Vocabulary
  - a. Greeting
  - b. Colors
  - c. Foods
  - d. Parts of the face
  - e. Salutations
  - f. Clothing
  - g. Community
  - h. Days of the week
  - i. Numbers
  - j. Animals

REVIEW:

1. Introduce vocabulary
  - a. Classroom object
  - b. Months of the year
  - c. Alphabet
2. Form simple sentences
3. Understand simple present tense sentences
4. Read and understand a simple sentence in the present tense
5. Develop an awareness of other cultures
6. Use vocabulary with the correct definite article
7. Determine feminine and masculine forms of the noun

C. Grammar Level Teaching:

1. Songs
2. Games
3. Repetition
4. Active participation
5. Labeling
6. Identifying

D. Approximate Time per Week: < 1 Hour

REGENT PREPARATORY SCHOOL  
CLASS ONE  
PICTURE/POEM/SCRIPTURE

**August/September**

Art – A King Charles Spaniel

Poem – “My Dog”

**October**

Art – Cats and Kittens

Poem – “The Three Little Kittens”

**November**

Art – Hide and Seek

Poem – “Hiding”

**December**

Art – Adoration of Magi

Poem – “The Star”

**January**

Art – Lighthouse

Poem – “I’d Like to be a Lighthouse”

**February**

Art – Flowers in Urn

George Washington

Poem – “I Meant to Do My Work Today”

**March**

Art – Girl With a Can

Poem – “Pippa’ Song”

**April**

Art – The Artist’s Garden at Vetheuil

Poem – “Seeds”

**May**

Art – Bridge at Argenteuil

Poem – “Barefoot Days”

Other available pictures:

- The Gleaners – Millet
- The Fairy Tale – Firlé
- Mantango Valley Farm – Anonymous
- The Lovers – Picasso
- Salisbury Cathedral – Constable
- Fields of Tulips – Monet

- Flamingo – Audubon
- Fanciful Landscape – Doughly
- The Ship Favorite Maneuvering of Greeock – Salmon
- Allegory of Painting – Bouchier

Scriptures studies/memorization (not in concert with pictures):

- Joshua 1:8-9
- Psalm 8:1-9, 23:1-6, 98:1-5, 100:1-5, 103:1-2, 150:1-6
- Proverbs 6:20, 3:1-6
- Isaiah 9:6
- Matthew 22:37-39

Approximate Time per Week: This material is integrated as a part of language arts, history, and Bible time and is not allocated a specific time per week.

***Childhood of Famous Americans***  
**Class One List**

*Daniel Boone* – Stevenson  
*Abigail Adams* – Wagoner  
*Paul Revere* – Stevenson  
*George Washington* – Santrey  
*Martha Washington* – Wagoner  
*Betsy Ross* – Weil  
*Molly Pitcher* – Stevenson  
*Crispus Attucks* – Millender  
*John Adams* – Adkins  
*Pocahontas* – Gourse  
*William Penn* - Mason

REGENT PREPARATORY SCHOOL  
CLASSES 1 – 6 - PHYSICAL EDUCATION

A. Grammar/Logic Level Objectives:

Physical Education provides opportunities for success by developing not only the physical, but also the social mental, emotional, and spiritual aspects of the student. While taking into consideration different levels of strength and progress, our objective is to work with the children in developing an enjoyment of and setting realistic goal of personal athletic improvement for a lifetime of participation. Objectives can be designed for the three learning domains: psychomotor, affective, and cognitive.

B. Grammar/Logic Level Goals for students:

1. To bring honor to God through the proper use and care of our bodies learning good exercise, nutrition, and health.
2. To see improvement in fitness each quarter through the Presidential Fitness Test:
  - a. aerobic endurance
  - b. aerobic strength
  - c. flexibility
3. To emphasize “personal best” in physical fitness (not comparative)
4. To build self-esteem and character through various leadership opportunities.
5. To develop motor skills, strength, body mechanics and agility.
6. To learn rules and necessary skills for various team sports.
7. To work as a team and practice Christian sportsmanship/teamwork.
8. To learn to cooperate on a team before one competes.
9. To cultivate lifelong habits of fitness practices.
10. To provide some physical relief from the taxing brain work of schooling.
11. To promote a lifelong enjoyment of physical activities.

C. Grammar/Logic Level Teaching Methods/Styles:

1. Direct
2. Task
3. Mastery Learning
4. Individualized
5. Cooperative
6. Problem-solving
7. Limited exploration
8. Unlimited exploration
9. Cooperative and body management Games:

|               |                       |
|---------------|-----------------------|
| Flag football | Softball              |
| Soccer        | Kickball              |
| Basketball    | Track and field/meets |
| Gymnastics    | Golf                  |
| Wrestling     | Badminton             |
| Rhythmic      | Pickle ball           |
| Volleyball    | LaCrosse              |
| Newcome       | Field Hockey          |
| Baseball      |                       |
10. Misc. games and sports (capture flag, dodgeball, sharks-minnows, par chute, rope jumping)
10. Food guide pyramid
11. Reading food labels
12. Target heart “zone”
13. Food Journal
14. Portion size
15. Sleep importance
16. Hydration
17. Muscles and Bones

D. Grammar/Logic Level Assessments:

1. Skills Test
2. Fitness Test
3. Teacher's Cue Checklist Sheet
4. Teacher Observation
5. Muscles Test
6. Nutrition Test
7. Worksheets
8. Peer teaching
9. Teacher guided activities

E. Approximate Time per Week: 3-4 hours

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REGENT PREPARATORY SCHOOL  
CLASS TWO - READING/PHONICS

A. Primary Texts and Materials:

1. SRA Book B and C
2. *McCall Crabbs Book A*
3. Regent Literature List for class two
  - a. *Chanticleer and the Fox*—Barbara Conney
  - b. *Sarah Plain and Tall*—Patricia MacLachlan
  - c. *Winnie the Pooh*—A. A. Milne
  - d. *Jemima Puddle Duck*—Beatrix Potter
  - e. *The Tailor of Gloucester*—Beatrix Potter
  - f. *The Courage of Sarah Noble*—Alice Dalgliesh
  - g. *Little Pilgrim's Progress*—Helen Taylor
  - h. *The Bears on Hemlock Mountain* - Alice Dalgliesh
  - i. *Viking Adventure*—Bulla
4. ABeka Readers--supplementary
5. Regent's Instructional Literature Curriculum Binder
6. Saxon Phonics Book #2
7. Class Two Poetry Book—"My Poetry Book"
8. Read Aloud Books: see Canon
9. *McGuffey—Eclectic 2<sup>nd</sup> Reader*
10. CFA—list for Class 2
11. School-wide Bible reading

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Recognize all 72 phonograms and sight words
2. Recognize and code all consonants and vowels
3. Recognize and code blends and digraphs
4. Recognize syllabification (2-3 syllable words)
5. Recognize contractions
6. Assess, review, remediate all class one objectives

NEW:

1. Phonics:
  - a. Mastery of 72 phonograms
  - b. Mastery of all consonants and vowels
  - c. Understand syllabification (2-3 syllable words)
  - d. Identify base words/compound words
  - e. Identify prefixes and suffixes: ed, s, es, ly, ness, less, er, est, y, en, ish, ist, ful, ous, age
  - f. Identify contractions: didn't, I'm, let's, I'll, they'll, hasn't, won't, I've, he'll, couldn't, aren't, we've, where's, you're, we'll, she'll, we're, can't, haven't, they'll, you'll, wasn't, what's, she's, here's, doesn't, don't, isn't
  - g. Use correct phonetic word attack skills in reading and show mastery of coding
  - h. Identify consonant blends, digraphs, trigraphs, and diphthongs
  - i. Alphabetize to the third letter
  - j. Consistently mark long and short vowels with macron and breve
  - k. Identify long and short vowels
  - l. Apply the silent "e" rule
  - m. Understand the meaning of abbreviation: Dr., Mr., Mrs., Ms., mt., st., ft., in., cm., A.M., P.M., some states, months, and days
  - n. Recognize synonyms, antonyms, and homonyms

2. Fluency:
  - a. Help students develop a well-rounded reading diet through exposure to various genre: biography, fable, poetry, fiction, historical fiction, allegory, and nonfiction
  - b. Reads orally with meaning and understanding while the teacher tracks and corrects: pausing at punctuation, smooth phrasing, and intonation
  - c. Apply phonics as they read
  - d. Use expression when reading orally
  - e. Demonstrates basic comprehension
  - f. Read with fluency given selections from literature
3. Comprehension:
  - a. Identify main idea, sequencing, following directions, details in reading, author's purpose, drawing conclusions, character, plot, setting, conflict solution, compare and contrast, cause and effect, genre, and state if moral
  - b. Summarize literature read in class through oral narration
  - c. Develop vocabulary through listening to excellent literature
  - d. Use contextual clues and frequent use of the dictionary to understand vocabulary in literature and other content areas
  - e. Identify speaker in reading selections, recognize paragraph divisions, distinguish main idea from details, distinguish fact and opinion
  - f. Recall qualities of the characters in reading and recognize those that are worthy admiring, e. g. God-fearing, generous, kind etc.
  - g. Show where to find author, title, publisher, title page, and table of contents page, glossary in a book.
  - h. Help students develop a well-rounded reading diet with a variety of genre
4. Oral Language:
  - a. Complete a number of oral presentations: Literature plays and oral readings done by the children
  - b. Develop oral recitation skills
    - speaking loudly (volume)
    - speaking clearly (diction)
    - speaking with correct pronunciation
    - speak with recognition of punctuation
    - speaking with correct posture
  - c. Develop vocabulary through listening to excellent literature
  - d. Listen to the teacher read and narrate back orally to develop listening skills; write a couple of sentences at first
  - e. Read and memorize poetry and Bible verses
  - f. Develop ability to narrate from literature
  - g. Individual Reading
    - 60 minutes orally
    - Silent reading in readers/books
5. Students will read nightly and record minutes in reading log
6. Teacher will read orally to children regularly providing:
  - a. Exposure to vocabulary
  - b. Exposure to excellent language
  - c. Enjoyment



C. Grammar Level Teaching Methods:

1. Whole group instructions
2. Use Phonics skills and review daily
3. Encourage and track individual reading
4. Integrate reading with history, science, biographies, etc.
5. Regularly scheduled trips to the library.
6. Use of art, drama, oral presentations to demonstrate understanding and to encourage others to enjoy the same book.
7. Use of SRA activities
8. Use of McCall Crabbs
9. Teacher read aloud regularly to students from excellent literature
10. Small group and individual instruction
11. Dictation
12. Remediation
13. Provide regular opportunities for children to narrate the Bible, literature, etc.

D. Assessment:

1. Informally monitor each student's development
2. Listening to students read once per week
3. Listening to struggling students more often
4. Phonetic practice in oral and dictation
5. Assess comprehension by narration and reading comprehension questions

E. Approximate Time per Week: 5-6 hours weekly

REGENT PREPARATORY SCHOOL  
CLASS TWO - LANGUAGE ARTS

A. Primary Texts and Materials:

1. Shurley Method Grammar 2—Pattern 1
2. Zaner Bloser Manuscript Method
3. Zaner Bloser Cursive Method
3. Dettmer Spelling List Review # 1-50 then learn #250-850
4. Dictionary
5. Easy Grammar – Daily Guided Teaching & Review, Grades 2-3
6. Challenge words from Dettmer

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Review capitalization and punctuation
2. Recognize synonyms, antonyms, homonyms
3. Demonstrate ability to recognize nouns and verb.
4. Recognize the use of sentences in literature
5. Recognize a complete sentence and fragment
6. Review Phonics
7. Review Spelling
8. Assess, review, and remediate class one objectives

NEW:

1. Grammar:
  - a. Identify synonym, antonym, and homonyms:
  - b. Usage of a/an correctly
  - c. Usage of subject/verb agreement correctly
  - d. Identify four types of sentences: declarative, interrogative, imperative, exclamatory
  - e. Understand nouns(singular, plural) (common, proper), verbs (past and present) pronouns, prepositions, object of the preposition, adjectives as describing words and adverbs.
  - f. Usage of capitalization correctly:
    - First word in sentence
    - First word in line of poetry
    - Pronoun I
    - Days, months, holidays
    - Names of people and pets, initials, and titles
    - Titles of books, stories, and poems
    - Abbreviations: Dr., Mr., Mrs., Ms., A.M., P.M., mountains, streets, some states, months, and days
    - 8 Letter parts: Greeting, Closing, Signature
    - Names of places: countries, states, and cities
    - Direct quotations
  - g. Usage of punctuation correctly:
    - Recognize indentation of paragraphs in literature
    - Correct usage of commas: in series, in a date, in an address, and between a city and a state
    - Correct usage of punctuation after: declarative, interrogative, imperative, and exclamatory sentences
    - Correct usage of periods: after initials and abbreviations
2. Writing:
  - a. Write dictation from excellent literature, McGuffey, the Bible, and other selections
  - b. Demonstrate ability to write well-structured sentences with correct punctuation and capitalization
  - c. Demonstrate consistent neatness standards in writing, and assignments
  - d. Demonstrate ability to edit for capitalization, punctuation, and spelling
  - e. Institute for Excellence in Writing

1. Students will progress through 2 units of the IEW program:
  - Note-making and outline
  - Summarizing from references
  - Picture studies
2. Students will be able to:
  - Read a paragraph
  - Make a key-word outline from the paragraph
  - Demonstrate ability to write a well-structured sentence and paragraph using correct capitalization, punctuation, subject/verb agreement, and indentation
  - Add descriptive adjectives to paragraph
- f. Students will use source materials from literature, history, picture studies
3. Spelling:
  - a. Recognize correct spelling of words #250-850 and review #1-50 on the Dettmer list
  - b. Code and divide into syllables spelling words weekly
  - c. Compose sentences orally using spelling words
  - d. Find derivatives, homonyms, prefixes, and suffixes weekly
  - e. Dictation of spelling words in short simple sentences weekly
  - f. Apply spelling rules consistently
  - g. Give spelling test two times per week
4. Penmanship:
  - a. Consistently write his/her name and date on all papers
  - b. Write correctly and consistently Zaner-Bloser Method manuscript
  - c. Correctly use pencil grip, letter and word spacing, margins, and paper position
  - d. Demonstrate consistent neatness in writing, assignments, and desk
  - e. Use good posture
  - f. Use skywriting and tracing letters
  - g. Teacher always supervising proper formation of letters; penmanship to be done at school, not at home.
  - h. Focus on quality not quantity

#### C. Grammar Level Teaching Methods:

1. Regular work on the Shurley Method question and answer flow completing pattern 1
2. Large group recitations—Using Shurley Method chants and songs
3. Large group modeling of Zaner-Bloser Method
  - a. skywriting
  - b. letter tracing
4. Weekly coding of spelling words
5. Integration of other subjects in writing/oral presentations
6. Consistently use Easy Grammar
7. Individual and small group instructions
8. Spelling list and test weekly
9. Recitation of poetry and the Bible
10. Institute for Excellence in Writing
11. Remediation

#### D. Assessments:

1. Weekly Spelling Test (practice and final test)
2. Spelling Scale for Home Educators—Dettmer
3. Handwriting monitored by teacher watching for correct formation of letters
4. Successfully completing Easy Grammar

#### E. Approximate Time per Week: 4-5 hours

REGENT PREPARATORY SCHOOL  
CLASS TWO - MATH

A. Primary Texts and Materials:

1. *Saxon Math Grade 3* Worksheets, TE, and assessments
2. Math speed drills
3. Dry erase boards
4. Flashcards
5. Games
6. Manipulative
7. Saxon Math Meetings

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Demonstrate addition and subtraction skills
2. Review addition and subtraction math facts to 18
3. Recognize a circle, triangle, square, and rectangle.
4. Knowledge of place value to 10,000
5. Demonstrate knowledge of missing addends and subtrahends
6. Demonstrate knowledge of regrouping in addition and subtraction
7. Demonstrate knowledge of money (penny, nickel, dime and quarter)
8. Assess, review, and remediate class one objectives

NEW:

1. Recognize and understand the number system:
  - a. Count to 1,000,000
  - b. Recognize place value to 100,000
  - c. Read and spell numbers to 999
  - d. Understand number line (before/after)
  - e. Count to 100 by 2, 5, and 10
  - f. Understand ordinal numbers
  - g. Understand odd and even numbers
  - h. Count by 3, 4, 25, etc.
2. Develop and apply concepts of addition:
  - a. Mastery of math facts to 18 with speed and accuracy
  - b. Mastery of regrouping
  - c. Solve problems with missing addends
  - d. Solve problems with estimation and rounding
  - e. Understand less than, greater than, and equal
  - f. Solve problems with 2-3 digits
  - g. Demonstrate ability to do multi-step addition problems
  - h. Solve problems using mental math
3. Develop and apply concepts of subtraction:
  - a. Mastery of math facts to 18 with speed and accuracy
  - b. Mastery of regrouping
  - c. Solve problems with missing subtrahend
  - d. Solve problems with estimation and rounding
  - e. Solve problems with 2-3 digits
  - f. Demonstrate ability to do multi-step subtraction problems
  - g. Solve problems using mental math
4. Develop and apply concepts of multiplication:
  - a. Understand the concept of repeated addition
  - b. Be familiar with facts up to 9
  - c. Solve problems using mental math

5. Introduce fractions:
  - a. Recognize fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$
  - b. Be able to figure inches on a ruler to  $\frac{1}{4}$  of inch
  - c. Describe and compare fractions(+ -) to  $\frac{1}{16}$
6. Understanding beginning geometry:
  - a. Recognize polygon, line segments, congruent shapes, and symmetry
  - b. Identify basic geometric shapes: triangle, square, circle, rectangle, hexagon, octagon, trapezoid, parallelogram
7. Solve Problems Using measurement:
  - a. Length and width (metric/standard)
  - b. Develop calendar concept (days, months, years)
  - c. Time ( tell time to the minute correctly) using analog and digital clocks
  - d. Area (square/rectangle)
  - e. Volume
  - f. Scale
  - g. Distance
  - h. Weight
  - i. Temperature
  - j. Liquid
  - k. Perimeter
  - l. Graphs ( Design, comprehend and decode simple graphs and scales)
    - bar graph
    - line graph
    - pie graph
  - m. Money (Apply to other subject areas and math problems)
  - n. Patterns
8. Understand problem solving
  - a. Solve word problems with addition, subtraction, multiplication, and division.
  - b. Work independently to solve oral and written problems
9. Complete successfully all work/worksheets in Saxon Math 3
10. Demonstrate ability to do multi-step operations using addition and subtraction.

#### C. Grammar Level Teaching Methods:

1. Large group instructions-Using daily drills/recitations/timed test
2. Integration with other subjects
3. Individual and small group work using Saxon materials
4. Dry Erase board work and games
5. Use of play money and clock to reinforce skills
6. Use of manipulatives

#### D. Assessments:

1. Beginning Math Drills by Carol Chester
2. Saxon Assessments for Grade 3

#### E. Approximate Time per Week: 5 hours

REGENT PREPARATORY SCHOOL  
CLASS TWO - HISTORY/GEOGRAPHY

A. Primary Texts and Materials:

1. *Our American Heritage*—Abeka
2. *Phoebe the Spy*—Judith Berry Griffin
3. *McGuffey Ecclectic Reader 2*
4. *Benjamin Franklin*—d'Aulaire
5. *Who was Ben Franklin*—Fradin
6. *The Hatmaker's Sign*—Fleming
7. *Ben Franklin's Glass Armonica*—Stevens
8. *Daniel Boone and the Wilderness Road*—Chambers
9. *Daniel Boone, Frontier Adventure*—Brandt
10. *Thomas Jefferson*—Giblin
11. *Meet Thomas Jefferson*—Barrett
12. *Lewis and Clark*—Sullivan
13. *How We Crossed the West*—Schanzer
14. *A Picture Book of Davy Crockett*—Adler
15. *Abraham Lincoln*—d'Aulaire
16. *Young Abe Lincoln*—Harness
17. *Abe Lincoln Goes to Washington*—Harness
18. *Farmer Boy*—Wilder
19. *Abe Lincoln's Hat*—Brenner
20. *If You Traveled West in a Covered Wagon*—Levine
21. *Will You Sign Here, John Hancock?*—Fritz
22. *Buffalo Bill*—D'Aulaire
23. *The Girl of the Alamo*—Kerr
24. *The Cabin Faced West*—Fritz
25. *How We Crossed the West*—Schanzer
26. *By the Great Horn Spoon*—Fleischman
27. *Pioneer Girl*—Anderson
28. *Davy Crockett, Young Pioneer*—Santrey
29. *The Cornhusk Doll*—Minshull
30. *The Apple and the Arrow*—Buff
31. *Lewis and Clark*—Sullivan
32. *Lewis, Clark & Me*—Myers
33. *The Adventures of Lewis & Clark*—Ormonde deKay, Jr.
34. *Dawn's Early Light*—Giblin
35. *Survival at Valley Forge*—Charles
36. *Daniel Boone*—K. Wilkie

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Recall significant people, events, and the five dates studied in class one  
1492—Columbus lands in the New World  
1620—Pilgrims Landing  
1776—Signing of the Declaration of Independence
2. Assess, review, and remediate Class One objectives

NEW:

1. Expand understanding of the past through the study of the lives and accomplishments of important Americans in the Westward Expansion.
2. Enter into their timeline:  
George Washington – 1732-1799  
Daniel Boone – 1734-1836  
Benjamin Franklin – 1706-1790  
Thomas Jefferson—1743-1826 3<sup>rd</sup> president  
Lewis and Clark – Exploration 1804-1806

Davy Crockett – 1786-1836  
Abraham Lincoln – 1809-1865

3. Identify and understand five important events, people, dates, and enter on the timeline:  
Ratification of the Constitution—1789  
Louisiana Purchase/Thomas Jefferson -1803  
Battle of the Alamo—1836  
California Gold Rush (gold discovered)- 1848  
Abraham Lincoln elected 16<sup>th</sup> president-1860
4. Develop an understanding of a timeline
5. Read assigned biographies on famous individuals from *Our American Heritage*
6. Use geographical elements on their maps: map symbols, cardinal directions
7. Describe the blessing God built into the geography of America

C. Grammar Level Teaching Methods:

1. Large group instruction using “Living Books”
2. Map work
3. Integration with other subjects
4. Journal with pictures and sentences
5. Geography songs

D. Assessments:

Narration for understanding

E. Approximate Time per Week: 2 hours

REGENT PREPARATORY SCHOOL  
CLASS TWO – NATURE STUDIES

A. Primary Text and Materials:

1. Nature Journal – Dick Blick
2. God's Creation itself!
3. Various field guides
4. *Handbook of Nature Study* – Anna Comstock

B. Grammar level objectives: The student will be able to:

REVIEW:

1. Identify parts of a plant and their function
2. Understand different methods of planting
3. Understand needs and care of plants
4. Understand life cycle of a plant
5. Understand the effects of water, soil, and sunlight on plants
6. Differentiate between perennial/annual and deciduous/evergreen
7. Identify the 5 senses
8. Understand states of matter
9. Identify specific trees and flowers
10. Categorize common food items: fruit or vegetable
11. Show knowledge of the life cycle and characteristics of flowerless plants and fungi
12. Keep a nature journal for reflection and investigation

NEW:

1. Successfully sort objects by visual characteristics
2. Demonstrate knowledge of how igneous, metamorphic, and sedimentary rock are formed
3. Classify rocks by hardness, color, streak color, texture, luster
4. Learn about fossils—make leaf prints with plaster
5. Collect various local rocks and classify them
6. Learn how crystals are formed
7. Learn about dinosaurs - Behemoth and Leviathan from Job
8. Distinguish between living and nonliving things
9. Learn characteristics of vertebrates and invertebrates
10. Learn importance of cold-blooded and warm blooded animals in each category
11. Identify characteristics of vertebrate animal groups
  - a. Amphibian  
frogs—life cycle, frog calls, types of frogs, frogs vs. toads, raise tadpoles
  - b. Reptiles  
lizards, turtles, snakes; emphasize differences and similarities with amphibians
  - c. Fish  
life cycle, anatomy and behavior, basic characteristics, beta fish, salmon, catfish, bony fish vs. cartilaginous fish, observe various specimens in classroom
  - d. Birds
    1. body characteristics—bones, feathers, feet, beaks, digestive system
    2. flight-migration
    3. nests
    4. eggs
    5. bird calls
    6. specific types: robin, cardinal, pigeon, chicken, blue bird, scissor-tail flycatcher
  - e. Mammals (depending on time level may leave for class 3)
    1. life cycles
    2. characteristics
    3. observe various specific pets: rabbit, gerbil
    4. common Oklahoma mammals: deer, raccoon, opossum



C. Grammar level teaching methods:

1. Regular opportunities to observe with the naked eye and with a magnifying glass
2. Sorting activities
3. Classifying activities
4. Creating leaf prints with plaster
5. Observing various specimen of animals (including classroom pets)
6. Assessing, reviewing, and remediation class on objectives

D. Approximate Time per Week: 2 hours

REGENT PREPARATORY SCHOOL  
CLASS TWO - MUSIC

A. Primary Text and Materials

1. Songs
2. Instruments
3. Teacher-directed activities
4. Recordings

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Vocabulary from Class One
2. Pictures and timbre of orchestral instruments
3. Melodic and rhythmic syllables from Class One
4. Playing percussion with proper hand positions
5. Singing with increased skill of proper technique
6. Playing ostinati on mallet instruments

NEW:

1. Identify the meter of a song and conduct in two- and three-four time
2. Read and write four sixteenth note rhythms
3. Begin printed hymn reading in standard form
4. Sing and study seven hymns of the month
5. Study the life and music of J.S. Bach to include Jesu, Joy of Man's Desiring, Brandenburg Concertos in F and G, Toccata and Fugue in D Minor, and Minuet in G
6. Study the life and music of Haydn to include the Surprise Symphony, the Farewell Symphony, the Trumpet Concerto, and various piano sonatas.
7. Experience the music of the American westward expansion by singing various folk songs, playing folk instruments, playing singing games and circle dances
8. Perform for Grandparents' day and Pioneer Day.
9. Individual performance once a month (optional)
10. Identify piano, forte, adagio, and allegro from listening

C. Grammar Level Teaching Methods:

- Songs
- Instrumental practice and introduction
- Composer studies, history, and theory
- Rote
- Echo
- Discovery
- Story-telling

D. Approximate Time per Week: 1 hour

**REGENT PREPARATORY SCHOOL**  
**CLASS TWO – ART**

**Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

**Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

**A. Primary Text and Materials**

1. Artists

- a. Oscar Claude Monet (1840-1926, French Impressionism)
- b. Raphael (1483-1520, Italian High Renaissance)
- c. Albrecht Durer (1471-1528, German Renaissance)
- d. Paul Cezanne (1839-1906, French Post-Impressionism)

2. Materials

- |                |                        |
|----------------|------------------------|
| a. Pencil      | f. Watercolor          |
| b. Marker      | g. Scratch art         |
| c. Oil pastel  | h. Craft items         |
| d. Soft pastel | i. Clay - periodically |
| e. Watercolor  |                        |

**B. Grammar Level Objectives: The student will learn –**

- 1. Elements of art
- 2. Shading
- 3. Proportion
- 4. Perspective
- 5. Color theory
- 6. Various skills and techniques

**C. Grammar Level Teaching Methods:**

- 1. Focused atmosphere – carpet time for lessons using:
  - Stories
  - Books
  - Videos
  - Slides
  - Prints
  - ReplicasSupport with studies of nature, science, math, geography, and history
- 2. Table time for application

**D. Approximate Time Per Week: 1 hour**

REGENT PREPARATORY SCHOOL  
CLASS TWO - SPANISH

A. Primary Text and Materials:

1. Songs
2. Games
3. Teacher-directed activities

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Vocabulary:

- Greetings
- Colors
- Foods
- Parts of the face
- Salutations
- Clothing
- Community
- Days of the Week
- Numbers
- Animals
- Months of the year
- Classroom objects
- Alphabet

NEW:

1. Introduce vocabulary:

- Body parts
- Basic expressions
- Household objects

2. Determine feminine and masculine forms of nouns and the correct definite articles

3. Create original sentences with provided vocabulary

4. Recognize basic ten commands

5. Become familiar with five adjectives

6. Recognize eight action verbs

C. Grammar Level Teaching Methods:

Songs  
Games  
Repetition  
Active participation  
Labeling  
Identifying

D. Approximate Time per Week: < 1 Hour

PICTURE/POEM/SCRIPTURE STUDIES  
CLASS TWO

**September**

ART- George Washington – A. Friberg  
POEM – “Survival at Valley Forge” – Carole Charles  
SCRIPTURE – Psalm 139

**October**

ART- The Cornell Farm – Edward Hicks  
POEM – “The Pasture” – Robert Frost  
SCRIPTURE – Psalm 139

**November**

ART- One of the Family – F.G. Cotman  
POEM – “Thanksgiving Time” – Anonymous  
SCRIPTURE – Psalm 139

**December**

ART- Adoration of the Shepherds – Giorgione  
POEM – “Away in a Manger” – Martin Luther  
SCRIPTURE – Luke 2:8-20

**January**

ART- Winter – Valckenborch  
POEM – “White Fields” – J. Stephens  
SCRIPTURE – 1 Corinthians 13

**February**

ART- A Friendly Call – Chase  
POEM – “Doorbells” – Rachel Field  
SCRIPTURE – 1 Corinthians 13 & Philippians 2:1-18

**March & April**

ART- Boys Picking Fruit – Francisco De Goya  
Sympathy 1877 – Briton Riviere  
Breezing Up (A Fair Wind) – Winslow Homer  
POEM – “The Conscience Poem” – Rea Berg  
“My Dog” – Marchette Chute  
“My Plan” – Marchette Chute  
SCRIPTURE – Philippians 2:1-18

**May**

ART- “Children Playing at the Beach” – Mary Cassatt  
POEM – “*At the Seaside*” – Robert Louis Stevenson  
SCRIPTURE – Philippians 2:1-18

Approximate Time per Week: This material is integrated as a part of language arts, history, and Bible time and is not allocated a specific time per week.

***Childhood of Famous Americans***  
**Class Two List**

*Roberto Clemente* – Dunham  
*Annie Oakley* – Wilson  
*Sacagawea* – Seymour  
*Mark Twain* – Mason  
*Buffalo Bill* – Stevenson  
*Louisa May Alcott* – Gormley  
*Davy Crockett* – Parks  
*Sitting Bull* – Stevenson  
*Elizabeth Blackwell* – Henry  
*Babe Ruth* – Van Riper  
*Meriwether Lewis* – Bebenroth  
*Abraham Lincoln* – Stevenson  
*Benjamin Franklin* – Stevenson  
*Jim Henson* – Gourse  
*Joe DiMaggio* – Dunn  
*Robert E. Lee* – Monsell  
*Ronald Reagan* – Dunham  
*Thomas Jefferson* – Monsell  
*Harriet Tubman* – Kudlinski  
*Mary Todd Lincoln* – Wilkie  
*John Muir* – Dunham  
*Geronimo* – Stanley  
*Andrew Jackson* – Steintz

REGENT PREPARATORY SCHOOL  
CLASS THREE - READING/LITERATURE

A. Primary Text and Supplementary materials:

1. Regent Literature List for class three:
  - a. *Stuart Little*—E. B. White
  - b. *Charlotte's Web*—E. B. White
  - c. *Johnny Texa*- Hoff
  - d. *Old Yeller*—Fred Gipson
  - e. *On to Oregon*—Honore' Morrow
2. Master literature notebook: comprehension questions and tools
3. SRA-Series E
4. McCall Crabbs-Book C
5. Outside Reading List: see the canon
6. "READERS ARE LEADERS" program
7. Poetry Book: "Garden Verse of Poetry for Boys and Girls" (recitations will be done daily from the poetry book)
8. Read aloud books: see the canon
9. *McGuffey's Third Eclectic Reader* (used for public elocution)
10. Bible (read daily following master schedule)

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Use correct phonetic word attack skills and knowledge in their reading consistently
2. Use contextual clues and frequent use of the dictionary to understand new words
3. Recall the qualities of the characters in stories and recognize those that are worth admiring, e. g. God-fearing, generous, kind, etc.
4. Recognize and identify genre: fiction, non-fiction, biography, and poetry
5. Show where to find the author, title, publisher, title page, and table of content page in book
6. Demonstrate mastery of all phonograms and sight words
7. Recognize contractions: see class two list
8. Teacher will assess, review, and remediate all class two objectives

NEW:

1. Phonics:

- a. Demonstrate use of phonetic rules in spelling and literature
- b. Recognize syllabification and root words
- c. Alphabetize to the 3<sup>rd</sup> and 4<sup>th</sup> letter
- d. Identify base words/compound words
- e. Identify 3-4 syllable words
- f. Identify prefixes and suffixes: s, es, ed, er, est, ist, ing, tion, sion, ment, ness, ly, ful, less, y, ous, age, un, re, mis
- g. Identify contractions: isn't, didn't, I'm, let's, I'll, they'll, hasn't, won't, weren't, I've, he'll, couldn't, shouldn't, aren't, we're, we've, where's, she'll, we'll, don't, can't, it's, they're, haven't, that's, she's, you're, she'll, they'll, you'll, what's
- h. Use phonetic word attack skills in reading and spelling, and show mastery of coding
- i. Mastery of long and short vowels
- j. Consistently mark long and short vowels with breve and macron
- k. Apply the silent "e" rules
- l. Understand the meaning of abbreviations: St., Pl., Miss, Ms., Mr., Mrs., Mt., rd., Ave., qt., gal., c., lb., in., ft., yd., cm., m., mm., Dr. inch, A.M, P.M., some states,

months,days

- m. Recognize singular and plural forms of a noun
- n. Demonstrate phonetic rules in spelling and literature
- o. Read high frequency words and sight word automatically
- p. Recognize synonyms, antonyms, and homonyms: ( to/ two/ too, by/ bye/buy, hear/ here, piece/ peace, blue/ blew, ate/ eight, one/ won, wood/ would, meat/ meet, sea/ see.)

2. Fluency:
  - a. Read with fluency a given selection from literature
  - b. Read orally with meaning and understanding while the teacher
  - c. Apply phonics as they read
  - d. Use expression when reading orally
  - e. Demonstrate basic comprehension: questions and oral narration
3. Comprehension:
  - a. Demonstrate increased vocabulary through exposure to new vocabulary word in literature and other content areas.
  - b. Recall the basic biblical values and principles identified in the literature read in class.
  - c. Demonstrate comprehension of literal information in the literature read in class.
  - d. Help student develop a well-round diet with a variety of genre: historical fiction, biography, non-fiction, fiction, poetry, mystery, and fiction
  - e. Develop skills: in main idea, sequencing, following directions, details in reading, author's purpose, drawing conclusions, character, plot, setting, conflict solution, compare and contrast, cause and effect, genre, and state if moral
  - f. Develop a love of reading by the children through the great books read at story time.
  - g. Demonstrate ability to do narration orally and in writing from literature units
  - h. Understand test vocabulary: always, never, all, usually, and most.
  - i. Use contextual clues and frequent use of the dictionary to understand vocabulary in literature and other content areas
  - j. Identify speakers in reading selections, recognize paragraph divisions, distinguish main idea from details, distinguish fact and opinion
  - k. Recall qualities of the characters in reading and recognize those that are worth admiring, e.g. God-fearing, generous, kind, etc.
  - l. Show where to find author, title, publisher, title page, and table of contents page, and glossary in a book
4. Oral Language:
  - a. Read and memorize poetry and Bible scripture: see attached list
  - b. Complete a number of oral presentations: Literature plays and oral readings
  - c. Develop oral recitation skills
  - d. Develop vocabulary through listening to excellent literature
  - e. Listen to the teacher read and narrate back orally to develop listening skills: writing a narration
  - f. Teacher read orally to children regularly:
    - Exposing them to vocabulary
    - Exposing them to excellent language
    - For enjoyment
  - g. Read from McGuffey readers for public elocution emphasizing: posture, speaking loudly and clearly, looking at the audience, using correct punctuation, using correct pronunciation
5. Individual Reading
  - a. Students will read nightly
  - b. Record reading minutes in reading logs weekly:
    - 10 minutes oral reading Monday-Thursday (total 40 minutes)
    - 20 minutes silent reading Monday-Thursday (total 80 minutes)

### C. Grammar Level Teaching Methods:

1. Whole group instruction-providing many regular opportunities for students to read aloud with correction by the teacher-combined with completing comprehension work
2. Use phonetic reviews and general reading methods/training in comprehension skills, with numerous opportunities for oral and silent reading
3. Encourage and track individual reading: "READERS ARE LEADERS"
4. Integrate reading with history, science, biographies, historical novel, etc.



5. Regularly scheduled trips to the library.
6. Use of art, drama, and oral presentations to demonstrate understanding and encourage others to enjoy the same books.
7. Drill regularly parts of a book and story elements (setting, characters, and plot)
8. SRA and McCall Crabbs materials will be used for readings
9. Reading by teacher aloud regularly from excellent literature
10. Literature Binder for comprehension questions
11. Provide regular opportunities for children to narrate the Bible, literature, etc.
12. Comprehension questions
13. Remediation
14. Dictation from history, literature, Serl, and McGuffey
15. Teacher reading regularly to student from excellent literature
16. Small group and individual instructions

D. Assessments:

1. Oral and written narration of text read by students
2. Teacher-directed monitoring of child's oral reading
3. "Readers Are Leaders" program
4. Comprehension questions
5. Foundation and Framework tools
6. Phonetic practice in oral and written narrations
7. Assess comprehension by narration and reading comprehension questions
8. McCall Crabbs Book C
9. SRA series E
0. Read 12 canon books

E. Approximate Time per Week: 6-7 hours (including integrated reading  
in other subject areas)

REGENT PREPARATORY SCHOOL  
CLASS THREE - LANGUAGE ARTS

A. Primary Text and Materials:

1. Zaner Bloser Cursive Penmanship Method
2. 3<sup>rd</sup> Grade Zaner Bloser handwriting paper
3. Shurley Method 4–Shurley Instructional Materials (Pattern 1, 2, and 3)
4. Dettmer Spelling List 3 (words #500-1000)–high frequency words and phonetic words
5. Challenge words from Dettmer: list attached
6. Dettmer Scale for Home Educators Test given twice a year
7. Regent’s Instructors Curriculum Binder
8. Thesaurus
9. Dictionary: The American Heritage Dictionary
10. Daily Grams Grade 4
11. Diagrams from excellent literature
12. Institute for Excellence in Writing

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Recognize the use of sentences and paragraphs in literature
2. Form the lower case versions of each letter of the alphabet using Zaner Bloser Cursive Model consistently and properly
3. Write his/her name and date on all papers consistently and correctly
4. Demonstrate a consistent use of nouns, verbs, adjectives, identify them in simple sentences
5. Demonstrate consistent neatness standards in writing, assignments, and desk
6. Demonstrate correct posture and holding of pencil in written work
7. Write a well structured complete sentence with capitalization and punctuation.
8. Recognize and write with correct punctuation the four types of sentences: declarative, imperative, interrogative, and exclamatory.
9. Review words # 1-500 from Dettmer
10. Assess, review, and remediate Class Two objectives

NEW:

1. Spell assigned words, and correctly using phonetic rules consistently (# 500-1000) review (#1-50)
  - a. Dettmer list will be used with phonetic words
  - b. Dettmer Scale for Home Educators Test will be given twice a year: beginning and end of year
  - c. Divide words into syllables, code words, find derivatives (suffixes/prefixes) and identify synonyms, antonyms, and homonyms weekly
  - d. Compose sentences orally using spelling words
  - e. Dictation of spelling words in sentences weekly
  - f. Apply spelling rules consistently
  - g. Spelling test give twice weekly
  - h. Dictionary work with spelling words weekly
  - i. Thesaurus work with spelling words weekly
2. Grammar:
  - a. Use a/an correctly
  - b. Understand nouns (singular/plural), (common/proper), verbs (past/present), pronouns (subject/possessive), prepositions and object of the preposition, adjectives, adverbs, conjunctions, interjections, direct objects, and indirect objects, compound subject and verbs
3. Use capitalization correctly:
  - a. First word in a sentence
  - b. First line in poetry
  - c. Pronoun I
  - d. Days of the week, months, holidays, and historical events

- e. People's names, initials, and titles
  - f. Titles of books, stories, and poems
  - g. Places: cities, states, countries, nations
  - h. Abbreviations: St., Pl., Miss, Ms., Mr., Mrs., Dr., some state, days of the week/months
  - i. Parts of a letter: greeting, heading, first word in closing, and signature
  - j. Beginning word in direct quotations
4. Use of punctuation correctly:
    - a. Recognize indentation of a paragraph
    - b. Correct usage of commas; in a series, in a date, in an address, between a city and a state, in a heading, in a closing,
    - c. Correct usage of punctuation after: declarative, imperative, interrogative and exclamatory sentences
    - d. Use periods after initials and abbreviations
    - e. Use commas with introductory words
    - f. Use commas with appositives
  5. Demonstrate ability to write narrations from literature, McGuffey, Serl, or the Bible
  6. Demonstrate ability to write dictation from literature, McGuffey, Serl, or the Bible
  7. Demonstrate ability to diagram a sentence with: subject, verb, adjectives, adverbs, direct objects, prepositions, pronouns, and indirect objects
  8. Writing: Institute for Excellence in Writing
    - a. Students will progress through 5 units of the IEW program:
      - note-making and outlines
      - summarizing from references
      - summarizing from notes
      - picture studies
      - narrative stories
    - b. Students will be able to:
      - read a paragraph and make a key-word outline from the paragraph
      - add dress-ups: strong verb, "ly" adverb, descriptive adjective, prepositional phrases, and "because" clause
      - write a topic sentence, clincher, and title
      - demonstrate ability to write a well-structured sentence and paragraphs using correct capitalization, punctuation, subject/verb agreement, indentation, and four kinds of sentences
      - use a dictionary with ease to find new vocabulary words
      - use a thesaurus to replace verbs with strong verbs
    - c. Students will use source materials from:
      - literature: *Stuart Little*, *Charlotte's Web*, *Johnny Texas*, *Old Yeller*, and *On to Oregon*
      - history: Bible selections, biography of an inventor, Oklahoma Land Run, and Trail of Tears
      - science: report on mammals and insects
      - picture studies: Oklahoma Land Run by Charles McBarron, Trail of Tears by Robert Lindeus, and Adoration of the Wise Men by Peter Paul Rubens
  9. Use good penmanship skills with the Zaner-Bloser Cursive Method
    - a. Use good posture
    - b. Correctly use pencil grip
    - c. Demonstrate neatness in writing and form
    - d. Observe margins, letter, word spacing and paper position
    - e. Focus on quality not quantity (Charlotte Mason)
    - f. Write name and date on all paper consistently using standard heading:
 

|                       |                       |
|-----------------------|-----------------------|
| <i>Student's name</i> | <i>Date</i>           |
| <i>Subject</i>        | <i>Teacher's name</i> |
    - g. Use skywriting and tracing letters
    - h. Teacher always supervising proper formation and writing.
    - i. Penmanship to be done at school

10. Demonstrate literary skills
  - a. Introduce dictionary skills using the dictionary: guide words, syllables, and definitions
  - b. Introduce reference skills to gather and organize information (using encyclopedia, thesaurus, and atlas)
  - c. Visit library regularly to build these skills

C. Grammar Teaching Methods:

1. Large group recitations– Using Shurley Method Question and Answer Flow successfully completing (pattern 1, 2, and 3)
2. Large group modeling of Zaner Bloser Method
  - a. Using skywriting
  - b. Using letter tracing
3. Individual instruction/work
4. Weekly phonetic coding of words
5. Use the Dettmer Scale for Home Educators twice per year
6. Integration of other subjects in writing/oral presentations
7. Writing evaluation using ERB Rubric
8. Consistently using Daily Grams Grade 4
9. Spelling list and test weekly
10. Recitation of poetry and Bible; list attached

D. Assessments:

1. Weekly spelling test (practice and final test)
2. Twice a year give Dettmer Scale for Home Educators Test
3. Shurley Grammar Unit Test (Pattern 1, 2, and 3)
4. Teacher observations and guided practice of handwriting
5. Successfully complete Daily Grams Grade 4

E. Approximate Time per Week: 5-7 hours

REGENT PREPARATORY SCHOOL  
CLASS THREE - MATH

A. Primary Text and Materials:

1. *Saxon Math 4* Worksheets, TE, and assessments
2. Variety of manipulative materials
3. Flashcards
4. Dry erase boards
5. Math drills: BMD, Saxon math drill, and grids
6. Games
7. Saxon Math Meetings 4

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Demonstrate mastery of basic facts learned in grades one and two
2. Review basic facts in addition and subtraction
3. Apply math skills to other subject areas
4. Use math skills to correctly recognize and use money in math problems
5. Tell time to the minute correctly
6. Design, comprehend, and decode simple graphs and scales
7. Solve math problems using addition, subtraction, multiplication, and division quickly and mentally.
8. Write story problems (using time, money, temperature, calendar, etc.) involving multi-step problems
9. Assess, review, and remediate class two objectives

NEW:

1. Recognize and understand the number system:
  - a. Place value to 1,000,000+
  - b. Using expanded notation
  - c. Using negative numbers
  - d. Using Roman Numerals 1-100
  - e. Understand ordinal numbers
  - f. Understand odd/even numbers
2. Develop and apply concepts of addition
  - a. Develop fluency with addition facts and families
  - b. Solve problems with six digit regrouping
  - c. Solve problems with missing addends
  - d. Solve problems using estimation and rounding
  - e. Demonstrate ability to do multi-step addition problems
  - f. Solve problems using mental math
3. Develop and apply concepts of subtraction
  - a. Develop fluency with subtraction facts and families
  - b. Solve problems with missing subtrahend
  - c. Solve problems using estimation
  - d. Solve problems with and without regrouping to 1000
  - e. Demonstrate ability to do multi-step subtraction problems
  - f. Solve problems using mental math
4. Develop and apply concepts of multiplication
  - a. Develop fluency with multiplication facts and families
  - b. Multiply with 2 digit factors
  - c. Solve problems using estimation and rounding
  - d. Solve problems using mental math
5. Develop and apply concepts of division
  - a. Develop fluency with division facts
  - b. Solve problems using short division
  - c. Solve problems using long division with remainders
  - d. Solve problems using estimation

6. Develop and apply concepts of fractions
  - a. Solve problems using equivalent fractions
  - b. Solve problems using addition and subtraction with like denominators
  - c. Solve problems with mixed numbers
  - d. Solve problems with improper fractions
7. Develop and apply concepts of decimals
  - a. Solve problems using values to tenths
  - b. Solve problems using values to hundredth
8. Solve problems using geometric properties
  - a. Using polygons
  - b. Using line segments
  - c. Using congruent shapes
  - d. Using symmetry
  - e. Using angles
  - f. Using parallel and perpendicular lines
9. Develop and apply concepts of measurement
  - a. Measure length and width using standard and metric
  - b. Apply measurement of area and volume
  - c. Recognize scale and weight
  - d. Recognize and use measurement of temperature
  - e. Measure perimeter and area
  - f. Demonstrate knowledge of graphing (collecting, recording, and interpreting data)
  - g. Compare and order fractions
  - h. Solve problems using money
  - i. Tell time and elapsed time using digital and analog clocks
  - j. Describe probability of chances of events
  - k. Demonstrate ability to use the calendar: day, months, and years
10. Apply problem solving skills using different operations
11. Complete all Saxon 4 work/worksheets successfully.

**C. Grammar Level Teaching Methods:**

1. Large group instructions-using daily drills/recitation/ timed test
2. Integration with other subjects
3. Individual and small group work using Saxon materials
4. Using board work/races/games/dry erase boards
5. Using play money, clocks, dry erase boards, protractors, and compasses
6. Teacher monitoring problems while the children work
7. Remediation

**D. Assessments:**

1. Saxon Assessments
2. Math drills: BMD, Saxon math drills, and grids
3. Board work: to assess child's knowledge of skills
4. Flashcards

**E. Approximate Time per Week: 5 hours**

REGENT PREPARATORY SCHOOL  
CLASS THREE - HISTORY

A. Primary Text and Materials:

1. Regent Oklahoma History Book
2. Rand McNally Write-on Maps
3. Books to be read:
  - a. *Trail of Tears*—R. Conrad Stein
  - b. *Soft Rain*—Conelia Cornelissen
  - c. *Angels in the Dust*—Raven
  - d. *Will Roger*—Keating
  - e. *Sequoyah*—Joanne Oppenheim
  - f. *Children of the Dust Bowl*—Jerry Stanley
  - g. *Hooray for Oklahoma*—Kirschstein
  - h. *World Almanac Library of the States—Oklahoma*—Martin
4. Oklahoma write-on maps
5. U. S. laminated maps

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Recall the names and significance of people, events, and five dates studied in the previous grade
  - 1789—Ratification of the Constitution
  - 1803--Louisiana Purchase/Thomas Jefferson
  - 1836—The Battle of the Alamo
  - 1848—The California Gold Rush
  - Abe Lincoln elected 16<sup>th</sup> president
2. Recite the Pledge of Allegiance
3. Assess, review, and remediate Class Two objectives

NEW:

1. Demonstrate knowledge of Oklahoma history from Coronado to the present
2. Know and identify Oklahoma symbols:
  - a. State bird
  - b. Statehood - November 16, 1907
  - c. State flag
  - d. State mammal
  - e. State flower
  - f. State song
  - g. State tree
  - h. State seal
3. Identify Oklahoma natural resources
4. Recognize Oklahoma government:
  - a. Senate, House of Representatives, Supreme Court, and Governor
  - b. Students will visit the Senate, House of Representatives, and Supreme Court at the Oklahoma Capitol
5. Identify the governor of Oklahoma and the President of the United State
6. Study famous Oklahomans:
  - a. Will Rogers
  - b. Jim Thorpe
  - c. Sequoyah
  - d. Maria Tallchief
  - e. Mickey Mantle
  - f. Wiley Post
  - g. Gordon Cooper
  - h. Woody Guthrie
7. Study the Five Civilized Tribes and the Trail of Tears
  - Read the book *Soft Rain* by Cornelissen

8. Identify Oklahoma geography—boundaries, location , shape, climate, natural resources, major rivers, major mountains and plains, major cities, and the state capital
9. Study and re-enact the Oklahoma Land Run of 1889
10. Identify the major dates in Oklahoma history
  - a. Statehood—November 16, 1907
  - b. Land Run—April 22, 1889
  - c. Trail of Tears—1830s
  - d. The Dust Bowl—1932
11. Describe the blessings God built into the geography of America (abundant water, wildlife, soil, beautiful land forms, resources, and climate)

#### C. Grammar Level Teaching Methods:

1. Large group reviews of terminology, events, and dates
2. Salt dough maps of Oklahoma
  - a. Identify boundaries, shape, surrounding states, major cities, major crops, major rivers, major mountains, major plains, and state capital major landforms, elevations, and natural resources
  - b. Color code elevations
3. Re-enactment of the Oklahoma Land Run of 1889 in April
4. Make maps
5. Field trip to the State Capitol Building: Senate, House of Representatives, and Supreme Court
6. Read *Soft Rain* by Cornelissen
7. Read biographies of famous Oklahomans:
  - a. Will Rogers
  - b. Sequoyah
  - c. Jim Thorpe
  - d. Marie Tallchief
  - e. Wiley Post
  - f. Mickey Mantle
  - g. Gordon Cooper
  - h. Woody Guthrie
8. Large group instructions using “Living Books”
9. Integration with other subjects
10. Make “ABC’s of Oklahoma” books

#### D. Assessments:

1. Salt dough map of Oklahoma
2. Various map exercises done by the children
3. Usage of the atlas daily
4. Narration
5. Reports
6. “ABC’s of Oklahoma” book

#### E. Approximate Time per Week: 2-3 hours



**REGENT PREPARATORY SCHOOL  
CLASS THREE - GEOGRAPHY**

**A. Primary Text and Materials:**

1. Map, globe, and graphs activities
2. Rand McNally write-on Oklahoma maps
3. Atlas
4. Globe
5. Oklahoma geography and map work
6. Laminated United States desk maps

**B. Grammar Level Objectives: The student will be able to:**

**REVIEW:**

1. Identify on a map the cardinal directions, map symbols, and map scale
2. Recall the continents and oceans by name and location
3. Identify continents, oceans, United States, capital cities, rivers, mountain ranges, surrounding countries (Canada and Mexico), and locate Oklahoma.
4. Remediate, review, and assess class two objectives

**NEW:**

1. Identify and interpret map key/legend
2. Measure distance on a map using a distance scale
3. Interpret graphs and charts
4. Locate and identify different latitudes and longitudes using coordinates
5. Identify map symbols
6. Identify map titles
7. Interpret highway road maps
8. Identify the cardinal and intermediate directions
9. Define geographical terms: river, lakes, mountains, plains, plateaus, plateaus, map key map symbols, cardinal directions, intermediate directions, country, state, continent, city boundaries, equator, prime meridian, North Pole, South Pole, landforms, population, elevation, peninsula, island, hemisphere, grid, and degrees
10. Be able to locate and label the continents and oceans

**C. Grammar Level Teaching Methods:**

1. Describe the blessings God build into geography of America, abundant water, wild life, good soil, beautiful land, natural resources, variety of climates
2. Use write-on maps of Oklahoma
3. Locate major land forms, water, cities, Oklahoma, and the state capital of Oklahoma.
4. Know and locate students continent, country, state, and city on a map of the United States
5. Locate the United States on a blank map of the world
6. Fantasy Land Map will include:
  - map key/legend
  - distance scale
  - compass rose
  - rivers
  - mountains
  - boundaries
  - cities
  - states
  - capital of states
  - lakes
  - an island

D. Assessments:

1. Map work on the continents and oceans including equator, cardinal directions, prime meridian
2. Salt dough maps of Oklahoma
3. Map work on laminated U. S. maps regularly
4. Atlas work done regularly
5. Map work practice to include: continents, oceans, distance scale, cardinal/intermediate directions, map symbols, map key/legend, compass rose, elevations, boundaries, capitals
6. Fantasy Land Map

E. Approximate Time per Week: 2-3 hours

REGENT PREPARATORY SCHOOL  
NATURE STUDIES – CLASS THREE

A. Primary Texts and Materials:

1. God's creation itself
2. *Handbook of Nature Study*—Anna Comstock
3. Various field guides

B. Grammar Level Objectives: the student will be able to –

REVIEW:

1. Sort objects by visual characteristics
2. Demonstrate knowledge of igneous, metamorphic, and sedimentary rock formation
3. Demonstrate knowledge of local rocks classifications
4. Demonstrate knowledge of dinosaurs
5. Distinguish between living and nonliving things
6. Distinguish vertebrates and invertebrates
7. Identify characteristics of vertebrate animal groups
8. Assess, review, and remediate objectives from class two

NEW:

1. Demonstrate ability to classify:  
Kingdom, Phylum, Class, Order, Family, Genus, Species
2. Differentiate between vertebrate and invertebrates
3. Develop knowledge of characteristics for specific animals in the invertebrate groups
4. Observe live specimens and study such things as classification, lifecycles, anatomy, and behavior.
  - a. Insects: cricket/grasshoppers, praying mantis, mealworm-beetle, butterfly-moth, bee/wasp;  
specimens brought in
  - b. Spiders: black widow, brown recluse; specimens brought in
  - c. Scorpions
  - d. Complete an "arthropod" collection consisting of insects, spiders, scorpions, etc.
  - e. Earthworms: Conduct simple experiments to investigate earthworm behavior
  - f. Clams: dissect specimen
  - g. Squid: dissect specimen
5. Study the seven days of Creation
6. Introduce and use the scientific method during experiments
7. Mammals (possibly move to Class 2)  
life cycle; characteristics; observe various specific pets (gerbil, rabbit), common mammals (deer, opossum, raccoon)
8. Study the Oklahoma state symbol corresponding to their study of Oklahoma
9. Introduce the human body and health:  
health and nutrition; skeletal system—learn the Bone Song; skin; digestive system; muscular system; nervous system

C. Grammar Level Teaching Methods

1. Use classifying
2. Observation of invertebrates
3. Collection of arthropods
4. Use field guides for classifying
5. "Bone Song"

D. Approximate Time per Week: 3 hours

REGENT PREPARATORY SCHOOL  
CLASS THREE – MUSIC

A. Primary Text and Materials

1. Songs
2. Instruments
3. Teacher-directed activities
4. Recordings

B. Grammar Level Objectives: The students will be able to:

REVIEW:

1. Using vocabulary of rhythm, solfege, meter and dynamics from Class Two
2. Following the verses of a hymn in standard printed form
3. Singing with increased skill and technique
4. Conducting patterns of two- and three-four meter

NEW:

1. Read and write the solfege notes Do, Re, Mi, So
2. Read and write the rhythmic patterns of dotted quarter/eighth, dotted eighth/sixteenth and eighth/quarter/eighth (syncopation)
3. Perform for Grandparents' and Oklahoma Day
4. Study the music of Oklahoma to include Native Americans, cowboys, hymns, Western swing, Woody Guthrie, and others
5. Study the life and music of Mozart to include:
  - a. Twinkle, Twinkle and variations
  - b. Eine Kleine Nacht music
  - c. Symphony # 40
  - d. Concerto for Flute and Harp
  - e. Overture to Don Giovanni
  - f. Overture to Marriage of Figaro
  - g. Magic Flute
6. Study and sing seven hymns of the month
7. Conduct in four-four meter
8. Dance in a square
9. Read and write the note names G, A, B on the treble staff

C. Grammar Level Teaching Methods:

1. Songs
2. Instrumental practice and introduction
3. Performances
4. Composer studies and history
5. Theory
6. Echo
7. Rote
8. Discovery

D. Approximate Time per Week: 1 hour

**REGENT PREPARATORY SCHOOL**  
**CLASS THREE – ART**

**Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

**Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

**A. Primary Text and Materials**

1. Artists:

- a) Frederic Remington (1861-1909, American Western)
- b) Charles M. Russell (1864-1926, American Cowboy)
- c) William Leigh (1866-1949, American Western)
- d) Vincent Van Gogh (1853-1890, Dutch Post Impressionism)
- e) Giotto (1267-1337, Italian Early Renaissance)
- d) Jacques Louis David (1748-1825, French Neo-Classicism)
- e) Grant Wood (1891-1942, American Rural)

2. Materials:

pencil, marker, oil pastel, soft pastel, watercolor, mosaic, clay (periodically), craft items

**B. Grammar Level Objectives: The student will learn –**

- 1. Elements of art
- 2. Shading
- 3. Proportion
- 4. Perspective
- 5. Color theory
- 6. Various skills and techniques

**C. Grammar Level Teaching Methods:**

1. Focused atmosphere – carpet time for lessons using:

Stories  
Books  
Videos  
Slides  
Prints  
Replicas

Support with studies of nature, science, math geography, and history

2. Table time for application

**D. Approximate Time per Week: 1 hour**

REGENT PREPARATORY SCHOOL  
CLASS THREE - SPANISH

A. Primary Text and Materials:

1. Songs
2. Games
3. Teacher-directed activities

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Vocabulary:
  - a. Greetings
  - b. Colors
  - c. Parts of the face
  - d. Months of the year
  - e. Salutations
  - f. Clothing
  - g. Days of the week
  - h. Classroom objects
  - i. Numbers
  - j. Foods
  - k. Alphabet
  - l. Animals
  - m. Community

NEW:

1. Identify Spanish-speaking countries on the map
2. Use vocabulary with the correct definite and indefinite articles
3. Become familiar with the forms of three present tense verbs
4. Create original sentences
5. Determine the correct use of subject pronouns, singular and plural
6. Understand the correct use of capital letters
7. Learn the names of God
8. Learn basic expressions
9. Learn the body parts
10. Be familiar with conversational language

C. Grammar Level Teaching Methods:

1. Songs
2. Chants
3. Repetition
4. Active Participation
5. Labeling
6. Identifying

D. Approximate Time per Week: < 1 hour

REGENT PREPARATORY SCHOOL  
CLASS THREE  
PICTURE/POEM/SCRIPTURE/MUSIC STUDIES

**August/September**

ART—The Fairy Tale—Walter Firle  
POEM—“The Schoolhouse”—Sarah Pierce  
    Recitation—“Afternoon on a Hill”—Edna St. Vincent Mallay  
SCRIPTURE—John 14:1-7  
MUSIC—Mozart—Concerto # 21 C Major—Tape #3

**October**

ART—Autumn on the Hudson—Jasper Francis  
POEM—“Work”—Henry van Dyke (Use with Proverbs 6:6-11)  
    Recitations—“Grasshopper Green”—Anonymous  
    “All Things Bright and Beautiful”—Cecil Francis

**Alexander**

SCRIPTURE—John 14:1-7 and Proverbs 6:6-11  
MUSIC—Haydn—Symphony in C Major—Tape #6-16

**November**

ART—Basket of Bread—Salvador Dali  
POEM—“Thanksgiving”—Ralph Waldo Emerson  
    Recitation—“Thanksgiving”—Anonymous  
    “We Thank Thee”—Anonymous  
    “Thanksgiving Day”—Lydia Maria Child  
SCRIPTURE—Luke 29:11-13  
MUSIC—Beethoven—Moonlight Sonata #14 in C Sharp Minor—Tape #-3

**December**

ART—The Rest on the Flight into Egypt—Gerard David  
POEM—“Angels We Have Heard on High—A French Carol  
    Recitation--“Long, Long Ago”—Lizette W. Reese  
    “Twelve Days of Christmas”—Old Rhyme  
SCRIPTURE—Luke 2:8-14  
MUSIC—Christmas Hymns

**January**

ART—Winter Harmony—John Henry Twachtman  
POEM—“Dust of Snow”—Robert Frost  
    Recitation—“Falling Snow”—Anonymous  
    “Wintertime”—Robert Louis Stevenson  
    “The Snow”—Emily Dickinson  
    “The Snowman”—Aileen Fisher  
SCRIPTURE—Jer. 29:11-13  
MUSIC—Mozart—Eine Kleine Macht Music—“The Little Night Music”  
    Tape#1-6

## **February**

ART—The Highway—Pissaro  
POEM—“God Be in My Head”—Anonymous  
Recitation--“Casey at the Bat”—E. Thayer  
“It Couldn’t Be Done”—Edgar A. Guest  
SCRIPTURE—Psalm 121  
MUSIC—Mozart –Marriage of Figaro Overture—Tape 1-1

## **March**

ART—Garden of Flowers--VanGough  
POEM-- “What Have We Done Today”--Waterman  
Recitation—“Child’s Evening Hymn”—Baring Gould  
“The Secret”—Anonymous  
“Casey’s Revenge”—J. Wilson  
SCRIPTURE—Psalm 34:1-11  
MUSIC—Beethoven—Piano Sonata #23 in F Minor—Appassionate-  
Tape #7-4

## **April**

ART—Seascape at Port-en Bessin Normandy—Georges Seurat  
POEM—“Springtime Inspiration”—Gilbert Whiteman  
Recitation—“The Swallow”—Christina Rossetti  
“The Owl”—Anonymous  
“Kindness to Animals”—A. Day  
SCRIPTURE—1 John 2:1-6  
MUSIC—Beethoven—Piano Sonata #21 in C Major—Tape #7-7

## **May**

ART—The Boating Party—Mary Cassatt  
POEM—“Fog”—Carl Sandburg  
Recitations—“The Kitten and the Falling Leaves”—William Wordsworth  
“The Lamb”—William Blake  
“The Cow”—Robert Louis Stevenson  
“Bum”—W. Dayton Wedgeforth  
SCRIPTURE—Philippians 4:4-9  
MUSIC—Mozart—The Magic Flute Overture—Tape #2-5

Approximate Time per Week: This material is integrated as a part of language arts,  
history,

and Bible time and is not allocated a specific time per week.



REGENT PREPARATORY SCHOOL  
CLASS FOUR - READING/LITERATURE

A. Primary texts and supplementary materials:

1. Regent In-Class Reading List:
  - a. *The Matchlock Gun*- Walter D. Edmonds
  - b. *The Sign of the Beaver*-Elizabeth G. Spears
  - c. *Toliver's Secret* – Esther Wood Bradley
  - d. *Perilous Road*-William O. Steele
  - e. *Abraham Lincoln: A Photographic Story of a Life* – Tanya Lee Stone
  - f. *Caddy Woodlawn*-Carol Ryrie Brink
  - g. *The Lion, the Witch, and the Wardrobe*-C. S. Lewis
  - h. *Incredible Journey*-Shiela Burnford
2. Master literature notebook: comprehension questions with reading skills
3. Outside Reading List: See Canon
4. Regent Poetry Book
5. "READERS ARE LEADERS" program
6. *McGuffey Reader*
7. Bible ( read daily following master schedule)

B. Grammar level objectives: The students will be able to:

REVIEW:

1. Apply phonetic rules, recall sight words, and use contextual clues in reading consistently
2. Recall qualities of the characters in stories and recognize those that are worth admiring, e. g. God-fearing, generous, kind, etc.
3. Recognize and identify genre: fiction, non-fiction, biography, historical fiction
4. Recognize and use parts of a book, author, title, publisher, and content pages
5. Demonstrate narration, dictation skills, and reading for enjoyment
6. Use contextual clues and frequent use of the dictionary to understand new words
7. Demonstrate mastery of all phonograms
8. Recognize contractions: isn't, won't, you've, wouldn't, mustn't, I'm, I've, I'd, I'll, you'll, they'll, we'll, he's, he'd, she's, that's, they've, it's, who's, what's, where's, here's, there's, don't, doesn't, didn't, hasn't, hadn't, haven't, aren't, wasn't, weren't mightn't, shouldn't, couldn't, wouldn't, can't
9. Teacher will assess, review, and remediate all class three objectives

NEW:

1. Read fluently a given selection from Literature with ease and understanding.
2. Develop vocabulary through exposure to new vocabulary words in literature, Bible, and other content areas. Derive meanings from context or dictionary.
3. Apply new vocabulary
4. Recall the basic biblical values and principles identified in literature read in class
5. Demonstrate comprehension in literature, and other content areas using narrations, summaries, and comprehension tests.
6. Demonstrate ability to reason fact from opinion and understand purpose for reading
7. Identify various genre including: historical fiction, biography, autobiography, tall tales, mysteries, myths, adventures, science, and hero stories.
8. Demonstrate reading skills: main idea, contextual clues, sequencing, inferences, locating facts, fact and opinion, cause and effect.
9. Read with expression and observing punctuation
10. Demonstrate literary skills: parts of a book, story elements, and literary appreciation.
11. Apply phonic rules in literature recalling sight words and syllabication
12. Introduce meaning to suffixes and prefixes and Latin root words
13. Understand test vocabulary: always, never, all, usually, and most

14. Read, listen to, recite and memorize poetry and Bible verses.
15. Complete individual and group presentations based on literature or individual reading
16. Identify various poetic forms and organizations and tropes including narrative and lyric poetry, line and stanza, and simile and metaphor
17. Read aloud to children and narrate suggested books
18. Introduce skim and scan in reading materials

C. Grammar level teaching methods:

1. Whole group instruction providing many opportunities for students to read aloud with correction by teacher
2. Completion of comprehension questions and assignments
3. Provide numerous opportunities for oral and silent reading
4. Narration: written and oral
5. Tracking of individual reading-“Readers are Leaders”
6. Integrate reading with history, science, biographies, novels, etc.
7. Regularly planned trips to the library
8. SRA and McCall Crabbs materials will be used for reading skills
9. Integration of art, and drama into literature
10. Drill and questioning of literary terms and vocabulary
11. Reading by teacher aloud regularly from excellent literature
12. Assessment by comprehension testing, narrations, and daily assignments

D. Approximate Time per Week: 5-7 hours (including integrated reading in other subject areas)

REGENT PREPARATORY SCHOOL  
CLASS FOUR - LANGUAGE ARTS

A. Primary texts and materials:

1. Shurley Instructional materials
2. Daily Grams
3. Grammar and Language Warm-Ups
4. Dictionary
5. Thesaurus
6. Zaner Bloser Handwriting Method
7. Initiation of Writing—Math Whittling
8. Institute for Excellence in Writing (key word outlining)
9. Dictations from Great Literature
10. The Writing Process

B. Grammar level objectives: The students will be able to:

REVIEW:

1. Recognize use of sentences and paragraphs in literature
2. Shurley English Pattern 1-3
3. Sentence diagramming SN, V, ADJ, ADV, PREP, C, I, AND DO
4. Identify four types of sentences
5. Recognize compound subjects and verbs
6. Identify correct tenses and forms of regular verbs
7. Spell assigned words using phonetic and spelling rules
8. Understand syllabication
9. Demonstrate usage of dictionary and thesaurus
10. Recognize synonym, antonyms, and homonyms
11. Demonstrate knowledge of correct capitalization and punctuation
12. Write complete sentences and paragraphs using the Writing Process
13. Recognize simple poetic forms: haiku, cinquain, acrostic
14. Demonstrate ability to write neatly in Zaner Bloser cursive

NEW:

1. Become self-correcting spellers
2. Memorize 5 Basic Spelling Rules—Whittling
3. Spell assigned words and correctly use phonetic rules consistently in all written work, reports, and narrations
4. Recognize correct tenses and forms of irregular verbs
5. Understand synonyms, antonyms, and homonyms
6. Develop Dictionary Skills
  - a. Using guide words, syllabication, and accent marks
  - b. Using to check spelling, usage, and plural forms
7. Identify nouns(proper/common, singular/plural), verbs, prepositions, prepositional phrases, conjunctions, compound subjects and verbs, interjections, direct objects, and indirect objects consistently
8. Demonstrate ability to do Shurley English pattern 4
9. Demonstrate ability to diagram sentences using subject, verb, adjectives, adverbs, direct objects, and indirect objects from great literature.
10. Demonstrate ability to form and use contractions, possessives, and abbreviations
11. Use correct capitalization and punctuation (. ! ? “” ‘ ’ : ; )
12. Demonstrate correct usage of commas: in a series, in date, in an address, and direct quotation
13. Writing – Institute for Excellence in Writing
  - a. Students will progress through 5 units of the IEW program:
    - note-making and outline
    - summarizing from references
    - summarizing from notes

- picture stories

b. Students will be able to:

- read a paragraph
- make a key-word outline from the paragraph
- add dress-ups: strong verb, “ly” adverb, descriptive adjective, preposition phrases, and “because clause
- write a topic sentence, clincher, and title
- demonstrate ability to write a well-structured sentence and paragraphs using correct capitalization, punctuation, subject/verb agreement, indentation and four kinds of sentences
- use a dictionary with ease to find new vocabulary words
- use a thesaurus to replace verbs with strong verbs

c. Students will use source materials from:

- literature: *Matchlock Gun*, *Sign of the Beaver*, *Perilous Road*, and *Caddie Woodlawn*
- history: Bible selections, Battle of the Merrimac and the Monitor, and Emancipation Proclamation
- picture studies: Harriet Tubman and the Underground Railroad by Paul Collins, and The Snap of the Whip by Winslow Homer

14. Practice Dictation two times per month using Charlotte Mason Approach from great literature, Bible, and other content areas (one page)
15. Develop writing skills with letters, cards, envelopes, and thank you notes
16. Recite and memorize poetry regularly from Regent Poetry Book
17. Develop Report Writing Skills
18. Demonstrate editing and proofreading skills
19. Develop reference skills using dictionary, thesaurus, encyclopedia, almanac to:
  - a. Gather information
  - b. Analyze
  - c. Interpret
  - d. Organize
  - e. Evaluate
  - f. Identify main idea
  - g. Summarize and predict outcomes
  - h. Explain time and setting
20. Recognize and use Latin root words and prefixes in all subject vocabulary
21. Demonstrate ability to nearly write Zaner Bloser cursive in all work  
(Manuscript may be used in labeling maps and graphs)

C. Grammar level teaching methods:

1. Large group and individual instructions
2. Chanting and songs
3. Responsive answer practice and recitation
4. Assignments and presentations
5. Weekly Spelling lists and test
6. Frequent writing opportunities
7. Imitation in writing opportunities
8. Picture Studies for writing base

D. Approximate Time per Week: 5-7 hours

REGENT PREPARATORY SCHOOL  
CLASS FOUR - MATH

A. Primary text and materials:

1. *Saxon 65 Math*
2. Variety of manipulatives
3. Dry erase boards
4. Math drills (timed)

B. Grammar level objectives: The student will be able to:

REVIEW:

1. Mastery of basic facts in addition, subtraction, and multiplication
2. Apply basic math facts in other subject areas
3. Solve division, algebra, and geometry problems
4. Solve problems using money, time, measurement, distance, and calendar
5. Tell time to the minute correctly
6. Solve math problems using 2-12 with addition, subtraction, multiplication, and division quickly and mentally
7. Estimate and round numbers
8. Correctly add and subtract simple fractions
9. Recall months of the year
10. Differentiate between standard and metric measurements

NEW:

1. Recognize and understand number systems
  - a. count to 1,000,000+
  - b. place value to 1,000,000+
  - c. expanded notation
  - d. positive and negative numbers
2. Recognize properties
  - a. associative property: addition and multiplication
  - b. distributive property
3. Addition
  - a. regroup 6 digits
  - b. find missing addends
  - c. estimating
  - d. use whole numbers and decimals
4. Subtraction
  - a. regroup to 1,000s
  - b. find missing subtrahend
  - c. estimating
  - d. using whole numbers and decimals
5. Multiplication
  - a. review facts
  - b. multiplication algorithm
  - c. multiplication X 10
  - d. multiplication by 2 digit factors
  - e. estimating
  - f. using whole numbers and decimals
6. Division
  - a. develop concepts
  - b. review facts
  - c. develop algorithm
  - d. divide by 10, by 2, and by more than two digits
  - e. divide with remainders
  - f. divide to find averages
  - g. use estimation
  - h. with missing factors

- i. use short division
- j. use whole numbers and decimals

7. Fractions

- a. develop concepts
- b. understand fractions as part of a whole or set
- c. understand values do millionths
- d. be able to reduce fractions
- e. change improper to proper fraction
- f. be able to add, subtract, multiply, divide fractions
- g. be able to round off fractions
- h. add, subtract, and multiply mixed numbers

8. Measurement

- a. be able to find the area of square, rectangle, triangle, cubes, and circles
- b. use measuring to scale
- c. use with liquids, distance, weight, and temperature
- d. find the perimeter of polygons
- e. use graphing with coordinates
- f. understand graphs, tables, line, bar and circle graphs

9. Problem Solving

- a. apply problem –solving skills using different operations
- b. solve word problems using time, rate, distance, etc
- c. demonstrate ability to write equations

10. Number Theory

- a. understand square numbers
- b. understand prime numbers
- c. understand multiples/factors
- d. understand greatest common factor
- e. understand least common factor
- f. demonstrate ability to round off
- g. demonstrate ability to problems with ratio and probabilities

11. Decimals

- a. develop concepts
- b. demonstrate ability to show value to millionth
- c. solve problems using add, subtraction, multiplication, division
- d. demonstrate ability to do rounding
- e. demonstrate ability to change to fractions

12. Geometry

- a. identify basic geometry figures
- b. demonstrate knowledge of:  
congruency, symmetry, points, lines, angles, parallel lines, perpendicular lines, and

planes

- c. identify different angles
- d. find the circumferences of circles

13. Complete all Saxon work/worksheets successfully

C. Grammar level teaching methods:

- 1. Large group instructions
- 2. Daily drills and problem sets
- 3. Mental math challenges
- 4. Games
- 5. Manipulatives
- 6. Timed math drills
- 7. Assessments: weekly tests and timed drills
- 8. Integration with other subjects

D. Approximate Time per Week: 5-7 hours (including outside class practice)

REGENT PREPARATORY SCHOOL  
CLASS FOUR - HISTORY

A. Primary text and materials:

1. *History of Our United States*-A Beka
2. Selected biographies
3. Various games and simulations
4. Teacher created activities, worksheets, and projects

B. Grammar level objectives: The students will be able to:

REVIEW:

1. Key dates from Class One, Two, and Three
2. Significant events from Class one, two, and three

NEW:

1. Recognize and recite:
  - a. Introduction to Declaration of Independence
  - b. Preamble to the Constitution
  - c. Introduction to "Gettysburg Address"
  - d. Lyrics to "Battle Hymn of the Republic"
  - e. Inscription on the "Statue of Liberty"
  - f. Inscription on the United Nations Building
2. Demonstrate knowledge of Key Dates and Facts
  - a. 1787: Constitutional Convention, Articles of Confederation, separation of powers, Federalism, checks and balances, Great Compromise, 2/3 Compromise, legislative/judicial/executive branches
  - b. 1861-1865: Civil War, Union and Confederacy, Slavery, States Rights, Battle of Bull Run, Battle of Gettysburg, Battle of Appomattox, Fort Sumter, Yankees and Johnny Rebs
  - c. 1914-1919: WW I, "Safe for Democracy," Axis Powers, Allied Powers, Communism, League of Nations, tent evangelism, inventors, immigration, and industrialization
  - d. 1929: Black Tuesday, Market Crash, Roaring Twenties, Great Depression, Socialism, Communism, organized labor, New Deal, consumerism, and mass media
  - e. 1941-1945: WWII, Pearl Harbor, D-Day, Atomic Age, militarism, Fascism, Allies, Nazis, and United Nations
3. Study famous Americans
  - a. Thomas Jefferson
  - b. Abraham Lincoln
  - c. Andrew Carnegie
  - d. F. D. Roosevelt
  - e. James Madison
  - f. Robert E. Lee
  - g. Jane Addams
  - h. Albert Einstein

C. Grammar level teaching methods

1. Large group reviews of terminology, events, and dates
2. Construct models, write stories, compose letters, conduct research, and participate in activities
3. Field trips, e. g. Gilcrease and Woolaroc
4. Disputatio, sound-off, chants, and drills
5. Reading biographies of Famous Americans
6. Reading text and answering questions
7. Assessments of dates, events, and famous Americans
8. Projects and presentations

D. Approximate Time per Week: 3- 5 hours (including out of class reading preparation and review)

REGENT PREPARATORY SCHOOL  
CLASS FOUR - GEOGRAPHY

A. Primary text and materials:

1. State Journals
2. Various games and simulations
3. Teacher created activities, worksheets, and projects

B. Grammar level objectives: The student will be able to:

REVIEW:

1. Identify cardinal directions, map symbols, distance scale, intermediate directions
2. Identify different latitudes and longitudes using coordinates
3. Interpret graphs and charts

NEW:

1. Identify and locate 50 states
2. Names capitals of 50 states
3. Locate and identify major geographic formations of the United States.  
e.g. mountain ranges, rivers, lakes
4. Locate and identify foreign countries that are relevant to American History  
e. g. Great Britain, France, Germany, Italy, and Japan
5. Trace the "Manifest Destiny of the United States from the 13 colonies to 50 states

C. Grammar level teaching methods:

1. Describe the blessing God built into the geography of America: abundant water, wildlife, good soil, beautiful vistas, natural resources, variety of climates
2. Construct models, participate in activities, and do research
3. Text reading with questions and answers

D. Approximate Time per Week: 2-3 hours



REGENT PREPARATORY SCHOOL  
CLASS FOUR - SCIENCE

A. Primary texts and materials

1. *Harcourt Science 5*
2. Various field guides
3. The Holy Bible

B. Grammar level teaching objectives: The student will be able to:

REVIEW:

1. Demonstrate knowledge of classifying animals
2. Differentiate between vertebrate and invertebrates
3. Demonstrate knowledge of characteristics in the invertebrate groups
4. Demonstrate knowledge of classifications, life cycles, anatomy and behavior of insects, spiders, scorpions, earthworms, clam and squid
5. Understand the seven days of creation
6. Demonstrate knowledge of life cycles and characteristics of mammals
7. Demonstrate knowledge of human body systems, health, and nutrition

NEW:

1. Life Science
  - a. Identify the different organelles of a plant cell: nucleus, cell wall, cell membrane, cytoplasm, chloroplast, mitochondria, vacuole
  - b. Identify the vascular plant parts and their function: roots, stems, leaves
  - c. Identify characteristics of trees: leaf margin, leaf type, leaf arrangement, deciduous, evergreen
  - d. Demonstrate knowledge of photosynthesis
  - e. Identify, classify, and complete a collection of twenty-five leaves
  - f. Understand the traits of all living organisms
  - g. Observe and identify organisms in all kingdoms
2. Earth Science
  - a. Demonstrate knowledge of how igneous, metamorphic, and sedimentary rocks were formed and give common examples of each
  - b. Classify minerals by hardness, color, streak, luster, texture
  - c. Describe the different stages of the rock cycle
  - d. Describe and compare the three kinds of plate movement.
  - e. Demonstrate knowledge of the three types of volcanoes
  - f. Identify the properties of air
  - g. Identify and describe the layers of the atmosphere
  - h. Observe, identify and investigate the stages of the water cycle
  - i. Observe and explain how the water cycle relates to and affects the weather
  - j. Observe, gather, and record weather data
  - k. Identify and investigate cloud formations
3. Scientific Method
  - a. Apply scientific method throughout the year

C. Grammar level teaching methods:

1. Large group instruction and narration
2. Investigations and labs
3. Journaling
4. Observation and recording
5. Use of field guides for identification
6. Use of scientific method

D. Assessment:

1. Narration
2. Short quizzes over previous material
3. Written tests at the end of each unit of study

E. Approximate Time per Week: 2-3 hours

REGENT PREPARATORY SCHOOL  
CLASS FOUR - LATIN

- A. Primary text and materials:
1. *Latin for Americans, Book 1* (Glencoe)
  2. *Latin Memory Songs: Latin Grammar in Song, Song Book 1* (Issachar Press)
  3. Vocabulary cards
- B. Grammar level objectives – the student will be able to:
1. Correctly pronounce vowels, consonants, and diphthongs according to the Classical Latin rule
  2. Learn approximately 200 vocabulary words
  3. Define associated English derivatives of the Latin vocabulary words
  4. Memorize Latin expressions, quotes, proverbs, hymns, Bible verses, and prayers
  5. Recite grammar paradigms for two noun declensions and most present active verb conjugations
  6. Translate sentences and paragraphs
  7. Appreciate some of the contributions of Rome to Western civilization
- C. Grammar level teaching methods:
1. Repetition
  2. Recitation (especially songs and chants)
  3. Writing (copy work, drills, and translation)
  4. Games
  5. Class discussion
  6. Teacher-directed activities
- D. Approximate Time per Week: 2 hours

REGENT PREPARATORY SCHOOL  
CLASS FOUR - MUSIC

A. Primary text and materials:

1. Songs
2. Instruments
3. Teacher-directed activities

B. Grammar level objectives – the students will be able to:

REVIEW:

1. Vocabulary
2. Syncopated rhythms
3. Fa-Ti
4. Mozart and Beethoven
5. American folksongs
6. Songs of Oklahoma
7. Hymns
8. Patriotic songs
9. Difficult ostinati
10. Introduction to recorders

NEW:

1. Vocabulary
2. Major scale
3. Minor scale
4. Treble note names
5. Schubert and Mendelssohn
6. American folksongs
7. Hymns
8. Patriotic songs
9. Stephen Foster
10. Spirituals
11. Choral literature
12. Recorders
13. Classroom percussion

C. Grammar level teaching methods

1. Songs
2. Instrumental practice and introduction
3. Composer studies and history
4. Performances
5. Theory

D. Approximate Time per Week:            1 hour

**REGENT PREPARATORY SCHOOL**  
**CLASS FOUR – ART**

**Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

**Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

**A. Primary Text and Materials**

1. Artists

- a) John James Audubon (1785-1851, American Realism)
- b) Winslow Homer (1836-1910, American Illustrator and Watercolorist)
- c) Raphael (1483-1520, Italian Renaissance)
- d) James McNeill Whistler (1834-1902, American Portrait Artist)

2. Materials

soft pastel, watercolor, printmaking, clay (periodically), craft items

**B. Grammar Level Objectives: The student will learn –**

- 1. Elements of art
- 2. Shading
- 3. Proportion
- 4. Perspective
- 5. Color theory
- 6. Various skills and techniques

**C. Grammar Level Teaching Methods:**

- 1. Focused atmosphere- carpet time for lessons, using:
  - Stories
  - Books
  - Videos
  - Slides
  - Prints
  - ReplicasSupport with studies of nature, science, math geography, and history
- 2. Table time for application

**D. Approximate Time Per Week: 1 hour**

REGENT PREPARATORY SCHOOL  
CLASS FOUR  
PICTURE/POEM/SCRIPTURE/MUSIC STUDIES

**August/September**

Art – Snap of the Whip – Winslow Homer  
Poem – “For a Child” – Fannie Sterns Davis  
Scripture – Proverbs 8:1-17

**October**

Art – Hide and Seek – James Jacques Joseph Tissot  
Poem – n/a  
Scripture – 2 Peter 1 :2-12

**November**

Art – The Return of the Prodigal – Bart. Murillo  
- George Washington – Gilbert Stuart  
Poem – “A Thankful Heart” – Robert Herrick  
Scripture – I Thes.5:9-18

**December**

Art – MaDonna and the Child – Giotto  
- MaDonna and Child in a Curved Throne – Byz. 13th century  
Poem – “Why Do the Bells of Christmas Ring?” – Eugene Field  
Scripture – Luke 1:46-55

**January**

Art – Italian Boulevard Morning Sunlight (Paris) – Camille Pissaro  
Poem – “The Battle Hymn of the Republic” – Julie Ward Howe  
Scripture – Psalm 27:1-14

**February**

Art – George Washington – Gilbert Stuart  
- The Cheat with the Ace of Clubs – Belatour  
Poem – “Inscription at Mount Vernon”  
Scripture – Isaiah 40:28-31

**March**

Art – The Crucifixion – Perugino  
Poem – “Stately Verse”  
Scripture – Phil 2:1-16

**April**

Art - The Artist’s Garden at Eragny – Pissarro  
Poem - “All Things Bright and Beautiful” – Cecil Frances Alexan  
Scripture – Song of Solomon 2:11-13

**May**

Art – The Interior of St Peter’s Rome – Panini

Poem – “Little Road” – Nancy Byrd Turner

Scripture – I John 4:17-21

Additional available pictures:

- The Lackawanna Valley – George Inness
- Yellowstone – Thomas Moran
- Hotel Des Roches Noir – Monet
- The Molo – Venice Canaletto
- The Voyage of Life Series – Thomas Cole

Approximate Time per Week: This material is integrated as a part of language arts, history,

and Bible time and is not allocated a specific time per week.

REGENT PREPARATORY SCHOOL  
CLASS FIVE - LANGUAGE ARTS

A. Primary Text and Materials:

1. The Holy Bible
2. The Regent Literature List for Class Five:
  - a. *Summer of the Monkeys*, Wilson Rawls
  - b. *The Cay*, Theodore Taylor
  - c. *The Golden Goblet*, Eloise Jarvis McGraw
  - d. *D'Aulaire's Book of Greek Myths*, Ingri D'Aulaire
  - e. *Tales from Shakespeare*, Charles and Mary Lamb
  - f. *Where the Red Fern Grows*, Wilson Rawls
  - g. *Aesop's Fables*
  - h. *The Adventures of Tom Sawyer*, Mark Twain (Read aloud)
  - i. *The Yearling*, Marjorie Kinnan Rawlings (Read aloud)
3. Dictionary
4. Thesaurus
5. Regent Outside Reading List

B. Grammar Level Objectives--The student will be able to:

REVIEW: All "primary objectives" from prior years will be taught or reviewed as necessary  
NEW:

Literature Objectives:

1. Demonstrate reading comprehension through oral and written exercises.
2. Respond with increasing confidence to factual questions in informational passages.
3. Infer the main idea in a variety of literary types.
4. Identify details supporting the main idea in a literary piece.
5. Identify and interpret the events described in basic reading passages.
6. Order sequences of events in more challenging selections.
7. Make comparisons and inferences that demonstrate synthesis of information from two or more sections of more challenging selections.
8. Determine the meanings of context-dependent words or phrases in more challenging passages.
9. Show strong ability to make generalizations about characters and their behavior by using information from different portions of the text.
10. Show competence in summarizing texts.
11. Interpret the meaning of major types of figurative language.
12. Deduce and describe character motivations.
13. Evaluate characters and ideas to determine whether they are in line with basic biblical values and principles. This includes being able to determine whether a character is worthy of imitation by the student.
14. Regularly participate in a schedule of oral reading and silent reading of literature.
15. Make oral presentations, e.g. drama, oral reading, etc., in front of the class, parents and other students.
16. Demonstrate a love of reading that manifests itself by showing interest and an ability to comprehend and enjoy books with an increasing level of difficulty and complexity.
17. The student will **be exposed to** the following literary elements and terms:
  - a. symbol/symbolism
  - b. motivation
  - c. point of view
  - d. dialogue
  - e. genre: novel, short story, myth, fable, epic
18. The student will demonstrate **mastery** of the following literary elements and terms:
  - a. character/characterization
  - b. setting
  - c. narrator
  - d. conflict
  - e. plot/plot line (exposition, rising action, climax, falling action, resolution)
  - f. antagonist/protagonist
  - g. literary devices: foreshadowing, personification, flashback



- h. figurative language: simile, imagery, metaphor
  - i. theme
  - j. moral
  - k. comedy/tragedy
  - l. local color
  - m. diction
19. Recognize the elements of style, characterization, plot, and theme in literature:
- a. *Summer of the Monkeys*- action, plot  
Themes: determination, perseverance
  - b. *The Cay*- characterization, setting, dialect, climax  
Themes: loyalty, sacrifice, friendship, courage
  - c. *The Golden Goblet*- setting, characterization, plot line  
Themes: honesty and unlawfulness, friendship
  - d. *Tales from Shakespeare*- various settings, characters, conflicts, plots, narrators, speakers, tragedy, comedy, dialogue  
Themes: love, tragedy, sacrifice, loss, redemption
  - e. *Where the Red Fern Grows*- setting, dialect, narrator, characterization  
Themes: loyalty, determination, love, courage
  - f. *Aesop's Fables*- fables, morals
  - g. *The Adventures of Tom Sawyer*- plot, characterization, dialect, setting, irony, imagery, protagonist, antagonist, suspense, comedy  
Themes: change, courage, choices, friendship

#### Poetry Objectives:

1. Read aloud poems with proper intonation and cadence.
2. Recite passages from poems.
3. Begin to analyze poems for theme and structure.
4. Read, write, and understand the following: cinquain, couplet, diamante, haiku, sonnet, limerick
5. Become familiar with the following poetic terms: meter, rhyme, stanza, syntax, verse

#### Composition Objectives:

1. Demonstrate understanding of purpose and structure of paragraphs by writing:
  - at least four narrative paragraphs
  - at least three expository paragraphs
  - at least two descriptive paragraphs
2. Write expository/research-based paragraphs using IEW Key Word Outlines and paragraph outlines
3. Learn and use the Dewey Decimal System
4. Edit writing for spelling, punctuation, capital letters and sentence structure

#### Grammar, Mechanics and Usage Objectives:

1. Show a working knowledge of the eight parts of speech, prepositional phrases, simple and complete subjects and predicates, complements (direct and indirect objects, predicate nominatives and adjectives), compound sentences, capitalization rules, and punctuation rules.
2. Demonstrate correct use of pronouns and modifiers in simple situations.
3. Ensure that a verb agrees with its subject and a pronoun agrees with its antecedent in simple situations.

#### Vocabulary Objectives:

1. Understand how analogies work.
2. Know how to find root words.
3. Practice the steps to language acquisition: listening, reading, speaking, writing
4. Determine word meanings from context.
5. Incorporate vocabulary in writing

### C. Grammar Level Teaching Methods:

1. Large group instruction
2. Literature:
  - a. Teacher read aloud
  - b. Student silent and oral reading
  - c. Directed discussion
  - d. Directed writing activities
  - e. Oral presentations by students, e.g. drama, oral reading, etc., for various audiences
2. Grammar:
  - a. Sentence diagramming
  - b. Selected written exercises
3. Writing:
  - a. Directed practice in narrative and descriptive writing (especially when studying adjectives and adverbs)
  - b. Directed practice in writing expository/research based paragraphs using IEW Key Word Outlines and paragraph outlines
4. Vocabulary:
  - a. Introduce new words from literature and content areas (definition, part of speech, pronunciation).
  - b. Student made note cards to enhance acquisition of new words
5. Poetry:
  - a. Read poems aloud in class/independently followed by class discussions, analysis responses, and imitation, oral and written questions
  - b. Recitation of selected passages

### D. Assessment:

1. Assess mastery of new vocabulary with weekly quizzes, homework, periodic tests; incorporation into speech and writing
2. Regular and varied writing assignments and analysis responses to demonstrate reading comprehension
3. Participation in class discussions

### E. Approximate Time per Week: 7 hours

REGENT PREPARATORY SCHOOL  
CLASS FIVE - MATH

A. Primary Text and Materials:

1. *Saxon Math 7/6*, Teacher's Edition and Assessments
2. Variety of manipulatives
3. Dry erase boards, markers, erasers ( for student use)
4. Teacher created worksheets
5. Transparencies

B. Primary Objectives: The student will be able to:

REVIEW:

1. Concepts of numeration, operations, fractions, estimation, number theory, number sets, and number systems
2. Concepts of US and metric units, temperature, time; unit conversions; measuring
3. Concepts of terminology, lines, angles, polygons, circles solids, perimeter area, volume, coordinate geometry patterns, constructions, transformations
4. Concepts of patterns, sequences, integers, algebraic concepts and procedures, inequalities, functions, properties, graphing
5. Reinforce data collection, organization, analysis, representation; probability
6. Reinforce making a simpler problem diagram/picture, chart/list, guess/check; distinguish between relevant/irrelevant information

NEW:

1. Number and Operations
  - a. Addition, subtraction multiplication, and division of signed numbers
  - b. Powers of decimals and fractions
  - c. Estimate and use calculators to find square roots
  - d. Find percents greater than 100
  - e. Write/use rates
2. Measurement
  - a. Unit multipliers
  - b. Scale factors
  - c. Similar triangles
  - d. Utilize and ruler
3. Geometry
  - a. Complementary/supplementary angles
  - b. Transversals
  - c. Unknown angle measures
  - d. Angle bisectors
  - e. Interior/exterior angles
  - f. Circle concepts: pi, area, arc
  - g. Surface area of solids
  - h. Platonic solids
  - i. Perimeter and area of complex figures
  - j. Area of parallelograms, trapezoids, circle
  - k. Construction of angle bisector and perpendicular bisector
4. Algebra
  - a. Integers-add/subtract, multiply/divide signed numbers
  - b. Transform equations using the addition rule
  - c. Linear functions
  - d. Analyze functional relationship
  - e. Graph lines
5. Statistics and Data Analysis
  - a. Select best of central tendency for a given situation
  - b. "Odds" in theoretical probability
  - c. Tree diagram to find probability
  - d. Combinations

6. Problem-solving strategies
  - a. Making a simpler problem
  - b. Diagram/picture
  - c. Chart/list
  - d. Guess/check;
  - e. Distinguish between relevant and irrelevant information

C. Grammar Level Teaching Methods:

1. Large group instruction
2. Teacher demonstration with manipulatives
3. Individual and small group work
4. “Hands-on” activities for students
5. Guided practice using individual dry erase boards
6. Targeted practice of homework during in-class time

D. Assessments:

Saxon assessments following every five lessons

E. Approximate Time per Week: 5 hours

REGENT PREPARATORY SCHOOL  
CLASS FIVE - HISTORY/GEOGRAPHY

A. Primary Text and Materials:

1. Bible
2. *Adam and His Kin*, Ruth Beechick\*
3. *The Epic of Gilgamesh*
4. *The Golden Goblet*, Eloise Jarvis McGraw\*
5. *The Book of Greek Myths*, D'Aulaire\*
6. *Famous Men of Greece*, Haaren (Greenleaf Press)\*\*
7. *The Children's Homer, Part I*, Padraic Colum\*\*
8. Dictionary
9. Thesaurus

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Assess, review, and remediate Class Four History/Geography objectives

NEW:

1. Demonstrate knowledge of ancient world history and geography from creation through Greek Dark Ages including:
  - a. The following topics within each major civilization; major geographic features, religion, government, art, architecture, and daily life
  - b. The following events within each major civilization:
    - The Fertile Crescent
      - a. Origin of the world through intelligent design (the seven days of Biblical creation)
      - b. Introduction of evil and the promised redemption
      - c. Worldwide flood
      - d. Formation of nations/languages/migration
      - e. Mesopotamia with specific detail to the Sumerian/Neoassyrian Empire
      - f. The Hebrew nation
    - Egypt
      - a. The old kingdom
      - b. The middle kingdom
      - c. The new kingdom
    - Ancient Greece
      - a. Early Aegean civilization of Minoans and Mycenaean
      - b. Beginning of Greece through
      - c. Religion/mythology
      - d. Government
      - e. City-states
      - f. Greek/Trojan War

C. Grammar Level Teaching Methods:

1. Reading of "Living Books":
  - a. Large group read aloud, instruction and narration
  - b. Student reading and narration in "living books"
  - c. Regular understanding and memorization of related vocabulary words
2. Writing Integration
  - a. Write a paragraph on the attributes of God and focusing on proper paragraph structure
  - b. Write a descriptive paragraph detailing the construction of a Mesopotamian ziggurat, The Step Pyramid, The Great Pyramid, or the Great Sphinx
  - c. Write an expository paragraph explaining the steps in mummification
  - d. Write a narrative paragraph telling the story of either Moses' life in Egypt, the Passover, or the Hebrew exodus from Egypt
  - e. Introduction of the use of parts of speech, word choice, syntax diction, imagery, rhyme and meter in poetry through the writing of diamenta, cinquain, and limericks about

ancient Greek gods and mythological creatures

3. Interactive Activities
  - a. Map activities including creation of salt dough map, chalk map on playground, interactive laminated map, large classroom map
  - b. Time line activity
  - c. Go outside and measure the size of Noah's ark
  - d. Create a ziggurat out of small food boxes
  - e. Each student write his or her name in cuneiform symbols on small clay tablets
  - f. Students retell the story of the Epic of Gilgamesh using drama , pantomime, puppets, drawings
  - g. Eat snacks consisting of regional food
  - h. Write a message with hieroglyphics stamps and ink
  - i. Mummify a strip of chicken
  - j. Draw charcoal of Code of Hammurabi
  - k. Wrap a volunteer in toilet paper to mummify
  - l. Marker or colored pencil drawing of cyclops or other mythological creature with emphasis on how to draw faces
  - m. Dramatization of the Trojan War battles

D. Assessments:

1. Memorization and recitation of Genesis 1:1 and Romans 1:18-25
2. Creation of exercises with various maps
3. Narration
4. Writing assignments
5. Written test at the end of study of each major civilization

E. Approximate Time per Week: 3-4 hours

\*Part III Canon Reading Requirement

\*\*Part 6 Canon Reading Requirement

REGENT PREPARATORY SCHOOL  
CLASS FIVE - SCIENCE

A. Primary texts and materials:

1. *Science 2006*, Harcourt
2. *What's That Bird*, Joseph Choiniere and Claire Mowbray Golding
3. Various Field Guides
4. The Bible

B. Grammar level objectives: The student will be able to :

REVIEW: Assess, review, and remediate Class Four science objectives

NEW:

1. Scientific Method
  - a. Explain and use the scientific method
  - b. Observe and measure variables in an experiment
  - c. Identify and demonstrate how science tools are used
2. Physical Science
  - a. Describe how mass and weight are measured
  - b. Identify physical properties of matter
  - c. Demonstrate knowledge of matter, atoms, and molecules
  - d. Describe the three states of matter and how the particles are arranged in each state
  - e. Explain density and how it relates to volume
  - f. Demonstrate knowledge of a chemical change
  - g. Differentiate between a chemical and a physical change
  - h. Develop an understanding of the law of the conservation of matter
  - i. Demonstrate knowledge of potential energy and kinetic energy
  - j. Understand and describe heat and how it can be transferred
  - k. Demonstrate knowledge of force
    1. Describe and demonstrate how simple machines are used
3. Earth Science
  - a. Describe Earth's cycle of day and night
  - b. Demonstrate knowledge of the characteristics of the sun and other stars
  - c. Demonstrate knowledge of the planets and their arrangement in our solar system
  - d. Identify the phases of the moon
4. Life Science
  - a. Describe how vertebrates and invertebrates are classified
  - b. Understand and identify members of vertebrates and invertebrates
  - c. Describe the functions of the backbone
  - d. Understand and describe the anatomy of a bird
  - e. Observe birds in their natural habitats
  - f. Identify nineteen birds visually and auditorily

C. Grammar level teaching methods:

1. Large group reading, instruction, and narration
2. Investigations and labs
3. Research, write, and deliver an oral report over a planetary object
4. Research, write and deliver an oral report over a North American bird
5. Observation of nature, specifically birds

D. Assessments

1. Quizzes over previous material
2. Writing assignments over investigations and experiments
3. Writing assignments
4. Written test at the end of the unit of study
5. Narration

E. Approximate Time per Week: 3-4 hours



REGENT PREPARATORY SCHOOL  
CLASS FIVE – LATIN

A. Primary text and materials:

1. *Latin for Americans, Book 1* (Glencoe)
2. *Latin Memory Songs: Latin Grammar in Song, Song Book 1* (Issachar Press)
3. Vocabulary cards
4. Teacher-directed activities

B. Grammar level objectives – the student will be able to:

1. Correctly pronounce vowels, consonants, and diphthongs according to the Classical Latin rule
2. Recall about 200 vocabulary words from the previous year and learn approximately 200 more vocabulary words
3. Define associated English derivatives of the Latin vocabulary words
4. Memorize Latin expressions, quotes, proverbs, hymns, Bible verses, and creeds
5. Recite grammar paradigms for two noun declensions and most present active verb conjugations
6. Translate sentences and paragraphs
7. Appreciate some of the contributions of Rome to Western civilization

C. Grammar level teaching methods:

1. Repetition
2. Recitation (especially songs and chants)
3. Writing (copy work, drills, and translation)
4. Games
5. Class discussion

D. Approximate Time per Week: 2 hours, 30 minutes

REGENT PREPARATORY SCHOOL  
CLASS FIVE - MUSIC

A. Primary Text and Materials:

1. Biblical music-instruments
2. Vocaliese Curriculum
3. Hymn Study
  - a. Hymn of the month
  - b. Charles Wesley and Martin Luther
4. American folk songs and dances
  - a. Greek Dance
5. Play percussion and mallet instruments
6. Performance Day preparation

B. Primary Objectives: The student will be able to:

REVIEW:

1. All treble clef notes
2. Dynamic and tempo vocabulary
3. Read, Write, and take dictation in duple and triple meter, whole to sixteenth notes
4. Read, Write, and take dictation in pentatonic melodies
5. Major key signatures - I, IV, V chords-spelling and singing

NEW:

1. Biblical music-instruments, poetry, uses, major Biblical events
2. Greek music and dance
3. Opera-basic structure and brief history
4. Field trip to Tulsa Opera
5. Thorough study of particular opera done that year
6. Vocal Literature
  - a. Vocaliese curriculum
  - b. Choral singing-unison, 2-3 part, rounds and folk songs as well as octavos
7. Hymn study
  - a. Hymn of the month
  - b. Charles Wesley and Martin Luther
8. Movement and dance
  - a. American folk songs and game
  - b. Greek dance
9. Instrumental music
  - a. All students play percussion and malle instruments
  - b. Performance Day

C. Approximate Time per Week: 1 hour

## REGENT PREPARATORY SCHOOL

### CLASS FIVE – ART

#### **Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

#### **Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

#### **A. Primary Curriculum and Materials:**

Curriculum - enhance history and literature studies:

1. Prehistoric cave painting
2. Stonehenge
3. Christian iconic art
4. Mesopotamian and Hebrew art
5. Egyptian Art and Architecture
6. Greek Architecture and Sculpture

Materials –

1. Ebony pencil
2. Soft pastel
3. Acrylic paint
4. Craft items
5. Charcoal
6. Paper mache
7. Clay (periodically)

#### **B. Grammar Level Objectives: The student will be able to use:**

1. Shading
2. Proportional drawing
3. Perspective
4. Color theory
5. Various Skills and techniques

#### **C. Grammar Level Teaching Methods:**

1. Focused atmosphere – carpet time for lessons using
  - Stories                      Slides
  - Books                        Prints
  - Videos                      ReplicasSupport with studies of nature, science, math, geography, and history
2. Table time for application

#### **D. Approximate Time per Week: 1 hour**

REGENT PREPARATORY SCHOOL  
CLASS SIX - LANGUAGE ARTS

A. Primary Text and Materials:

1. Bible
2. Regent Literature List:
  - a. *Banner in the Sky*, James Ramsey Ullman (summer read)
  - b. *The Children's Homer*, Padraic Colum
  - c. *Theras and His Town*, Caroline Dale Snedeker
  - d. *A Christmas Carol*, Charles Dickens
  - e. *Treasure Island*, Robert Louis Stevenson
  - f. *The Bronze Bow*, Elizabeth George Speare
3. Regent Outside Reading List
4. Dictionary
5. Thesaurus

B. Grammar level teaching objectives: The student will be able to:

REVIEW: All "primary objectives" from prior years will be taught and reviewed as necessary.

NEW:

Literature Objectives:

1. Draw conclusions based on stated facts rather than a previous idea or conclusion.
2. Demonstrate the ability to read silently or aloud with equal comprehension levels.
3. Recognize the elements of style, characterization, plot, and theme in literature:
  - a. *Banner in the Sky* - plot, plot line, protagonist, conflict, moral, characterization, dynamic character, symbolism, foreshadowing, point of view  
Themes: social expectations, bravery, kindness, pride, experience and patience, overcoming obstacles
  - b. *The Children's Homer* - plot, plot line, protagonist, antagonist, conflict, theme, characterization, foreshadowing, flashback, epic  
Themes: cunning versus strength, power over temptation, revenge, enduring love, loyalty
  - c. *The Bronze Bow* - characterization, narrator, tone, setting  
Themes: friendship, loyalty, courage, forgiveness, love
  - d. *A Christmas Carol* - characterization, setting, plot, climax, foreshadowing, flashback, comedy, dynamic character, satire, simile, metaphor, symbolism  
Themes: forgiveness, redemption, salvation, remorse, change, gratitude
  - e. *Treasure Island* - characterization, setting, dialect, narrator, point of view, climax, suspense  
Themes: honesty, loyalty, courage, good vs evil
  - f. *Julius Caesar* - conflict, moral, play, characterization, tragedy  
Themes: persuasion, leadership, power, fate vs free will, honor
4. The student will be **exposed** to the following literary terms:
  - a. dynamic character
  - b. narrator, point of view
  - c. satire
  - d. theme
  - e. genre: legend, play
  - f. idiom
  - g. inference
  - h. stereotyping
  - i. symbol/symbolism
5. The student will demonstrate **mastery** of the following literary terms.
  - a. plot/plot line: exposition, rising action, climax, falling action, resolution
  - b. conflict
  - c. setting
  - d. narrator
  - e. antagonist/protagonist
  - f. metaphor/simile
  - g. genre: epic, tragedy
  - h. mood
  - i. characterization
  - j. dialogue
  - k. literary devices: foreshadowing, flashback

### Composition Objectives:

1. Demonstrate understanding of purposes and structure of paragraphs by writing:
  - at least four narrative paragraphs
  - at least three expository paragraphs
  - at least two descriptive paragraphs
  - at least one persuasive paragraph
2. Memorize, understand and apply the three parts of a paragraph (topic sentence, supporting sentence and conclusion).
3. Write a two-paragraph essay with a transition.
4. Take notes from a single source.
5. Take notes from multiple sources.
6. Create an outline from multiple sources.
7. Write expository/research based five-paragraph essay using IEW Key Word outlines and paragraph summaries/outlines.
7. Cite sources using MLA formatting.
8. Write a thesis paragraph.
9. Compose a short story of seven paragraphs.
10. Learn and use the Dewey Decimal System.
11. Tour and locate material in the school and local library.
12. Take basic notes and prepare a keyword outline for each sentence and thought of a source.
13. Use a Venn diagram to take notes.
14. Avoid problematic sentences (fragments, run-ons).
15. Edit writing for spelling, punctuation, capital letters and sentence structure.

### Grammar, Mechanics, and Usage Objectives:

1. Have a working knowledge of and ability to use correctly the eight parts of speech.
2. Diagram sentences including: nouns, verbs, adjectives, adverbs, conjunctions, prepositions, pronouns, objects, phrases, clauses.
3. Demonstrate ability to identify and label all phrases, clauses, and the verbal forms.
4. Demonstrate the ability to extend the use of subject-verb agreement in more complex examples.
5. Begin using correct verb tense.
6. Master the identification and use of simple subject and simple predicate.

### Vocabulary Objectives:

1. Practice and begin to master analogies.
2. See relationship of root words to word meaning.
3. Understand and practice four stages of language acquisition; listening, reading, speaking, writing.
4. Use homonyms, synonyms, and antonyms correctly in writing.
5. Build larger oral and written vocabulary.
6. Incorporate vocabulary into writing and speech.
7. Find a word in context of a primary source.
8. Attempt to guess the meaning of a word from context.
9. Determine the part of speech from the context.
10. Use a dictionary to determine meaning, correct spelling, pronunciation, and part of speech.
11. Apply spelling rules.
12. Identify word synonyms.

### C. Grammar Level Teaching Methods:

1. Read novels aloud in class followed by class discussions and analysis responses.
2. Independent reading followed by class discussion and oral and written questions.
3. Recitation of selected passages in groups, pairs, or individually.
4. Written analysis of novels using various teacher directed methods and including student written responses.
5. Regular opportunities for students to read aloud with teacher observation.

6. Large group instruction--to teach comprehension and use student discussion to monitor comprehension.
7. Field trip related to *Banner in the Sky*.
8. Regularly planned trips to the library
9. Use of projects or other presentations to encourage student involvement and comprehension.
10. Integrate reading with history, science, math, Latin, art and music.
11. Teacher directed writing assignments to practice narrative, descriptive and expository writing.
12. Large group instruction.
13. Write research five paragraph essay using key word outline.
14. Reinforce grammar concepts with writing assignments to ensure mastery of concept.
15. Diagram most concepts to show visual placement of parts of speech in a sentence.
16. Use other ways (i.e., projects, etc.) to reinforce concept.
17. Vocabulary:
  - a. Introduce new words from literature and content areas (definition, part of speech, pronunciation).
  - b. Student made note card to enhance acquisition of new words.

D. Assessment:

1. Periodic tests and quizzes
2. Daily homework
3. Teacher-directed individual or whole-class activities (writing assignments, journals, etc.) to assess comprehension.
4. Participation in class discussion

E. Approximate Time per Week: 7 hours

REGENT PREPARATORY SCHOOL  
CLASS SIX - MATH

A. Primary Text and Materials:

1. *Saxon Math 8/7*, Teacher's Edition and Assessments
2. Variety of manipulatives
3. Dry erase boards, markers, erasers (for student use)
4. Teacher created worksheets
5. Transparencies

B. Primary Objectives: The student will be able to:

REVIEW:

1. Concepts of numeration, operations, fractions, estimation, number theory, number sets and number systems
2. Concepts of US and metric units, temperature, time, unit conversion; measuring
3. Concepts of terminology, lines, angles, polygons, circles, solids, perimeter, area, volume, coordinate geometry, patterns, constructions, transformations
4. Concepts of patterns, sequences, integers, algebraic concepts and procedures, equations, inequalities, functions, properties, graphing
5. Reinforce data collection, organization, analysis, representation; probability
6. Reinforce making a simpler problem, diagram/picture, chart/list, guess/check; distinguish between relevant/irrelevant information
7. Reinforce algebraic reasoning, spatial reasoning, justifying solutions, developing generalizations, formulating conjectures, classifying/sorting, Venn diagrams

NEW:

1. Numbers and Operations
  - a. Multiplication and division of signed numbers
  - b. Powers of decimals and fractions
  - c. Scientific notation
  - d. Complex fractions
  - e. Percent of change
  - f. Real numbers- rational and irrational
2. Measurement
  - a. Kelvin scale
  - b. Conversion between temperature scales
  - c. Unit Multipliers
  - d. Determining the precision of measurement tools
  - e. Utilize ruler, protractor
3. Geometry
  - a. Slope
  - b. Vertical and adjacent angles
  - c. Diagonals of polygons
  - d. Proportional triangles
  - e. Polygons: kite
  - f. Area of semicircles and sectors
  - g. Volume of cones and spheres--time permitting
  - h. Estimate Volume
  - i. Intercepts/slopes of a line--time permitting
  - j. Point symmetry
  - k. Congruent segments and angles
  - l. Graphing transformations on a coordinate plane
4. Algebra
  - a. Palindromes
  - b. Sierpinski's triangle
  - c. Absolute value
  - d. Constants, coefficients, polynomials
  - e. Simplifying, factoring, combining like terms

- f. Non-linear equations
- g. Solving simple quadratic equations
- h. Literal equations
- i. Solve inequalities
- j. Graph on a number line and coordinate plane
- k. Graphing in quadrants
- l. Graphing parabolas
- m. Graphing inequalities
- 5. Statistics and Data Analysis and Probability
  - a. Quartiles
  - b. Box and Whisker plots
  - c. Bests measure of central tendency for a given situation
- 6. Problem-Solving Strategies
  - a. Reinforce making a simpler problem, diagram/picture, chart/list, guess/check; distinguish between relevant/irrelevant information
- 7. Mathematical Reasoning
  - a. Proofs
  - b. Truth tables
- 8. Real World Connections
  - a. Money: sales tax, discounts, estimating, change back, price mark-up, tax tip
  - b. Interpreting remainder in word problems
  - c. Representing everyday situations with graphs, and algebraically

#### C. Grammar Level Teaching Methods:

- 1. Large group instruction
- 2. Teacher demonstration with manipulatives
- 3. Individual and small group work
- 4. “Hands-on” activities for students
- 5. Guided practice using individual dry erase boards
- 6. Targeted practice of homework during in-class time

#### D. Assessments:

Saxon assessments following every 5 lessons

#### E. Approximate Time per Week: 5 hours



REGENT PREPARATORY SCHOOL  
CLASS SIX - HISTORY/GEOGRAPHY

A. Primary Text and Materials:

1. The Bible
2. *The Children's Homer, Part II* - Padraic Colum\*\*
3. Famous Men of Greece, Haaren (Greenleaf Press)\*\*
4. *Famous Men of Rome*, Haaren (Greenleaf Press)\*\*
5. *Vinegar Boy*, Aberta Hawse\*
6. *The Bronze Bow*, Elizabeth Spear\*
7. *Julius Caesar*, Shakespeare
8. Dictionary
9. Thesaurus

B. Grammar Level Teaching Methods: The student will be able to:

REVIEW:

1. Assess, review, and remediate Class Five History/Geography objectives

NEW:

- Dark
1. Demonstrate knowledge of ancient world history and geography from creation through the Ages including the following topics within each major civilization: major geographic features, religion, government, art and architecture, and daily life
  2. The following events within each major civilization:
    - Classical Greece
      - a. City states
      - b. Olympic Games
      - c. Evolving government forms of monarchy tyranny, democracy, totalitarianism
    - Golden Age of Greece
      - a. Greek/Persian Wars
      - b. Peloponnesian Wars
      - c. Advances in literature, science, and philosophy
    - Emergence of Rome
      - a. Tribal beginnings
      - b. Etruscan Rule
    - Roman Republic
      - a. Representative government
      - b. Conquest
      - c. Fall of the republic
      - d. Julius Caesar
    - The Roman Empire
      - a. Pax Romana
      - b. Roman Emperors
      - c. Expansion
      - d. Christianity/the fulfillment of God's promised redemption

C. Grammar Level Teaching Methods:

1. Reading of "Living Books"
  - a. Large group read aloud, instruction, and narration
  - b. Student reading and narration in "living books"
  - c. Regular understanding and memorization of related vocabulary words
2. Writing Integration:
  - a. Write a paragraph telling the facts about one Greek city-state
  - b. Write a descriptive paragraph painting a verbal picture of the Parthenon
  - c. Write an informative paragraph relating the events of the Olympic Games
  - d. Write a narrative paragraph telling the story of one battle of the Greek/Persian War

- e. Research, outline, and write a five-paragraph essay on a topic related to Rome
- 3. Interactive Activities
  - a. Map activities including creation of salt dough map, chalk map on playground, interactive laminated map, and large classroom map
  - b. Time line activity
  - c. Practice rhetoric skills by debating various forms of government
  - d. Dramatize various battles of the Greek/Persian Wars using candy
  - e. Play math games to demonstrate the concept of Pythagoras and Archimedes
  - f. Retell the stories of Medea, Antigone, or Agamemnon using drama, pantomime, puppets, or drawings
  - g. Eat snacks consisting of regional food
  - h. Practice Socratic dialogue
  - i. Form a classroom “republic” where students senate makes “laws” for the class
  - j. Campaign and elect a student senate; campaign for classroom consul or tribune
  - k. Write a resume for a Roman god or goddess and interview for a job
  - l. Create a Roman mosaic with construction paper
  - m. Deliver oral report to class on topic of five-paragraph essay; create a related visual aid

D. Assessments:

- 1. Memorization and recitation of the introduction of *The Odyssey*
- 2. Creation of an exercises with various maps
- 3. Narration
- 4. Writing assignments
- 5. Weekly short quizzes on vocabulary word on reading assignments
- 6. Written test at the end of study of each major civilization

E. Approximate Time per Week: 4 hours

\*\*Part I, in-class literature study, class 6

REGENT PREPARATORY SCHOOL  
CLASS SIX – LIFE SCIENCE

A. Primary Text

*Harcourt Science*, Orlando: Harcourt School Publishers, 2002.

B. Grammar Level Objectives:

**First Quarter**

1. Scientific Method
  - Five steps of the scientific method
  - Identifying a control and a variable
  - Defining and creating a hypothesis
2. Classification
  - Naming the 7 steps of classification
  - Listing and describing all 6 Kingdoms
  - History of classification
3. Cells
  - Cell Theory
  - Prokaryotic and eukaryotic
  - Identifying scientists who worked with cells
  - Structure and functions of organelles
  - Differences between animal and plant cells
4. Microscopes
  - History of microscopes
  - Different types of lenses and microscopes
  - Labeling all the parts of a microscope
  - Looking at organisms

**Second Quarter**

1. Chemistry of Life
  - Atomic Theory
  - History of the discovery of atoms and subatomic particles
  - Atoms, protons, electrons, and neutrons
  - Molecules, compounds and mixtures
  - Elements found in the human body
  - Organic and inorganic compounds
  - Importance of water
2. Cell Processes
  - Passive transport-diffusion, osmosis, facilitated diffusion
  - Active transport-endocytosis, exocytosis
  - Metabolism
  - Cellular Respiration
  - Photosynthesis
3. Cell Division
  - Mitosis
  - Meiosis
  - Genetics
  - Mendel and pea plants
  - Punnett Squares

**Third Quarter**

1. Plant Growth and Responses
  - Vascular vs. nonvascular plants
  - Parts of a plant
  - Types of plants

- Flower dissection
- 2. Science Fair
  - Review of scientific method
  - How to design and carry out an experiment
  - How to defend an experiment
  - Writing a lab report

**Fourth Quarter**

- 1. Animals
  - Mollusks, Worms, Arthropods, Echinoderms
  - Fish, Amphibians, and Reptiles
  - Birds and Mammals
  - Animal Behavior
  - Frog dissection
- 2. Human Body Systems
  - Structure and Movement
  - Nutrients and Digestion
  - Circulation
  - Respiration and Excretion
  - Control and Coordination
  - Regulation and Reproduction
  - Immunity and Disease

C. Approximate Time per Week: 4 hours

REGENT PREPARATORY SCHOOL  
CLASS SIX – LATIN

A. Primary Text and Materials:

1. *Latin for Americans*, by Ullman and Henderson, (McGraw-Hill, 2007)
2. Vocabulary Index Cards
3. Teacher-directed activities

B. Grammar Level Objectives: students will be able to:

1. Correctly pronounce vowels, consonants, and diphthongs according to the Classical Latin rule;
2. Recall about 400 vocabulary words from the previous years and learn approximately another 150 new words;
3. Recall and define associated English derivatives of the Latin vocabulary words;
4. Recite grammar paradigms for the first two noun declensions and most present active verb conjugations + the perfect tense;
5. Master the use of the present active infinitive and present imperative for verbs;
6. Translate sentences and weekly multi-paragraph stories containing these grammar elements as well as pronouns, adjectives, prepositional phrases, adverbs, and conjunctions;
7. Appreciate a number of the Roman's contributions to Western Civilization, especially in the areas of government, architecture, and art.

C. Grammar Level Teaching Methods:

1. Repetition
2. Recitation (songs, chants, readings, and oral exercises)
3. Writing (vocab cards, grammar exercises, and translation)
4. Games (both individual and team competition)
5. Class Discussion

D. Approximate Time per Week: 3 hours

REGENT PREPARATORY SCHOOL  
CLASS SIX - MUSIC

A. Primary Text and Materials:

1. Vocaliese curriculum
2. American folk games and dances
3. Percussion and mallet instruments

B. Grammar Level Objectives: The student will be able to:

REVIEW:

1. Treble Clef review
2. I, IV, V chord review and expansion

NEW:

1. Bass Clef notes
2. Major key signature
3. Read, write, and take from dictation common rhythms and melody patterns
4. Survey of major composers and compositions of Renaissance, Baroque, Classical, Romantic, Nationalistic, Impressionist, and Modern eras.
5. Conducting
6. Writing a brief narration of selected compositions
7. Study Charles Wesley and Martin Luther
8. Vocaliese curriculum, choral singing in unison, 2 and 3 part, octavos, rounds, and folksongs
9. American Folk games and dances
10. Play percussion and mallet instruments
11. Praise Band elective
12. Performance Day option once a month

C. Approximate Time per Week: 1 hour

**REGENT PREPARATORY SCHOOL**  
**CLASS SIX – ART**

**Philosophy:**

The Regent art curriculum is founded on the Biblical belief that every child is made in the image of God, the Creator. Therefore, creativity is one of the wonderful blessings given to each person. Our goal is to inspire, train, and nurture every child to discover and develop their unique gifts and talents and to dedicate these to honor and serve God. (Col. 1:28)

**Curriculum Overview:**

The art curriculum of Regent points to the Creator and the beauty of the earth (Phil. 4:8). We do not want to conform to the culture of the world but to be transformed, lifting up what is good and acceptable. (Rom. 12:2). A Biblical worldview is integrated in the lessons as we seek God's perspective of the world through studying the lives and works of history's artists. This also expands a student's understanding of the classroom history lessons since art is a reflection and expression of culture. The students learn the elements and fundamentals of art while imitating styles and creating reproductions of well-known artworks. Creativity is cultivated through exploration and interpretation while the student's unique artistic style is nurtured through discovery and self-expression.

**A. Primary Curriculum and Materials:**

Curriculum: enhance history and literature studies:

1. Roman architecture and mosaics
2. Byzantine Architecture and art
3. Christian iconic art
4. Architecture and artist related to the class trip

Materials:

1. Ebony
2. Soft pastel
3. Acrylic paint
4. Clay (periodically)
5. Watercolor
6. Craft items
7. Mosaic supplies
8. Calligraphy pens

**B. Grammar Level Objectives: The student will be able to use:**

1. Shading
2. Proportional drawing
3. Perspective
4. Color theory
5. Various skills and techniques

**C. Grammar Level Teaching Methods:**

1. Focused atmosphere – carpet time for lessons using:
  - Stories
  - Books
  - Videos
  - Slides
  - Prints
  - Replicas
  - Support with studies of nature, science, math, geography, and history
2. Table time for application

**D. Approximate Time per Week: 1 hour**