Curriculum Guide

KPrep-12th

August 2018

K-PREP

Fine Arts
     Art   **35 minutes, 1 day per week**
     Music   **30 minutes, 2 days per week**
Language Arts
     Phonics/Spelling/Penmanship/Reading   **45 minutes, 5 days per week**
Mathematics   **45 minutes, 4 days per week**
Physical Education   **35 minutes, 2 days per week**
Science   **20 minutes, 3 days per week**

Fine Arts

Art

Time: 30 minutes, 1 day per week, year around

Materials:

1. *I Can Draw Animals* (Usborne) by Ray Gibson
2. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
3. *What Shall I Draw Today?* by Ray Gibson
4. Various fine art posters, 1-3 examples from each major art movement
5. Color wheel for display
6. White board for demonstration
7. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
8. Various art supplies; pencils, crayons, coloring pencils, magic rub erasers, rulers, scissors, glue, paper of different kinds
9. Various papers: colored construction paper, oversize newsprint, plain white paper, brown craft paper (roll), tissue paper

Ordering: Blick Art Materials—(800) 828-4548
                    Hobby Lobby, Nacogdoches, TX

Methods: Brief lectures, examples of fine art, in-class practice sessions following demonstrations, instruction of techniques, correction of techniques, encouragement

Evaluation: The student will be assigned a grade of E, S, N, or F based on participation in art projects, effort, following directions, care of materials, willingness to help and be helped by others, and creative resolution of mistakes.

ART-K4.01   The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-K4.02   The student will learn to be creative through instructed lessons and means.

ART-K4.03   The student will demonstrate knowledge of colors.

ART-K4.04   The student will come to view mistakes as creative opportunities.

ART-K4.05   The student will learn to respect others' art and be encouraging.

ART-K4.06   The student will listen to correction and seek to improve efforts.

ART-K4.07   The student will increase vocabulary and comprehension through participation in class projects and discussion of fine art examples.

ART-K4.08   The student will identify and employ the elements of art in their work with an emphasis on color.

ART-K4.09   The student's work will be displayed when appropriate to encourage accountability and creativity.

ART-K4.10   The student will seek to glorify God in all art, through good effort and attitude.

Music

Time: 35 minutes, 2 days per week
Materials: Various CD's of studied works; biographies of composers/musicians; hymns; various movement and activity CDs; large flashcards; music games including large floor staff and bean bags; The Music Effect, K1 and K2, Nelson; various unison songs, rounds; piano; rhythm instruments; photos of various instruments and recordings of their sounds; Music Mind Games
Ordering: Veritas Press (1-800-922-5082); ordering online through JW Pepper, Lillenas Publishing and Great Commission Publications
Methods: Student will learn through direct instruction, songs and chants, playing of music games, sound-offs, motion, movement, and dance, and expression of what is known and learned, drills, and singing of memorized or learned material.
Evaluation: Student will be evaluated by class demonstration of skills: aural, singing echo style, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered

MUS - KP.1 Reading Fundamentals

MUS-KP.1.1 The student will recognize the following music notations and their values:
            Quarter Note and Rest
            Half Note and Rest
            Whole Note and Rest
            Eighth Note

MUS-KP.1.2 The student will be introduced to the following music symbols:
            Staff
            Treble Clef
            Bass Clef

MUS-KP.1.3 The student will be introduced to the following dynamic markings:
Piano
Pianissimo
Forte
Fortissimo

MUS-KP.1.4 The student will be introduced to the lines and spaces of the grand staff.

MUS-KP.1.5 The student will be introduced to beat and rhythm.

MUS - KP.2 Singing and Performance Fundamentals

MUS-KP.2.1 The student will be introduced to proper choral singing in the following manner:
a.   Posture, Body & Oral (sitting and standing)
b.   Students perform for a Christmas program and a spring program

MUS - KP.3 Music History Fundamentals

MUS-KP.3.1 The student will be introduced to various musical styles and sounds such as Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes, etc.

MUS-KP.3.2 The student will begin to learn about the different time periods in music through representative composers.

Language Arts

Phonics, Spelling, Penmanship, Reading

Time: 30 minutes daily
Materials: Phonics Museum Teacher Handbook, Evan Moor Basic Phonics Skills, Levels A
Ordering:

Phonics Museum   Evan Moor
1-800-922-508
www.veritaspress.com   Basic Phonics Skills
Level A
18 Lower Ragsdale Drive
Monterrey, CA 93940-5746
1-800-777-4362
http://www.evan-moor.com

Methods: Chanting, singing, instruction and review of phonogram cards, writing letters, names, and reading aloud. The teacher will model mental actions that should take place as students are writing and reading.

Evaluation: Students will be assigned a grade (Always, Sometimes, Never) for penmanship and oral phonogram memorization.

PSPR-K4.01   The student will learn to sit in correct position for seat work.

PSPR-K4.02   The student will learn to hold paper and pencil correctly.

PSPR-K4.03   The student will learn the name and sounds of each letter of the alphabet.

PSPR-K4.04   The student will write the correct letter when the name, or sound, is called out by the teacher.

PSPR-K4.05   The student will say the correct letter or sound when asked to identify it.

PSPR-K4.06   The student will correctly write all letters in a given assignments.

Mathematics

Time: 45 minutes daily

Materials: Saxon K5 Math Teacher's Guide and manipulatives, hundred number chart, monthly calendars, linking cubes, teddy bear counters, pattern blocks, tangrams, scissors, and glue.

Ordering: Saxon Mathematics
1320 W. Lindsey
Norman, OK 73069
(800)284-7019

Methods: Manipulatives are used for development of math concepts, while direct instruction, memory, review, drill, and chant are needed to develop automaticity with math facts.

Evaluation: Oral evaluations will be performed as outlined in math book. Students will be assigned a letter grade of Always, Sometimes, or Never.

M-K4.01   The student will count by 1's, 2's, 5's, and 10's.

M-K4.02   The student will count backward.

M-K4.03   The student will match sets and numbers.

M-K4.04   The student will identify, read, and write numbers to 30.

M-K4.05   The student will order one- and two-digit numbers.

M-K4.06	The student will identify equivalent sets.
M-K4.07	The student will compare sets of objects.
M-K4.08	The student will compare numbers through 20.
M-K4.09	The student will identify greatest and least.
M-K4.10	The student will identify more, same, and less.
M-K4.11	The student will identify numbers on a hundred number chart.
M-K4.12	The student will identify numbers before, after, and between.
M-K4.13	The student will estimate and count collections of objects to 100.
M-K4.14	The student will identify even and odd numbers.
M-K4.15	The student will identify ordinal position.
M-K4.16	The student will act out & draw pictures for addition and subtraction story problems.
M-K4.17	The student will count forward and backward on a number line.
M-K4.18	The student will identify one more than and one less than a number.
M-K4.19	The student will identify doubles.
M-K4.20	The student will divide a set of objects into equal groups.
M-K4.21	The student will identify one half and one fourth.
M-K4.22	The student will divide a shape in half.
M-K4.23	The student will identify and count pennies, dimes, nickels, quarters, and one-dollar bills.
M-K4.24	The student will identify quarters and one-dollar bills.
M-K4.25	The student will write money amounts using cent symbol.
M-K4.26	The student will select coins for a given amount.
M-K4.27	The student will identify, sort and compare geometric shapes and solids.

M-K4.28 The student will make and cover designs using pattern blocks and tangrams.

M-K4.29 The student will explore slides, turns, and flips (transformations).

M-K4.30 The student will create congruent shapes and designs.

M-K4.31 The student will make and copy designs on a geoboard.

M-K4.32 The student will identify similar shapes.

M-K4.33 The student will identify a line of symmetry and create symmetrical designs.

M-K4.34 The student will use positional words and phrases.

M-K4.35 The student will identify right and left.

M-K4.36 The student will solve spatial problems.

M-K4.37 The student will identify today's date.

M-K4.38 The student will identify yesterday, today, and tomorrow.

M-K4.39 The student will identify days of the week and months of the year.

M-K4.40 The student will identify seasons.

M-K4.41 The student will identify morning, afternoon, evening, and night.

M-K4.42 The student will tell and show time to the hour.

M-K4.43 The student will identify which of two events takes more or less time.

M-K4.44 The student will identify hot and cold objects.

M-K4.45 The student will compare and order objects by length.

M-K4.46 The student will estimate and measure length and distance using nonstandard units.

M-K4.47 The student will measure length using standard units (inches).

M-K4.48 The student will order objects by height.

M-K4.49 The student will use indirect comparisons to compare the heights or lengths of objects.

M-K4.50   The student will compare and order objects by weight using nonstandard units.

M-K4.51   The student will measure & compare the capacity of containers.

M-K4.52   The student will measure capacity using nonstandard units.

M-K4.53   The student will learn how to follow a recipe and measure a one-cup and quart measuring cup.

M-K4.54   The student will compare and order objects by size.

M-K4.55   The student will sort objects and identify a sorting rule.

M-K4.56   The student will graph a picture on a pictograph and make a real graph.

M-K4.57   The student will identify most, fewest, and same on a graph.

M-K4.58   The student will record data on a chart.

M-K4.59   The student will determine questions for a survey.

M-K4.60   The student will identify range and mode on a graph.

M-K4.61   The student will describe the likelihood of an event.

M-K4.62   The student will identify, read, and extend color, shape, sound, and movement patterns.

M-K4.63   The student will identify the missing shape in a matrix and the missing number in a sequence.

M-K4.64   The student will know that a symbol can be used to stand for a missing number in a sequence.

Physical Education

Time: 35 minutes, 2 times per week
Materials: Jumpropes, kick balls, dodge balls, agility equipment, and soccer balls
Ordering: Various local sporting goods stores, and internet
Methods: The students will learn basic motor skills; walk, run, jump, hop, skip, gallop, leap, and slide.
Evaluation: Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE-K4.01   Students participate in a warm-up game, then stretch.

PE-K4.02   All students participate in one game focusing on motor skills.

PE-K4.03   Students will learn to play happily by the rules of the game.

PE-K4.04   Students will learn to demonstrate good sportsmanship.

PE-K4.05   Students will learn to recognize the importance of physical activity and health.

Science

Time: 20 minutes, 3 days per week
Materials: Discover Science- Texas Edition Textbook Binding-1991
Ordering: Amazon.com
Methods: The students will learn about the human body (5 senses), Life Science, Physical Science, and Earth Science.
Evaluation: Students are not tested on material, but review, review, review. Also, students are asked questions and have group discussions for each topic and do other activities.

S-K4.01   Students will learn how we learn.

S-K4.02   Students will learn the 5 senses and how we use them.

S-K4.03   Students will learn about smoke alarms.

S-K4.04   Students will learn about how people grow and change.

S-K4.05   Students will learn what is living and non-living, and what living things need.

S-K4.06   Students will learn how plants are alike and different.

S-K4.07   Students will learn how plants grow; what plants need to grow; and why people need plants.

S-K4.08   Students will learn what ways animals are different, how animals grow, why people need animals, and how to care for a pet.

S-K4.09   Students will learn what ways you can group things.

S-K4.10   Students will learn what takes up space, what solids, liquids, and gases are like.

S-K4.11   Students will learn how light and sound can change.

S-K4.12   Students will learn about heat.

S-K4.13   Students will learn about ways objects move and what moves objects.

S-K4.14   Students will learn what machines (i.e. pencil sharpener) can do.

S-K4.15   Students will learn about the earth.

S-K4.16   Students will learn where water is on earth.

S-K4.17   Students will learn how air is useful.

S-K4.18   Students will learn how people use land and water.

S-K4.19   Students will learn about the different kinds of weather.

S-K4.20   Students will learn about the seasons and how weather changes in the seasons.

S-K4.21   Students will learn how weather is important to people.

S-K4.22   Students will learn about what we see in the sky.

S-K4.23   Students will learn about the sun, moon, and stars.

S-K4.24   Students will learn about shadows.

S-K4.25   Students will learn how to use scientific methods.

KINDERGARTEN

Fine Arts
Art	**30 minutes, 1 day per week**
Music	**40 minutes, 2 days per week**
History/Geography/Economics/Government	**60 minutes, 3 days per week**
Language Arts	
Latin	**20 minutes, 2 days per week**
Phonics/Spelling/Penmanship/Reading	**90 minutes, 5 days per week**
Mathematics	**75 minutes, 5 days per week**
Physical Education	**30 minutes, 2 days per week**
Science	**60 minutes, 2 days per week**

Fine Arts

Art

Time: 30 minutes, 1 day per week, year around

Materials:

         1. *I Can Draw Animals* (Usborne) by Ray Gibson
         2. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
         3. *What Shall I Draw Today?* by Ray Gibson
         4. Various fine art posters, 1-3 examples from each major art movement
         5. Color wheel for display
         6. White board for demonstration
         7. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
         8. Various art supplies; pencils, crayons, coloring pencils, magic rub erasers, rulers, scissors, glue, paper of different kinds
         9. Various papers: colored construction paper, oversize newsprint, plain white paper, brown craft paper (roll), tissue paper

Ordering: Blick Art Materials—(800) 828-4548
         Hobby Lobby, Nacogdoches, TX

Methods: Brief lectures, examples of fine art, in-class practice sessions following demonstrations, instruction of techniques, correction of techniques, encouragement

Evaluation: The student will be assigned a grade of E, S, N, or F based on participation in art projects, effort, following directions, care of materials, willingness to help and be helped by others, and creative resolution of mistakes.

ART-K.01   The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-K.02   The student will learn to be creative through instructed lessons and means.

ART-K.03   The student will demonstrate a knowledge of colors.

ART-K.04   The student will come to view mistakes as creative opportunities.

ART-K.05   The student will learn to respect others' art and be encouraging.

ART-K.06   The student will listen to correction and seek to improve efforts.

ART-K.07   The student will increase vocabulary and comprehension through participation in class projects and discussion of fine art examples.

ART-K.08   The student will identify and employ the elements of art in their work with an emphasis on color.

ART-K.09   The student's work will be displayed when appropriate to encourage accountability and creativity.

ART-K.10   The student will seek to glorify God in all art, through good effort and attitude.

Kindergarten Music

Time: 35 minutes, 2 days per week
Materials: Various CD's of studied works; biographies of composers/musicians; hymns; various movement and activity CDs; large flashcards; music games including large floor staff and bean bags; <u>The Music Effect</u>, K1 and K2, Nelson; various unison songs, rounds; piano; rhythm instruments; photos of various instruments and recordings of their sounds; Music Mind Games
Ordering: Veritas Press (1-800-922-5082); ordering online through JW Pepper, Lillenas Publishing and Great Commission Publications
Methods: Student will learn through direct instruction, songs and chants, playing of music games, sound-offs, motion, movement, and dance, and expression of what is known and learned, drills, and singing of memorized or learned material.
Evaluation: Student will be evaluated by class demonstration of skills: aural, singing echo style, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered

MUS-K.1   Reading Fundamentals

MUS-K.1.1   The student will recognize the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Eighth Note

MUS-K.1.2   The student will be introduced to the following music symbols:
Staff
Treble Clef
Bass Clef
Double Bar Line

MUS-K.1.3   The student will be introduced to the following dynamic markings:
Piano
Pianissimo
Forte
Fortissimo

MUS-K.1.4   The student will be introduced to the lines and spaces of the grand staff and be able to recite the names of the musical alphabet.

MUS-K.1.5   The student will be introduced to beat and rhythm.

MUS-K.2   Singing and Performance Fundamentals

MUS-K.2.1   The student will be introduced to proper choral singing in the following manner:
Posture, Body & Oral (sitting and standing)
Students perform for a Christmas program and a spring program

MUS-K.3   **Music History Fundamentals**

MUS-K.3.1   The student will be introduced to various musical styles and sounds such as
Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes,
etc.

MUS-K.3.2   The student will begin to learn about the different time periods in music through
representative composers.

History/Geography/Economics/Government

History

Time: 60 minutes, 3 days a week
Materials: Textbook, various biographies, globe, Presidents song, maps, thematic units,
library books, States and Capitals Songs- Educational Insights.
Ordering: Educational Insights
Methods: Storytelling, crafts, and student retelling activities, such as summarizing, drama,
and retelling in pictures are often employed in History instruction. The students   will sing much of the information studied in History.
Evaluation: The student will be assigned a grade of based on participation in class discussion
and activities, completion of projects and knowledge of memorized songs.

H-K.01   The student will identify the family, how the family changes, rules and responsibilities in the family.

H-K.02   The student will learn the names and locations of all the states of the United
States, the seven continents, and the four oceans.

H-K.03   The student will learn early American and Texas history including Christopher
Columbus, Pilgrims, the Revolution, the Founding Fathers, Stephen F. Austin, and
José Antonio Navarro. They will understand how historical figures, patriots, and
good citizens helped shape the community, state, and nation.

H-K.04   The student will understand the concept of chronology by placing events in
chronological order and use vocabulary related to time and chronology.

Geography

G-K.01   The student will understand and demonstrate the concept of location and relative
location by using appropriate vocabulary to orally describe locations of objects

and places. They will identify the tools that aid in determining location including maps, globes and the compass rose and use basic map reading skills.

G-K.02   The student will identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.

Economics

E-K.01   The student will identify basic human needs and how they can be met and explain the difference between needs and wants. They will understand the value of jobs, explain why people have jobs, and identify various jobs in the home, school and community.

Government

G-K.01   The student will understand the purpose of rules, identify rules and authority figures that provide order, security, and safety in the home, school, and community, and explain how authority figures make and enforce rules.

G-K.02   The student will learn important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national and state identity. They will recite the Pledge of Allegiance and the pledge to the Texas state flag.

Phonics, Spelling, Penmanship, Reading

Time: 90 minutes per day
Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper, dry erase board, #2 pencils, red pencil, Primary Learning Log; *Veritas Press Phonics Museum Kindergarten Teacher Manual; Veritas Press Phonics Museum Workbook*

Ordering: Spell to Write and Read
            Back Home Industries, Inc.
            P.O. Box 22495
            Milwaukie, OR 97269
            http://www.bhibooks.net

            Veritas Press
            Lancaster, Pennsylvania

Evaluation: Oral phonogram tests will be administered. Spelling should be graded for accuracy of spelling and penmanship. The student will have his/her oral reading assessed weekly. The student will be assigned a grade.

Methods: Chanting, singing, instruction and review of phonogram cards, writing (letters, spelling words, names, etc.), and reading aloud. The teacher will model mental actions that should take place as students are reading, and teach students how to answer comprehension questions.

PSPR-K.01   The student will learn the proper position for penmanship, hold pencil and position paper correctly, and form all upper and lower case letters correctly.

PSPR-K.02   The student will recognize, name, produce sound of, and write 55 phonograms.

PSPR-K.03   The student will read and spell using the Wise Guide Spelling lists.

PSPR-K.04   The students will be read to daily.

PSPR-K.05   The student will begin to read independently with comprehension, retelling in their own words what happened in the story, answer questions pertaining to the story, and identify the sequence of events.

Mathematics

Time: 75 minutes daily

Materials: Saxon Math 1 Teacher's guide and manipulatives, student worksheets, and tests.

Ordering: Saxon
1320 W. Lindsey, Norman, OK 73069
Phone: 800.284.7019

Methods: Manipulatives are used for development of math concepts, while direct instruction, memory, review, drill, and chant are needed to develop automaticity with math facts.

Evaluation: The student is assigned a grade based on weekly written and oral assessments.

Note: These objectives are divided topically. The sequence followed is determined by the order in the teacher's guide. Topics are introduced, expanded, and practiced throughout the year.

M-K.01   The student will count by 1's, 2's, 5's, 10's, and 100's.

M-K.02   The student will match sets to numbers and estimate and count collections

M-K.03   The student will read and write numbers to 122.

M-K.04   The student will compare and order 1- and 2-digit numbers, identify place value in numbers to 1,000, represent 2- and 3-digit numbers using concrete materials and pictures, and represent equivalent forms of the same number.

M-K.05   The student will rename numbers using regrouping, write numbers using words, and identify ordinal position.

M-K.06   The student will identify even and odd numbers, dozen and half dozen, and pairs.

M-K.07   The student will show the meaning of addition and subtraction through acting out, drawing pictures, and writing number sentences.

M-K.08   The student will act out, draw pictures of, and write number sentences to show the meaning of addition and subtraction and solve problems involving addition and subtraction.

M-K.09   The student will identify addends and sums and use the commutative and associative properties.

M-K.10   The student will master addition and subtraction facts to 18.

M-K.11   The student will identify missing addends, estimate a sum, add three single digit numbers, and add 2-digit numbers with and without regrouping.

M-K.12   The student will identify one more and less than and ten more and less than a number.

M-K.13   The student will subtract 2-digit numbers without regrouping and will check subtraction answers using addition.

M-K.14   The student will divide a set into equal groups, identify fractional parts of a set and whole, and find half of a set of objects.

M-K.15   The student will identify and know the value of coins, count money, write money amounts, and select coins for a given amount.

M-K.16   The student will identify and describe geometric figures and 3-dimensional objects and sort them by attributes, create congruent shapes and designs, solve spatial problems, and identify angles and sides of a polygon.

M-K.17 The student will identify right and left, give and follow directions about location, and arrange and describe objects in space, identifying first, last, between, and middle.

M-K.18 The student will identify today's date, days of the week, months of the year, seasons, and morning, afternoon, evening, and night.

M-K.19 The student will tell and show time to the hour and half hour, order events by time, and solve problems using a calendar.

M-K.20 The student will read a Fahrenheit thermometer to the nearest 10 degrees, identify cold, cool, warm, and hot temperatures.

M-K.21 The student will estimate length, compare and order objects by length, measure length using nonstandard units and the nearest whole customary and metric units, and draw line segments using the nearest whole customary units.

M-K.22 The student will compare objects by weight (mass) and weigh objects using nonstandard units.

M-K.23 The student will estimate and measure capacity using standard units, compare and order containers by capacity and follow a recipe and measure ingredients.

M-K.24 Graphing: the student will graph a picture on a pictograph, identify most and fewest, graph data on a bar graph, sort objects and make a real graph, draw and read a bar graph, and write observations about a graph.

M-K.25 The student will tally.

M-K.26 The student will sort and classify objects.

M-K.27 The student will describe the likelihood of an event, predict the outcome of and conduct a probability experiment.

M-K.28 The student will use comparison symbols.

M-K.29 The student will identify the missing number in a sequence.

M-K.30 The student will identify the missing shape or design in a repeating pattern.

Physical Education

Time: 30 minutes, 2 times per week
Materials: Jump ropes, kick balls, dodge balls, agility equipment, and soccer balls
Ordering: Various local sporting goods stores, and internet

Methods:	The students will learn basic motor skills; walk, run, jump, hop, skip, gallop, leap, and slide.
Evaluation:	Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE-K.01   Students participate in a warm-up game, then stretch.

PE-K.02   All students participate in one game focusing on motor skills.

PE-K.03   Students will learn to play happily by the rules of the game.

PE-K.04   Students will learn to demonstrate good sportsmanship.

PE-K.05   Students will learn to recognize the importance of physical activity and health.

Science

Time:	60 minutes, 2 times a week
Materials:	AIMS Science Fall Into Math and science, Discovering the World, Physical Science, DLM Teaching Resources.
Ordering:	AIMS Education Foundation
	P.O. Box 8120, Fresno, CA 93747-8120
	DLM Teaching Resources
	One DLM Park
	Allen, Texas 75002
Methods:	Students learn through hands-on science activities and experiments, songs and chants. Procedures and results are discussed as a whole class. The teacher also directs instruction on how data should be recorded.
Evaluation:	The student will be assigned a grade.

S-K.01   The student will understand how we use the five senses.

S-K.02   The student will recognize how people change and what helps people grow.

S-K.03   The student will distinguish between living and nonliving things.

S-K.04   The student will learn how plants grow, what they need to grow, and identify various local plants.

S-K.05   The student will identify ways in which animals differ: marsupial, fish, mammal, bird, and reptile. They will identify a variety of local animals.

S-K.06   The student will define ways to group things.

S-K.07   The student will identify solids, liquids, and gas.

S-K.09   The students will define how light and sound change.

S-K.10   The student will explore magnets and what magnets will attract or repel.

S-K.11   The student will define different types of weather.

S-K.12   The student will recite the four seasons and observable seasonal changes.

S-K.13   The student will identify the sun, moon, stars, and planets.

FIRST GRADE

Fine Arts

Art	**30 minutes, 1 day per week**
Music	**45 minutes, 2 days per week**
Bible/History	**45 minutes, 5 days per week**
Language Arts	
Grammar	**30 minutes, 5 days per week**
Latin	**20 minutes, 2 days per week**
Literature/Reading	**30 minutes, 5 days per week**
Phonics/Spelling/Penmanship	**90 minutes, 5 days per week**
Mathematics	**75 minutes, 5 days per week**
Physical Education	**40 minutes, 2 days per week**
Science	**35 minutes, 4 days per week**

Fine Arts

Art

Time: 30 minutes, 1 day per week, year around

Materials:

1. *I Can Draw Animals* (Usborne) by Ray Gibson
2. *What Shall I Draw Today?* by Ray Gibson
3. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
4. Various fine art posters, 1-3 examples from each major art movement
5. Color wheel for display
6. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
7. Various art supplies; pencils, artist's oil and chalk pastels, crayons, markers, magic rub erasers, rulers, scissors, glue, sketchbooks, string, hole punch
8. Various papers: colored construction paper, oversize newsprint, plain white paper, brown craft paper (roll), tissue paper
9. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX

Methods: Brief lectures, examples of fine art, in-class practice sessions following demonstrations, instruction of techniques, correction of techniques, encouragement

Evaluation: Though First graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

ART-1.01   The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-1.02   The student will learn to be creative through instructed lessons and means.

ART-1.03   The student will demonstrate a knowledge of color schemes.

ART-1.04   The student will learn to respect others' art and be encouraging.

ART-1.05   The student will come to view mistakes as creative opportunities.

ART-1.06   The student will listen to correction and seek to improve efforts.

ART-1.07   The student will increase vocabulary and comprehension through participation in class projects and discussion of fine art examples.

ART-1.08   The student will identify and employ the elements of art in their work with an emphasis on line.

ART-1.09   The student's work will be displayed when appropriate to encourage accountability and creativity

ART-1.10   The student will seek to glorify God in all art, through good effort and attitude.

Ist Grade Music

Time: 35 Minutes, 2 days per week
Materials: Various CDs of studied works; composer/musician biographies; Essential

Dictionary of Music; Thirty Days of Music Theory; flashcards; music games and

movement CDs; large floor staff with bean bags; various unison songs and rounds; hymns; piano; rhythm instruments; photos of various instruments and recordings of their sounds; Music Mind Games
Ordering: JW Pepper online; Veritas Press; Lillenas Publishing; Great Commission Publications
Methods: Student will learn through direct instruction, songs and chants, playing of music games, sound-offs, motion, movement, and dance, and expression of what is known and learned, drills, and singing of memorized or learned material.
Evaluation: Student will be evaluated by class demonstration of skills: aural, singing echo style, demonstrations of beat and rhythm through movement, and oral

demonstration of concepts covered

MUS-1.1   Reading Fundamentals
MUS-1.1.1   The student will recognize the following music notations and their values:
    Quarter Note and Rest
    Half Note and Rest
    Whole Note and Rest
    Dotted Half Note and Rest
    Eighth Note and Rest
    Sixteenth Note and Rest

MUS-1.1.2   The student will recognize the following music symbols:
    Staff
    Treble Clef
    Bass Clef
    Double Bar Line
    Repeat Sign

MUS-1.1.3   The student will recognize the following dynamic markings:
    Piano
    Pianissimo
    Mezzo Piano
    Forte
    Fortissimo
    Mezzo Forte

MUS-1.1.4   The student will recognize the lines and spaces of the treble clef and
    bass clef, and be able to recite the musical alphabet

MUS-1.1.5   The student will recognize the difference in the beat and the rhythm and will
    recognize them in various songs.

MUS-1.2   Singing and Performance Fundamentals

MUS-1.2.1   The student will begin proper choral singing in the following manner:
    Posture, Body & Oral (sitting and standing)
    Matching Pitch
    Voice Control
    Students perform for a Christmas and a spring program

MUS-1.3   Music History Fundamentals

MUS-1.3.1   The student will be introduced to various musical styles and sounds such as
    Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes,
    etc.

MUS-1.3.2   The student will learn about the different time periods in music through representative composers.

Bible

Time: 15 minutes 4 days per week
Materials: Children's Story Bible, hymns, NKJV Bible, Bible Story Color, Draw, Learn
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster, PA 17601
                 Phone: 800-922-5082
Methods: Storytelling, review from previous day, student retelling activities such as summarizing, drama, and retelling in pictures.
Evaluation: The student will be assigned a grade of E, S,or N based on participation, completion of activities, and memorization of Scripture passages.

BH-1.03   The student will be taught about the life of Christ using passages from the four gospels.

            The students will sing great hymns of the faith and other Bible songs.

            The students will read aloud and memorize the school-wide memory verses.

BH-1.04   The student will recognize God's powerful preserving and governing all of his creation.

BH-1.05   The student will recognize God's redemptive work throughout history, and how it applies to them specifically.

BH-1.06

BH-1.08   The student will demonstrate a greater understanding of God's character, especially as Jesus reveals Him, as the year progresses.

            Students will learn to pray prayers of praise and thanksgiving, and also learn to make specific requests for other people.

History

Time: 30 minutes, 2 days per week

Materials: A Child's Story of America (second edition)
                 Dover Coloring Books
                 Various picture books supporting the material in *A Child's Story of America*

Map books
States and their Capitals CD

Ordering: Christian Liberty Press
502 West Euclid Ave
Arlington Heights, Illinois 60004
www.shopchristianliberty.com

www.doverpublications.com

Evaluation: The students will be assigned a grade of E, S, or N, based on class participation, attitude during class time, and completion of assignments.

HIS-1.01   The students will learn to read a variety of maps (including world map, USA map, Texas map, school map, town map, and map of classroom).

HIS-1.02   The students will learn the points of a compass rose.

HIS-1.03   Students will memorize the seven continents and four oceans.

HIS-1.04   Students will sing the songs that teach the states of the USA, and their capitals.

HIS-1.05   Students will learn about early European exploration, and the early English settlements of the New World.

HIS-1.06   Students will study the first thanksgiving in Plymouth.

HIS-1.07   Students will learn to plot major events of history on a timeline.

HIS-1.08   The students will learn about some colonies in the South.

HIS-1.09   Students will study events and influential people of the French and Indian War, and the War for Independence.

HIS-1.10   Students will learn about the beginning time of The New Nation, and the war of 1812; their major events and people.

HIS-1.11   Students will study the life of some people during this time in history, discussing what we can emulate in them.

Language Arts

Grammar

Time: 30 minutes per day

Materials: Shurley English: English Made Easy Level 1 Teacher's Manual, with consumable student worksheets, red pencils for correcting, jingles CD and wall posters, and test booklets.

Ordering: Shurley Instructional Materials
1533 Ballard Road, Cabot, AR 72023
Phone: 800-566-2966

Methods: Jingles are chanted or sung on a regular basis at the beginning of a lesson. Students classify sentences together aloud while the teacher or a student labels the sentences. Grammar lessons are taught as directed in the teacher's manual and reinforced across the curriculum. Shurley's instruction in writing is not used.

Evaluation: The student will be monitored for classroom participation in labeling sentences. Grades will be taken from tests and worksheets in the Shurley workbook.

G-1.01 The student will identify good and poor organizational skills, listening skills, time-planning skills, and homework skills.

G-1.05 The student will identify, label, and write a declarative and an interrogative sentence.

G-1.08 The student will identify and label subject nouns, verbs, adverbs, adjectives, and article adjectives in sentences using the question and answer flow.

G-1.09 The student will use correct ending punctuation for a declarative and an interrogative sentence.

G-1.13 The student will write their own complete sentences following a given sentence pattern and choosing words from a word bank.

G-1.14 The student will identify synonyms and antonyms, and then write improved sentences using them.

G-1.15 The student will identify and label prepositions and objects of the preposition in sentences using the question and answer flow.

G-1.17 The student will identify and mark the complete subject and complete predicate in sentences using the question and answer flow.

G-1.18 The student will identify and label all nouns in a given sentence.

G-1.19 The student will list the nouns in a group of sentences.

G-1.20 The student will identify nouns as singular or plural and common or proper.

G-1.22 The student will identify and mark the simple subject and simple predicate in sentences.

G-1.24 The student will use correct capitalization in a sentence using capitalization rules.

G-1.25   The student will punctuate sentences correctly using the first six punctuation rules.

G-1.26   The student will identify and label subject and possessive pronouns in sentences using the question and answer flow.

G-1.28   The student will identify and label possessive nouns in sentences using the question and answer flow.

G-1.29   The student will choose the correct verb to agree with the subject.

G-1.30   The student will match the correct predicate to the correct subject.

G-1.31   The student will identify past and present tense verbs.

G-1.32   The student will identify simple sentences and sentence fragments.

G-1.33   The student will write contractions for two words given, and vice versa.

G-1.35   The student will make correct a/an choices in sets of sentences.

G-1.36   The student will write a complete sentence from a sentence fragment.

G-1.37   The student will unscramble a group of words to make a complete sentence.

G-1.38   The student will expand sentences by adding provided adjectives and adverbs.

G-1.39   The student will expand sentences by adding provided prepositional phrases.

G-1.40   The student will expand sentences by adding his/her own adjectives, adverbs and prepositional phrases.

G-1.41   The student will choose a topic for a given group of words.

G-1.42   The student will identify supporting and non-supporting sentences.

Literature/Reading

Time: 30 minutes, daily
Materials: 19 literature books and 2 comprehension guides, approved novels
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster, PA 17601
Methods: Read the following books: *Amelia Bedelia, Curious George, Nate the Great and the Lost List, The Magic Fish, Madeline, Little Bear and Little Bear's Friend, A New Coat for Anna, The Biggest Bear, The Emperor's New Clothes, Miss Nelson*

is Missing, The Velveteen Rabbit, Blaze and the Lost Quarry, , Stone Soup, Mr. Plitter and Tabby Pour the Tea, Henry and Mudge, Peter Rabbit, The Little House, Ox-Cart Man. There are activity pages for each book to be used at the teacher's discretion. The teacher and the students read aloud, predicting, discussing, and monitoring comprehension as they read. Other books may be used for read-aloud time including, *The Mouse and the Motorcycle, Charlotte's Web,* and *the Little House on the Prairie.*

Evaluation: Students will answer comprehension questions orally. They will use both context clues and dictionary definitions to understand the meaning of new words.

LIT-1.01   The student will identify the main idea, characters, and setting.

LIT-1.02   The student will identify the sequence of events.

LIT-1.03   The student will draw conclusions from information obtained from oral or written material.

LIT-1.04   The student will distinguish between reality and fantasy, fiction and non-fiction.

LIT-1.05   The student will predict story outcomes.

LIT-1.06   The student will find supporting details.

Phonics, Spelling, and Penmanship

Time: 90 minutes, daily

Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper, #2 pencils, red pencil, Primary Learning Log;

Veritas Press Phonics Museum 1ˢᵗ Grade Teacher Guide; Veritas Press Phonics Museum 1ˢᵗ Grade Workbook; Readers

Evan Moor Modern Manuscript Daily Practice Handwriting

Adventures in Phonics Student Workbook Level B (Christian Liberty Press)

Supplementary Materials: *ABEKA First Grade Readers*

Ordering: Spell to Write and Read
Back Home Industries, Inc.   Veritas Press
P.O. Box 22495   Lancaster, Pennsylvania
Milwaukie, OR 97269   1-800-922-5082
http://www.bhibooks.net   www.veritaspress.com

Methods: Students review correct letter formation for lower and upper case letters as well as numbers. They practice and apply this correct letter formation in the writing of spelling words. They also review the 70 phonograms (phone=sound; gram=written letter) using flashcards. Other phonics rules reviewed include five silent final 'e' rules, ways a single vowel says its name, use of apostrophe, nouns and their plurals, and syllabication.   Using a direct instruction and dictation process, students will study and be tested over 20 words a week given from the Wise Guide Spelling list. A word is dictated to them and they break it down into individual sounds (phonemes) and then they determine the appropriate written representations (graphemes) of those sounds. They also determine applicable spelling rules. All spelling, plural, syllabication, capitalization and apostrophe rules are taught as they appear in the spelling wordlists. The words are appropriately marked using Spell to Read and Write special markings in order to create phonemic awareness (seeing phonograms in every written word) and understanding of the spelling rules.

Evaluation: The student will be assigned a percentage grade for spelling, reading, and a grade of E, S, or N for penmanship. Penmanship is evaluated by meeting the checkpoints of modern manuscript. The spelling grade will be based on tests given once a week.   Spelling tests should be graded for accuracy of spelling and penmanship. Reading will be evaluated through oral reading from the student as well as mastering basic concepts of phonics and comprehension.

PSP-1.01   When shown each of the phonogram cards, the students will say the appropriate sounds for each phonogram.

PSP-1.02   When each phonogram card is read, the student will write the appropriate phonogram.

PSP-1.03   The student will be able to identify and properly mark phonograms in words from their spelling lists.

PSP-1.04   When spelling a new word, the student will write the word when verbally given the correct phonograms.

PSP-1.05   When writing a new word, the student will say each phonogram as the word is written.

PSP-1.06   When learning a spelling word, the student will divide the word into syllables. .

PSP-1.07   The student will write complete sentences with the spelling words.

PSP-1.08   In all class work, the student will sit with proper posture.

PSP-1.09   In all class work, the student will use print correctly and neatly.

PSP-1.10   The teacher will read aloud to the students daily.

PSP-1.11   The students will progress to reading independently, and with comprehension.

PSP-1.12   The student will be able to retell a story in his own words and also make predictions.

PSP-1.13   The student will identify the sequence of events in a story.

Mathematics

Time: 75 minutes daily

Materials: Saxon Math 2 teacher's manual, student worksheets, fact sheets and masters, math manipulatives (rulers, geoboards, clocks, money, pattern blocks, tangrams, color tiles, etc.), review games

Ordering: Saxon
1320 W. Lindsey, Norman, OK 73069
Phone: 800.284.7019

Methods: Manipulatives are used for development of math concepts, while direct instruction, memory, review, drill, and chant are needed to develop automaticity with math facts. Automaticity is defined as mastery of facts to the degree that the student does not have to think before stating the answer. Automaticity is measured by having students complete 25 math facts in one minute.

Evaluation: Weekly math assessment for a percentage grade. Fact sheets are timed and graded. Approximately nine daily assignments are graded each quarter.

Please note: These objectives are divided topically. The sequence followed is determined by the order in the teacher's guide. Topics are introduced, expanded, and practiced throughout the year.

M-1.01   The student will count by 2's, 3's, 4's, 5's, 10's, 25's, and 100's.

M-1.02   The student will read, write, and compare numbers to 1000.

M-1.04   The student will order 2- and 3-digit numbers.

M-1.05   The student will round numbers to the nearest ten.

M-1.06	The student will identify place value in numbers to 1,000.
M-1.07	The student will represent 2- and 3-digit numbers using concrete materials and pictures.
M-1.08	The student will estimate and count large collections.
M-1.09	The student will write numbers in expanded form.
M-1.10	The student will rename numbers using regrouping.
M-1.11	The student will identify ordinal position.
M-1.12	The student will identify even and odd numbers.
M-1.13	The student will identify dozen and half dozen.
M-1.14	The student will identify pairs.
M-1.15	The student will identify multiples.
M-1.16	The student will act out, draw pictures of, and write number sentences to show addition, subtraction, multiplication, and division.
M-1.17	The student will identify addends and sums.
M-1.18	The student will write addition and subtraction fact families.
M-1.19	The student will identify and use the commutative and associative properties.
M-1.20	The student will make, label, and write number sentences for an array.
M-1.21	The student will identify the properties of 0 and 1 in multiplication.
M-1.22	The student will master addition facts to 18.
M-1.23	The student will identify missing addends.
M-1.24	The student will identify one more than and ten more than a number.
M-1.25	The student will estimate a sum.
M-1.26	The student will add using mental computation.
M-1.27	The student will add three or more single-digit numbers.

M-1.28   The student will add 2- and 3-digit numbers and money amounts (decimals).

M-1.29   The student will use estimation to check the reasonableness of calculated results.

M-1.30   The student will solve problems involving addition.

M-1.31   The student will master subtraction facts to 18.

M-1.32   The student will identify one less than and ten less than a number.

M-1.33   The student will subtract using mental computation.

M-1.34   The student will subtract 2- and 3-digit numbers and money amounts (decimals).

M-1.35   The student will check subtraction answers using addition.

M-1.36   The student will solve problems involving subtraction.

M-1.37   The student will master multiplication facts (0, 1, 2, 3, 4, 5).

M-1.38   The student will multiply by 10 and 100.

M-1.39   The student will double a number.

M-1.40   The student will solve problems involving multiplication.

M-1.41   The student will divide by 2.

M-1.42   The student will solve problems involving division.

M-1.43   The student will identify fractional parts of a whole.

M-1.44   The student will write a fraction to show a part of a whole.

M-1.45   The student will name and compare unit fractions.

M-1.46   The student will identify a fractional part of a set.

M-1.47   The student will write a fraction to show a part of a set.

M-1.48   The student will identify equivalent fractions using concrete objects.

M-1.49   The student will find half of a set of objects.

M-1.50   The student will represent and write mixed numbers.

M-1.51   The student will count money.

M-1.52   The student will write amounts using the cents and dollar symbols.

M-1.53   The student will select coins for a given amount.

M-1.54   The student will make change from $1.00.

M-1.55   The student will identify, describe, and classify polygons.

M-1.56   The student will identify and create congruent shapes.

M-1.57   The student will identify and create similar shapes.

M-1.58   The student will solve spatial problems.

M-1.59   The student will identify and sort common geometric shapes by attribute.

M-1.60   The student will identify horizontal, vertical, and oblique line segments.

M-1.61   The student will identify and draw a line of symmetry.

M-1.62   The student will identify parallel and perpendicular lines and line segments.

M-1.63   The student will identify intersecting lines.

M-1.64   The student will use manipulatives to add 2-digit numbers.

M-1.65   The student will master subtracting 2 facts.

M-1.66   The student will identify right angles.

M-1.67   The student will identify and show transformations: translations, rotations, and reflections.

M-1.68   The student will identify, describe, and classify 3-dimensional geometric objects.

M-1.69   The student will tell and show time to the hour, half hour, quarter hour, 5 minutes, and minute.

M-1.70   The student will find elapsed time.

M-1.71   The student will identify a.m. and p.m. hours, noon and midnight.

M-1.72   The student will write the date using digits.

M-1.73 The student will identify equivalent units of time.

M-1.74 The student will identify weekdays and days of the weekend.

M-1.75 The student will solve problems using a calendar.

M-1.76 The student will read a Fahrenheit thermometer.

M-1.77 The student will identify common temperatures.

M-1.78 The student will estimate length.

M-1.79 The student will measure length using nonstandard units and customary units (nearest inch, half inch, and foot) and metric units (nearest centimeter).

M-1.81 The student will draw line segments using customary units (nearest inch and half inch) and metric units (nearest centimeter).

M-1.82 The student will identify units of mass: customary and metric.

M-1.83 The student will estimate mass.

M-1.84 The student will weigh objects using nonstandard units, customary, and metric units.

M-1.86 The student will estimate capacity.

M-1.87 The student will order containers by capacity.

M-1.88 The student will measure capacity using standard units.

M-1.89 The student will follow a recipe and measure.

M-1.90 The student will compare and order objects by size (area).

M-1.91 The student will find area using nonstandard units.

M-1.92 The student will estimate area.

M-1.93 The student will find area of a rectangle.

M-1.94 The student will find perimeter of a polygon.

M-1.95 The student will draw and read a pictograph.

M-1.96   The student will graph data on a bar graph.

M-1.97   The student will draw and read a bar graph using a scale of 1 and of 2.

M-1.98   The student will tally.

M-1.99   The student will create and read a Venn diagram.

M-1.100   The student will write observations about a graph.

M-1.101   The student will conduct a survey.

M-1.102   The student will describe the likelihood of an event.

M-1.103   The student will predict the outcome of a probability experiment.

M-1.104   The student will conduct a probability experiment.

M-1.105   The student will use comparison symbols.

M-1.106   The student will locate points on a number line.

M-1.107   The student will identify the missing number in a sequence.

M-1.108   1The student will identify the missing shape or design in a repeating pattern.

M-1.109   The student will locate and graph points on a coordinate graph.

Physical Education

Time: 40 minutes, 2 days per week
Materials: We will use- jump ropes, kick balls, dodge balls, soccer balls, and agility equipment.
Ordering: Various sporting goods stores, and internet.
Methods: The students will continue to learn basic motor skills   . They will begin to learn to apply those basic motor skills in game play, and some team sports.
Evaluation: Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE-1.01   Students participate in warm-up game, and then stretch.

PE-1.02   Students participate in games focused on motor skills.

PE-1.03   Students will learn how to play by the rules.

PE-1.04	Students will learn good sportsmanship.

PE-1.05	Students will learn to recognize the importance of physical activity and health.

Science

Time:	**30 minutes, two days a week**
Materials:	First Grade Science Curriculum *Primarily Earth*
	Science in the Beginning by Dr. Jay L. Wile
Ordering:	AIMS Education Foundation P.O. Box 8120 Fresno, CA 93747-8120
	www.bereanbuilders.com
Method:	Our topics of earth, water, and air will be located within the days of creation from Genesis 1. Students will be instructed verbally, and will also be asked for their ideas/thoughts/questions on a certain subject before we conduct experiments to find out the answers to their thoughts/questions, and to prove that what was taught verbally, is true. The teacher will also demonstrate certain properties of rocks/dirt, water, and air.
Evaluation:	The students will be assigned a grade of E, S, or N based on participation, and completion of activities.

Primarily Earth consists of the following studies, including the Geosphere, further studies of the earth (earth's interior, earthquakes and volcanoes), the Hydrosphere, and the Atmosphere.

SC-1.01   The students will be able to ask questions about objects and events in the environment. They will use their senses to observe the world around them.

SC-1.02   The students will be able to employ simple tools to gather data and extend the senses.

SC-1.03   The students will be able to communicate investigations and explanations.

SC-1.04   The students will be able to observe properties of things by size, weight, shape, color, temperature, and the ability to react with other substances. These properties can be measured using tools, such as rulers, balances, and thermometers.

SC-1.05   The students will be able to describe features of mountains, plains, valleys, deserts, icecaps, lakes, and rivers.

SC-1.06   The students will observe how weathering and erosion changes the surface of the earth.

SC-1.07   The students will investigate and describe different kinds of properties found in rocks and soil.

The students will be taught about the rock cycle, and will rub different rocks together to make sand.

SC-1.08   The students will observe water that is in their immediate environment. The will identify where water is indicated on maps and globes.

SC-1.09   The students will investigate the portions of the water cycle that are visible to them: precipitation, condensation, and accumulation. They will do experiments to discover evaporation, condensation, and precipitation.

Students will predict whether a given object will sink or float, and learn what makes an object sink or float.

Students will make a model of a water molecule using clay and toothpicks.

Students will observe how water expands as it freezes.

SC-1.10   The students will memorize that water exists in three states: solid, liquid, and gas.

SC-1.11   The students will discover evidence of air being present by observing the movement of air, air temperature, clouds, and weather.

SC-1.12   The students will recognize that air is everywhere.

SC-1.13   The students will be able to describe the properties of air.

SC-1.14   The students will grow in their understanding of our great God, and His amazing work of creation, and of sustaining it.

SECOND GRADE

Fine Arts

Art	**30 minutes, I day per week**
Music	**40 minutes, 2 days per week**
History	**30 minutes, 2 days per week**
Bible	**30 minutes, 5 days per week**
Language Arts	
Grammar	**30 minutes, 5 days per week**
Literature/Reading	**30 minutes, 5 days per week**
Phonics/Spelling/Penmanship	**45 minutes, 5 days per week**
Mathematics	**90 minutes, 5 days per week**
Physical Education	**40 minutes, 2 days per week**
Science	**30 minutes, 2 days per week**

Fine Arts

Art

Time: 30 minutes, 1 day per week, year around

Materials:

1. *Ed Emberley's Drawing Book of Animals* by Ed Emberley
2. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
3. Various fine art posters, 1-3 examples from each major art movement
4. Color wheel for display
5. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
6. Various art supplies; pencils, artist's oil and chalk pastels, crayons, markers, magic rub erasers, rulers, scissors, glue, sketchbooks, string, hole punch
7. Various papers: colored construction paper, oversize newsprint, plain white paper, brown craft paper (roll), tissue paper
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX

Methods: Brief lectures, examples of fine art, in-class practice sessions following demonstrations, instruction of techniques, correction of techniques, encouragement

Evaluation: Though Second graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

Projects: Pizza Collage, Glue/Chalk Stained Glass Windows, Cubist Pumpkins, Above and Below Ground Veggies, Mosaic Sunflowers, Warm/Cool Shape Design

ART-2.01   The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-2.02   The student will learn to be creative through instructed lessons and means, coming to understand that art is expressive in nature.

ART-2.03   The student will identify and employ the elements of art in their work with an emphasis on shape.

ART-2.04   The student will learn to respect others' art and be encouraging.

ART-2.05   The student will come to view mistakes as creative opportunities.

ART-2.06   The student will listen to correction and seek to improve efforts.

ART-2.07   The student will increase vocabulary and comprehension through participation in class projects and discussion of fine art examples.

ART-2.08   The student will discover how messy art can be, and how to plan correctly to minimize mess.

ART-2.09   The student's work will be displayed when appropriate to encourage accountability and creativity.

ART-2.10   The student will seek to glorify God in all art, through good effort and attitude.

2nd Grade Music

Time: 35 minutes, 2 days per week
Materials: Essential Dictionary of Music; Spiritual Lives of the Great Composers, Thirty Days of Music Theory; composer anthologies; various CDs of studied works;   activity and movement CDs; photos and demonstration/listening CDs of various   orchestral instruments; large floor staff; flashcards; Sing at First Sight, Alfred;   *Accent on Composers*, Alfred;; *Carmenda, Courtney; The Story of Classical   Music,* CD series, Henley/Alsop; hymns; various unison and 2-part arrangements   for choral singing; rhythm instruments
Ordering: JW Pepper online; Lillenas Publishing; Veritas Press; Great Commission Publications; Alfred; Logos School Publications
Methods: Student will learn through direct instruction, songs and chants, playing of music games, sound-offs, motion, movement, and dance, and expression of what is known and learned, drills, and singing of memorized or learned material.
Evaluation: The student will be evaluated by in class demonstration of aural, rhythmic, and pitch matching skills, in addition to oral answers to questions over music history notation material covered

MUS-2.1   Reading Fundamentals

MUS-2.1.1   The student will understand the following music notations and their values: Quarter Note and Rest

Half Note and Rest
Whole Note and Rest
Dotted Half Note and Rest
Eighth Note and Rest
Dotted Quarter Note and Rest
Sixteenth Note and Rest

MUS-2.1.2   The student will understand the following music symbols:
Staff
Treble Clef
Bass Clef
Time Signature
Double Bar Line
Bar Line
Repeat Sign

MUS-2.1.3   The student will understand the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-2.1.4   The student will recognize the following tempo markings:
Andante
Moderato
Allegro
Presto

MUS-2.1.5   The student will recognize and label the lines and spaces of the treble clef and bass clef as well as identify notes (pitches) written on lines and spaces.

MUS-2.1.6   The student will understand the difference in the beat and the rhythm and will recognize them in various songs.

MUS-2.2   Singing and Performance Fundamentals

MUS-2.1   The student will begin to develop the following singing skills:
Posture, Body & Oral (sitting and standing)
Breath Control
Voice Control
Pitch
Diction

Singing in rounds
Students perform for an audience for a Christmas program and a spring program

MUS-2.3   **Music History Fundamentals**

MUS-2.3.1   The student will begin music appreciation in the following:
  Musical time periods
  Various composers from each time periods
  Different musical styles and genres

Bible

Time: 30 minutes daily
Materials: Genesis through Joshua - VERITAS Press Bible Cards and Tape (Old Testament
            1 of 3), Children's Story Bible, hymns, Bible
Ordering: VERITAS Press
             1250 Belle Meade Drive, Lancaster, PA 17601
             Phone: 800-922-5082
Methods: Storytelling, crafts, and student retelling activities, such as summarizing,
             drama and retelling in pictures, are most often employed in Bible
             instruction. The students will sing chronologically through 32 events
             in Genesis through Joshua.
Evaluation: The student will be assigned a grade of E, S, N or F based on participation,
             completion of activities, memorization of Scripture passages and skill in
             locating and ordering passages of Scripture.

B-2.01   The student will locate the texts used during Bible lessons.

B-2.02   The student will read the actual texts used in a lesson.

B-2.03   The student will recognize God's redemptive work throughout history.

B-2.04   The student will memorize the monthly Regents Scripture passage and
             Recite it before the class with fluency and poise.

B-2.05   The student will understand a greater understanding of God's character.

B-2.06   The student will sing 32 events of Scripture in Genesis through Joshua.

History/Geograpghy

Time: 30 minutes two days a week
Materials: Bible/History cards from Veritas Press, NKJV The Explorer's Study Bible,
             Greenleaf Guide to Ancient Egypt, *Pyramid, The Great Wonder,* Reproducible

maps, *Tut's Mummy, Lost and Found*, *The Pharaoh's of Ancient Egypt,* Evan-Moore History Pockets Ancient Egypt Grades 4-6

Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082

Methods: The teacher should be careful to present history as a story. Those things that must be memorized should be reduced to oral quizzing, recitation, and chant. One worksheet is completed on each card in class. Knowledge gained is determined when students answer questions and write the history events and dates in chronological order. Veritas Cards are numbered so as to be introduced at a rate of approximately one per week and should be used as the basic "spine" of the curriculum (see Veritas Teacher Guide for further instructions and tests). Extensions are made using other resources listed above. Greenleaf Press materials can be read directly and selectively to the students as it makes for enjoyable listening. Students identify and color specific areas related to their history study on maps. Students color pictures about Egyptian life.

Possible Activities: History Pockets activities: sarcophagus/mummy project, prepare food for an Egyptian feast; dress up as Egyptians while playing Egyptian games; make a Tutankhamen mask; make papyrus and write on it in hieroglyphics; build a 3D pyramid.

Evaluation: The student will be assigned a letter grade based on weekly history participation, correct completion of worksheets and projects. Progress is also monitored during chanting of the chronological order and singing of songs.

H-2.01 The student will study approximately one card per week from the Veritas history cards, beginning with the creation of the world. They will study Egyptian history and related Bible stories from the beginning of the world through the fall Egypt to Rome.

H-2.02 The student will identify biblical truth versus Egyptian mythology.

H-2.03 Students will identify major cities and areas on a map of Egypt and Bible times.

H-2.04 Students will memorize the chronological order of the given history timeline. Students will learn various map skills.

Language Arts

Grammar

Time: 30 minutes daily
Materials: Shurley Method Teacher's Manual 2
Ordering: Shurley Instructional Materials
1533 Ballard Road, Cabot, AR 72023
Phone: 800-566-2966

Methods: Jingles are chanted or sung on a regular basis at the beginning of a lesson. Students classify sentences together aloud while the teacher or a student labels the sentences. Grammar lessons are taught as directed in the teacher's manual and reinforced across the curriculum. Shurley's instruction in writing is not used.

Evaluation: Students will be assigned a percentage grade in Grammar. The student will be monitored for classroom participation in labeling sentences. Grades will be taken from tests, worksheets, and completion of vocabulary cards from the Shurley workbook and application of grammar across the curriculum.

G-2.01   The student will identify good and poor organizational skills.

G-2.02   The student will identify good and poor listening skills.

G-2.03   The student will identify good and poor time-planning skills.

G-2.04   The student will identify good and poor homework skills.

G-2.05   The student will identify and label a declarative sentence.

G-2.06   The student will identify and label an interrogative sentence.

G-2.07   The student will write a declarative and an interrogative sentence correctly.

G-2.08   The student will identify and label subject nouns and verbs in sentences using the question and answer flow.

G-2.09   The student will use correct ending punctuation for a declarative and an interrogative sentence.

G-2.10   The student will identify and label adverbs in sentences using the question and answer flow.

G-2.11   The student will identify and label adjectives in sentences using the question and answer flow.

G-2.12   The student will identify and label article adjectives in sentences using the question and answer flow. .

G-2.13   The students will write their own complete sentences.

G-2.14   The student will identify and label prepositions and objects of the preposition in sentences using the question and answer flow.

G-2.15   The student will identify and label sentences as pattern 1 (subject noun and verb - SN V).

G-2.16   The student will identify and mark prepositional phrases in sentences using the question and answer flow.

G-2.17   The student will identify and mark the complete subject and complete predicate in sentences using the question and answer flow.

G-2.18   The student will identify and label all nouns in a given sentence.

G-2.19   The student will list the nouns in a group of sentences.

G-2.20   The student will identify nouns as singular or plural.

G-2.21   The student will identify nouns as common or proper.

G-2.22   The student will identify and mark the simple subject and simple predicate in sentences.

G-2.23   The student will identify synonyms and antonyms.

G-2.24   The student will use correct capitalization in a sentence using the capitalization rules.

G-2.25   The student will punctuate sentences correctly using punctuation rules.

G-2.26   The student will identify and label subject pronouns in sentences using the question and answer flow.

G-2.27   The student will identify and label possessive pronouns in sentences using the question and answer flow.

G-2.28   The student will identify and label possessive nouns in sentences using the question and answer flow.

G-2.29   The student will choose the correct verb to agree with the subject.

G-2.30   The student will match the correct predicate to the correct subject.

G-2.31   The student will identify past and present tense verbs.

G-2.32   The student will identify simple sentences and sentence fragments.

G-2.33   The student will write contractions for the two words given.

G-2.34   The student will write the two words for the given contraction.

G-2.35   The student will make correct a/an choices in sets of sentences.

G-2.36   The student will write a complete sentence from a sentence fragment.

G-2.37   The student will unscramble a group of words to make a complete sentence.

G-2.38   The student will expand sentences by adding provided adjectives and adverbs.

G-2.39   The student will expand sentences by adding provided prepositional phrases.

G-2.40   The student will expand sentences by adding his/her own adjectives, adverbs and prepositional phrases.

G-2.41   The student will choose a topic for a given group of words.

G-2.42   The student will identify supporting and non-supporting sentences.

Literature/Reading

Time: 30 minutes daily
Materials: 5 literature books and guides, composition for vocabulary words. McCall/Crabbs Comprehension Book
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster PA 17601
                 Phone: 800-922-5082
Methods: Read the following books: *The Courage of Sarah Noble, Pinocchio, The House on Maple Street, Three Dollar Mule, The Magician's Nephew*. There are guides for each book to be used at the teacher's discretion. The teacher reads aloud and guides students to predict, discuss, and comprehend as he/she reads. Other books may be used for read aloud time.
Evaluation: Students will be assigned a percentage grade in Literature. Students will answer comprehension questions both orally and in writing. They will use both context clues and dictionary definitions to understand the meanings of new words. They will be tested on the vocabulary weekly. Students will turn in a 5x8 book report card each quarter, summarizing a literature title from the assigned reading list. The students will be able to read a text accurately, quickly, and with expression.
Possible Activities: Campfire Stew, Crafts, and Role Play
LIT-2.01   The student will identify the main idea, characters, setting, and facts of a paragraph.

LIT-2.02   The student will identify the sequence of events.

LIT-2.03   The student will draw conclusions from information obtained from oral or written material.

LIT-2.04   The student will locate answers to factual questions.

LIT-2.05   The student will distinguish between reality and fantasy, fiction and non-fiction.

LIT-2.06   The student will predict story outcomes.

LIT-2.07   The student will find supporting details.

LIT-2.08   The student will summarize short and long stories both orally and in writing.

LIT-2.09   The student will read from and identify a variety of literary genres.

LIT-2.10   The student will follow multi-step oral and written instructions.

LIT-2.11   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Phonics, Spelling, and Penmanship

Time: 45 minutes daily
Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper, dry erase board, #2 pencils, red pencil, Primary Learning Log.

Penmanship: Scott Foresman - Addison Wesley, *D'Nealian Handwriting 2* Workbook & Practice & Review Workbook

Ordering: Spell to Write and Read
Back Home Industries, Inc.
P.O. Box 22495
Milwaukie, OR 97269
http://www.bhibooks.net

Scott Foresman-Addison Wesley
1900 East Lake Avenue
Glenview, Illinois 60025
Phone: 800-552-2259
www.sf.aw.com

Methods: Students learn the correct formation of cursive letters and review printing. A spelling diagnostic assessment is administered at the beginning of the school year to determine correct placement of the class within the WISE guide spelling manual. Students practice and apply print and then cursive, at the end of three school quarters, in the writing of spelling words. They also review the 70 phonograms (phone=sound; gram=written letter) and 28 spelling rule flashcards

throughout the year; daily for the first 4 weeks of school and then 2-3 times each week. Using direct instruction and dictation process, students will study 20 new words each week. Five words will be reviewed from previous lists. A word is dictated to students by the SWR method: "Hear the word, Say the word, Write each syllable by sound, read aloud the word they See, and then use logic to Mark the rules". Word lists are sent home weekly with students for individual review at home as necessary. Words are reviewed in application during all subjects particularly grammar, literature, and during review games. Students will play spelling games.

Evaluation: The student will be assigned a percentage grade for Spelling and Penmanship. Penmanship is evaluated throughout all subjects. The spelling grade will be based on weekly spelling tests over 20 words with 5 bonus points added for previous week's or other selected words. Knowledge of phonograms and spelling rules will be assessed by individual and class oral review. Spelling tests will be graded for accuracy of spelling and, after the first quarter also for penmanship. At the end of the third quarter, students will be expected to have achieved fluency in both types of writing. Fluency is defined by neat, accurate and timely completion of all assignments.

PSP-2.01   When shown each of the phonogram cards, the students will say the appropriate sounds for each phonogram.

PSP-2.02   When each phonogram card is read, the student will write the appropriate phonogram.

PSP-2.03   The student will be able to identify and properly mark phonograms in any given word.

PSP-2.04   When spelling a new word, the student will write the word when verbally given the correct phonograms.

PSP-2.05   When writing a new word, the student will say each phonogram as the word is written.

PSP-2.06   When learning a spelling word, the student will divide the word into syllables.

PSP-2.07   When writing spelling words, the student will identify any SWR spelling, plural, syllabication, capitalization and apostrophe rules that pertain to each word.

PSP-2.08   In all class work, the student will sit with proper posture.

PSP-2.09   In all class work, the student will use print and cursive correctly and neatly.

PSP-2.10   The student will write new spelling words and relative rule markings in the Primary Learning Log (PLL), and write an original sentence using spelling words.

PSP-2.11   The student will write words in the PLL reference pages that relate to specific spelling rules.

Mathematics

Time: 90 minutes per day
Materials: Saxon Math 3 teacher's manual, student worksheets, fact sheets and masters, math manipulatives (rulers, geoboards, pattern blocks, tangrams, color tiles), review games
Ordering: Saxon
                1320 W. Lindsey, Norman, OK 73069
                Phone: 800.284.7019
Methods: Manipulatives are used for development of math concepts, while direct instruction, memory, review, drill, and chant are needed to develop automaticity with math facts. Automaticity is defined as mastery of facts to the degree that the student does not have to think before stating the answer. Automaticity is measured by having students complete 25 math facts in one minute.

Evaluation: Weekly math assessment for a percentage grade. Fact sheets, timed and graded. Daily assignments corrected but not graded.

Note: These objectives are divided topically. The sequence followed is determined by the order in the teacher's guide. Topics are introduced, expanded, and practiced throughout the year.

M-2.01   The student will count by 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, 12's, 25's, 100's, ½'s and ¼'s.

M-2.02   The student will read and write numbers to 100,000.

M-2.03   The student will read and write money amounts to $99,999.99.

M-2.04   The student will compare numbers to 10,000.

M-2.05   The student will order 2-, 3-, and 4-digit numbers.

M-2.06   The student will round numbers to the nearest ten, hundred, and thousand.

M-2.07   The student will identify place value in numbers to 100,000,000.

M-2.08   The student will represent 3- and 4-digit numbers using concrete materials and pictures.

M-2.09   The student will estimate and count large collections.

M-2.10   The student will write numbers in expanded form.

M-2.11   The student will rename numbers using regrouping.

M-2.12   The student will identify ordinal position.

M-2.13   The student will identify even and odd numbers.

M-2.14   The student will identify dozen and half dozen.

M-2.15   The student will write numbers using words.

M-2.16   The student will identify and distinguish between factors and multiples of a number.

M-2.17   The student will identify prime numbers.

M-2.18   The student will square numbers.

M-2.19   The student will find square roots of perfect squares.

M-2.20   The student will read and write Roman numerals.

M-2.21   The student will act out, draw pictures of, and write number sentences to show addition, subtraction, multiplication, and division.

M-2.22   The student will identify addends and sums.

M-2.23   The student will write addition and subtraction fact families.

M-2.24   The student will make, label, and write number sentences for an array.

M-2.25   The student will identify factors and products.

M-2.26   The student will identify and use the commutative and associative properties.

M-2.27   The student will identify the properties of 0 and 1 in multiplication and division.

M-2.28   The student will write multiplication and division fact families.

M-2.29   The student will identify quotients.

M-2.30   The student will write division problems in three ways.

M-2.31   The student will identify ten more than a number.

M-2.32   The student will master addition facts to 18.

M-2.33   The student will identify missing addends.

M-2.34   The student will identify a missing digit in an addition problem.

M-2.35   The student will estimate a sum.

M-2.36   The student will add using mental computation.

M-2.37   The student will add three or more single-digit numbers.

M-2.38   The student will add 2- and 3-digit numbers.

M-2.39   The student will use estimation to check the reasonableness of calculated results.

M-2.40   The student will add whole numbers and money amounts (decimals) to $99,999.99.

M-2.41   The student will solve problems involving addition.

M-2.42   The student will write story problems for addition number sentences.

M-2.43   The student will master subtraction facts to 18.

M-2.44   The student will identify ten less than a number.

M-2.45   The student will estimate a difference.

M-2.46   The student will subtract using mental computation.

M-2.47   The student will subtract 2- and 3-digit numbers.

M-2.48   The student will subtract money amounts (decimal).

M-2.49   The student will check subtraction answers using addition.

M-2.50   The student will solve problems involving subtraction.

M-2.51   The student will write story problems for subtraction number sentences.

M-2.52   The student will master multiplication facts.

M-2.53   The student will multiply by 10, 100, and 1,000.

M-2.54   The student will multiply using mental computation.

M-2.55   The student will multiply using the multiplication algorithm.

M-2.56   The student will solve problems involving multiplication.

M-2.57   The student will master division facts.

M-2.58   The student will divide by 10.

M-2.59   The student will divide using mental computation.

M-2.60   The student will divide 2- and 3-digit multiples of 10 by a 1-digit number.

M-2.61   The student will divide a 2-digit number by a 1-digit number.

M-2.62   The student will check division answers using multiplication.

M-2.63   The student will solve problems involving division.

M-2.64   The student will identify fractional parts of a whole.

M-2.65   The student will identify a fractional part of a set.

M-2.66   The student will write a fraction to show a part of a whole and a part of a set.

M-2.67   The student will compare and order fractions.

M-2.68   The student will identify fractions equivalent to ½.

M-2.69   The student will find half of a set of objects.

M-2.70   The student will represent and write mixed numbers.

M-2.71   The student will write tenths and hundredths using common and decimal fractions.

M-2.72   The student will write fraction number sentences that equal 1.

M-2.73   The student will add and subtract fractions.

M-2.74   The student will add and subtract whole numbers and money amounts (decimals).

M-2.75   The student will count money.

M-2.76   The student will compare the value of sets of coins.

M-2.77   The student will write money amounts using cent and dollar symbols.

M-2.78   The student will select coins for a given amount.

M-2.79   The student will make change from $1.00, $5.00, and $10.00.

M-2.80   The student will write checks.

M-2.81   The student will identify, describe, and classify polygons.

M-2.82   The student will identify and draw congruent line segments and shapes.

M-2.83   The student will solve spatial problems.

M-2.84   The student will identify and sort common geometric shapes by attribute.

M-2.85   The student will name line segments.

M-2.86   The student will identify horizontal, vertical, oblique, parallel, perpendicular, and
          intersecting lines and line segments.

M-2.87   The student will identify and draw a line of symmetry.

M-2.88   The student will identify right, acute, and obtuse angles.

M-2.89   The student will name triangles by angle size.

M-2.90   The student will identify and show transformations: translations, rotations, and
          reflections.

M-2.91   The student will identify, describe, and classify 3-dimensional geometric objects.

M-2.92   The student will identify faces, vertices, and edges of a geometric solid.

M-2.93   The student will construct a geometric solid.

M-2.94   The student will tell and show time to the hour, half hour, quarter hour, 5 minutes, and
          minute.

M-2.95   The student will find elapsed time.

M-2.96   The student will identify a.m. and p.m. hours; noon and midnight.

M-2.97   The student will write the date using digits.

M-2.98   The student will identify equivalent units of time.

M-2.99   The student will solve problems using a calendar.

M-2.100   The student will estimate temperature.

M-2.101   The student will read a Fahrenheit and Celsius thermometer.

M-2.102   The student will identify common temperatures.

M-2.103   The student will estimate length and distance.

M-2.104   The student will measure length using nonstandard units.

M-2.105   The student will measure length using customary units (nearest inch, half inch, quarter inch, foot and yard) and metric units (nearest centimeter, millimeter, and meter).

M-2.106   The student will draw line segments using customary units (nearest inch, half inch, and quarter inch) and metric units (nearest centimeter and millimeter).

M-2.107   The student will identify equivalent units of linear measure.

M-2.108   The student will use a scale to find distance on a map.

M-2.109   The student will identify units of mass: customary and metric.

M-2.110   The student will estimate mass.

M-2.111   The student will weigh objects using customary and metric units.

M-2.112   The student will estimate capacity.

M-2.113   The student will order containers by capacity.

M-2.114   The student will measure capacity using standard units.

M-2.115   The student will identify equivalent units of capacity.

M-2.116   The student will follow a recipe and measure.

M-2.117   The student will compare and order objects by size (area).

M-2.118   The student will find area using nonstandard units.

M-2.119   The student will estimate area.

M-2.120   The student will find area of a rectangle.

M-2.121   The student will find perimeter of a polygon.

M-2.122   The student will find volume of a prism.

M-2.123   The student will draw and read a pictograph.

M-2.124   The student will graph data on a bar graph.

M-2.125   The student will draw and read a bar graph using a scale of 10.

M-2.126   The student will tally.

M-2.127   The student will draw and read a line graph.

M-2.128   The student will write observations about a graph.

M-2.129   The student will conduct a survey.

M-2.130   The student will describe the likelihood of an event.

M-2.131   The student will predict the outcome of a probability experiment.

M-2.132   The student will determine the fairness of a game.

M-2.133   The student will conduct a probability experiment.

M-2.134   The student will use comparison symbols.

M-2.135   The student will construct a number line and locate points on a number line.

M-2.136   The student will show addition, subtraction, and multiplication on a number line.

M-2.137   The student will add positive and negative numbers.

M-2.138   The student will identify the missing number in a sequence.

M-2.139   The student will identify the missing shape or design in a repeating pattern.

M-2.140   The student will identify the missing shape or number in a matrix.

M-2.141   The student will identify a function rule.

M-2.142   The student will make an organized list to solve a problem.

M-2.143   The student will simplify expressions containing parentheses.

M-2.144   The student will simplify expressions containing addition, subtraction, multiplication,

and division.

M-2.145   The student will locate and graph points on a coordinate graph.

Physical Education

Time: 40 minutes, 2 times per week
Materials: We will use- jump ropes, kick balls, dodge balls, soccer balls
                     and agility equipment.
Ordering: Various sporting goods stores, and internet sources
Methods: The students will continue to learn basic motor skills. They will begin to
                     learn to apply those basic motor skills in game play, and some team sports.
Evaluation: Grammar students are not graded for physical education, but are evaluated
                     based on skill, attitude, and participation in group activities.

PE-2.01   Students participate in warm-up game, then stretch.

PE-2.02   Students participate in games focused on motor skills.

PE-2.03   Students will learn how to play by the rules.

PE-2.04   Students will learn good sportsmanship.

PE-2.05   Students will learn to recognize the importance of physical activity and
                   health**.**

Science

Time: 30 minutes, 2 times a week
Materials: Exploring Creation with Botany; Jeannie K. Fullbright
Ordering: Apologia Educational Ministries, Inc.
                     1106 Meridian Plaza, Suite 220
                     Anderson, IN 46016
                     www.apologia.com
Methods: Material is covered at a rate of 1 lesson every two to three weeks. The class
                     schedule will include lecture, experiments, and field trips as appropriate.
Discovery: Students will learn the art of gardening by helping to build their own garden.
                     Students will help plant, maintain, harvest, and eat from the garden.
Evaluation: The student will be assigned a grade based on notebook activities and completion
                     of science speculation sheets.

S-2.01   The student will describe biology.

S-2.02   The student will describe botany.

S-2.03   The student will explain why scientists use Latin.

S-2.04   The student will explain how the vascular system of a plant works.

S-2.05   The student will describe the purpose of a flower.

S-2.06   The student will describe a seed.

S-2.07   The student will describe what dormant means.

S-2.08   The student will describe what a seed needs to wake up and begin growing.

S-2.09   The student will describe the seed's testa.

S-2.10   The student will describe the hilum on a seed.

S-2.11   The student will describe germination.

S-2.12   The student will describe the parts of a seed.

S-2.13   The student will explain what a consumer is.

S-2.14   The student will describe the parts of a flower.

S-2.15   The student will explain the nutrients carnivorous plants use from the creatures they digest.

S-2.16   The student will describe how a Venus flytrap keeps from shutting its leaf when something other than an animal falls into its trap.

S-2.17   The student will how the bladderwort traps its prey.

S-2.18   The student will why the pitcher plant is the most frightening of the carnivorous plants.

S-2.19   The student will explain why creatures trapped in the pitcher plant cannot escape.

S-2.20   The student will how sundews trap and digest animals.

S-2.21   The student will explain pollination and self-pollination.

S-2.22   The student will explain the main purpose of fruits.

S-2.23   The student will explain the difference between a fruit and a vegetable.

S-2.24   The student will what seed dispersal means.

S-2.25   The student will explain four ways a seed can be dispersed.

S-2.26   The student will explain the importance of leaves of a plant.

S-2.27   The student will explain the function of the stomata of a plant.

S-2.28   The student will explain what a plant takes in from the air and what it puts back into the air.

S-2.29   The student will explain photosynthesis.

S-2.30   The student will describe the four things a plant needs to make food.

S-2.31   The student will explain what type of food a plant makes.

S-2.32   The student will explain why leaves are green.

S-2.33   The student will explain the three main purposes of roots.

S-2.34   The student will why root hairs are important.

S-2.35   The student will describe the root cap.

S-2.36   The student will explain where roots add to their length.

S-2.37   The student will explain what the roots are looking for.

S-2.38   The student will perform an experiment using celery demonstrating how xylem pulls colored water up the stem.

S-2.39   The student will explain why God made trees.

S-2.40   The student will explain the anatomy of a twig.

S-2.41   The student will explain where the largest trees in the world are found.

S-2.42   The student will describe the largest tree in the world.

S-2.43   The student will identify the oldest tree in the world.

S-2.44   The student will explain how this provides evidence for the account of the worldwide Flood in the Bible.

S-2.45   The student will describe a cycad.

S-2.46   The student will describe the ginkgo.

S-2.47   The student will describe where to find ferns in the forest and explain why they are found in these areas.

S-2.48   The student will describe a frond.

S-2.49   The student will explain the spots found on the underside of the frond.

S-2.50   The student will explain what the little baby frond that unfurls is called.

S-2.51   The student will record and illustrate nature in his or her journal.

THIRD GRADE

Fine Arts	
Art	**30 minutes, 1 day per week**
Music	**45 minutes, 2 days per week**
History/Geography	**45 minutes, 5 days per week**
Bible	**20 minutes, 5 days per week**
Language Arts	
Grammar	**90 minutes, 2 days per week**
Latin	**20 minutes, 5 days per week**
Literature/Reading	**90 minutes, 2 days per week**
Phonics/Spelling/Penmanship	**30 minutes, 5 days per week**
Mathematics	**90 minutes, 5 days per week**
Physical Education	**45 minutes, 2 days per week**
Science	**45 minutes, 2 days per week**

Fine Arts

Art

Time: 30 minutes, 1 day per week, year around

Materials:

1. *Ed Emberley's Drawing Book of Animals* by Ed Emberley
2. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
3. Various fine art posters, 1-3 examples from each major art movement
4. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
5. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
6. Various papers: paper bags, colored tissue, magazines, newspaper
7. White board for demonstration
8. Texture bag

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX

Evaluation: Though Third graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

Methods: Brief lectures, classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art exemplars, sketchbook exercises

Projects: Outside texture capture, Eric Carle inspired bugs with Texture, Dragons, Dragons, Dragons, Name Mandalas, Pasta and Beans landscape, Building Texture Hamburgers, Dutch December Skyline, Owls in the Night

ART-3.01 The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-3.02   The student will learn to be creative through instructed lessons and means, coming to understand that art is expressive in nature.

ART-3.03   The student will identify and employ the elements of art in their work with an emphasis on texture.

ART-3.04   The student will learn to respect others' art and be encouraging.

ART-3.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-3.06   The student will listen to correction and seek to improve efforts.

ART-3.07   The student will increase vocabulary and comprehension through participation in class projects and discussion of fine art examples.

ART-3.08   The student will explore all the elements of art, paying special attention to texture.

ART-3.09   The student's work will be displayed when appropriate to encourage accountability and creativity.

ART-3.10   The student will seek to glorify God in all art, through good effort and attitude.

3rd Grade Music

Time: 35 minutes, 2 days per week

Materials: Essential Dictionary of Music; Thirty Days of Music Theory; various composer anthologies and biographies; flashcards; CDs of works studied; music games such as musical bingo; giant floor staff; The Story of Classical Music (listening CD), opera stories and recordings; Sing at First Sight, Alfred; The History of Classical Music Timeline, Berg/Blechschmid; Carmenda, Courtney; hymns, various unison and 2-part arrangements for choral singing; rhythm instruments

Ordering: JW Pepper; Lillenas Publishing; Great Commission Publications; Veritas Press; Alfred Publishing; Logos Publishing

Methods: Student will learn through direct instruction, songs and chants, playing of music games, sound-offs, motion, movement, and dance, and expression of what is known and learned, drills, and singing of memorized or learned material.

Evaluation: The student will be evaluated by in class demonstration of aural, rhythmic, and pitch matching skills, in addition to oral answers to questions over music history notation material covered

MUS-3.1   Reading Fundamentals

MUS-3.1.1   The student will understand the following music notations and their values: Quarter Note and Rest

Half Note and Rest
Whole Note and Rest
Dotted Half Note and Rest
Eighth Note and Rest
Dotted Quarter Note and Rest
Sixteenth Note and Rest

MUS-3.1.2   The student will understand the following music symbols:
Staff
Treble Clef
Bass Clef
Time Signature
Double Bar Line
Bar Line
Fermata
Repeat Sign

MUS-3.1.3   The student will understand the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-3.1.4   The student will recognize the following tempo markings:
Largo
Adagio
Andante
Moderato
Allegro
Presto

MUS-3.1.5   The student will recognize and label the lines and spaces of the treble clef and
bass clef as well as identify notes (pitches) written on lines and spaces.

MUS-3.1.6   The student will understand the difference in the beat and the rhythm and will rec-
ognize them in various songs.

MUS-3.2   Singing and Performance Fundamentals

MUS-3.2.1   The student will begin to develop the following singing skills:
Posture, Body & Oral (sitting and standing)
Breath Control

Voice Control
Pitch
Diction
Singing in rounds and 2 part music
Students perform for an audience for a Christmas program and a spring program

MUS-3.3   **Music History Fundamentals**

MUS-3.3.1   The student will begin music appreciation in the following:
Musical time periods
Various composers from each time period
Continued exposure to musical time periods and genres through learning about various composers, listening to their compositions, comparing styles, etc.

History and Geography

Time: 45 minutes daily
Materials: History cards from Veritas Press, Greenleaf, Usborne, *Greek Myths, Detectives in Togas,* Children's Story Bible, Reproducible maps, coloring book
Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082
Methods: The teacher should be careful to present history as a story. When possible, the students' study of Latin is related to their history study. Those things that must be memorized should be reduced to oral quizzing, recitation, song, chant, resulting in very little homework being sent home on a regular basis. One worksheet is completed independently on each card in class. Mastery is measured by worksheet participation. History cards in chronological order should be drilled regularly and Veritas Cards are numbered so as to be introduced at a rate of one per week and should be used as the basic "spine" of the curriculum (see Veritas Teacher Guide for further instructions and tests).   Extensions are made using other resources listed above. Greenleaf Press materials can be read directly and selectively to the students as it makes for enjoyable listening.   Students identify and color specific areas related to their history study on maps. Students color pictures about Greek life in the coloring book. They listen to Greek folk music as they gain an understanding of the culture.
Evaluation: The student will be assigned a percentage grade based on weekly history tests and projects. Progress is also monitored during chanting of the chronological order and singing of songs.
Possible Activities: Prepare food for a Greek feast; learn Greek folk dances; participate in the Greek Olympics, dress up as Greek gods and goddesses while presenting a report.

H-3.01   The students will study one card per week from the Veritas history cards, beginning with the Minoan Culture. They will study Greek and Roman history from 2200 B.C. through 476 A.D., memorizing significant events, dates, and key facts.

H-3.02   Student will identify Homer's *The Iliad* and *The Odyssey* as classic literary works of Greek culture during this time period.

H-3.03   Students will identify Greek gods and goddesses as studied in *D'Aulaire's Book of Greek Myths*. They will write and present and report on the god or goddess of their choice.

H-3.04   Students will identify major cities and areas on a map of Greece and the Roman Empire.

H-3.05   Students will identify basic Greek and Roman architectural styles, including but not limited to Ionic, Corinthian, and Doric Columns.

H-3.06   Students will present a report on a country of their choice that was formerly a part of the Roman Empire.

G-3.01   Students will recall landforms.

G-3.02   Students will identify all things globe.

Bible

Time: 20 minutes, 5 days per week
Materials: Veritas Press Bible Cards-Judges through Kings
Ordering: Veritas Press
          1250 Belle Meade Drive, Lancaster, PA 17601
          Phone: 800-922-5082
Methods: The teacher will read the story from the Bible and event card with the students. Storytelling and student retelling activities, such as summarizing, drama and retelling in pictures are most often employed during Bible instruction. The teacher will discuss the card and students will highlight main points on the event card. They also practice stating the 32 events and Scripture references in chronological order through oral recitation and games.
Evaluation: The student will be assigned a grade of E, S, N or F based on participation, completion of activities, memorization of Scripture passages and skill in locating and ordering passages of Scripture.

B-3.01   The student will memorize significant events, dates, and key facts contained in the Bible cards of Judges through Kings.

B-3.02   The student will find the stories in the Bible.

B-3.03   The student will memorize the monthly Regents Scripture passage and recite it before the class with fluency and poise.

B-3.04   The student will start memorizing the books of Bible in order starting with Old
            Testament.

B-3.05   The student will identify the Judges.

B-3.06   The student will describe the life and ministry of Samuel

B-3.07   The student will describe the life and reign of Saul

B-3.08   The student will describe the life and reign of David

B-3.09   The student will verbally answer to questions in complete sentences based on
            Veritas Bible Cards.

B-3.10   The student will illustrate and summarize each Bible card.

Language Arts

Grammar

Time: 90 hour twice a week
Materials: Shurley Method teacher's guide and reproducible student workbook, student
                 folders to keep Shurley reference pages, jingles and tests
Ordering: Shurley Instructional Materials
                 1533 Ballard Road, Cabot, AR 72023
                 Phone: 800-566-2966
Methods: Concepts are taught and reviewed throughout the program. The teacher may
                 modify order, amount of practice and review and test pages at his/her discretion.
                 Jingles are chanted or sung on a regular basis at the beginning of a lesson.
                 Students classify sentences together aloud while teacher or student labels the
                 sentences. Shurley's instruction on writing is not used.
Evaluation: The student will be assigned a percentage grade based on Shurley tests and other
                 written assignments. The student will be monitored for classroom participation in
                 labeling sentences.

G-3.01   The student will identify and label the four kinds of sentences: declarative,
            interrogative, exclamatory, and imperative.

G-3.02   The student will identify and label subject noun, verb, adverb, adjective, and
            article adjective.

G-3.03   The student will identify and divide the complete subject from the complete
            predicate.

G-3.04   The student will identify, label, and write (spell) the different noun forms
            according to singular, plural, common, proper, and possessive.

G-3.05   The student will identify the preposition, the object of the preposition, and the prepositional phrases and label them.

G-3.06   The student will identify subject pronoun, understood subject (You), possessive pronoun, and possessive noun and label them.

G-3.07   The student will choose the correct verb to agree with the subject.

G-3.08   The student will identify the helping verb and label it.

G-3.09   The student will identify the conjunction, compound subject noun, compound verb, interjection, and label them.

G-3.10   The student will choose the correct homonym.

G-3.11   The student will identify and label synonyms and antonyms.

G-3.12   The student will make correct choices between a and an.

G-3.13   The student will identify and label the direct object and verb-transitive.

G-3.14   The student will unscramble a sentence and write it in proper order.

G-3.15   The student will choose words to avoid double negatives.

G-3.16   The student will correct and write rules for capitalization and punctuation errors in a sentence, a set of sentences, in a friendly letter, and in a business letter.

G-3.18   The student will identify and label an indirect object.

G-3.19   The student will write the plurals of nouns with different endings.

G-3.20   The student will identify and write a simple sentence.

G-3.21   The student will identify and correct a sentence fragment.

G-3.22   The student will identify and write simple sentences with compound subjects.

G-3.23   The student will identify and write simple sentences with compound verbs.

G-3.24   The student will identify present, past, and future tense verbs.

G-3.25   The student will identify regular and irregular verbs.

G-3.26   The student will not change verb tenses in a paragraph.

G-3.27   The student will change mixed verb tenses in a paragraph to past tense.

G-3.28   The student will choose and write the correct contraction.

G-3.29   The student will write sentences using contractions.

G-3.30   The student will identify and write the parts of a friendly letter and the parts of an envelope.

G-3.31   The student will match plain nouns and pronouns to words that give a more exact meaning.

G-3.32   The student will select words that create a sentence that is interesting.

G-3.33   The student will group words under a named topic.

G-3.34   The student will choose topic names for groups of words.

G-3.35   The student will learn researching skills and write a report on planets and the solar system.

G-3.36   Students will learn alphabetizing and dictionary skills with spelling words.

Latin

Time: 20 minutes a day 2 days per week
Materials: Latin's Not So Tough, Flashcards
Ordering: Greek 'n' Stuff
                 P.O. Box 882 Moline, IL 61266-0882 www.greekstuff.com
Methods: Students will participate in oral and written exercises in the workbook.
                 Flashcards used for review and weekly quizzes covering vocabulary will be given.
Evaluation: Student will be assigned a percentage grade. Student will be evaluated using
                 weekly workbook pages, quizzes, and quarterly tests.

LAT-3.01   The student will master the vocabulary at the given level.

 Literature/Reading

Time: 90 min. twice a week
Materials: 4 literature book and guides, composition for vocabulary words, Reading
                 Detective, McCall/Crabbs
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster, PA 17601

	Phone: 800-922-5082
Methods:	Read the following books: *D'Aulaire's Book of Greek Myths, The Lion, the Witch, and the Wardrobe, The Horse and His Boy, Detectives in Togas.* There are guides for each book to be used at the teacher's discretion. The teacher reads aloud and guides students to predict, discuss, and comprehend as he/she reads. Other books may be used for read-aloud time. *The Reading Detective* will be used for enhancing reading strategies. *McCall/Crabbs* reinforces reading strategies that the students work through independently.
Evaluation:	Student will be assigned a percentage grade in literature based on comprehenstion questions, and McCall/Crabbs. Students will answer comprehension questions both orally and in writing. They will use both context clues and dictionary definitions to understand the meanings of new words. They will be tested on vocabulary weekly. Students will turn in a 5x8 book report card each quarter, summarizing a literature title from the assigned reading list.

LIT-3.01   The student will identify the main idea, characters, setting, purpose, conflict, resolution, and facts of a paragraph

LIT-3.02   The student will identify the sequence of events.

LIT-3.03   The student will draw conclusions from information obtained from oral or written material.

LIT-3.04   The student will locate answers to factual questions.

LIT-3.05   The student will distinguish between reality and fantasy, fact and opinion, fiction and non-fiction, and literal and figurative speech.

LIT-3.06   The student will predict story outcomes.

LIT-3.07   The student will find supporting details.

LIT-3.08   The students will summarize short and long stories both orally and in writing.

LIT-3.09   The student will read from and identify a variety of literary genres.

LIT-3.10   The student will follow multi-step oral and written instructions.

LIT-3.11   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

LIT-3.12   The student will be able to read a text accurately, quickly and with expression.

Phonics, Spelling, and Penmanship

Time: 30 minutes daily

Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram &
28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper,
dry erase board, #2 pencils, red pencil, Black Learning Log.
Penmanship: *D'Nealian Handwriting Cursive Connections* workbook, Donald N.
Thurber

Ordering: Spell to Write and Read   Good Year Books
Back Home Industries, Inc.   Pearson Learning Group
P.O. Box 22495   299 Jefferson Road
Milwaukie, OR 97269   Parsippany, NJ 07054
http://www.bhibooks.net   800-321-3106
                                           http://www.pearsonschool.com

Methods: Students learn the correct formation of cursive letters and review printing. They
practice and apply print and cursive in the writing of the spelling words.   A
spelling diagnostic assessment is administered at the beginning of the school year
to determine correct placement of the class within the WISE guide spelling
manual. They also review the 70 phonograms (phone=sound; gram=written
letter) and 28 spelling rule flashcards throughout the year. Using direct instruction
and dictation process, students will study 25 new words each week. A word is
dictated to students by the SWR method: "Hear the word, Say the word,sound out
the word, write each syllable by sound, read aloud the word they See, and then
use logic to Mark the rules". The teacher uses finger-grams when dictating a new
word. Words are reviewed in spelling enrichments, as well as during application
within all the subjects

Evaluation: The student will be assigned a percentage grade for Spelling. Penmanship is
evaluated throughout all subjects. The spelling grade will be based on weekly
spelling tests over 25 words.   Spelling tests will be graded for accuracy of
spelling and penmanship. Spelling will also be evaluated across the curriculum on
tests, worksheets, daily enrichments, and in the subjects of Reading and History.
Knowledge of phonograms will be assessed with regular quizzes that will be
given weekly until December, and then monthly from that point forward. Students
will be expected to have achieved fluency in both types of penmanship (print and
cursive). Fluency is defined by neat, accurate and timely completion of all
assignments.

PSP-3.01   When shown each of the phonogram cards, the students will say the appropriate
sounds for each phonogram.

PSP-3.02   When each phonogram card is read, the student will write the appropriate
phonogram.

PSP-3.03   The student will be able to identify and properly mark phonograms in any given word.

PSP-3.04   When spelling a new word, the student will write the word when verbally given the correct phonograms.

PSP-3.05   When writing a new word, the student will say each phonogram as the word is written.

PSP-3.06   When learning a spelling word, the student will divide the word into syllables.

PSP-3.07   When writing spelling words, the student will identify any SWR spelling, plural, syllabication, capitalization and apostrophe rules that pertain to each word.

PSP-3.08   In all class work, the student will sit with proper posture.

PSP-3.09   In all class work, the student will use print and cursive correctly and neatly. Students will be told whether to use print or cursive on each assignment until Thanksgiving break, when students will be expected to have achieved fluency in both types of writing. In December, the students will be expected to write in only cursive for the subject of Spelling. After January, students will be expected to write in cursive for all assignments. Fluency is defined by neat, accurate and timely completion of all assignments.

Written Expression/Progymnasmata

Time: 30 minutes 2 days per week
Materials: *Writing Rhetoric:* Book 1: Fable
Ordering: Classical Academic Press, Camp Hill, PA
Methods: Teacher will read aloud a short fable, model fluent reading, and expose students to culturally important examples. Methods used in teaching include expression, articulation, & discovery.
Evaluation: Students will be assigned a percentage grade in writing based on a variety of writing activities and written assignments. Written assignments will be evaluated for mastery of retelling fable details, imitation of author's ideas, and fluency of final draft, rather than on originality of work.

WE-3.01   The student will learn to copy texts accurately.

WE-3.02   The student will learn to summarize, amplify, and creatively imitate fables.

WE-3.03   The student will learn figures of description pertinent to the fables studied and be able to identify main idea and character traits.

WE-3.04   The student will learn to use figures of description in their fable retelling papers.

Mathematics

Time: 90 minutes daily, including some time spent at home: fact sheets, lesson and practice, correcting homework
Daily Speed Drill Tests A-J
Teacher made multiplication fact drills (every sixth test is cumulative)
Daily Lesson except for Test Day
Daily Assignment of 30 problems except for Test Day
Give at least 25-30 minutes of homework time in the classroom.

Materials: Saxon 54 teacher answer book and test forms books, student text books, math manipulatives (rulers, color tiles, money...), review games, colored pencils for correcting

Ordering: Saxon
1320 W. Lindsey, Norman, OK 73069
Phone: 800-284-7019

Sample Math Lesson: Begin with the students completing a speed drill that is suggested in teacher's math book. The time allotted is based on 25 problems per minute. Students seek to complete more problems than they did the last time. On the teacher made drills, students must complete one test per week until all multiplication facts are mastered. Correct the speed drill with a colored pencil. Next, the students the 'Mental Math' located at the top of book at the beginning of each lesson. Students complete these problems mentally. The problem is then discussed and the mental math problems are completed orally The lesson is then taught using the teacher's own resources to teach new concepts if necessary, also review math facts with flash cards, etc. After teaching the lesson, students do practice problems (on the board or at desk). Once each student demonstrates that they understand the new concept, they may begin their new assignment of 25 problems. The problem set from the previous day is collected and checked. The teacher works with students individually on problem areas. Students are provided 25-30 minutes to begin the problem set. They will usually have math homework.

Evaluation: Math assessments are given for a percentage grade. Test one is given after teaching lesson ten. A test will then be given after teaching every fifth lesson. Students will correct Speed Drills as a class. Students' problem sets will be corrected daily. Fact sheets are timed and corrected daily.

Note: These objectives are divided topically. The sequence followed is determined by the order in the teacher's guide. Topics are introduced, expanded, and practiced throughout the year.

M-3.001   The student will read and write numbers using words and digits.

M-3.002   The student will identify ordinal position.

M-3.003   The student will identify place value to 100,000,000.

M-3.004   The student will identify whole numbers, decimal numbers, and fractions on a number line.

M-3.005   The student will use a number line to add integers.

M-3.006   The student will write numbers using expanded notation.

M-3.007   The student will master the basic facts.

M-3.008   The student will obey order of operations when simplifying expressions.

M-3.009   The student will identify the inverse operations of addition and subtraction, multiplication and division, squaring and taking the square root.

M-3.010   The student will identify addends and sum.

M-3.011   The student will add whole numbers, decimals, fractions, and mixed numbers with and without regrouping.

M-3.012   The student will identify mental addition strategies.

M-3.013   The student will identify difference, subtrahend, and minuend.

M-3.014   The student will subtract whole numbers, decimals, fractions, and mixed numbers with and without regrouping (borrowing).

M-3.015   The student will identify mental subtraction strategies.

M-3.016   The student will identify multiplication as repeated addition.

M-3.017   The student will identify factors and product.

M-3.018   The student will identify 3 different types of multiplication notation: a x b, a · b, and a(b).

M-3.019   The student will multiply whole numbers.

M-3.020   The student will use mental multiplication strategies.

M-3.021   The student will identify dividend, divisor, and quotient.

M-3.022   The student will divide with whole numbers with and without remainders.

M-3.023   The student will use mental division strategies.

M-3.024   The student will identify 3 division notations: division box, division sign, and
           division bar.

M-3.025   The student will identify powers as repeated multiplication.

M-3.026   The student will identify base and exponent.

M-3.027   The student will calculate powers of whole numbers.

M-3.028   The student will identify the relationship of place value to powers of 10.

M-3.029   The student will calculate square roots of numbers.

M-3.030   The student will identify rates.

M-3.031   The student will read and write fractions, mixed numbers, and improper fractions.

M-3.032   The student will identify numerator and denominator.

M-3.033   The student will identify fractional part of a whole, group, set, or number.

M-3.034   The student will compare and order fractions.

M-3.035   The student will identify equivalent fractions.

M-3.036   The student will reduce fractions.

M-3.037   The student will determine the least common denominator.

M-3.038   The student will convert fractions to decimals and percents.

M-3.039   The student will read and write decimals.

M-3.040   The student will compare and order decimals.

M-3.041   The student will convert decimals to fractions and percents.

M-3.042   The student will read and write percents.

M-3.043   The student will identify/find percent of a whole, group, set, or number.

M-3.044   The student will convert percents to fractions and decimals.

M-3.045   The student will round whole numbers and decimals.

M-3.046   The student will estimate sums, differences, products, and quotients.

M-3.047   The student will estimate measures.

M-3.048   The student will use estimation to verify reasonableness of calculations.

M-3.049   The student will decide whether an exact answer or approximate answer is desired.

M-3.050   The student will write fact families.

M-3.051   The student will identify even and odd numbers.

M-3.052   The student will identify factors, multiples, and divisibility.

M-3.053   The student will identify counting numbers (natural numbers), whole numbers, and negative numbers.

M-3.054   The student will write numbers using Roman numerals.

M-3.055   The student will distinguish between the base 5 system, decimal number system and Roman numeral system.

M-3.056   The student will determine when to report answers in square units and cubic units.

M-3.057   The student will determine angles in degrees of arc.

M-3.058   The student will write standard abbreviations for units of measure.

M-3.059   The student will measure and report length using nonstandard, U.S. Customary (inch, foot, yard, mile) and metric units (meter).

M-3.060   The student will measure and report capacity using nonstandard, U.S. Customary (cup, pint, quart, gallon) and metric units (liter).

M-3.061   The student will measure and report weight using nonstandard, U.S. Customary (ounce, pound, ton) and metric units (kilogram).

M-3.062   The student will represent numbers from the metric system using metric prefixes (milli-, centi-, deci-, deka-, hecto-, kilo-).

M-3.063   The student will read a Fahrenheit or Celsius thermometer.

M-3.064   The student will convert between Fahrenheit, Celsius, and Kelvin temperatures.

M-3.065   The student will convert between seconds, minutes, and hours.

M-3.066   The student will identify days, months, years, decades and millennia.

M-3.067   The student will read digital and analog time displays.

M-3.068   The student will write the time of day.

M-3.069   The student will write dates.

M-3.070   The student will convert between units in the U.S. Customary System using unit multipliers.

M-3.071   The student will convert between units in the metric system using unit multipliers.

M-3.072   The student will convert between systems using unit multipliers.

M-3.073   The student will measure rotation (clockwise and counterclockwise).

M-3.074   The student will use metric scales to reinforce decimal concepts.

M-3.075   The student will determine whether measures are reasonable.

M-3.076   The student will make measurements using a ruler (U.S. Customary and metric), measuring cup, protractor, balance scale, stopwatch, and thermometer.

M-3.077   The student will identify points, segments, rays, lines, and angles.

M-3.078   The student will identify parallel, perpendicular, and intersecting lines.

M-3.079   The student will identify acute, obtuse, right, and straight angles.

M-3.080   The student will describe, draw, and classify polygons.

M-3.081   The student will identify sides and vertices of polygons.

M-3.082   The student will identify and calculate perimeter and area of polygons.

M-3.083   The student will identify regular, similar, and congruent polygons.

M-3.084   The student will identify acute, obtuse, and right triangles.

M-3.085   The student will identify equilateral, isosceles, and scalene triangles.

M-3.086   The student will identify parallelograms, squares, rhombuses, rectangles, and trapezoids.

M-3.087   The student will identify the center, radius, and diameter of a circle.

M-3.088	The student will describe, draw, and classify solids.
M-3.089	The student will identify faces, edges, and vertices of solids.
M-3.090	The student will identify and determine volume of solids.
M-3.091	The student will name and graph ordered pairs on a Cartesian coordinate system.
M-3.092	The student will create straight-line drawings.
M-3.093	The student will identify and create tessellations.
M-3.094	The student will identify line symmetry (reflective symmetry).
M-3.095	The student will use a compass to draw a circle.
M-3.096	The student will identify a rotation, reflection, or translation of an object.
M-3.097	The student will identify numeric and geometric patterns.
M-3.098	The student will identify story-problem patterns.
M-3.099	The student will identify triangular numbers.
M-3100	The student will use coding and decoding of patterns.
M-3.101	The student will identify Pascal's triangle.
M-3.102	The student will identify and distinguish between arithmetic and geometric sequences.
M-3.103	The student will identify a Fibonacci sequence
M-3.104	The student will identify variables.
M-3.105	The student will evaluate algebraic expressions.
M-3.106	The student will solve for an unknown.
M-3.107	The student will solve multistep equations.
M-3.108	The student will write an equation for a given word problem.
M-3.109	The student will identify and use formulas to solve word problems.

M-3.110   The student will use input-output tables to represent a function.

M-3.111   The student will identify linear functions.

M-3.112   The student will analyze functional relationships.

M-3.113   The student will solve rate functions.

M-3.114   The student will Identify and apply associative property of addition, commutative property of addition, associative property of multiplication, commutative property of multiplication, identity property of addition, identity property of multiplication, distributive property, and zero property of multiplication.

M-3.115   The student will graph points.

M-3.116   The student will determine and use the slope-intercept form to graph a linear function.

M-3.117   The student will collect data using tallies and surveys.

M-3.118   The student will distinguish between closed-option and open-option questions.

M-3.119   The student will organize and analyze data using tables, frequency tables, schedules, average, mean,   median, mode, and range.

M-3.120   The student will choose an appropriate graph.

M-3.121   The student will identify outliers.

M-3.122   The student will represent data using a legend (key), bar graphs, line graphs, circle graphs (pie graphs), and pictographs.

M-3.123   The student will identify notations for expressing probability.

M-3.124   The student will identify simple probability, chance, and outcomes.

M-3.125   The student will perform probability experiments.

M-3.126   The student will make predictions based on experiments.

M-3.127   The student will determine accuracy of predictions as affected by number of trials.

M-3.128   The student will make experiment tables.

M-3.129   The student will choose the best way to solve a problem: break a problem into simpler parts, act out the problem, use logical reasoning, draw a diagram,

draw a   picture, find a pattern, work backward, make a chart, graph, or list,
or guess and   check (trial and error).

M-3.130   The student will distinguish between relevant and irrelevant information.

M-3.131   The student will find missing information.

M-3.132   The student will extend patterns.

M-3.133   The student will use an algorithm.

M-3.134   The student will apply the following mathematical reasoning techniques:
algebraic reasoning, spatial reasoning, justifying solutions, developing
generalizations, and classifying and sorting.

M-3.135   The student will use money to represent place value.

M-3.136   The student will write money amounts properly.

M-3.137   The student will estimate price totals.

M-3.138   The student will determine change back in money transactions.

M-3.139   The student will calculate tax.

M-3.140   The student will interpret remainders in word problems.

M-3.141   The student will calculate simple and compound interest.

M-3.142   The student will use integers to describe real-world situations.

Physical Education

Time: 45 minutes, 2 times per week.
Materials: We will use- balls, jump ropes, cones, hockey sticks, agility
equipment, and frisbees.
Ordering: Various sporting goods stores, and internet sources.
Methods: Students will continue to learn and practice basic movement skills,
locomotor, and manipulative skills. Students will begin to understand the
fitness and health benefits of physical activity, and use the P.E. class as an
opportunity for character development.
Evaluation: Grammar students are not graded for physical education, but are evaluated
based on skill, attitude, and participation in group activities.

PE3.01   Students will warm-up, then stretch.

PE3.02	Students will learn to apply rules, strategy, and good sportsmanship to group activities, and team sports.
PE3.03	Students will perform increasingly complex motor tasks, and movement skills.
PE3.04	Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.
PE3.05	Students will organize and use various body parts and special concepts.
PE3.06	Students will perform and integrate skills into games and activities.
PE3.07	Students will use last 5 minutes to cool down and stretch.
PE3.08	Students will participate in the Presidential Fitness Challenge once a quarter.

Science

Time: 45 minutes, 2 times a week
Materials: Exploring Creation with Astronomy; Jeannie K. Fullbright
Ordering: Apologia Educational Ministries, Inc.
1106 Meridian Plaza, Suite 220
Anderson, IN 46016
www.apologia.com
Methods: Material is covered at a rate of 1 lesson every two to three weeks. The class schedule will include lecture, experiments, and field trips as appropriate.
Evaluation: The student will be assigned a grade based on notebook activities and completion of science speculation sheets.

S-3.01	The student will describe astronomy.
S-3.02	The student will describe why God created the stars and planets.
S-3.03	The student will name the planets.
S-3.04	The student will explain what NASA is and what this program does.
S-3.05	The student will identify the astronomers who first said that the earth revolves around the sun.
S-3.06	The student will describe Galileo and what we learned from his observations.
S-3.07	The student will make a mnemonic phrase using the first letters of the planets, starting with planets closest to the sun moving outward.

S-3.08   The student will explain the difference between rotating and revolving.

S-3.09   The student will explain why people should not look at the sun.

S-3.10   The student will explain how many earths would fit inside the sun.

S-3.11   The student will identify distance from the earth to the sun in miles.

S-3.12   The student will explain what sunspots are and how they help us.

S-3.13   The student will explain how the sun tells us that there were not living things on the earth billions of years ago.

S-3.14   The student will explain why we see in color.

S-3.15   The student will describe the different wavelengths of light.

S-3.16   The student will explain the events that occur during a solar eclipse.

S-3.17   The student will design a pinhole viewing box to help safely study the sun.

S-3.18   The student will explain how long a day on Mercury is.

S-3.19   The student will describe the orbit of Mercury.

S-3.20   The student will describe the temperature on Mercury.

S-3.21   The student will describe why the temperature is so cold at night.

S-3.22   The student will describe whether Mercury is terrestrial or gaseous.

S-3.23   The student will describe the surface of Mercury.

S-3.24   The student will describe the sky if he or she were on Mercury.

S-3.25   The student will explain the best time to see Mercury.

S-3.26   The student will create an illustration of Mercury.

S-3.27   The student will explain why Venus is a terrestrial planet.

S-3.28   The student will describe the surface of Venus.

S-3.29   The student will explain why astronomers thought Venus was a twin of the earth.

S-3.30   The student will describe the atmosphere of Venus.

S-3.31   The student will describe what is unique about the rotation of Venus.

S-3.32   The student will explain why Venus goes through phases.

S-3.33   The student will describe how radar is used by creating radar.

S-3.34   The student will describe seven things that make earth the only planet that can support life.

S-3.35   The student will explain how the seven things needed for life on earth help us live on earth.

S-3.36   The students will explain the different seasons.

S-3.37   The student will explain the four major sections of the earth.

S-3.38   The student will describe the atmosphere on the moon.

S-3.39   The student will describe the color of the moon's sky during the moon's daytime.

S-3.40   The student will explain why the moon has phases.

S-3.41   The student will explain lunar eclipse.

S-3.42   The student will explain why the astronaut's footprints are still on the moon.

S-3.43   The student will explain how the moon affects the ocean.

S-3.44   The student will explain why Mars looks red.

S-3.45   The student will describe the atmosphere of Mars.

S-3.46   The student will identify the largest volcano in our solar system.

S-3.47   The student will describe the moons of Mars.

S-3.48   The student will explain the length of time it takes for Mars to revolve and rotate.

S-3.49   The student will describe the weather on Mars.

S-3.50   The student will describe why some astronauts think Mars would be a good place to visit or live.

S-3.51   The student will create an illustration Mars.

S-3.52   The student will build Olympus Mons.

S-3.53   The student will describe how Jupiter protects our planet.

S-3.54   The student will describe the similarities between Jupiter and the sun.

S-3.55   The student will explain the Great Red Spot on Jupiter.
S-3.56   The student will explain why Jupiter has stripes.

S-3.57   The student will identify Jupiter's largest moon.

S- 3.58   The student will explain why Jupiter's moons are called Galilean moons.

S-3.59   The student will describe Am althea.

S-3.60   The student will describe the spacecraft Galileo.

S-3.61   The student will explain what Saturn is made of.

S-3.62   The student will describe the atmosphere of Saturn.

S-3.63   The student will identify which planet is considered Saturn's twin.

S-3.64   The student will explain what Saturn's rings are made of.

S-3.65   The student will explain what shepherd moons do.

S-3.66   The student will explain how many years it takes Saturn to orbit the sun.

S-3.67   The student will explain why Saturn looks as though it is being squeezed.

S-3.68   The student will describe the space mission that is going to Saturn.

S-3.69   The student will make a Venn diagram to compare and contrast Jupiter and
                Saturn.

S-3.70   The student will design a rocket.

S-3.71   The student will explain how Neptune was discovered.

S-3.72   The student will describe the chemical that gives Neptune its blue color.

S-3.73   The student will explain why Neptune is the eighth planet from the sun and not
                the ninth.

S-3.74   The student will explain how long it takes Neptune to revolve around the sun.

S-3.75   The student will describe the Great Dark Spot on Neptune.

S-3.76   The student will identify Neptune's biggest moon.

S-3.77   The student will explain what geysers are.

S-3.78   The student will identify what is spewing from Triton's geyser.

S-3.79   The student will create a play about the discovery of Uranus.

S-3.80   The student will explain what the Kuiper Belt is.

S-3.81   The student will describe how Pluto was discovered.

S-3.82   The student will describe some of the strange features of Pluto.

S-3.83   The student will explain why some astronomers believe Pluto is not a planet.

S-3.84   The student will describe how the freezing point of water decreases when other chemicals are mixed in with it by making ice cream.

S-3.85   The student will explain why different stars are seen at different times of the year.

S-3.86   The student will identify which group of stars is always present in the night sky of the Northern Hemisphere.

S-3.87   The student will identify the name of the North Star.

S-3.88   The student will describe the special qualities of the star name Sirius.

S-3.89   The student will describe a black hole.

S-3.90   The student will describe a supernova.

S-3.91   The student will describe the three star categories.

S-3.92   The student will describe a galaxy.

S-3.93   The student will describe the shape of our galaxy.

S-3.94   The student will describe a constellation.

S-3.95   The student will describe how constellations are used today.

S-3.96   The student will explain the difference between astronomy and astrology.

S-3.97   The student will identify the first artificial satellite.

S-3.98   The student will describe the "Space Race".

S-3.99   The student will explain why the U.S was concerned about Russia's space
                program.

S-3.100   The student will restate what Neil Armstrong said when he stepped on the moon.

S-3.101   The student will describe a space station

S-3.102   The student will explain the job of the people who live on the space station

S-3.103   The student will explain how to become an astronaut.

FOURTH GRADE

Fine Arts
    Art   **40 minutes, 1 day per week**
    Music   **45 minutes, 2 days per week**
History/Geography   **60 minutes, 5 days per week**
Bible   **20 minutes, 5 days per week**
Language Arts
    Grammar   **60 minutes, 2 days per week**
    Latin   **30 minutes, 4 days per week**
    Literature/Reading   **90 minutes, 2 days per week**
    Phonics/Spelling/Penmanship   **30 minutes, 5 days per week**
    Writing Expression/Progymnasmata   **30 minutes, 2 days per week**
Mathematics   **90 minutes, 5 days per week**
Physical Education   **45 minutes, 2 days per week**
Science   **45 minutes, 2 days per week**

Fine Arts

    Art

Time: 30 minutes, 1 day per week, year around
Materials:

    1. *Drawing with Children* by Mona Brooks
    2. *How to Teach Art to Children* by Joy Evans and Tanya Skelton
    3. *Drawing Animals* by Walter T. Foster

4. Various fine art posters, 1-3 examples from each major art movement
5. Painting supplies: tempera paints, palettes, smocks, thick and thin brushes
6. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
7. Various papers: paper bags, colored tissue, magazines, newspaper
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art exemplars, sketchbook exercises and warm-ups

Evaluation: Though Fourth graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

Projects: Mosaic Sunflowers, Outer space Watercolor Resist, Eric Carle Inspired Insects, Nature-inspired art, Dragons, Dragons, Dragons, Name Mandalas, Landscape of Tissue Paper, Nonobjective Color Studies

ART-4.01   The student will learn how to use self-control to sit, listen to the teacher and wait for materials.

ART-4.02   The student will learn to be creative through instructed lessons and means, coming to understand that art is expressive in nature.

ART-4.03   The student will identify and employ the elements of art in their work with an emphasis on color.

ART-4.04   The student will learn to respect others' art and be encouraging.

ART-4.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-4.06   The student will listen to correction and seek to improve efforts.

ART-4.07   The student will identify and illustrate warm and cool colors.

ART-4.08   The student will increase vocabulary and comprehension through discussion of fine art examples.

ART-4.09   The student will identify and illustrate primary, secondary, and tertiary colors and arrange them on the color wheel.

ART-4.10   The student will seek to glorify God in all art, through good effort and attitude.

Music

Time: 45 minutes, 2 times per week
Materials: Essential Dictionary of Music; Spiritual Lives of the Great Composers, Music
                 Time Lines, Thirty Days of Music Theory; flashcards; floor staff; musical games;
                 various composer biographies; sight-singing books; opera stories and CDs; The
                 Story of Classical Music CD series, Henley/Alsop; Sing At First Sight; Carmenda;
Ordering: JW Pepper; Great Commission Publications; Veritas Press; Lillenas; Alfred
Methods: Students will learn through direct instruction, chanting, playing of music bingo
                 and various other games, drills and choral singing.
Evaluation: The student will be evaluated on the basis of in-class demonstration of skills

Reading Fundamentals

MUS-4.01   The student will understand the following music notations and their values:
             Quarter Note and Rest
             Half Note and Rest
             Whole Note and Rest
             Dotted Half Note and Rest
             Eighth Note and Rest
             Sixteenth Note and Rest
             Dotted Quarter Note and Rest
             Dotted Eighth Note and Rest
             Sixteenth Note and Rest

MUS-4.02   The student will understand the following music symbols:
             Staff
             Treble Clef
             Bass Clef
             Time Signature
             Bar Line
             Fermata
             Crescendo
             Decrescendo
             Ritardando
             Accelerando
             Introduction/Coda
             D.C. al fine
             Repeat

MUS-4.03   The student will understand the following dynamic markings:
             Piano
             Pianissimo
             Mezzo Piano

Forte
Fortissimo
Mezzo Forte

MUS-4.04   The student will understand the following tempo markings:
Largo
Adagio
Andante
Moderato
Allegretto
Allegro
Presto

MUS-4.05   The student will recognize and label the lines and spaces of the treble clef and bass clef.

MUS-4.06   The student will understand the difference in the beat and the rhythm and will recognize them in various songs.

MUS-4.07   The student will begin to compose measures of their own.

MUS-4.08   The student will be introduced to sight reading and singing in the following areas:
Recognizing the different rhythms on a staff.
Recognizing the different pitches on a staff.

MUS-4.09   The student will begin to recognize the beats in a measure and record them.

Singing and Performance Fundamentals

MUS-4.10   The student will begin to develop the following singing skills:
Posture, Body & Oral
Breath Control
Voice Control
Pitch
Singing in Tune
Diction
Singing in two parts
Students perform for an audience for a Christmas program and a spring program

MUS-4.11 The student will be introduced to the orchestra in the following areas:
Strings
Woodwinds
Brass
Percussion
Seating Chart
Conductor

Music History Fundamentals

MUS-4.12   The student will understand music appreciation in the following areas:
            Musical time periods
            Various composers from each time period
            Hymns and hymn writers
            Different musical styles and genres

History and Geography

Time: 60 minutes daily

Materials: Veritas Press, History Cards
            Greenleaf Press, *Famous Men of the Middle Ages, Famous Men of the Renaissance & Reformation,* Kingfisher Books, *Kingfisher Illustrated History of the World,*
            Geography Songs, Audio Memory, Newport Beach, CA (1-800-365-SING)

Ordering: Veritas Press
            1250 Belle Meade Drive, Lancaster, PA 17601
            Phone: 1-800-922-5082

Methods: The teacher will present history in chronological order. Those things that must be memorized will be reviewed using oral quizzing, recitation, singing and chanting, resulting in very little homework being sent home on a regular basis. One worksheet is completed on each card in class. Mastery is measured by weekly testing where students answer questions in complete sentences and write the history events and dates in chronological order. History cards in chronological order should be drilled regularly and Veritas Cards are numbered so as to be introduced at a rate of one per week and should be used as the basic "spine" of the curriculum (see Veritas Teacher Guide for further instructions and tests). Extensions are made using other resources listed above. Students identify and color specific areas related to their history study on maps. Students also learn the geography songs, *United States, Canada, Central America, and South America*

Possible Activities: Knighting ceremony, mosaics, illuminations, painting Sistine Chapel, Viking dramatization, Medieval Feast, soap sculptures, potato printing, signet rings, sun dials, etc.

Evaluation: The student will be assigned a percentage grade based on weekly history tests and projects. Progress is also monitored during chanting of the chronological order and singing of songs.

H-4.01   The students will study one card per week from the Veritas history cards, memorizing significant events, dates, and key facts.

H-4.03	Students will describe St Augustine including: his childhood, his education, his conversion, his religious beliefs, and his major accomplishments.
H-4.04	Students will compare and contrast barbarians and Vikings including: their lifestyle, their physical characteristics, their methods of transportation and intimidation, and their demise.
H-4.05	Students will describe the Vulgate including: its definition, its author, its importance, and its difference from Athanasius's translation.
H-4.06	Students will describe the Septuagint and the Apocrypha including the original language of the Scriptures.
H-4.07	Students will list the four affirmations of the Council of Chalcedon.
H-4.08	Students will describe monasticism including: its Greek root, its institutional structures, its religious beliefs, its educational importance, and the Rule of St. Benedict.
H-4.09	Students will describe Justinian the Great including: his major accomplishments, his architectural advancements and styles, his religious beliefs, and his code of law.
H-4.10	Students will describe the founding of Islam and the five major tenets of the Islamic faith.
H-4.11	Students will describe the succession, accomplishments, and tri-fold mission of Charlemagne.
H-4.12	Students will describe Alfred the Great including: his fight with the Vikings, his major accomplishments, and the importance of his reign.
H-4.13	Students will describe Otto I including: his succession, his quest for power, the papal problems, the compromise and effect of becoming Holy Roman Emperor.
H-4.14	Students will define schism and compare and contrast the Eastern and Western Church after the East-West Schism.
H-4.15	Students will list the hierarchy of the feudal system and explain its importance.
H-4.16	Students will describe life during the Middle Ages including: food, clothes, pastimes, music, behaviors, etc.
H-4.17	Students will describe the Battle of Hastings and its result.

H-4.18   Students will describe cathedrals including: its Greek root, architectural style, construction time, financing procedures, famous examples.

H-4.19   Students will explain the purpose and result of the eight crusades.

H-4.20   Students will describe St Francis of Assisi including: his childhood, his conversion, his religious beliefs, and his major accomplishments.

H-4.21   Students will describe how the Magna Charta was established, is purpose, and its effect on American government today.

H-4.22   Students will describe St. Thomas Aquinas including: his childhood, his education, his conversion, his religious beliefs, his major accomplishment.

H-4.23   Students will describe Marco Polo's departure, travels, return, and the effects of his recorded experiences.

H-4.24   Students will list the causes and results of the Black Death.

H-4.25   Students will explain the purpose and result of the Hundred Years War including Joan of Arc's involvement.

H-4.26   Students will explain the argument behind the Great Papal Schism.

H-4.27   Students will describe John Wycliffe including: his religious beliefs, his struggle with the Pope, and his death.

H-4.28   Students will describe John Huss including: his religious beliefs, his struggle with the Pope, his death, and the resulting church.

H-4.29   Students will describe the purpose, strategy, and result of the fall of Constantinople.

H-4.30   Students will explain Gutenberg's printing process and its effects on the Protestant Reformation.

H-4.31   Students will describe the Renaissance including: its cause, its purpose, its blasphemy, its effects on the arts, and famous Renaissance Men.

H-4.32   Students will describe the purpose, methods, results, and initiators of the Inquisition.

H-4.33   Students will describe the life of Martin Luther including: his conversion, his religious beliefs, and his struggle with the church, his major accomplishments, his geographical influence, and his death.

H-4.34	Students will list and define the three main positions of the Reformation.
H-4.35	Students will describe the life of Ulrich Zwingli including: his religious beliefs, his major accomplishments, his geographical influence, his death, and the resulting church.
H-4.36	Students will describe the life of Henry VIII including: his marriage problems, The Act of Supremacy, his heirs, and the effects of his reign.
H-4.37	Students will describe the life of John Calvin including: his conversion, his religious beliefs, his struggle with the church, his major accomplishments, his geographical influence, and his death.
H-4.38	Students will explain the purpose, decision, and result of the Council of Trent.
H-4.39	Students will describe the life of John Knox including: his time in slavery, his conversion, his religious beliefs, his opposition to the Queen, his major accomplishments, his geographical influence, his involvement with King James, and the effect of his accomplishments in life today.

Bible

Time:	20 minutes daily
Materials:	Veritas Press Bible Cards - II Kings through Malachi (OT 3 of 3)
Ordering:	Veritas Press
	1250 Belle Meade Drive, Lancaster, PA 17601
	Phone: 800-922-5082
Methods:	Inductive study of cards, reading Bible aloud in class, socratic dialogue, recitation of monthly scripture passage to be memorized, sing Veritas Bible song
Evaluation:	The student will be assigned a letter grade of E, S or N based on class discussions, questions, and memorization of Scripture

B-4.01	The student will memorize significant events, dates and key facts contained in the Bible cards of Chronicles through Malachi.
B-4.02	The student will learn the books of the New Testament in order and be able to find specific books when asked to.
B-4.03	The student will memorize the monthly Regents Scripture passage and recite it before the class with fluency and poise.
B-4.05	Students will describe the life and ministry of Elijah and Elisha

B-4.06   Students will summarize the stories of Obadiah, Jehu, Joash, Jonah, Hezekiah, Josiah, Shadrach, Meshach, and Abednego, Jeremiah, Ezekiel, Ezra, Nehemiah, Job, Malachi

B-4.07   Students will describe the life and ministry of Daniel.

B-4.08   Students will describe the life and ministry of Esther.

B-4.09   Students will explain the fall of Israel and Judah and the process of rebuilding the temple.

B-4.10   The student will recognize God's powerful preserving and governing of all His creation.

B-4.11   The student will recognize God's redemptive work throughout history.

B-4.12   The student will gain a greater understanding of God's character.

Language Arts

Grammar

Time: 60 minutes, 2 days per week
Materials: *Shurley Teachers Edition 4* Text with Shurley Overheads
                 Shurley Workbook Masters
Ordering: Shurley Instructional Materials, Inc.
                 266 SIM Dr., Cabot, AR
                 P.O. #: 06214JH
                 Phone: 800.566.2966
Methods: Concepts are taught and reviewed throughout the program. The teacher may modify order, amount of practice and review and test pages at his/her discretion. The following objectives are all met using the Shurley Blackline Master Workbook worksheets. Review various jingles at the beginning of each lesson. Recite jingles on the way to recess or the way in, whenever in transition, etc. Do not take a grade on worksheet until the students have had adequate time to practice the new concept. Look for students to label sentences successfully on the board and then you may know that they are ready for you to take a grade.
Evaluation: Student will be assigned a percentage grade in Grammar. Classroom participation in labeling sentences. Weekly grade on worksheet. Unit Shurley Tests

G-4.01   The student will assess their background of grammar and mechanics. (Shurley Pre-Test)

G-4.02   The student will follow oral directions and written directions.

G-4.03	The student will identify and label the four kinds of sentences (declarative, interrogative, exclamatory, and imperative).
G-4.04	The student will label a set of pattern one sentences by being able to identify the subject noun, verb, adverb, adjective, article adjective, and divide the complete subject from the complete predicate.
G-4.05	The student will label each word in a set of sentences.
G-4.06	The student will identify only one part of speech.
G-4.07	The student will choose the correct verb to agree with the subject.
G-4.08	The student will identify and label prepositions, object of the prepositions, and prepositional phrases.
G-4.09	The student will identify the different uses of nouns.
G-4.10	The student will identify and label the subject pronoun, understood subject (you), possessive pronoun, and possessive noun.
G-4.11	The student will identify nouns according to singular, plural, common, and possessive.
G-4.12	The student will identify the helping verb, not as an adverb, and question verbs.
G-4.13	The student will identify and label the conjunction, compound subject noun, compound verb, and interjection.
G-4.14	The student will identify and label proper nouns.
G-4.15	The student will make correct choices between *a* and *an*.
G-4.16	The student will identify synonyms and antonyms.
G-4.17	The student will choose the correct homonym.
G-4.18	The student will identify and correct double negatives.
G-4.19	The student will unscramble a sentence and write it in proper order.
G-4.20	The student will practice identifying different parts of speech using a textbook format.
G-4.21	The student will identify and label the direct object, verb-transitive, and label sentences as Pattern two.

G -4.22   The student will label and write the singular and plural possessive forms of nouns.

G-4.23   The student will correct and write rules for capitalization and punctuation errors in a set of sentences.

G-4.24   The student will correct and write rules for capitalization and punctuation errors in a friendly letter.

G-4.25   The student will correct and write rules and capitalization and punctuation errors in a business letter.

G-4.26   The student will identify and label the indirect object and label sentences as pattern three.

G-4.27   The student will correct punctuation, capitalization, and quotation errors in a set of sentences.

G-4.28   The student will identify and label the predicate noun, linking verb, and label sentences as pattern four.

G-4.29   The student will write the plurals of nouns with different endings.

G-4.30   The student will identify and write a simple sentence.

G-4.31   The student will identify and correct a sentence fragment.

G-4.32   The student will identify and write simple sentences with compound subjects and compound verbs.

G-4.33   The student will identify and write a compound sentence.

G-4.34   The student will list nouns according to common, singular, and plural.

G-4.35   The student will write a sentence according to a given set of English labels.

G-4.36   The post-test will evaluate student mastery of grammar skills taught previously.

(4.37 - 4.47 may be taught out of order, excellent material to use on a "substitute's" day.)

G-4.37   The student will identify and write the parts of a friendly letter and envelope.

G-4.38   The student will identify and write the parts of a business letter and envelope.

G-4.39   The student will identify and write the parts of a thank-you note.

G-4.40   The student will identify and write the parts of an invitation.

G-4.41   The student will identify present, past, and future tense verbs.

G-4.42   The student will identify regular and irregular verbs.

G-4.43   The student will change verb tenses in a paragraph.

G-4.44   The student will change mixed verb tenses in a paragraph to past tense.

G-4.45   The student will change mixed verb tenses in a paragraph to present tense.

G-4.46   The student will choose the correct contraction and write sentences using contractions.

G-4.47   The student will match plain nouns and pronouns to words that give a more exact meaning and write creatively.

Latin

Time: **30 minutes, 4 days a week**
Materials*:*   *Latin's Not So Tough, A Classical Latin Worktext by Karen Mohs*
Ordering: Greek 'n' Stuff
              P.O. Box 882, Moline, Illinois 61266 www.greeknstuff.com
Methods: Students will participate in flashcard drills and direct instruction. They will complete written exercises in the workbook and take quizzes covering vocabulary and grammar.
Evaluation Student will be assigned a percentage grade. Student will be evaluated using weekly quiz.

LAT-4.01   Students will recognize and translate the given vocabulary words and Latin sayings.

LAT-4.02   The student will recognize and use derivatives of the given vocabulary.

LAT-4.03   The student will recognize and use the first and second declension case endings and first conjugation verbs in present active indicative to translate statements and questions.

LAT-4.04   Students will understand noun jobs used in translating Latin sentences

LAT-4.05   Students will translate sentences with prepositional phrases, direct objects, and indirect objects.

Literature/Reading

Time: 90 minutes twice a week
Materials: 6 literature books and guides, composition for vocabulary words
Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082
Methods: Read the following books: *The Voyage of the Dawn Treader, Prince Caspian, King Arthur, The Door in the Wall, From the Mixed-Up Files of Mrs. Basil E. Frankweiler, Twenty-One Balloons.* There are guides for each book to be used at the teacher's discretion. The teacher reads aloud and guides the students to predict, discuss, and comprehend as he/she reads aloud. Comprehension skills will also be taught through the use of teacher modeling thought process. Students will answer comprehension questions both orally and in writing. They will use both context clues and dictionary definitions to understand the meaning of new words.
Evaluation: Students will be assigned a percentage grade in Literature. Students will be evaluated on answers to comprehension questions regularly. Students will be tested on the vocabulary, comprehension, and character recognition for each book. Students will turn in a 5x8 book report card each quarter, summarizing a literature title from the assigned reading list.

LIT-4.01   The student will use context clues to determine the meaning of new words.

LIT-4.02   The student will successfully locate words in a dictionary to define for class.

LIT-4.03   The student will be able to use dictionary pronunciation key to determine pronunciation of word.

LIT-4.04   The student will identify the main idea, characters, setting, purpose, conflict, resolution, and facts of a paragraph.

LIT-4.05   The student will identify the sequence of events.

LIT-4.06   The student will draw conclusions and make inferences from information obtained from oral and written material.

LIT-4.07   The student will locate answers to factual and inferential questions.

LIT-4.08   The student will distinguish between reality and fantasy, fact and opinion, fiction and non-fiction, and literal and figurative speech.

LIT-4.09   The student will predict story outcomes.

LIT-4.10   The student will find supporting details.

LIT-4.11   The students will summarize short and long stories both orally and in writing.

LIT-4.12   The student will read from and identify a variety of literary genres.

LIT-4.13   The student will follow multi-step oral and written instructions.

LIT-4.14   The student will be able to locate the copyright, table of contents, index, and bibliography of the literature title.

LIT-4.15   The student will be able to recognize anti-Christian worldviews and critique the literary work from a Christian worldview.

LIT-4.16   The student will be able to successfully use the studied vocabulary words in everyday speech.

LIT-4.17   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Phonics, Spelling, and Penmanship

Time: 30 minutes each day

Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper, #2 pencils, red pencil, Composition Notebook
Penmanship: *D'Nealian Handwriting Cursive Connections* workbook, Donald N. Thurber

Ordering: Spell to Write and Read   Good Year Books
Back Home Industries, Inc.   Pearson Learning Group
P.O. Box 22495   299 Jefferson Road
Milwaukie, OR 97269   Parsippany, NJ 07054
http://www.bhibooks.net   800-321-3106
                                                  http://www.pearsonschool.com

Methods: Students are reviewed in the correct formation of cursive letters. They practice and apply cursive in the writing of spelling words. They are also reviewed on the 70 phonograms (phone=sound; gram=written letter) throughout the year. The SWR Diagnostic placement test is given to determine the point at which spelling lesson will begin in the WISE Guide Manual. Using a Socratic direct instruction and dictation process, students will study 20 words each week. A word is dictated to them and they break it down into individual sounds (phonemes) and then they determine the appropriate written representations (graphemes) of those sounds. They also determine applicable spelling rules. The words are appropriately marked using SWR Marking System in order to create phonemic awareness (seeing phonograms in every written word) and understanding of the spelling

rules. Students are presented with daily spelling exercises and are tested weekly. Words are reviewed in application during grammar, literature, and history and during review games. Mastery is assessed with weekly tests.

Evaluation: Student will be assigned a percentage grade based on daily review of phonograms, composition book, and weekly spelling activities. Students are tested weekly over the spelling lists.

PSP-4.01 The student will say the appropriate sound for each phonogram according to appropriate card.

PSP-4.02 The student will write the appropriate phonogram when the card is read by the teacher.

PSP-4.03 The student will identify and correctly mark the phonograms in any given word.

PSP-4.04 The student will write the word when verbally given the correct phonogram for a new spelling word, writing the words correctly in the composition book.

PSP-4.05 The student will say each phonogram as the word is written when writing a new word.

PSP-4.07 The student will divide the word into syllables when learning a spelling word. Students should do this orally as they write into their books.

PSP-4.08 The student will identify any SWR spelling rules that pertain to each word when writing spelling words.

PSP-4.09 The student will spell 20 new words a week from the SWR list after mastery of the phonograms.

PSP-4.11 The student will correctly and neatly write all cursive letters in given assignments.

Written Expression/Progymnasmata

Time: 30 minutes 2 days per week
Materials: *Writing Rhetoric:* Book 2: Narrative I
Ordering: Classical Academic Press, Camp Hill, PA
Methods: Teacher will read aloud a narrative story, model fluent reading, and expose students to culturally important examples. Methods used in teaching include expression, articulation, & discovery.
Evaluation: Students will be assigned a percentage grade in writing based on a variety of writing activities and written assignments. Written assignments will be evaluated for mastery of retelling details, imitation of author's ideas, and fluency of final draft, rather than on originality of work.

WE-4.01   The student will learn to copy texts accurately.

WE-4.02   The student will learn to summarize, amplify, and creatively imitate narrative
               sections.

WE-4.03   The student will learn figures of description pertinent to the narrative sections
               studied and be able to identify main idea and character traits.

WE-4.04   The student will learn to use figures of description in their retelling of narrative
               sections.

Mathematics

Time: 90 minutes daily
               Daily Speed Drill Tests A-J
               Daily Lesson except for Test Day
               Daily Assignment of 30 problems except for Test Day
               Give at least 20-25 minutes of homework time in the classroom.

Materials: *Saxon Math 54* Text
               Speed Drills, Tests and Masters, flashcards, Saxon stumpers (from internet site).

Ordering: Saxon Math
               1320 W. Lindsay, Norman, OK 73069
               Phone: 800.284.7019
               (Used textbooks may be available from Roland Home School Supplies, 850-857-
               3768.)

Sample Math Lesson: Begin with speed drill that is suggested in teachers math book, begin
               with 5 minutes and after the majority has successfully completed the speed drill in
               5 minutes, begin to decrease the time in 30 second segments. Correct the speed
               drill. Have everyone's attention and begin to teach new lesson. Use own
               resources to teach new concepts if necessary, also review math facts with flash
               cards, etc. After teaching lesson, students do practice problems (on board or at
               desk). Once each student demonstrates that they understand the new concept,
               they may begin their new assignment of 30 problems. Provide 20 - 25 minutes for
               the students to begin problem set. They will usually have math homework. The
               following objectives are directly from the teacher's edition math book.

Evaluations: A Saxon Master Test will be given after teaching every fifth lesson, except for the
               beginning of the year. Test one is given after teaching lesson ten.
               Daily fact tests.
               Daily grade on lesson practice.
               Test grade always taken (100 points).
               Student will be assigned a percentage grade in Mathematics.

M-4.001   The student will read and write numbers using words and digits.

M-4.002	The student will identify ordinal position.
M-4.003	The student will identify place value to 100,000,000,000.
M-4.004	The student will identify whole numbers, decimal numbers, and fractions on a number line.
M-4.005	The student will use a number line to add integers.
M-4.006	The student will write numbers using expanded notation.
M-4.007	The student will master the basic facts.
M-4.008	The student will obey order of operations when simplifying expressions.
M-4.009	The student will identify the inverse operations of addition and subtraction, multiplication and division, squaring and taking the square root.
M-4.010	The student will Identify addends and sum.
M-4.011	The student will add whole numbers, decimals, fractions, and mixed numbers with and without regrouping.
M-4.012	The student will identify mental addition strategies.
M-4.013	The student will identify difference, subtrahend, and minuend.
M-4.014	The student will subtract whole numbers, decimals, fractions, and mixed numbers with and without regrouping (borrowing).
M-4.015	The student will identify mental subtraction strategies.
M-4.016	The student will identify multiplication as repeated addition.
M-4.017	The student will identify factors and product.
M-4.018	The student will identify 3 different types of multiplication notation: a x b, a · b, and a(b).
M-4.019	The student will multiply whole numbers, decimals, fractions, and mixed numbers.
M-4.020	The student will use mental multiplication strategies.
M-4.021	The student will identify dividend, divisor, and quotient.

M-4.022   The student will divide with whole numbers, decimals, fractions, and mixed numbers with and without remainders.

M-4.023   The student will use mental division strategies.

M-4.024   The student will identify 3 division notations: division box, division sign, and division bar.

M-4.025   The student will identify powers as repeated multiplication.

M-4.026   The student will identify base and exponent.

M-4.027   The student will calculate powers of whole numbers.

M-4.028   The student will identify the relationship of place value to powers of 10.

M-4.029   The student will calculate square roots of numbers.

M-4.030   The student will identify and write ratios and proportions.

M-4.031   The student will solve proportions.

M-4.032   The student will identify rates.

M-4.033   The student will read and write fractions, mixed numbers, and improper fractions.

M-4.034   The student will identify numerator and denominator.

M-4.035   The student will identify fractional part of a whole, group, set, or number.

M-4.036   The student will compare and order fractions.

M-4.037   The student will identify equivalent fractions.

M-4.038   The student will reduce fractions.

M-4.039   The student will determine the least common denominator.

M-4.040   The student will convert fractions to decimals and percents.

M-4.041   The student will identify reciprocals.

M-4.042   The student will read and write decimals.

M-4.043   The student will compare and order decimals.

M-4.044   The student will convert decimals to fractions and percents.

M-4.045   The student will read and write percents.

M-4.046   The student will identify/find percent of a whole, group, set, or number.

M-4.047   The student will convert percents to fractions and decimals.

M-4.048   The student will round whole numbers, decimals, and mixed numbers.

M-4.049   The student will estimate sums, differences, products, and quotients.

M-4.050   The student will estimate measures.

M-4.051   The student will use estimation to verify reasonableness of calculations.

M-4.052   The student will decide whether an exact answer or approximate answer is desired.

M-4.053   The student will write fact families.

M-4.054   The student will identify even and odd numbers.

M-4.055   The student will identify factors, multiples, and divisibility.

M-4.056   The student will identify prime and composite numbers.

M-4.057   The student will identify greatest common factor (GCF).

M-4.058   The student will identify least common multiple (LCM).

M-4.059   The student will apply divisibility tests to a given number.

M-4.060   The student will identify counting numbers (natural numbers), whole numbers, negative numbers, and integers.

M-4.061   The student will write numbers using Roman numerals.

M-4.062   The student will distinguish between the base 5 system, decimal number system and Roman numeral system.

M-4.063   The student will determine when to report answers in square units and cubic units.

M-4.064   The student will determine angles in degrees of arc.

M-4.065   The student will write standard abbreviations for units of measure.

M-4.066   The student will measure and report length using nonstandard, U.S. Customary (inch, foot, yard, mile) and metric units (meter).

M-4.067   The student will measure and report capacity using nonstandard, U.S. Customary (cup, pint, quart, gallon) and metric units (liter).

M-4.068   The student will measure and report weight using nonstandard, U.S. Customary (ounce, pound, ton) and metric units (kilogram).

M-4.069   The student will represent numbers from the metric system using metric prefixes (milli-, centi-, deci-, deka-, hecto-, kilo-).

M-4.070   The student will read a Fahrenheit or Celsius thermometer.

M-4.071   The student will convert between Fahrenheit, Celsius, and Kelvin temperatures.

M-4.072   The student will convert between seconds, minutes, and hours.

M-4.073   The student will identify days, months, years, decades and millennia.

M-4.074   The student will read digital and analog time displays.

M-4.075   The student will write the time of day.

M-4.076   The student will write dates.

M-4.077   The student will convert between units in the U.S. Customary System using unit multipliers.

M-4.078   The student will convert between units in the metric system using unit multipliers.

M-4.079   The student will convert between systems using unit multipliers.

M-4.080   The student will measure rotation (clockwise and counterclockwise).

M-4.081   The student will use metric scales to reinforce decimal concepts.

M-4.082   The student will simplify mixed measures.

M-4.083   The student will determine whether measures are reasonable.

M-4.084   The student will determine measures indirectly using a scale factor.

M-4.085   The student will determine measures indirectly using similar triangles.

M-4.086   The student will determine measures indirectly using scale drawings (two-dimensional).

M-4.087   The student will determine measures indirectly scale models (three-dimensional).

M-4.088   The student will make measurements using a ruler (U.S. Customary and metric), measuring cup, protractor, balance scale, stopwatch, and thermometer.

M-4.089   The student will identify points, segments, rays, lines, angles, and planes.

M-4.090   The student will identify parallel, perpendicular, and intersecting lines.

M-4.091   The student will identify horizontal, vertical, and oblique lines.

M-4.092   The student will identify acute, obtuse, right, and straight angles.

M-4.093   The student will describe, draw, and classify polygons.

M-4.094   The student will identify sides and vertices of polygons.

M-4.095   The student will identify and calculate perimeter and area of regular and complex polygons.

M-4.096   The student will identify regular, similar, and congruent polygons.

M-4.097   The student will identify acute, obtuse, and right triangles.

M-4.098   The student will identify equilateral, isosceles, and scalene triangles.

M-4.099   The student will identify parallelograms, squares, rhombuses, rectangles, trapezoids, and trapeziums.

M-4.100   The student will identify the center, radius, and diameter of a circle.

M-4.101   The student will identify and determine the circumference of a circle.

M-4.102   The student will identify sectors of a circle.

M-4.103   The student will describe, draw, and classify solids.

M-4.104   The student will identify faces, edges, and vertices of solids.

M-4.105   The student will identify and determine volume of solids.

M-4.106   The student will identify polyhedrons.

M-4.107   The student will name and graph ordered pairs on a Cartesian coordinate system.

M-4.001   The student will identify the origin.

M-4.108   The student will create straight-line drawings.

M-4.109   The student will identify and create tessellations.

M-4.110   The student will identify line symmetry (reflective symmetry) and rotational symmetry.

M-4.111   The student will identify a rotation, reflection, or translation of an object.

M-4.112   The student will identify numeric and geometric patterns.

M-4.113   The student will identify story-problem patterns.

M-4.114   The student will identify triangular numbers.

M-4.115   The student will identify terms and period of a sequence.

M-4.116   The student will identify and distinguish between arithmetic and geometric sequences.

M-4.117   The student will identify a Fibonacci sequence

M-4.118   The student will identify variables.

M-4.119   The student will substitute equivalent expressions.

M-4.120   The student will solve for an unknown.

M-4.121   The student will solve multistep equations.

M-4.122   The student will write an equation for a given word problem.

M-4.123   The student will write a word problem for a given equation.

M-4.124   The student will identify and use formulas to solve word problems.

M-4.125   The student will use input-output tables to represent a function.

M-4.126   The student will identify function rules.

M-4.127   The student will identify linear functions.

M-4.128   The student will analyze functional relationships.

M-4.129   The student will solve rate functions.

M-4.130   The student will identify and apply associative property of addition, commutative property of addition, associative property of multiplication, commutative property of multiplication, identity property of addition, identity property of multiplication, distributive property, and zero property of multiplication.

M-4.131   The student will graph points.

M-4.132   The student will determine and use the slope-intercept form to graph a linear function.

M-4.133   The student will collect data using tallies and surveys.

M-4.134   The student will distinguish between quantitative and qualitative data.

M-4.135   The student will organize and analyze data using tables, frequency tables, schedules, average, mean, median, mode, and range.

M-4.136   The student will choose an appropriate graph.

M-4.137   The student will identify outliers and cluster.

M-4.138   The student will make predictions based on statistics.

M-4.139   The student will represent data using a legend (key), bar graphs, comparative bar graphs (double-bar graphs), histograms, line graphs, double-line graphs, circle graphs (pie graphs), pictographs, line plots, Venn diagrams and stem-and-leaf plots.

M-4.140   The student will identify notations for expressing probability.

M-4.141   The student will identify whether events are impossible, unlikely, likely or certain.

M-4.142   The student will identify simple probability, chance, and outcomes.

M-4.143   The student will identify sample spaces.

M-4.144   The student will identify and calculate number of permutations.

M-4.145   The student will perform probability experiments.

M-4.146   The student will make predictions based on experiments.

M-4.147   The student will perform compound experiments.

M-4.148   The student will make experiment tables.

M-4.149   The student will choose the best way to solve a problem: break a problem into simpler parts, act out the problem, use logical reasoning, draw a diagram, draw a picture, find a pattern, work backward, make a chart, graph, or list, or guess and check (trial and error).

M-4.150   The student will distinguish between relevant and irrelevant information.

M-4.151   The student will find missing information.

M-4.152   The student will extend patterns.

M-4.153   The student will use an algorithm.

M-4.154   The student will apply the following mathematical reasoning techniques: algebraic reasoning, spatial reasoning, justifying solutions, developing generalizations, formulating conjectures, classifying and sorting, and Venn diagrams.

M-4.155   The student will use money to represent place value.

M-4.156   The student will write money amounts properly.

M-4.157   The student will estimate price totals.

M-4.158   The student will determine change back in money transactions.

M-4.159   The student will calculate price discount, gratuity, and tax.

M-4.160   The student will calculate simple and compound interest.

M-4.161   The student will use integers to describe real-world situations.

Physical Education

Time: 45 minutes, 2 times per week.
Materials: Balls, jump ropes, cones, hockey sticks, agility equipment, and frisbees.
Ordering: Various sporting goods stores, and internet.
Methods: Students will continue to learn and practice basic movement skills, locomotor, and manipulative skills. Students will begin to understand the fitness and health

benefits of physical activity, and use the P.E. class as an opportunity for character development.

Evaluation: Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE-4.01 Students will warm-up, then stretch.

PE-4.02 Students will learn to apply rules, strategy, and good sportsmanship to group activities, and team sports.

PE-4.03 Students will perform increasingly complex motor tasks, and movement skills.

PE-4.04 Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.

PE-4.05 Students will organize and use various body parts and special concepts.

PE-4.06 Students will perform and integrate skills into games and activities.

PE-4.07 Students will use last 5 minutes to cool down and stretch.

PE4.08 Students will participate in the Presidential Fitness Challenge once a quarter.

Science

Time: 60 minutes, 2 times a week
Materials: Exploring Creation with Astronomy; Jeannie K. Fullbright
Ordering: Apologia Educational Ministries, Inc.
1106 Meridian Plaza, Suite 220
Anderson, IN 46016
www.apologia.com
Methods: Material is covered at a rate of 1 lesson every two to three weeks. The class schedule will include lecture, experiments, and field trips as appropriate. The students will explore nature and collect items to study and identify (i.e. insects, feathers, inactive wasp nests)
Evaluation: The student will be assigned a grade based on notebook activities and completion of science speculation sheets.

S-4.01 The student will describe classification and flight.

S-4.02 The student will describe zoology.

S-4.03 The student will explain how an animal's special features help it live in its habitat.

S-4.04 The student will describe instinct.

S-4.05   The student will explain extinction.

S-4.06   The student will explain why dinosaurs may have become extinct.

S-4.07   The student will explain why birds are beneficial.

S-4.08   The student will explain the importance of what habitat a bird prefers.

S-4.09   The student will explain why a bird sings.

S-4.10   The student will explain why a bird might call

S-4.11   The student will explain the history of the bird banding.

S-4.12   The student will describe passerines.

S-4.13   The student will build a seed feeders and a suet feeder.

S-4.14   The student will describe the molting process in birds.

S-4.15   The student will describe the parts of a feather.

S-4.16   The student will describe hooked barbules of a feather.

S-4.17   The student will describe preening.

S-4.18   The student will describe where flight feathers are located.

S-4.19   The student will describe the five basic types of feathers.

S-4.20   The student will describe different ways birds bathe.

S-4.21   The student will compare and contrast bird bones to bones of other animals.

S-4.22   The student will explain where a bird's flight muscles are located.

S-4.23   The student will describe what the different kinds of flying birds do.

S-4.24   The student will explain the function of a bird's tail when flying.

S-4.25   The student will explain why birds migrate.

S-4.26   The student will explain how a bird finds its way while migrating.

S-4.27   The student will explain why some birds flock together while migrating.

S-4.28   The student will explain why some birds migrate alone.

S-4.29   The student will explain the benefit of flying in formation.

S-4.30   The student will explain which birds abandon their young when they migrate.

S-4.31   The student will describe the birds that do not build nests.

S-4.32   The student will describe what a mound nest is.

S-4.33   The student will explain the difference between an earth-hole nest and a cavity nest.

S-4.34   The student will explain the length of the tunnel in which a puffin builds its nest.

S-4.35   The student will describe where a Red-headed Woodpecker likes to nest.

S-4.36   The student will describe where a cardinal likes to nest.

S-4.37   The student will describe which birds build platform nests.

S-4.38   The student will describe which nest is most common.

S-4.39   The student will describe which is more colorful, a male or female bird.

S-4.40   The student will describe what a group of eggs in a nest is called.

S-4.41   The student will explain incubation.

S-4.42   The student will describe a brood patch and its purpose.

S-4.43   The student will explain the different parts of an egg.

S-4.44   The student will describe an egg tooth and its purpose.

S-4.45   The student will describe brooding and altricial.

S-4.46   The student will describe precocial birds.

S-4.47   The student will candle eggs to determine stages of growth.

S-4.48   The student will explain echolocation.

S-4.49   The student will describe the differences between microbats and megabats.

S-4.50   The student will explain the unique characteristics of bat hibernation and migration.

S-4.51   The student will describe how mother bats care for their pups.

S-4.52   The student will describe the importance of bats in our neighborhoods.

S-4.53   The student will explain what a paleontologist does.

S-4.54   The student will describe which ancient people wrote about animals that may have been pterosaurs.

S-4.55   The student will describe the two basic groups of pterosaurs.

S-4.56   The student will describe which group had the largest pterosaurs.

S-4.57   The student will describe which group had the smallest pterosaurs.

S-4.58   The student will describe the bones of the pterosaur.

S-4.59   The student will describe the part of the pterosaur's brain that was very large.

S-4.60   The student will explain why having a large flocculus would help the pterosaurs.

S-4.61   The student will distinguish between insects and other crawling creatures.

S-4.62   The student will describe the three segments of an insect's body.

S-4.63   The student will describe simple and compound eyes of an insect.

S-4.64   The student will describe the three kinds of insect mouths.

S-4.65   The student will explain what segment of an insect the legs and wings attached.

S-4.66   The student will explain how insects breathe.

S-4.67   The student will explain what an ovipositor is.

S-4.68   The student will explain what cerci are.

S-4.69   The student will explain what a lek is.

S-4.70   The student will describe the stages of a complete metamorphosis.

S-4.71   The student will explain the difference between complete metamorphosis and incomplete metamorphosis.

S-4.72 The student will describe a naiad.

S-4.73 The student will describe the six different types of insect defenses.

S-4.74 The student will explain how the bombardier beetle defends itself.

S-4.75 The student will illustrate three life cycle charts reflecting an insect.

S-4.76 The student will describe the job of the queen ant and bee.

S-4.77 The student will describe the job of a drone ant or bee.

S-4.78 The student will describe the job of the worker ants or bees.

S-4.79 The student will explain which insect ants keep as "pets" and why.

S-4.80 The student will explain how bees take care of the hive.

S-4.81 The student will explain the bee dance and what it tells the other bees.

S-4.82 The student will explain the differences between bumblebees and honeybees.

S-4.83 The student will explain the differences between Africanized bees and honeybees.

S-4.84 The student will describe the nest of social wasps.

S-4.85 The student will explain what a solitary wasp is.

S-4.86 The student will explain how termites differ in the jobs each animal in the colony has in comparison to bees and ants.

S-4.87 The student will describe the social order of the colony.

S-4.88 The student will describe how termites give evidence for creation.

S-4.89 The student will distinguish between termites and ants.

S-4.90 The student will describe the features of a beetle that make it different from other insects.

S-4.91 The student will describe which beetles are beneficial.

S-4.92 The student will describe the tip of a scarab beetle's antennae.

S-4.93 The student will describe the way a firefly makes light.

S-4.94   The student will explain how many wings a fly has.

S-4.95   The student will explain where the halteres are on a fly and their function.

S-4.96   The student will explain why mosquitoes feed on human blood and what attracts them.

S-4.97   The student will explain how to control the mosquito population.

S-4.98   The student will explain how to distinguish between a robber fly and a wasp or bee.

S-4.99   The student will describe what makes a bug a true bug.

S-4.100   The student will explain what enables water striders to walk on water.

S-4.101   The student will explain why giant water bugs are called "toe biters".

S-4.102   The student will identify another name for a praying mantis.

S-4.103   The student will explain metamorphosis of a dragonfly.

S-4.104   The student will explain the difference between a locust and a grasshopper.

S-4.105   The student will describe where a grasshopper's "ears" are.

S-4.106   The student will distinguish between grasshoppers, crickets, and katydids.

S-4.107   The student will identify which cicadas live for two years underground.

S-4.108   The student will identify which cicadas live for 17 years under the ground.

S-4.109   The student will describe which environment crickets prefer.

S-4.110   The student will identify a butterfly, moth, and a skipper from an illustration.

S-4.111   The student will create a Venn diagram comparing and contrasting butterflies and moths.

S-4.112   The student will explain how long leps live.

S-4.113   The student will describe the differences between butterflies, skippers and moths.

FIFTH GRADE

Fine Arts
Art		**45 minutes, 1 day per week**
Drama	(change w/ choir; 1 per semester)	**45 minutes, 2 days per week**
Choir		**45 minutes, 2 days per week**

History	**45+ minutes, 4 days per week**
Bible	**10-15 minutes, 5 days per week**
Language Arts	
Grammar	**35 minutes, 3 days per week**
Latin	**30 minutes, 3 days per week**
Literature/Reading	**30 minutes, 4 days per week**
Phonics/Spelling/Penmanship	**30+ minutes, 5 days per week**
Writing Expression(change w/ Grammar)	**35 minutes, 3 days per week**
Mathematics	**75 minutes, 5 days per week**
Physical Education	**45 minutes, 2 days per week**
Science	**60 minutes, Fridays +**

Fine Arts

Art

Time: 40 minutes, 1 day per week, year around

Materials:

1. *Drawing with Children* by Mona Brooks
2. Various fine art posters, 1-3 examples from each major art movement
3. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
4. Various papers: craft paper, drawing pads, fine drawing papers – smooth and rough
5. White board for demonstration
6. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
7. Drawing supplies: pencils (#2,#6, HB, ebony) artist's charcoal, watercolor pencils, prismacolor pencils, oil pastels, chalk, India ink, extra fine grade sandpaper, smocks, thick and thin brushes, magic rub erasers, kneaded erasers, stumps.

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art examples

Evaluation: Though Fifth graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

Projects: Name Mandalas, Perspective City, A Still Life, Contour Line Portraits, Wild Hair Day, Notan Japanese Art, Colorful Tissue Christmas Tree, Ow—ow—owls, Neon Lines Create Emphasis, Under the Sea Chalk and Glue Art

ART-5.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-5.02   The student will demonstrate increasing ability in capturing figures and shapes in drawing, using shading and texturing techniques appropriately.

ART-5.03   The student will learn to use a variety of drawing materials including pencil, colored pencil, charcoal, ink, pastel, and chalk.

ART-5.04   The student will learn to respect others' art and be encouraging.

ART-5.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-5.06   The student will listen to correction and seek to improve efforts.

ART-5.07   The student will learn the importance of planning an approach to art, in how he designs his project and in how he keeps his art materials under control.

ART-5.08   The student will explore the elements of design through various projects.

ART-5.09   The student will explore and experiment with perspective in drawing.

ART-5.10   The student will seek to glorify God in all art, through good effort and attitude.

Drama

Time: 50 minutes, 2 times per week, one semester

Materials:

1. *The Theater Machine I.* by Albert T. Viola and Mona Lynn Goone
2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
3. White board for demonstration
4. Video examples of excellent acting and theatrical productions
5. Script from a play chosen for the fifth and sixth graders to perform

Ordering: Amazon.com
Pioneerdrama.com
Dramatists.com

Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal

and presentation(s) of a comedy for parents and students of the school as the culmination of our class learning

Evaluation: The student will be assigned a grade based on participation in drama, effort, following directions, care of materials, willingness to help and be helped by others, and creative resolution of mistakes.

DR-5.01   The student will learn to use correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-5.02   The student will experiment with their voice to help create an environment and portray a character.

DR-5.03   The student will be introduced to the art of improvisation.

DR-5.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-5.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-5.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-5.07   The student will learn how to handle props and set changes.

DR-5.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-5.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-5.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music

Time: 1 hour, 2 times per week

Materials: Essential Dictionary of Music; Spiritual Lives of the Great Composers, Music Time Lines, Thirty Days of Music Theory, various choral works from JW Pepper and music activity books; *Sing at First Sight; Carmenda; The Story of Classical Music* CDs; hymns; various 2 part arrangements for choral singing; *Accent on Composers;* flashcards
Black Folder, 3 Dividers, Pencils

Ordering: Veritas Press; JW Pepper; Alfred; Lillenas Publications; Great Commission Publications

Methods: Students will learn through direct instruction, chanting, playing of music bingo games, drill and chorale singing.

Evaluation: The student will be evaluated on the basis of in-class demonstration of skills

Reading Fundamentals

MUS-5.01   The student will understand the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Dotted Half Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Quarter Note and Rest
Dotted Eighth Note and Rest

MUS-5.02   The student will understand the following music symbols:
Staff
Treble Clef
Bass Clef
Time Signature
Bar Line
Fermata
Crescendo
Decrescendo
Ritardando
Accelerando
Introduction/Coda
D.C. al fine

MUS-5.03   The student will understand the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte

MUS-5.04   The student will understand the following tempo markings:
Largo
Adagio
Andante
Moderato
Allegretto
Allegro
Presto

MUS-5.05   The student will recognize and label the lines and spaces of the treble clef and
                bass clef.

MUS-5.06   The student will understand the difference in the beat and the rhythm and will rec-
                ognize them in various songs.

MUS-5.07   The student will begin to compose measures of their own.

MUS-5.08   The student will be introduced to sight reading and singing in the following areas:
            Recognizing the different rhythms on a staff
            Recognizing the different pitches on a staff.

MUS-5.09   The student will begin to recognize the beats in a measure and record them.

Singing and Performance Fundamentals

MUS-5.10   The student will understand the following singing skills:
            Posture, Body & Oral
            Breath Control
            Voice Control
            Pitch
            Singing in Tune
            Diction
            Singing in two parts
            Interval recognition
            Students perform for an audience for a Christmas program and a spring program

MUS-5.11   The student will be introduced to the orchestra in the following areas:
            Strings
            Woodwinds
            Brass
            Percussion
            Seating Chart
            Conductor

Music History Fundamentals

MUS-5.12   The student will understand music appreciation in the following areas:
            Understanding the musical time periods.
            Recognizing composers from each time period.
            Hymns and hymn writers

History/Geography

    1.

Time: *45+ minutes, 4 days per week*
Materials: Veritas Press history cards 1394-1820 (32 cards) *History of the US (Books 1, 2, 3
              and 4), Presidents of the U.S. Song, Rand McNally Classroom Atlas of the World,*

National Geographic Famous Places & World Wonders (48 cards, 2 per week), World Wall Map

	Globe, maps, atlas, assorted biographies
Ordering:	Veritas Press
	1250 Belle Meade Drive, Lancaster, PA 17601
	Phone: 800-922-5082

Methods: The teacher will present history in chronological order. Those things that must be memorized will be reviewed using oral quizzing, recitation, singing and chanting, resulting in very little homework being sent home on a regular basis. One worksheet is completed on each card in class. Mastery is measured by weekly testing where students answer questions in complete sentences and write the history events and dates in chronological order. History cards in chronological order are drilled regularly and Veritas Cards are numbered so as to be introduced at a rate of one per week and are used as the basic "spine" of the curriculum (see Veritas Teacher Guide for further instructions and tests). Extensions are made using other resources listed above. Occasional pop-quizzes based on reading. Learn historic songs: Star Spangled Banner, Battle of New Orleans, Battle Hymn of the Republic, Yankee Doodle. Special event: Colonial Day dress up, feast, crafts, activities and demonstrations. Founding Father portraits and presentations, George Washington Birthday celebration. Veteran's Day recognition event, election day event.

Possible Field Trips: Galveston Elissa Tall Ship, Naranjo Museum, Lufkin, TX. Local museums and exhibits as relative

Possible Activities: Read Declaration of Independence and Constitution, candle making, metal work project, weaving, butter making, tall ship model, Colonial mini-Quilt (paper), flag making, memorize Midnight Ride of Paul Revere, Presidents of US Song. First Great Awakening Banner, Shipwreck Day: camp cooking, shelter building, survival skills, plant id, knot tying, team work and pretend play.

Evaluation: The student will be assigned a percentage grade based on weekly worksheets, pop quizzes, history tests and projects. Progress is also monitored during chanting of the chronological order and singing of songs & recitations. The student will also be assigned a periodic grade based on various geography assignments relative to current history study.

H-5.01   The student will study one card per week from the Veritas history cards.

H-5.02   The student will define cartography, astronomy, and navigation.

H-5.03   The student will identify Prince Henry, Columbus and Magellan, and their contributions to early American history.

H-5.04   The student will learn about and be able to identify early explorers of North America.

H-5.05   The student will be able to identify the early colonies of the United States.

H-5.06	The student will define the beliefs of the Puritans and Separatists.
H-5.07	The student will describe the Salem Witch Trials of 1692.
H-5.08	The student will name the original thirteen colonies of America.
H-5.09	The student will define The First Great Awakening and identify its major theologians.
H-5.10	The student will identify the major causes of the French and Indian Wars.
H-5.11	The student will identify the major causes leading to the War for Independence.
H-5.12	The student will describe the Battle of Bunker Hill.
H-5.13	The student will read the Declaration of Independence and identify its author.
H-5.14	The student will identify the major battles of the War for Independence, the major generals of the War, and the finalization of the War.
H-5.15	The student will name the major Founding Fathers of America.
H-5.16	The student will identify the Louisiana Purchase and how it contributed to America's land size.
H-5.17	The student will define The Second Great Awakening and identify its' major theologians.
H-5.18	The student will identify the major causes and battles of The War of 1812.
H-5.19	The student will define The Missouri Compromise.
H-5.20	The student will recite the US Presidents using song
H-5.21	The student will identify major historic landmarks and structures of the world on the world map.

Bible

Time: 10-15 minutes, 5 days a week
Materials: Veritas Press Bible Cards - Gospels (New Testament 1 of 2), NKJV Bibles
Ordering: Veritas Press
          1250 Belle Meade Drive, Lancaster, PA 17601
          Phone: 800-922-5082
Methods: Reading the Bible aloud in class and independently, reading and discussion of

Cards, Socratic dialogue, comprehension questions addressing
events of the Gospels chronologically. Sword drills, Assembly sayings,
Latin   prayers,, hymns, singing, prayer and praise time, books of the Bible songs

Evaluation: Students are assigned a percentage grade based on Monthly Bible recitations,
Latin Scripture recitations, and participation.

B-5.01   The student will read and discuss significant events, dates and key facts
contained in the 32 Bible cards of Zecharias through
The Ascension.

B-5.02   The student will learn the books of the Old & New Testament in order and be
able to find specific books & references when asked to.

B-5.03   The student will memorize the monthly Regents Scripture passage and
recite it before the class with fluency and poise.

B-5.04   The student will identify the major events of the Gospels, including the
Ministry of John the Baptist, events of the Birth of Christ, Miracles of
Christ, and the betrayal, trial, death and Resurrection of Christ.

B-5.05   The student will identify the major events of Christ's life and ministry.

B-5.06   The student will be able to identify the 12 apostles.

B-5.07   The student will identify authors, dates, outlines, key passages, key people,
themes, relevant terms, significant theological teachings in the New
Testament books of Matthew through John.

B-5.08   The student will be able to recite or write the title, date and Scripture
Passage for the 32 Bible cards in this section.

B-5.09   The students will recognize God's powerful preserving and governing all
His creation.

B-5.10   The student will recognize God's redemptive work throughout history.

B-5.11   The student will gain a greater understanding of God's holy and sovereign
character.

Language Arts

Grammar

Time: 35 minutes, 3 days per week
Materials: *The Shurley Method Level 6* Teacher's Edition, Student Textbook Level 6, with
                 Shurley Workbook and Test Booklet
Ordering: Shurley Instructional Materials, Inc.
                 266 SIM Dr., Cabot, AR
                 Phone: 800-566-2966
Methods: Jingles are chanted or sung on a regular basis. Students classify sentences to-
                 gether aloud. Grammar lessons are taught as directed in the Teacher's Manual
                 and reinforced across the curriculum. Writing material is selectively taught in
                 Chapters 2, 3, 5, 6 and 16.
Evaluation: Student will be graded on grammar standards selectively in all subject areas. Stu-
                 dent will be monitored for classroom participation in labeling sentences. Grades
                 will be taken from tests and worksheets in the Shurley workbook. Student will be
                 assigned a percentage grade for Grammar.

G-5.01   Student will take a grammar pretest.

G-5.02   Student will regularly sing or chant the Shurley Grammar jingles.

G-5.03   Student will identify the four kinds of sentences and the punctuation used for
            each.

G-5.04   Student will write each kind of sentence using correct form and punctuation.

G-5.05   Student will identify synonyms and antonyms.

G-5.06   Student will label patterns 1, 2, 3, 4, and 5 sentences using the question and an-
            swer flow.

G-5.08   Student will identify nouns as singular or plural and common or proper.

G-5.09   Student will divide a sentence between the subject and predicate and identify the
            simple subject and simple predicate.

G-5.10   Student will identify an adverb exception using the question and answer flow.

G-5.11   Student will show by underlining if a sentence is in natural or inverted order.

G-5.13   Student will label prepositions, object of the preposition and prepositional phrases
            using the question and answer flow.

G-5.15   Student will identify and label the understood subject pronoun.

G-5.16   Student will identify and label possessive nouns.

G-5.18   Student will identify helping verbs in a sentence using the question and answer flow.

G-5.19   Student will identify *not* as an adverb.

G-5.20   Student will identify helping verbs used as question words at the beginning of a sentence.

G-5.21   Student will identify conjunctions and compound parts in a sentence using the question and answer flow.

G-5.22   Student will identify an interjection in a sentence.

G-5.25   Student will list all eight parts of speech.

G-5.28   Student will label transitive verbs using the question and answer flow.

G-5.39   Student will improve their own sentences by changing words to be more descriptive, more specific or different.

G-5.45   Student will identify the subject of a sentence as singular or plural and choose the verb that agrees in number.

G-5.46   Student will choose the correct homonym to use in a given sentence.

G-5.47   Student will use the capitalization and punctuation rules to find and correct mistakes in sentences and paragraphs.

G-5.48   Student will correct the capitalization and punctuation of a friendly letter.

G-5.49   Student will correct the capitalization and punctuation of a business letter.

G-5.51   Student will use *a* or *an* correctly.

G-5.52   Student will identify simple sentences, sentence fragments, and simple sentences with compound parts.

G-5.53   Student will divide run-on sentences and write them according to given criteria.

G-5.54   Student will turn a sentence fragment into a complete sentence by adding the needed parts.

G-5.55   Student will identify compound sentences and comma splices.

G-5.56   Student will use coordinate conjunctions and connective adverbs to divide and correct run-on sentences.

G-5.57   Student will combine sentences using compound verbs, compound subjects and
           compound sentences.

G-5.58   Student will make nouns possessive using three basic rules.

G-5.59   Student will indicate sentences that are combined correctly.

G-5.60   Student will change the form of incorrect pronouns to the correct usage.

G-5.61   Student will list all eight (8) forms of the verb "be".

G-5.62   Student will edit a paragraph using given guidelines.

G-5.63   Student will choose the pronoun that is in agreement with the antecedent and use
           a check chart to check their answer.

G-5.64   Student will indicate whether an indefinite pronoun is singular or plural.

G-5.66   Student will identify sentences as complex.

G-5.67   Student will make complex sentences of two or more individual sentences using
           the given subordinate conjunction.

G-5.68   Student will identify given pronouns as objective, subjective, or possessive case.

G-5.69   Student will identify double negatives and correct them using three (3) given
           rules.

G-5.70   Student will identify regular and irregular nouns.

G-5.71   Student will change regular and irregular nouns from present to past tense.

G-5.72   Student will write a verb in its four principal parts: present, present participle, past
           and past participle.

G-5.74   Student will change the verbs in a paragraph from present tense to past tense.

G-5.75   Student will understand how to use commonly confused verbs in a sentence.
           These verbs are sit, set, lie, lay, rise and raise.

G-5.76   Student will understand, identify, and use the three degrees of adjectives: simple,
           comparative, and superlative.

G-5.77   Student will understand, use, and punctuate quotations in sentences and stories
           including beginning, end, and split quotations.

G-5.88   Student will combine and separate contractions.

Latin

Time: **30** minutes, 3 times weekly
Materials: *Latin's Not So Tough*
Ordering:
Methods: Students will participate in oral recitation, memorization, direct instruction, and
                   prayers. They will complete written exercises in the workbook and give oral reci-
                   tations, take quizzes covering vocabulary, chants and grammar.
Evaluation: Student will be assigned a percentage grade. Student will be evaluated using
                   weekly worksheets, recitations, tests, and quizzes.

LAT-5.01   The student will respond in Latin to common sayings given in English.

LAT-5.02   The student will recognize curriculum vocabulary words learned during the year.

LAT-5.03   The student will recognize and conjugate first, second, third conjugation verbs
              and the being verb in present.The student will learn first, second, and third declen-
              sion nouns.

LAT-5.04   The student will learn the nominative, genitive, dative, accusative, and ablative
              cases.

LAT-5.05   The student will translate sentences with nouns, verbs, conjunctions, adjectives,
              adverbs, prepositional phrases, direct objects, and indirect objects.

LAT-5.06   The student will name all four principal parts of verbs and two principal parts of
              nouns.

LAT-5.07   Spelling words derived from Latin will be discussed as they occur in the Spelling
              curriculum and Latin word etymology will be frequently taught.

LAT-5.08   Students will learn three basic declension chants, the "amo" & "sum" chants, and
              the 1st conjugation chant.

LAT-5.09   The student will recite from memory the *Pater Noster* and *Canticum David*.

Literature/Reading

Time: 30+ min. 4 days per week
Materials: 5 literature books and guides, index cards for vocabulary words, McCall Crabbs
                   reading comprehension booklets (2x weekly)
Ordering: Veritas Press
                   Belle Meade Drive, Lancaster, PA 17601

Phone: 800-922-5082
Various publishers for class sets of literature books
McCall Crabbs:

Methods: Read the following books: *The Witch of Blackbird Pond, Johnny Tremain, The Silver Chair, The Last Battle,* and *Carry On, Mr. Bowditch.* There are guides for each book to be used at the teacher's discretion. The teacher reads aloud and guides the students to predict, discuss, and comprehend as she reads aloud. Comprehension skills will also be taught through the use of discussion and Q&A. Students will answer comprehension questions both orally and in writing. They will use both context clues and dictionary definitions to understand the meaning of new words. Vocabulary words will be given a set definition and students will be quizzed over them. Discussion will include literary terms such as simile, metaphor, personification, foreshadowing, alliteration, and appositives. Students will complete 1-2 McCall Crabbs reading comprehension pages per week. The teacher will guide discussion of the passage and questions after grading to help build comprehension strategies. Discussion of *Witch* and *Bowditch* in History studies.

Evaluation: Students will be assigned a percentage grade in Literature. Students will be evaluated on vocabulary definitions and comprehension questions regularly. Students will participate in a ship building project for the *Bowditch* book. Students will turn in a 5x8 book report card each quarter, summarizing a literature title from the assigned 5th grade reading list or a book approved by the teacher.

LIT-5.01   The student will use context clues to determine the meaning of new words.

LIT-5.02   The student will successfully locate words in a dictionary to define for class.

LIT-5.03   The student will be able to use dictionary pronunciation key to determine pronunciation of word.

LIT-5.04   The student will identify the main idea, characters, setting, purpose, conflict, resolution, and facts of a paragraph.

LIT-5.05   The student will identify the sequence of events.

LIT-5.06   The student will draw conclusions and make inferences from information obtained from oral and written material.

LIT-5.07   The student will locate answers to factual and inferential questions.

LIT-5.08   The student will distinguish between reality and fantasy, fact and opinion, fiction and nonfiction, and literal and figurative speech.

LIT-5.09   The student will predict story outcomes.

LIT-5.10   The student will find supporting details.

LIT-5.11   The students will summarize stories in writing.

LIT-5.12   The student will read from and identify a variety of literary genres.

LIT-5.13   The student will follow multi-step oral and written instructions.

LIT-5.14   The student will be able to locate the copyright, table of contents, index, and bibliography of the literature title.

LIT-5.15   The student will be able to recognize anti-Christian worldviews and critique the literary work from a Christian worldview.

LIT-5.16   The student will be able to recognize the studied vocabulary words.

LIT-5.17   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a 5x8 note card.

Phonics, Spelling, and Penmanship

Time: 30+ minutes each day
Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flash cards, SWR CD of phonogram sounds, Composition Notebook
Penmanship: D'Nealian Cursive method
Ordering:
Spell to Write and Read
Back Home Industries, Inc.
P.O. Box 22495
Milwaukie, OR 97269
http://www.bhibooks.net

Methods: Students are directed in the correct formation of cursive letters. They practice and apply cursive in daily work. They are also reviewed on 70 phonograms (phone=sound; gram=written letter) and spelling rules throughout the year. The   Diagnostic placement test is given to determine the point at which spelling lesson should begin in the WISE Guide Manual. Using a Socratic direct instruction and   dictation process, students will study 20+ words each week. A word is dictated to them and they break it down into individual sounds (phonemes) and then they   determine the appropriate written representations (graphemes) of those sounds.   The teacher shows applicable spelling rules. The words are appropriately   marked using SWR Marking System in order to create phonemic awareness   (seeing phonograms in every written word) and understanding of the spelling   rules. Students are

presented with daily spelling exercises and are tested on day 5. Words are reviewed in application during grammar, literature, and history and   during review games. Mastery is assessed with weekly tests.

Evaluation: Student will be assigned a percentage grade based on weekly spelling activities, weekly spelling/phonogram/rule tests, and spelling on History tests.

PSP-5.01   The student will say the appropriate sound for each phonogram according to appropriate card.

PSP-5.02   The student will write the appropriate phonogram when the card is read by the teacher.

PSP-5.03   The student will identify and correctly mark the phonograms in any given word.

PSP-5.04   The student will write the word when verbally given the correct phonogram for a new spelling word, writing the words correctly in the composition book.

PSP-5.05   The student will say each phonogram as the word is written when writing a new word.

PSP-5.07   The student will divide the word into syllables when learning a spelling word. Students should do this orally as they write into their books.

PSP-5.08   The teacher and student will identify any SWR spelling rules that pertain to each word when writing spelling words.

PSP-5.09   The student will spell 20 new words a week from the SWR list.

PSP-5.10   The student will correctly and neatly write all cursive letters in given assignments.

PSP-5.11   The student will write 10 original sentences per week using new spelling words (2 per sentence). Correct spelling of all words and correct grammar is also assessed. Use of literary devices is encouraged and rewarded.

Written Expression/Progymnasmata

Time: 30 minutes 2 days per week
Materials: *Writing Rhetoric:* Book 3: Narrative II
Ordering: Classical Academic Press, Camp Hill, PA
Methods: Teacher will read aloud a narrative story, model fluent reading, and expose students to culturally important examples. Methods used in teaching include expression, articulation, & discovery.
Evaluation: Students will be assigned a percentage grade in writing based on a variety of writing activities and written assignments. Written assignments will be evaluated for mastery of retelling details, imitation of author's ideas, and fluency of final draft, rather than on originality of work.

WE-5.01   The student will learn to copy texts accurately.

WE-5.02   The student will learn to summarize, amplify, and creatively imitate narrative sections.

WE-5.03   The student will learn figures of description pertinent to the narrative sections studied and be able to identify main idea and character traits.

WE-5.04   The student will learn to use figures of description in their retelling of narrative sections.

Mathematics

Time: 75 minutes a day, 5 days a week

Materials: Saxon Math 76, math facts speed drills (Saxon or teacher-made), tests, skip counting songs for multiples (school provided).

Ordering: Saxon Math
1320 W. Lindsay, Norman, OK 73069
Phone: 800.284.7019

Methods: Begin with speed drill that is suggested in teachers math book. Correct the speed drill (as needed). Begin with mental math work. Teach new lesson. After teaching lesson, students do practice problems independently on white boards. Teacher may write out answers on board as needed. Once students demonstrate that they understand the new concept (evaluation), they may begin their new assignment of 30 problems which are due the next day. Teacher will give additional guidance and instruction as needed during math work time. Check sheets are sent home for parents to check student work. Students should daily correct all work before it is turned in.

Evaluation: Students will be given a percentage grade in Mathematics. Students will be evaluated with weekly Saxon Master Tests after teaching every fifth lesson, except for the beginning of the year. Test one is given after teaching lesson ten. Students will be given a periodic grade on homework completion and accuracy.

M-5.01   The student will read and write numbers using words and digits.

M-5.02   The student will identify ordinal position.

M-5.03   The student will identify place value to 100,000,000,000.

M-5.04   The student will identify whole numbers, decimal numbers, and fractions on a number line.

M-5.05   The student will use a number line to add integers.

M-5.06   The student will write numbers using expanded notation.

M-5.07   The student will master the basic facts.

M-5.08   The student will obey order of operations when simplifying expressions.

M-5.09   The student will identify the inverse operations of addition and subtraction
                multiplication and division,   squaring and taking the square root.

M-5.10   The student will identify addends and sum.

M-5.11   The student will add whole numbers, decimals, fractions, mixed numbers, and
                signed numbers with and without regrouping.

M-5.12   The student will identify mental addition strategies.

M-5.13   The student will identify difference, subtrahend, and minuend.

M-5.14   The student will subtract whole numbers, decimals, fractions, mixed numbers, and
                signed numbers with and without regrouping (borrowing).

M-5.15   The student will identify mental subtraction strategies.

M-5.16   The student will identify multiplication as repeated addition.

M-5.17   The student will identify factors and product.

M-5.18   The student will identify 3 different types of multiplication notation: a x b, a · b,
                and a(b).

M-5.19   The student will multiply whole numbers,

M-5.20   The student will multiply whole numbers, decimals, fractions, mixed numbers,
                and signed numbers.

M-5.21   The student will use mental multiplication strategies.

M-5.22   The student will identify dividend, divisor, and quotient.

M-5.23   The student will divide with whole numbers, decimals, fractions, mixed numbers,
                and signed numbers   with and without remainders.

M-5.24   The student will use mental division strategies.

M-5.25   The student will identify 3 division notations: division box, division sign, and
                division bar.

M-5.26   The student will identify powers as repeated multiplication.

M-5.27   The student will identify base and exponent.

M-5.28   The student will calculate powers of whole numbers, decimals, and fractions.

M-5.29   The student will identify the relationship of place value to powers of 10.

M-5.30   The student will calculate square roots of numbers with and without a calculator.

M-5.31   The student will identify and write ratios and proportions.

M-5.32   The student will solve proportions.

M-5.33   The student will identify rates.

M-5.34   The student will read and write fractions, mixed numbers, and improper fractions.

M-5.35   The student will identify numerator and denominator.

M-5.36   The student will identify fractional part of a whole, group, set, or number.

M-5.37   The student will compare and order fractions.

M-5.38   The student will identify equivalent fractions.

M-5.39   The student will reduce fractions.

M-5.40   The student will determine the least common denominator.

M-5.41   The student will convert fractions to decimals and percents.

M-5.42   The student will identify reciprocals.

M-5.43   The student will read and write decimals.

M-5.44   The student will compare and order decimals.

M-5.45   The student will convert decimals to fractions and percents.

M-5.46   The student will read and write percents.

M-5.47   The student will identify/find percent of a whole, group, set, or number.

M-5.48   The student will convert percents to fractions and decimals.

M-5.49   The student will calculate percents greater than 100%.

M-5.50   The student will round whole numbers, decimals, and mixed numbers.

M-5.51   The student will estimate sums, differences, products, quotients, and roots.

M-5.52   The student will estimate measures.

M-5.53   The student will use estimation to verify reasonableness of calculations.

M-5.54   The student will write fact families.

M-5.55   The student will identify even and odd numbers.

M-5.56   The student will identify factors, multiples, and divisibility.

M-5.57   The student will identify prime and composite numbers.

M-5.58   The student will identify greatest common factor (GCF).

M-5.59   The student will identify least common multiple (LCM).

M-5.60   The student will apply divisibility tests to a given number.

M-5.61   The student will perform prime factorization.

M-5.62   The student will identify counting numbers (natural numbers), whole numbers, negative numbers, integers, and irrational numbers.

M-5.63   The student will write numbers using Roman numerals.

M-5.64   The student will distinguish between the decimal number system and the Roman numeral system.

M-5.65   The student will determine when to report answers in square units and cubic units.

M-5.66   The student will determine angles in degrees of arc.

M-5.67   The student will write standard abbreviations for units of measure.

M-5.68   The student will measure and report length using nonstandard, U.S. Customary (inch, foot, yard, mile) and metric units (meter).

M-5.69   The student will measure and report capacity using nonstandard, U.S. Customary (cup, pint, quart, gallon) and metric units (liter).

M-5.70   The student will measure and report weight using nonstandard, U.S. Customary (ounce, pound, ton) and metric units (kilogram).

M-5.71   The student will represent numbers from the metric system using metric prefixes (milli-, centi-, deci-, deka-, hecto-, kilo-).

M-5.72   The student will read a Fahrenheit or Celsius thermometer.

M-5.73   The student will convert between Fahrenheit, Celsius, and Kelvin temperatures.

M-5.74   The student will convert between seconds, minutes, and hours.

M-5.75   The student will identify days, months, years, decades and millennia.

M-5.76   The student will read digital and analog time displays.

M-5.77   The student will write the time of day.

M-5.78   The student will write dates.

M-5.79   The student will convert between units in the U.S. Customary System using unit multipliers.

M-5.80   The student will convert between units in the metric system using unit multipliers.

M-5.81   The student will convert between systems using unit multipliers.

M-5.82   The student will measure rotation (clockwise and counterclockwise).

M-5.83   The student will simplify mixed measures.

M-5.84   The student will determine whether measures are reasonable.

M-5.85   The student will determine measures indirectly using a scale factor.

M-5.86   The student will determine measures indirectly using similar triangles.

M-5.87   The student will determine measures indirectly using scale drawings (two-dimensional).

M-5.88   The student will determine measures indirectly scale models (three-dimensional).

M-5.89   The student will make measurements using a ruler (U.S. Customary and metric), measuring cup, protractor, and thermometer.

M-5.90   The student will identify points, segments, rays, lines, angles, and planes.

M-5.91   The student will identify parallel, perpendicular, and intersecting lines.

M-5.92   The student will identify horizontal, vertical, and oblique lines.

M-5.93   The student will identify acute, obtuse, right, and straight angles.

M-5.94   The student will identify complementary and supplementary angles.

M-5.95   The student will identify the relationship between angles formed by transversals.

M-5.96   The student will find unknown angle measures.

M-5.97   The student will identify angle bisectors.

M-5.98   The student will identify interior and exterior angles.

M-5.99   The student will describe, draw, and classify polygons.

M-5.100   The student will identify sides and vertices of polygons.

M-5.101   The student will identify and calculate perimeter and area of regular and complex polygons.

M-5.102   The student will identify regular, similar, and congruent polygons.

M-5.103   The student will calculate sum of angle measures of polygons.

M-5.104   The student will identify acute, obtuse, and right triangles.

M-5.105   The student will identify equilateral, isosceles, and scalene triangles.

M-5.106   The student will identify parallelograms, squares, rhombuses, rectangles, trapezoids, and trapeziums.

M-5.107   The student will identify the center, radius, and diameter of a circle.

M-5.108   The student will identify and determine the circumference and area of a circle.

M-5.109   The student will identify arcs and sectors of a circle.

M-5.110   The student will identify concentric circles.

M-5.111   The student will describe, draw, and classify solids.

M-5.112   The student will identify faces, edges, and vertices of solids.

M-5.113	The student will identify and determine volume and surface area of solids.
M-5.114	The student will identify polyhedrons and Platonic solids.
M-5.115	The student will name and graph ordered pairs on a Cartesian coordinate system.
M-5.116	The student will identify the origin.
M-5.117	The student will create straight-line drawings.
M-5.118	The student will identify line symmetry (reflective symmetry).
M-5.119	The student will use a straightedge and compass to construct circles, angle bisectors, and perpendicular bisectors.
M-5.120	The student will identify a rotation, reflection, or translation of an object.
M-5.121	The student will identify numeric and geometric patterns.
M-5.122	The student will identify story-problem patterns.
M-5.123	The student will identify triangular numbers.
M-5.124	The student will identify terms of a sequence.
M-5.125	The student will identify and distinguish between arithmetic and geometric sequences.
M-5.126	The student will identify a Fibonacci sequence
M-5.127	The student will add, subtract, multiply, and divide integers/signed numbers.
M-5.128	The student will identify variables.
M-5.129	The student will evaluate an algebraic expression.
M-5.130	The student will substitute equivalent expressions.
M-5.131	The student will solve for an unknown.
M-5.132	The student will solve multistep equations.
M-5.133	The student will write an equation for a given word problem.

M-5.134   The student will transform equations (using the addition rule and the multiplication rule).

M-5.135   The student will identify and use formulas to solve word problems.

M-5.136   The student will use input-output tables to represent a function.

M-5.137   The student will identify function rules.

M-5.138   The student will identify graphs of functions.

M-5.139   The student will identify linear functions.

M-5.140   The student will analyze functional relationships.

M-5.141   The student will solve rate functions.

M-5.42   The student will identify and apply associative property of addition, commutative property of addition, associative property of multiplication, commutative property of multiplication, identity property of addition, identity property of multiplication, distributive property, and zero property of multiplication.

M-5.143   The student will graph points and lines.

M-5.144   The student will determine and use the slope-intercept form to graph a linear function.

M-5.145   The student will collect data using tallies and surveys.

M-5.146   The student will distinguish between closed-option and open-option questions.

M-5.147   The student will distinguish between quantitative and qualitative data.

M-5.148   The student will identify populations, representative samples, and bias.

M-5.149   The student will organize and analyze data using tables, frequency tables, average, mean, median, mode, and range.

M-5.150   The student will choose an appropriate graph.

M-5.151   The student will select the best measure of central tendency for a given situation.

M-5.152   The student will identify outliers.

M-5.153   The student will make predictions based on statistics.

M-5.154   The student will represent data using a legend (key), bar graphs, comparative bar graphs (double-bar graphs), histograms, line graphs, double-line graphs, circle graphs (pie graphs), pictographs, line plots, and stem-and-leaf plots.

M-5.155   The student will identify notations for expressing probability.

M-5.156   The student will identify whether events are impossible, unlikely, likely, or certain.

M-5.157   The student will identify simple probability, chance, odds, and outcomes.

M-5.158   The student will identify and calculate number of permutations and combinations.

M-5.159   The student will perform probability experiments.

M-5.160   The student will make predictions based on experiments.

M-5.161   The student will calculate accuracy of predictions as affected by number of trials.

M-5.162   The student will perform compound experiments.

M-5.163   The student will make experiment tables.

M-5.164   The student will choose the best way to solve a problem: break a problem into simpler parts, act out the problem, use logical reasoning, draw a diagram, draw a picture, find a pattern, work backward, make a chart, graph, or list, or guess and check (trial and error).

M-5.165   The student will distinguish between relevant and irrelevant information.

M-5.166   The student will find missing information.

M-5.167   The student will extend patterns.

M-5.168   The student will use an algorithm.

M-5.169   The student will apply the following mathematical reasoning techniques: algebraic reasoning, spatial reasoning, justifying solutions, developing generalizations, formulating conjectures, classifying and sorting.

M-5.170   The student will use money to represent place value.

M-5.171   The student will write money amounts properly.

M-5.172   The student will estimate price totals.

M-5.173	The student will determine change back in money transactions.
M-5.174	The student will calculate price discount and tax.
M-5.175	The student will calculate simple and compound interest.
M-5.176	The student will interpret meaning of remainders in word problems.
M-5.177	The student will use integers to describe real-world situations.

Physical Education

Time: 45 minutes, 2 times per week.
Materials: Balls, jump ropes, cones, hockey sticks, agility equipment, and frisbees.
Ordering: Various sporting goods stores, and internet.
Methods: Students will continue to learn and practice basic movement skills, locomotor, and manipulative skills. Students will begin to understand the fitness and health benefits of physical activity, and use the p.e. class as an opportunity for character development.
Evaluation: Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE5.01	Students will warm-up, then stretch.
PE5.02	Students will learn to apply rules, strategy, and good sportsmanship to group activities, and team sports.
PE5.03	Students will perform increasingly complex motor tasks, and movement skills.
PE5.04	Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.
PE5.05	Students will organize and use various body parts and special concepts.
PE5.06	Students will perform and integrate skills into games and activities.
PE5.07	Students will use last 5 minutes to cool down and stretch.
PE5.08	Students will participate in the Presidential Fitness Challenge once a quarter.

Science

Time: 60 minutes, mostly on Fridays

Materials: Exploring Creation with Zoology 2; Jeannie K. Fullbright.
                Discovery, "Planet Earth" DVD: Shallow Seas, Deep Oceans.

Ordering: Apologia Educational Ministries, Inc.
                1106 Meridian Plaza, Suite 220
                Anderson, IN 46016
                www.apologia.com

Methods: Material is covered at a rate of 1 lesson every two to three weeks. The class includes student read-aloud in class, Q&A, show and tell, experiments, and field trips to Galveston and Naranjo Museum in Lufkin,TX. "Ocean Box" year-long completion (generally as described in textbook) and presentations, sea shell id project, WDYR? End of lesson questions, illustrations and facts, classroom fish tank observation of live-bearing fish (guppies). Art project of ocean creatures in Art Class.

Evaluation: The student will be assigned a grade based on the Ocean Box and presentations, reading discussion participation, notebook activities and completion of WDYR? Question sheets.

S-5.01   The student will describe nektonic creatures.

S-5.02   The student will describe benthic creatures.

S-5.03   The student will describe plankton.

S-5.04   The student will explain where zooplankton can be found.

S-5.05   The student will explain why plankton is important to all sea life.

S-5.06   The student will describe filter feeders.

S-5.07   The student will identify the four oceans in the world.

S-5.08   The student will describe seas.

S-5.09   The student will describe estuaries.

S-5.10   The student will identify the four zones of the ocean floor beginning with the shore out to the deep.

S-5.11   The student will identify the three zones in which aquatic creatures live from the surface of the ocean to the deep.

S-5.12   The student will describe circular currents.

S-5.13   The student will describe the currents caused by temperature and salt levels.

S-5.14   The student will describe what causes tides.

S-5.15   The student will create an ocean box displaying models of the sea creatures
              learned.

S-5.16   The student will describe how a cetacean moves its tail to propel itself through the
              water.

S-5.17   The student will identify which is the most important sense to a whale.

S-5.18   The student will explain what a calf must do as soon as it is born.

S-5.19   The student will explain why a whale must have a blowhole.

S-5.20   The student will explain where and why most whales spend the summer and win-
              ter.

S-5.21   The student will describe breaching, lob tailing, spy hopping, and logging.

S-5.22   The student will explain why whalers want to kill whales.

S-5.23   The student will explain which two kinds of whales did whalers really like.

S-5.24   The student will explain the difference between toothed whales and baleen
              whales.

S-5.25   The student will describe a narwhal.

S-5.26   The student will describe the difference between dolphins and porpoises.

S-5.27   The student will identify the largest animal on earth.

S-5.28   The student will explain the difference between a true seal and a sea lion.

S-5.29   The student will explain what a haul out is.

S-5.30   The student will describe a rookery.

S-5.31   The student will describe some dangers to pinnipeds

S-5.32   The student will describe the difference between a walrus and other pinnipeds.

S-5.33   The student will explain what Odobenidae means.

S-5.34   The student will explain the difference between a manatee and dugong.

S-5.35   The student will describe the temperature of water that manatees like.

S-5.36   The student will describe what manatees do when they meet one another.

S-5.37   The student will describe what manatees need to stay in shallow water and why this is dangerous for them.

S-5.38   The student will illustrate true seals, sea lions, walruses, sea lions and manatees.

S-5.39   The student will explain the term used to mean both amphibians and reptiles.

S-5.40   The student will describe differences between mammals and reptiles.

S-5.41   The student will describe the differences between sea turtles and land turtles.

S-5.42   The student will explain what the turtle's shell called.

S-5.43   The student will explain estivation.

S-5.44   The student will describe some of the dangers sea turtles face.

S-5.45   The student will explain why sea snakes are different from other snakes.

S-5.46   The student will describe two types of snake venom.

S-5.47   The student will describe how reptiles are different from amphibians.

S-5.48   The student will describe the difference between most amphibians and aquatic amphibians.

S-5.49   The student will describe what Hans Egede discovered in Greenland on July 6, 1734.

S-5.50   The student will describe four types of large sea reptiles.

S-5.51   The student will explain which of the four large sea reptiles might not have spent all of its time in the sea.

S-5.52   The student will describe two animals a plesiosaur is like and what similarities they share.

S-5.53   The student will describe what the plesiosaur ate to aid in chewing its food.

S-5.54   The student will describe how we know what an ichthyosaur looked like.

S-5.55   The student will explain how an ichthyosaur is different from a fish.

S-5.56   The student will describe a mosasaur.

S-5.57   The student will explain why we have so many sea creature fossils all over the earth.

S-5.58   The student will explain what makes a fish a fish.

S-5.59   The student will describe the fish shape that is designed for fast swimming.

S-5.60   The student will describe what keeps fish buoyant in the water.

S-5.61   The student will explain how many nostrils a fish has.

S-5.62   The student will describe the two defenses a fish has.

S-5.63   The student will explain what osteichthyes means.

S-5.64   The student will explain what a fish's lateral line does.

S-5.65   The student will describe spawning.

S-5.66   The student will identify a fish that makes a long journey to reproduce.

S-5.67   The student will describe the five stages of a typical fish's development.

S-5.68   The student will explain what Chondrichthyes means.

S-5.69   The student will explain what the scales of sharks and rays are like.

S-5.70   The student will explain why sharks and rays sink when they are not swimming.

S-5.71   The student will describe the difference between a manta ray and a stingray.

S-5.72   The student will describe how to determine the size of a shark based by its teeth.

S-5.73   The student will describe how the ampullae of Lorenzini help a shark.

S-5.74   The student will explain what Agnatha means.

S-5.75   The student will explain what anadromous means.

S-5.76   The student will describe differences between the way a hagfish feeds and the way a lamprey feeds.

S-5.77   The student will describe how hagfish differ from almost all fishes.

S-5.78   The student will distinguish between male and female lobster based a picture of their abdomen.

S-5.79   The student will distinguish between a male and female crab based on a picture of their abdomen.

S-5.80   The student will describe what arthropod means.

S-5.81   The student will explain what an exoskeleton is.

S-5.82   The student will describe how a crustacean molts.

S-5.83   The student will describe how antennae help crustaceans.

S-5.84   The student will describe maxillipeds.

S-5.85   The student will describe chelipeds.

S-5.86   The student will describe the uses of swimmerets.

S-5.87   The student will explain how long lobsters can live.

S-5.88   The student will explain the differences between crabs and lobsters.

S-5.89   The student will describe the symbiotic relationship between shrimp and fishes.

S-5.90   The student will describe what it means to be a keystone species.

S-5.91   The student will describe which species is a keystone species.

S-5.92   The student will explain where barnacles live.

S-5.93   The student will explain where horseshoe crabs lay their eggs.

S-5.94   The student will explain what kinds of eyes trilobites have.

S-5.95   The student will describe the differences between bivalves and gastropods.

S-5.96   The student will explain how bivalves filter feed and breathe.

S-5.97   The student will explain where live clams are found on shore.

S-5.98   The student will explain how to identify the age of a clam.

S-5.99   The student will explain which bivalves cling to rocks and other surfaces.

S-5.100   The student will explain how and when bivalves find food.

S-5.101   The student will explain how pearls are found and how they are formed.

S-5.102   The student will explain how scallops swim.

S-5.103   The student will explain what gastropod mean.

S-5.104   The student will explain what a radula is.

S-5.105   The student will explain what an operculum is.

S-5.106   The student will describe a conch shell.

S-5.107   The student will describe and abalones shell.

S-5.108   The student will describe a nudibranch.

S-5.109   The student will explain what some nudibranchs do with the stingers of the sea anemones.

S-5.110   The student will explain what cephalopod means.
S-5.111   The student will describe the four different kinds of animals in the cephalopod group.

S-5.112   The student will describe how cephalopods swim.

S-5.113   The student will describe what cephalopods eat.

S-5.114   The student will describe the mouth of a cephalopod.

S-5.115   The student will describe what cephalopods eat.

S-5.116   The student will explain some of the defenses that cephalopods have.

S-5.117   The student will describe a cuttlebone.

S-5.118   The student will describe how many arms cuttlefish and squid have.

S-5.119   The student will explain what squid do after it mates or lays eggs.

S-5.120   The student will explain how many arms an octopus has.

S-5.121   The student will explain why scientist think octopuses are intelligent.

S-5.122   The student will describe the differences between the nautilus and the cephalo-
            pods.

S-5.123   The student will explain how the nautilus moves up and down in the water.

S-5.124   The student will describe a chiton.

S-5.125   The student will describe which land animal a chiton is like.

S-5.126   The student will explain how a chiton is like a gastropod.

S-5.127   The student will explain where to find a chiton during the day.

S-5.128   The student will explain what phylum seas stars, sea urchins, and sea cucumbers
            are a part of.

S-5.129   The student will explain what Echinodermata means.

S-5.130   The student will explain what is special about the feet of animals belonging to
            phyla Echinodermata.

S-5.131   The student will explain how sea stars eat and what they like to eat.

S-5.132   The student will explain what fisherman once did to keep star fish from eating the
            clams and why this did not work.

S-5.133   The student will explain why brittle stars are considered brittle.

S-5.134   The student will explain how brittle stars move across the ocean floor.

S-5.135   The student will explain the difference between how sea stars and brittle stars
            move across the ocean floor.

S-5.136   The student will describe Aristotle's lantern.

S-5.137   The student will explain which animal likes to eat sea urchins.

S-5.138   The student will explain how a sand dollar eats.

S-5.139   The student will explain how a sea cucumber defends itself.

S-5.140   The student will explain two ways sea cucumbers eat.

S-5.141   The student will explain what cnidarian means.

S-5.142   The student will explain where the mouth of the cnidarian is.

S-5.143   The student will explain how nematocysts work.

S-5.144   The student will describe the difference between a polyp and a medusa.

S-5.145   The student will explain why jellyfish are considered plankton.

S-5.146   The student will explain what is special about box jelly fish.

S-5.147   The student will explain what is special about the man-o-war.

S-5.148   The student will explain how sea anemones and corals differ from jellyfish.

S-5.149   The student will explain how corals differ from sea anemones.

S-5.150   The student will describe where corals grow and why.

S-5.151   The student will explain how corals are dependent of algae.

S-5.152   The student will describe the difference between stony coral and soft coral.

S-5.153   The student will explain how scientists decide whether a creature is an animal.

S-5.154   The student will explain what sponges do for the water environment around them.

S-5.155   The student will describe the ostia in a sponge.

S-5.156   The student will describe the osculum of a sponge.

S-5.157   The student will explain why some animals have features that are similar to those of other animals.

S-5.158   The student will describe what the bristle worm bristles are used for.

S-5.159   The student will describe how leeches eat.

S-5.160   The student will explain why some marine flatworms look like nudibranchs.

S-5.161   The student will describe how rotifers get around.

S-5.162   The student will explain why rotifers got their name.

S-5.163   The student will describe tardigrades.

S-5.164   The student will explain why water bears and rotifers can be found in so many bodies of water.

SIXTH GRADE

Fine Arts	
Art	**40 minutes, 1 day per week**
Drama	**50 minutes, 2 days per week**
Music	**60 minutes, 2 days per week**
History/Geography	**60 minutes, 5 days per week**
Bible	**45 minutes, 3 days per week**
Language Arts	
Grammar	**60 minutes, 2 days per week**
Latin	**45 minutes, 4 days per week**
Literature/Reading	**60 minutes, 3 days per week**
Phonics/Spelling/Penmanship	**30 minutes, 5 days per week**
Writing Expression/Progymnasmata	**60 minutes, 2 days per week**
Mathematics	**60 minutes, 5 days per week**
Physical Education	**45 minutes, 2 days per week**
Science	**60 minutes, 2 days per week**

Fine Arts

Art

Time: 40 minutes, 1 day per week, year around

Materials:

1. *Drawing with Children* by Mona Brooks
2. *First Steps: Painting Watercolors* by Cathy Johnson
3. Various fine art posters, 1-3 examples from each major art movement
4. Painting supplies: watercolors, tempera paints, palettes, smocks, thick and thin brushes, watercolor pencils
5. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
6. Various papers: paper bags, colored tissue, magazines, newspaper
7. White board for demonstration
8. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit

Ordering: a Blick Art Materials—(800) 828-4548
        Hobby Lobby, Nacogdoches, TX

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art examples

Evaluation: Though Sixth graders are not given an art grade, they are evaluated on following directions, effort, care of materials and attitude.

Projects: Notan Japanese Art, Wild Hair Day, Name Mandalas, A Still Life, Contour Line Portraits, Neon Lines Create Emphasis, Under the Sea Chalk and Glue Art, Perspective City

ART-6.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-6.02   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-6.03   The student will identify and employ the elements of art in their work with an emphasis on order and expression.

ART-6.04   The student will learn to respect others' art and be encouraging.

ART-6.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-6.06   The student will learn to use the golden mean as a method of arranging pleasing composition, along with several other types of composition.

ART-6.07   The student will learn the importance of planning an approach to art, in how he designs his project and in how he keeps his art materials under control.

ART-6.08   The student will identify and illustrate the principles of design.

ART-6.09   The student will learn to use a variety of watercolor art materials including paint, and pencil, utilizing a variety of techniques.

ART-6.10   The student will seek to glorify God in all art, through good effort and attitude.

Drama

Time: 50 minutes, 2 times per week, one semester

Materials:
1. *The Theater Machine I.* by Albert T. Viola and Mona Lynn Goone
2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
3. White board for demonstration
4. Video examples of excellent acting and theatrical productions
5. Script from a play chosen for the fifth and sixth graders to perform

Ordering: Amazon.com
Pioneerdrama.com

Dramatists.com

Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation(s) of a comedy for parents and students of the school as the culmination of our class learning

Evaluation: The student will be assigned a grade based on participation in drama, effort, following directions, care of materials, willingness to help and be helped by others, and creative resolution of mistakes.

DR-6.01   The student will learn to use correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-6.02   The student will experiment with their voice to help create an environment and portray a character.

DR-6.03   The student will be introduced to the art of improvisation.

DR-6.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-6.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-6.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-6.07   The student will learn how to handle props and set changes.

DR-6.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-6.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-6.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music

Time: 1 hour, 2 days a week

Materials: Essential Dictionary of Music; Spiritual Lives of the Great Composers, Music Time Lines, Thirty Days of Music Theory, various choral works from JW Pepper and music activity books; *Sing at First Sight; Accent On Composers; Carmenda;*

The Story of Classical Music CDs; various arrangements of hymns and 2 part choral music; flashcards

Black Folder, 3 Dividers, Pencil

Ordering: JW Pepper; Alfred; Lillenas; Great Commission; Veritas Press

Methods: Students will learn through direct instruction, chanting, playing of music games, listening exercises, drills and choral singing.

Evaluation: Student will be evaluated by in-class demonstration of skills and mastery of knowledge (e.g., by his answers to music history quiz flashcards)

Reading Fundamentals

MUS-6.01   The student will understand the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Dotted Half Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Quarter Note and Rest
Dotted Eighth Note and Rest

MUS-6.02   The student will understand the following music symbols:
Staff
Treble Clef
Bass Clef
Time Signature
Bar Line
Fermata
Crescendo
Decrescendo
Ritardando
Accelerando
Introduction/Coda
D.C. al fine

MUS-6.03   The student will understand the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte

MUS-6.04   The student will understand the following tempo markings:
Largo
Adagio
Andante
Moderato
Allegretto

Allegro
Presto

MUS-6.05   The student will recognize and label the lines and spaces of the treble clef and
            bass clef.

MUS-6.06   The student will understand the difference in the beat and the rhythm and will
            recognize them in various songs.

MUS-6.07   The student will understand composing music.

MUS-6.08   The student will be understanding sight reading and singing in the following
            areas:
            Reading the rhythms of new songs.
            Singing the pitches of new songs.

MUS-6.09   The student will understand the beats in a measure and record them.

Singing and Performance Fundamentals

MUS-6.10   The student will understand the following singing skills:
            Posture, Body & Oral
            Breath Control
            Voice Control
            Pitch
            Singing in Tune
            Diction
            Singing in two parts
            Interval recognition and singing the interval
            Students will learn to conduct in 4/4 and 3/4 patterns
            Students perform for a Christmas and a spring program

MUS-6.11   The student will understand the orchestra in the following areas:
            Strings
            Woodwinds
            Brass
            Percussion
            Seating Chart
            Conductor

Music History Fundamentals

MUS-6.12   The student will understand music appreciation in the following areas:
            Knowing the musical time periods.
            Knowing composers from each time period.
            Hymns and hymn writers
            Various genres and styles of music

History/Geography

Time: 60 minutes, 5 days per week

Materials: **History** - Veritas Press History Cards 1815 through present, A History of US: *Joy Hakim*, United States History: *Abeka Books,* World History and Cultures: *Abeka Books*, United States History for Christian Schools: *BJU Press*

Geography - Seterra.com, Geography Songs - Sing Around the World: *Larry and Kathy Troxel*

Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082

Pensacola Christian College
Phone: 850-478-8496
Bob Jones University
Phone: 1-800-252-6363

Methods: The teacher will present history in chronological order. Facts or events that must be memorized will be reviewed using oral quizzing, recitation, singing and chanting, resulting in very little homework being sent home on a regular basis. Battlegrounds may be drawn or plotted and specific battles researched and/or reenacted for further understanding. One worksheet is completed on each card in class. Mastery is measured by weekly testing where students answer questions in complete sentences and write the history events and dates in chronological order. This written test is sometimes replaced by oral testing. History cards in chronological order should be drilled regularly and Veritas Cards are numbered so as to be introduced at a rate of one per week and should be used as the basic "spine" of the curriculum (see Veritas Teacher Guide for further instructions and tests).   Extensions are made using other resources listed above. Students identify and color specific areas related to their history study on maps. Students also learn U.S. states and capitals, Canadian provinces, European countries, Asian countries, and African countries.

Possible Field Trips: Cotton plantation, Civil War Museum, San Jacinto Battle site, the Holocaust Museum

Possible Activities: deseeding cotton, making wampum, making a covered wagon, glider contest, making peanut butter, campfire meal, learning the Charleston, bottle rockets, military battle reenactments

Evaluation: The student will be assigned a percentage grade based on weekly history tests, projects, time line cards, and worksheets. Progress is also monitored during chanting of the chronological order and singing of songs.

H-6.01 Students will study one card per week from the Veritas history cards, memorizing significant events, dates, and key facts.

H-6.02	Students will name and locate the fifty states and capitals.
H-6.03	Students will name countries of Africa, Europe, Asia, South and Central America.
H-6.04	Students will describe the meaning and importance of the Monroe Doctrine.
H-6.05	Students will name the man who built the Erie Canal and tell why it was important.
H-6.06	Students will describe Andrew Jackson's life including: his family life, political career, political beliefs, religious beliefs, and death.
H-6.07	Students will name the man who invented the cotton gin and interchangeable parts and describe why the cotton gin revolutionized the south.
H-6.08	Students will explain what the slave trade was and if it was right or wrong from a Christian perspective.
H-6.09	Students will explain the institution of slavery from a Christian perspective.
H-6.10	Students will explain the Underground Railroad and name its famous conductor.
H-6.11	Students will describe the Indian Settlement Act and tell why it was offered.
H-6.12	Students will describe the Cherokee Trail of Tears including: why the Cherokee were forced off their land, where they went, and how many died.
H-6.13	Students will name the three reasons why Texas wanted its independence from Mexico.
H-6.14	Students will explain the battle of the Alamo and the battle of San Jacinto.
H-6.15	Students will explain why many emigrants moved west including the trails they traveled and the purpose for each trail.
H-6.16	Students will describe the War With Mexico including: the reasons for the war, new strategies/tactics of the war, famous people in the war, outcomes of the war, and whether the war was justified from a biblical perspective.
H-6.17	Students will name who first discovered gold in California and what happened to him.
H-6.18	Students will list how many Americans came looking for gold, the three main paths they traveled, two main methods they used, the main city which prospered as a result of the gold rush, and why California had need of government authority.

H-6.19   Students will name where the Oregon Territory was divided between America and Great Britain in 1846.

H-6.20   Students will identify and label the Oregon Territory.

H-6.21   Students will describe John Jacob Astor and his development of Astoria.

H-6.22   Students will describe the life and mission of Marcus Whitman.

H-6.23   Students will describe the Pony Express including: how it worked, who it employed, why it was important, how long it lasted, and what replaced it.

H-6.24   Students will describe Samuel Morse and his telegraph.

H-6.25   Students will describe Lincoln's childhood, family life, political career, political beliefs, religious beliefs, and death.

H-6.26   Students will list the root cause of the War Between the States, reasons why the war was fought, military tactics used, and name the Confederate president.

H-6.27   Students will describe the battle at Ft. Sumter, the battle of Gettysburg and the surrender at Appomattox.

H-6.28   Students will describe the lives of General Robert E Lee, General "Stonewall" Jackson, and General Ulysses S. Grant, including the roles they played in the War Between the States.

H-6.29   Students will name the date and place of the completion of the transcontinental railroad, the two companies building the railroad, the importance of the railroad, who subsidized the work and why that was a problem.

H-6.30   Students will describe the reconstruction of the South after the War Between the States and explain why much bitterness developed during this time.

H-6.31   Students will explain the Thirteenth, Fourteenth, and Fifteenth Amendments.

H-6.32   Students will describe the lives of Booker T. Washington and George Washington Carver including their major accomplishments to society and their mission.

H-6.33   Students will describe how America changed during the Age of Industry and how it impacted America today.

H-6.34   Students will describe the Battle of Little Big Horn including: why the battle occurred, who was involved, the result, and whether the war was justified from a biblical perspective.

H-6.35   Students will describe the life of cowboys, their purpose, their dress, and why their popularity diminished.

H-6.36   Students will explain the Spanish American War including: the three causes, the methods, the results, the importance, and whether the war was justified from a biblical perspective.

H-6.37   Students will describe Theodore Roosevelt's childhood, family life, political career, political beliefs, religious beliefs, major accomplishments, and death.

H-6.38   Students will explain why immigrants came to America in the early 1900's, how many came, what happened at Ellis Island, and how Americans felt about them.

H-6.39   Students will explain the lives and inventions of: Thomas Edison, the Wright brothers, Henry Ford, and Alexander Graham Bell.

H-6.40   Students will explain World War I including: the causes, the military tactics, how the U.S. was involved, the results, the importance, the effects of the war in life today, and whether the war was justified from a biblical perspective.

H-6.41   Students will describe Woodrow Wilson's life, political career, political beliefs, religious beliefs, and influence in WWI.

H-6.42   Students will describe the League of Nations from a Christian perspective.

H-6.43   Students will describe life during the twenties including: moral decay, changes in dress and music, widespread use of credit, educational trends, Prohibition, gangsters, and popular pastimes and inventions.

H-6.44   Students will describe the Great Depression including: the causes, the events and dates of the stock market crash, the effect on the economy, Hoover and Roosevelt's responses, how it could have been prevented, and how it ended.

H-6.45   Students will describe Franklin Roosevelt's "New Deal" from a Christian perspective and explain where its effects are seen in society today.

H-6.46   Students will explain World War II including: the cause, military tactics, when and why the U.S. entered the war, D-Day, when and why Germany and Japan surrendered, the results, the importance, the effects of the war in life today, and whether the war was justified from a biblical perspective.

H-6.47   Students will explain the Cold War including: its purpose, the involvement of the U.S., military tactics used, how it ended, the results, and whether the war was justified from a biblical perspective.

H-6.48   Students will describe the events of the Korean and Vietnam Wars.

H-6.49   Students will describe the Space Race including: when it occurred, Sputnik, Kennedy's role, the first man in space, the first man to orbit the earth, the first man to walk on the moon, space vehicles, and improvements brought to the U.S. as a result.

H-6.50   Students will describe America today including: effects of the past, economic prosperity, technological advances, military defense, and the high standard of   living,

Bible

Time: 15 minutes, 5 days per week
Materials: Veritas Press Bible Cards - Pentecost through Closing of the Canon
Ordering: Veritas Press
               1250 Belle Meade Drive, Lancaster, PA 17601
               Phone: 800-922-5082
Methods: Reading the Bible aloud in class and independently, inductive study of cards, lecture, Socratic dialogue, discussions of objective material and analysis, review and understanding of events of the New Testament from Pentecost through Revelation. Assignments include regular recitation of Bible passages and supplemental material supplied by the teacher.
Evaluation: Students are assigned a percentage grade based on Scripture recitations, participation, and questions based on the topics covered in class.

B-6.01   The student will memorize significant events, dates, and key facts contained in the Bible cards of Acts through the Closing of the Canon.

B-6.02   The student will memorize various Bible passages in addition to the school wide, monthly Scripture memory.

B-6.03   The student will memorize the monthly Regents Scripture passage and recite it before the class with fluency and poise.

B-6.04   The student will identify the major events of the New Testament, including the events of the Book of Acts, the Apostle Paul's life and letters, the early church through the time of Revelation, and the closing of the Canon.

B-6.05   The student will describe the missionary journeys of the Apostle Paul and the spread of the gospel from Jerusalem through the Mediterranean world to Rome.

B-6.06   The student will identify authors, dates, outlines, key passages, key people, themes, relevant terms, and significant theological teachings in the New Testament books of Acts through Revelations.

B-6.07 The students will have opportunity to pray with and for one another and for the school and greater community.

B-6.08 The student will recognize God's powerful preserving and governing all His creation.

B-6.09 The student will recognize God's redemptive work throughout history.

B-6.10 The student will gain a greater understanding of God's holy and sovereign character.

Language Arts

Grammar

Time: 60 minutes, 2 days per week

Materials: *The Shurley Method Teachers Edition Level 7*, Text with Shurley overheads, Shurley Workbook Masters, red pencil for correcting, student binder containing reference pages and Shurley jingles sheets with noted Regents modifications

Ordering: Shurley Instructional Materials, Inc.
266 SIM Dr., Cabot, AR
P.O. #: 06214JH
Phone: 800.566.2966

Methods: Jingles are chanted or sung on a regular basis at the beginning of a lesson. Students classify sentences together aloud while the teacher or student labels the sentence. Grammar lessons are taught as directed in the teacher's manual and reinforced across the curriculum.

Evaluation: The student will be assigned a percentage grade in Grammar. Students will be graded on grammar standards on all subject areas. The student will be monitored for classroom participation in labeling sentences. Grades will be taken from tests and worksheets in the Shurley workbook and application of grammar across the curriculum.

G-6.01 Students will take a grammar pretest.

G-6.02 Students will memorize the sentence, noun, verb, adjective, adverb, preposition, and object of the preposition, preposition flow, pronoun, subject pronoun, possessive pronoun, and helping verb jingles.

G-6.03 Students will identify the four kinds of sentences and the punctuation used for each.

G-6.04 Students will write each kind of sentence using correct form and punctuation.

G-6.05   Students will identify and use synonyms and antonyms.

G-6.08   Students will choose between the articles *a* and *an* and use them properly.

G-6.09   Students will identify homonyms and use them properly.

G-6.10   Students will edit paragraphs for errors in a/an choices, homonyms, missing words, misspelled words, subject verb agreement, and replace words with suitable synonyms and antonyms.

G-6.11   Students will label all parts of pattern 1 sentences using the question and answer flow.

G-6.12   Students will identify a sentence as pattern 1.

G-6.13   Students will divide a sentence between the subject and predicate and identify the simple subject and simple predicate.

G-6.14   Students will identify an adverb exception using the question and answer flow.

G-6.15   Students will show by underlining if a sentence is in natural or inverted order.

G-6.16   Students will identify and label the understood subject pronoun.

G-6.17   Students will identify relationships between words with word analogies.

G-6.18   Students will identify *not* as an adverb.

G-6.19   Students will identify helping verbs used as question words at the beginning of a sentence.

G-6.20   Students will learn the verb chant.

G-6.21   Students will make nouns possessive using three basic rules.

G-6.22   Students will identify conjunctions and compound parts in a sentence using the question and answer flow.

G-6.23   Students will identify an interjection in a sentence.

G-6.24   Students will identify double negatives and correct them using three (3) given rules.

G-6.25   Students will understand, identify, and use the three degrees of adjectives: simple, comparative, and superlative.

G-6.26   Students will identify and write simple sentences, sentence fragments, simple sentences with compound parts, and compound sentences.

G-6.27   Students will learn the coordinate conjunctions.

G-6.28   Students will identify and write complex sentences.

G-6.29   Students will learn the subordinate conjunction jingle.

G-6.30   Students will turn a sentence fragment into a complete sentence by adding the needed parts.

G-6.31   Students will use coordinate conjunctions and connective adverbs to divide and correct run-on sentences.

G-6.32   Students will combine sentences using compound verbs, compound subjects and compound sentences.

G-6.323   Students will learn the direct object jingle.

G-6.34   Students will label pattern 2 sentences, containing direct objects, using the question and answer flow.

G-6.35   Students will label transitive verbs using the question and answer flow.

G-6.36   Students will learn the object pronoun jingle.

G-6.37   Students will identify fact and opinion and common propaganda techniques.

G-6.38   Students will identify metaphors, similes, and personification.

G-6.39   Students will learn the indirect object jingle.

G-6.40   Students will label pattern 3 sentences, containing indirect objects, using the question and answer flow.

G-6.41   Students will understand, use, punctuate, and correct quotations in sentences and stories including beginning, end, and split quotations.

G-6.42   Students will write conversation from dictation.

G-6.43   Students will identify and write the parts of a friendly letter and envelope.

G-6.44   Students will write and edit a friendly letter and envelope.

G-6.45   Students will identify and write the parts of a business letter and envelope.

G-6.46   Students will list the four types of business letters.

G-6.47   Students will write and edit a business letter and envelope.

G-6.48   Students will write and edit a thank you note.

G-6.49   Students will write and edit an invitation.

G-6.50   Students will learn the predicate noun jingle.

G-6.51   Students will label pattern 4 sentences, containing predicate nouns and linking verbs, using the question and answer flow.

G-6.52   Students will identify parts of the library.

G-6.53   Students will recognize how and where to find different books in a library.

G-6.54   Students will identify the person and case of personal pronouns in sentences and paragraphs.

G-6.55   Students will learn the pronoun jingle.

G-6.56   Students will identify pronouns and their antecedents.

G-6.57   Students will identify and categorize demonstrative pronouns and demonstrative adjectives.

G-6.58   Students will identify and categorize interrogative pronouns and interrogative adjectives.

G-6.59   Students will identify and categorize indefinite pronouns and use them correctly in sentences.

G-6.60   Students will learn the predicate adjective jingles.

G-6.61   Students will label pattern 5 sentences, containing predicate adjectives, using the question and answer flow.

G-6.62   Students will identify and use reflexive and intensive pronouns.

G-6.63   Students will use contractions correctly.

G-6.64   Students will learn the object complement jingle.

G-6.65   Students will label a pattern 6 sentence, containing object complement nouns, using the question and answer flow.

G-6.66   Students will label a pattern 7 sentence, containing object complement adjectives, using the question answer flow.

G-6.67   Students will learn the appositive jingle.

G-6.68   Students will identify and use appositives correctly.

G-6.69   Students will learn regular and irregular verb jingles.

G-6.70   Students will identify simple and perfect tenses of regular and irregular verbs.

G-6.71   Students will identify the helping verb to determine the tense of a verb phrase.

G-6.72   Students will identify the verb phrase and name the verb tense in a given set of sentences.

G-6.73   Students will conjugate specified verbs in third person.

G-6.74   Students will write a verb in its four principle parts: present, present participle, past and past participle.

G-6.75   Students will identify the progressive and emphatic verb forms.

G-6.76   Students will identify and label adjective and adverb phrases.

G-6.77   Students will identify prepositional adjective and adverb phrases.

G-6.78   Students will identify participles and the words they modify.

G-6.79   Students will identify gerunds and their noun jobs.

G-6.80   Students will distinguish between infinitives and prepositional phrases.

G-6.81   Students will identify infinitives and their function in a sentence.

G-6.82   Students will identify and distinguish between participle, gerund, and infinitive phrases.

G-6.83   Students will identify the difference between a clause and a phrase.

G-6.84   Students will identify clauses in a sentence according to subject/verb combinations.

G-6.85   Students will learn the clause jingle.

G-6.86   Students will identify independent and dependent clauses.

G-6.87   Students will identify mixed introducers that introduce dependent clauses.

G-6.88   Students will identify and write dependent clauses used as adjective clauses.

G-6.89   Students will identify and write sentences with noun clauses.

G-6.90   Students will identify the elements of haiku.

G-6.91   Students will write a haiku.

G-6.92   Students will identify different sections of the newspaper.

G-6.93   Students will find where information is located in a newspaper.

G-6.94   Students will write independent sentences using the prescribed labels.

G-6.95   Students will improve their own sentences by changing words to be more descriptive, more specific or different.

G-6.96   Students will match definitions to correct term by mentally referring to the correct jingle.

G-6.97   Students will answer short answer questions by mentally referring to the correct jingle.

Latin I

Time: 45 minutes 5 days weekly
Materials: Henle Latin First Year Text, Henle Latin Grammar Text, composition book for exercises and notes and ½" binder for vocabulary lists, homework and tests.
Ordering: amazon.com
Methods: Students will participate in oral recitation, drill and direct instruction. They will memorize and recite chants for each noun declension and verb conjugation. They will create cards and drill vocabulary, both from Latin to English and from English to Latin, alone and in small groups. Board drills will be used for vocabulary review and to test students' ability to identify noun and verb forms, and to review grammar rules. Students will also complete written exercises from the textbook in their composition books, as well as teacher-created grammar and sentence translation exercises. They will take turns working through a whole sentence on the board while the rest of the class follows along, writing each translation in their composition book. They will be expected to answer questions

about the sentence they are translating, and defend their decisions. Translation will also occur in small groups. More advanced Latin passages about entertaining subjects will be given to students from time to time, to give them the opportunity to explore new vocabulary, provoke questions about grammar, and introduce them to a wider range of interesting texts.

Evaluation: Students will be given a percentage grade in Latin based on vocabulary and form quizzes, grammar and sentence translation worksheets, and tests.

LAT-6.01   The student will recite the endings for the first, second, third, fourth, and fifth declensions.

LAT-6.02   The student will recite and apply the gender rules for the first, second, third, fourth, and fifth declensions. The student will also memorize the exceptions to these rules.

LAT-6.03   The student will memorize the vocabulary for lessons 1-14.

LAT-6.04   The student will memorize the names of the five cases and their uses in a sentence.

LAT-6.05   The student will correctly use prepositions in a sentence by choosing the correct case of the noun that follows.

LAT-6.06   The student will correctly demonstrate subject/verb agreement.

LAT-6.07   The student will correctly identify I-stem nouns.

LAT-6.08   The student will correctly decline and translate nouns in lesson 6 with special meanings in the plural.

LAT-6.09   The students will correctly translate expletives and appositives and will show proper agreement.

LAT-6.10   The student will memorize the declension and gender of first/second declension adjectives.

LAT-6.11   The student will correctly demonstrate noun/adjective agreement.

LAT-6.12   The student will memorize the position rule for adjectives.

LAT-6.13   The student will correctly translate predicate adjectives.

LAT-6.14   The student will memorize the declension of third declension adjective endings.

LAT-6.15   The student will memorize adjectives governing case in lesson 8.

LAT-6.16   The student will memorize the declension of Jesus.

LAT-6.17   The student will correctly form the four principal parts for verbs of the first, second, third, and fourth conjugations. The student will also memorize the exceptions for the given vocabulary.

LAT-6.18   The students will understand and correctly translate verbs in the present, imperfect, and future tenses of the four conjugations and *sum*.

LAT-6.19   The student will memorize the vocabulary in the given lessons and correctly identify their gender.

LAT-6.20   The student will understand and correctly translate verbs in the indicative mood, active voice in all four conjugations in all of these tenses.

Literature/Reading

Time: 60 minutes three days a week
Materials: 8 books and guides, dictionaries, binders for comprehension questions
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster, PA 17601
                 Phone: 800-922-5082
Methods: Read the following books: *A Christmas Carol, White Fang, The Jungle Book, Around the World in Eighty Days, The Hiding Place, Little Women, Call of Duty, Carry a Big Stick*. There are guides for each book to be used at the teacher's discretion. The teacher reads aloud and guides students to predict, discuss, and comprehend as he/she reads aloud. Comprehension skills will also be taught through the use of teacher model thought process. Students will answer comprehension questions both orally and in writing. They will use both context clues and dictionary definitions to understand meanings of new words.
Evaluation: Students will be assigned a percentage grade in Literature. Students will be evaluated on answers to comprehension regularly. Students will be tested on vocabulary, comprehension, and character recognition for each book. Students will turn in a 5x8 book report card each quarter, summarizing a literature title from the assigned reading list.

LIT-6.01   Students will use context clues to determine the meaning of new words.

LIT-6.02   Students will successfully locate words in a dictionary to define for class.

LIT-6.03   Students will be able to use dictionary pronunciation key to determine pronunciation of word.

LIT-6.04   Students will identify the main idea, characters, setting, purpose, conflict, resolution, and facts of a paragraph.

LIT-6.05   Students will identify the sequence of events.

LIT-6.06   Students will draw conclusions and make inferences from information obtained from oral and written material.

LIT-6.07   Students will locate answers to factual and inferential questions.

LIT-6.08   Students will distinguish between reality and fantasy, fact and opinion, fiction and non-fiction, and literal and figurative speech.

LIT-6.09   Students will predict story outcomes.

LIT-6.10   Students will find supporting details.

LIT-6.11   Students will summarize short and long stories both orally and in writing.

LIT-6.12   Students will read from and identify a variety of literary genres.

LIT-6.13   Students will follow multi-step oral and written instructions.

LIT-6.14   Students will be able to locate the copyright, table of contents, index, and bibliography of the literature title.

LIT-6.15   Students will be able to recognize anti-Christian worldviews and critique the literary work from a Christian worldview.

LIT-6.16   Students will be able to successfully use the studied vocabulary words in everyday speech.

LIT-6.17   Students will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Phonics, Spelling, and Penmanship

Time: 30 minutes each day
Materials: *Spell to Write and Read (SWR)*, *WISE Guide for Spelling*, SWR 70 phonogram & 28 spelling rule flashcards, SWR CD of phonogram sounds, wide ruled paper, #2 pencils, red pencil, Composition Notebook
Penmanship: *D'Nealian Handwriting Cursive Connections* workbook, Donald N. Thurber, Good Year Books
Ordering: Spell to Write and Read   http://www.bhibooks.net
Back Home Industries, Inc.
P.O. Box 22495   Good Year Books
Milwaukie, OR 97269   Pearson Learning Group

Methods: Students are reviewed in the correct formation of cursive letters. They practice and apply cursive in the writing of spelling words. They are also reviewed on the 71 phonograms (phone=sound; gram=written letter) throughout the year. The Diagnostic placement test is given to determine the point at which spelling lessons will begin in the WISE Guide Manual. Using a Socratic direct instruction and dictation process, students will study 20 words each week. A word is dictated to them and they break it down into individual sounds (phonemes) and then they determine the appropriate written representations (graphemes) of those sounds. They also determine applicable spelling rules. The words are appropriately marked using SWR Marking System in order to create phonemic awareness (seeing phonograms in every written word) and understanding of the spelling rules. Students are presented with daily spelling exercises and are tested on day 5. Words are reviewed in application during grammar, literature, and history, as well as during review games. Mastery is assessed with weekly tests.

Evaluation: Students will be assigned a percentage grade based on daily review of phonograms, composition book, and weekly spelling activities. Students are tested weekly over the spelling lists.

PSP-6.01   Students will say the appropriate sound for each phonogram according to appropriate card.

PSP-6.02   Students will write the appropriate phonogram when the card is read by the teacher.

PSP-6.03   Students will identify and correctly mark the phonograms in any given word.

PSP-6.04   Students will write the word when verbally given the correct phonogram for a new spelling word, writing the words correctly in the composition book.

PSP-6.05   Students will say each phonogram as the word is written when writing a new word.

PSP-6.07   Students will divide the word into syllables when learning a spelling word. Students should do this orally as they write the words in their books.

PSP-6.08   Students will identify any SWR spelling rules that pertain to each word when writing spelling words.

PSP-6.09   Students will spell 20 new words a week from the SWR list after mastery of the phonograms.

PSP-6.10   Students will correctly and neatly write all cursive letters in given assignments.

PSP-6.11   Students will recognize all of the SWR Spelling Rules.

Written Expression/Progymnasmata

Time: 30 minutes 2 days per week
Materials: *Writing Rhetoric:* Book 4: Chreia & Proverb
Ordering: Classical Academic Press, Camp Hill, PA
Methods: Teacher will read aloud and students will read together a proverb and/or chreia. Teacher will model fluent reading and expose students to culturally important examples. Methods used in teaching include expression, articulation, & discovery.
Evaluation: Students will be assigned a percentage grade in writing based on a variety of writing activities and written assignments. Written assignments will be evaluated for mastery of retelling details, imitation of author's ideas, and fluency of final draft, rather than on originality of work.

WE-6.01   The student will learn to copy texts accurately.

WE-6.02   The student will learn to summarize, amplify, and creatively imitate proverb and chreia sections.

WE-6.03   The student will learn figures of description pertinent to the proverb and chreia sections studied and be able to identify main idea and character traits.

WE-6.04   The student will learn to use figures of description in their retelling of proverb and chreia sections.

Mathematics

Time: 70 minutes a day, 5 days a week
Materials: Saxon Math 87, speed drills (Saxon or teacher-made), tests, multiplication and division flashcards, Saxon stumpers (from internet site)
Ordering: Saxon Math
                  1320 W. Lindsay, Norman OK 73069
                  Phone # 800.284-7019
                  (used textbooks may be available from Rolands, phone: 857-3768)
Methods: Begin with speed drill that is suggested in teachers math book, begin with 5 minutes and after the majority has successfully completed the speed drill in 5 minutes, begin to decrease the time in 30 second segments. Correct the speed drill after the first few times of use. Students must do corrections for homework and check with answer sheet. Review math facts with flash cards, etc. Teach new lesson. After teaching lesson, students work practice problems (on board or at desk). Once students demonstrate that they understand the new concept, they may begin their new assignment. Additional instructional methods include recitation/sound off, discovery (i.e., using the Pythagorean Theorem to estimate

Evaluation: tree height), and expression (i.e., illustrating concepts on the board). Students will be given a percentage grade in Mathematics. Students will be evaluated with bi-weekly tests, weekly homework completion grades, occasional quizzes, and graded timed tests.

M-6.01   The student will read and write numbers using words and digits.

M-6.02   The student will identify ordinal position.

M-6.03   The student will identify place value to 100,000,000,000,000.

M-6.04   The student will identify whole numbers, decimal numbers, and fractions on a number line.

M-6.05   The student will use a number line to add integers.

M-6.06   The student will write numbers using expanded notation.

M-6.07   The student will master the basic facts.

M-6.08   The student will obey order of operations when simplifying expressions.

M-6.09   The student will identify the inverse operations of addition and subtraction, multiplication and division, squaring and taking the square root.

M-6.10   The student will identify addends and sum.

M-6.11   The student will add whole numbers, decimals, fractions, mixed numbers, and signed numbers with and without regrouping.

M-6.12   The student will identify difference, subtrahend, and minuend.

M-6.13   The student will subtract whole numbers, decimals, fractions, mixed numbers, and signed numbers with and without regrouping (borrowing).

M-6.14   The student will identify multiplication as repeated addition.

M-6.15   The student will identify factors and product.

M-6.16   The student will identify 3 different types of multiplication notation: a x b, a · b, and a(b).

M-6.17   The student will multiply whole numbers, decimals, fractions, mixed numbers, and signed numbers.

M-6.19   The student will use mental multiplication strategies.

M-6.20 The student will identify dividend, divisor, and quotient.

M-6.21 The student will divide with whole numbers, decimals, fractions, mixed numbers, and signed numbers with and without remainders.

M-6.22 The student will use mental division strategies.

M-6.23 The student will identify 3 division notations: division box, division sign, and division bar.

M-6.24 The student will identify powers as repeated multiplication.

M-6.25 The student will identify base and exponent.

M-6.26 The student will calculate powers of whole numbers, decimals, and fractions.

M-6.27 The student will calculate powers with negative exponents.

M-6.28 The student will write numbers in scientific notation.

M-6.29 The student will identify the relationship of place value to powers of 10.

M-6.30 The student will calculate square roots and cube roots of numbers with and without a calculator.

M-6.31 The student will identify and write ratios and proportions.

M-6.32 The student will solve proportions.

M-6.33 The student will identify rates.

M-6.34 The student will read and write fractions, mixed numbers, and improper fractions.

M-6.35 The student will identify numerator and denominator.

M-6.36 The student will identify fractional part of a whole, group, set, or number.

M-6.37 The student will compare and order fractions.

M-6.38 The student will identify equivalent fractions.

M-6.39 The student will reduce fractions.

M-6.40 The student will determine the least common denominator.

M-6.41   The student will convert fractions to decimals and percents.

M-6.42   The student will identify reciprocals.

M-6.43   The student will simplify complex fractions.

M-6.44   The student will read, write, compare, and order decimals.

M-6.46   The student will convert decimals to fractions and percents.

M-6.47   The student will read and write percents.

M-6.48   The student will identify/find percent of a whole, group, set, or number.

M-6.49   The student will convert percents to fractions and decimals.

M-6.50   The student will calculate percents greater than 100%.

M-6.51   The student will determine percent of change.

M-6.52   The student will round whole numbers, decimals, and mixed numbers.

M-6.53   The student will estimate sums, differences, products, quotients, and roots.

M-6.54   The student will estimate measures.

M-6.55   The student will use estimation to verify reasonableness of calculations.

M-6.56   The student will write fact families.

M-6.57   The student will identify even and odd numbers.

M-6.58   The student will identify factors, multiples, and divisibility.

M-6.59   The student will identify prime and composite numbers.

M-6.60   The student will identify greatest common factor (GCF).

M-6.61   The student will identify least common multiple (LCM).

M-6.62   The student will apply divisibility tests to a given number.

M-6.63   The student will perform prime factorization.

M-6.64   The student will identify counting numbers (natural numbers), whole numbers, negative numbers, integers, rational numbers, irrational numbers, and real numbers.

M-6.65   The student will write numbers using Roman numerals.

M-6.66   The student will distinguish between the decimal number system, the Roman numeral system, and the base 2 numbering system.

M-6.67   The student will determine when to report answers in square units and cubic units.

M-6.68   The student will determine angles in degrees of arc.

M-6.69   The student will write standard abbreviations for units of measure.

M-6.70   The student will measure and report length using nonstandard, U.S. Customary (inch, foot, yard, mile) and metric units (meter).

M-6.71   The student will measure and report capacity using nonstandard, U.S. Customary (cup, pint, quart, gallon) and metric units (liter).

M-6.72   The student will measure and report weight using nonstandard, U.S. Customary (ounce, pound, ton) and metric units (kilogram).

M-6.73   The student will represent numbers from the metric system using metric prefixes (milli-, centi-, deci-, deka-, hecto-, kilo-).

M-6.74   The student will read a Fahrenheit or Celsius thermometer.

M-6.75   The student will convert between Fahrenheit, Celsius, and Kelvin temperatures.

M-6.76   The student will convert between seconds, minutes, and hours.

M-6.77   The student will write the time of day.

M-6.78   The student will convert between units in the U.S. Customary System using unit multipliers.

M-6.79   The student will convert between units in the metric system using unit multipliers.

M-6.80   The student will convert between systems using unit multipliers.

M-6.81   The student will simplify mixed measures.

M-6.82   The student will use metric scales to reinforce decimal concepts.

M-6.83   The student will determine whether measures are reasonable.

M-6.84   The student will determine the precision of a measuring tool.

M-6.85   The student will determine measures indirectly using a scale factor.

M-6.86   The student will determine measures indirectly using similar triangles.

M-6.87   The student will determine measures indirectly using scale drawings (two-dimensional).

M-6.88   The student will determine measures indirectly scale models (three-dimensional).

M-6.89   The student will make measurements using a ruler (U.S. Customary and metric), protractor, and thermometer.

M-6.90   The student will identify points, segments, rays, lines, angles, and planes.

M-6.91   The student will identify parallel, perpendicular, and intersecting lines.

M-6.92   The student will identify horizontal, vertical, and oblique lines.

M-6.93   The student will determine the slope of a line.

M-6.94   The student will identify acute, obtuse, right, and straight angles.

M-6.95   The student will identify complementary and supplementary angles.

M-6.96   The student will identify the relationship between angles formed by transversals.

M-6.97   The student will find unknown angle measures.

M-6.98   The student will identify angle bisectors.

M-6.99   The student will identify vertical, interior, exterior, and adjacent angles.

M-6.100   The student will describe, draw, and classify polygons.

M-6.101   The student will identify sides and vertices of polygons.

M-6.102   The student will identify and calculate perimeter and area of regular and complex polygons.

M-6.103   The student will identify regular, similar, and congruent polygons.

M-6.104   The student will calculate sum of angle measures of polygons.

M-6.105   The student will identify diagonals of polygons.

M-6.106   The student will identify acute, obtuse, and right triangles.

M-6.107   The student will identify equilateral, isosceles, and scalene triangles.

M-6.108   The student will calculate the length of the sides of a right triangle using the Pythagorean Theorem.

M-6.109   The student will identify parallelograms, squares, rhombuses, rectangles, trapezoids, trapeziums, and kites.

M-6.110   The student will identify the center, radius, and diameter of a circle.

M-6.111   The student will identify and determine the circumference and area of a circle.

M-6.112   The student will identify arcs and sectors of a circle.

M-6.113   The student will identify concentric circles.

M-6.114   The student will describe, draw, and classify solids.

M-6.115   The student will identify faces, edges, and vertices of solids.

M-6.116   The student will identify and determine volume and surface area of solids.

M-6.117   The student will identify polyhedrons.

M-6.118   The student will estimate volume.

M-6.119   The student will name and graph ordered pairs on a Cartesian coordinate system.

M-6.120   The student will identify the origin.

M-6.121   The student will identify the intercepts of a line.

M-6.122   The student will calculate the slope of a line.

M-6.123   The student will create straight-line drawings.

M-6.124   The student will identify and distinguish between line symmetry (reflective symmetry) and point symmetry.

M-6.125   The student will use a straightedge and compass to construct circles, congruent

inscribed   segments, congruent angles, angle bisectors, perpendicular bisectors, polygons, and congruent triangles.

M-6.126   The student will identify a rotation, reflection, or translation of an object.

M-6.127   The student will graph transformations on the coordinate plane.

M-6.128   The student will identify numeric and geometric patterns.

M-6.129   The student will identify story-problem patterns.

M-6.130   The student will identify triangular numbers.

M-6.131   The student will identify palindromes.

M-6.132   The student will identify Sierpinski's triangle.

M-6.133   The student will identify terms of a sequence.

M-6.134   The student will identify and distinguish between arithmetic and geometric sequences.

M-6.135   The student will identify a Fibonacci sequence

M-6.136   The student will add, subtract, multiply, and divide integers/signed numbers.

M-6.137   The student will determine the absolute value of a number.

M-6.138   The student will identify polynomials, variables, coefficients, and constants.

M-6.139   The student will evaluate an algebraic expression.

M-6.140   The student will substitute equivalent expressions.

M-6.141   The student will simplify an algebraic expression.

M-6.142   The student will factor numbers and polynomials.

M-6.143   The student will add like terms.

M-6.144   The student will solve for an unknown.

M-6.145   The student will solve multistep equations.

M-6.146   The student will Write an equation for a given word problem.

M-6.147   The student will write a word problem for a given equation.

M-6.148   The student will transform equations (using the addition rule and the
               multiplication rule).

M-6.149   The student will solve nonlinear equations.

M-6.150   The student will solve simple quadratic equations.

M-6.151   The student will solve inequalities.

M-6.152   The student will graph inequalities on a number line.

M-6.153   The student will graph inequalities on a coordinate plane.

M-6.154   The student will identify and use formulas to solve word problems.

M-6.155   The student will use input-output tables to represent a function.

M-6.156   The student will identify function rules.

M-6.157   The student will identify graphs of functions.

M-6.158   The student will identify linear and nonlinear functions.

M-6.159   The student will analyze functional relationships.

M-6.160   The student will solve rate functions.

M-6.161   The student will identify and apply associative property of addition, commutative
                        property of addition, associative property of multiplication, commutative
property   of multiplication, identity property of addition, identity property of
multiplication,   distributive property, and zero property of multiplication.

M-6.162   The student will identify quadrants of a coordinate plane.

M-6.163   The student will graph points, lines, parabolas, hyperbolas, and inequalities.

M-6.164   The student will determine and use the slope-intercept form to graph a linear
               function.

M-6.165   The student will collect data using tallies.

M-6.166   The student will organize and analyze data using tables, frequency tables,
               average, mean, median, mode, and range.

M-6.167   The student will select the best measure of central tendency for a given situation.

M-6.168   The student will identify misleading graphs, outliers, and quartiles.

M-6.169   The student will make predictions based on statistics.

M-6.170   The student will represent data using a legend (key), bar graphs, comparative bar
                     graphs (double-bar graphs), histograms, line graphs, double-line graphs,
circle   graphs (pie graphs), pictographs, stem-and-leaf plots, box-and-
whisker plots, and   Venn diagrams.

M-6.171   The student will identify notations for expressing probability.

M-6.172   The student will identify simple probability, chance, odds, and outcomes.

M-6.173   The student will identify and distinguish between dependent events and dependent
                     events.
M-6.174   The student will identify a sample space.

M-6.175   The student will identify and calculate number of permutations and combinations.

M-6.176   The student will perform probability experiments.

M-6.177   The student will calculate accuracy of predictions as affected by number of trials.

M-6.178   The student will perform compound experiments.

M-6.179   The student will make experiment tables.

M-6.180   The student will choose the best way to solve a problem: break a problem into
                     simpler parts, act out the problem, use logical reasoning, draw a diagram,
                     draw a picture, find a pattern, work backward, make a chart, graph,
or list, or   guess and check (trial and error).

M-6.181   The student will distinguish between relevant and irrelevant information.

M-6.182   The student will find missing information.

M-6.183   The student will extend patterns.

M-6.184   The student will use an algorithm.

M-6.185   The student will apply the following mathematical reasoning techniques:
                     algebraic reasoning, spatial reasoning, justifying solutions, developing

Venn diagrams,	generalizations, formulating conjectures, classifying and sorting, proofs, and truth tables.

M-6.186   The student will write money amounts properly.

M-6.187   The student will estimate price totals.

M-6.188   The student will determine change back in money transactions.

M-6.189   The student will calculate price discount, price markup, gratuity, and tax.

M-6.190   The student will calculate simple and compound interest.

M-6.191   The student will interpret meaning of remainders in word problems.

M-6.192   The student will use integers to describe real-world situations.

Physical Education

Time: 45 minutes, 2 times per week.
Materials: Balls, jump ropes, cones, hockey sticks, agility equipment, and frisbees.
Ordering: Various sporting goods stores, and internet.
Methods: Students will continue to learn and practice basic movement skills, locomotor, and manipulative skills. Students will begin to understand the fitness and health benefits of physical activity, and use the p.e. class as an opportunity for character development.
Evaluation: Grammar students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE6-8.01   Students will warm-up, and cool down appropriately.

PE6-8.02   Students will participate in team sports learning to apply rules, strategy, and good sportsmanship.

PE6-8.03   Students will participate in the team sports of soccer, hockey, touch football, and softball.

PE6-8.04   Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.

PE6-8.05   Students will continue to improve gross motor skills: jumping throwing, rolling, catching, running, kicking, balance, and coordination.

| PE6-8.06 | Students will participate in the Presidential Fitness Challenge once per quarter. |

Science

Time:	60 minutes, 2 times a week
Materials:	Exploring Creation with Zoology 3, Land Animals of the Sixth Day: *Jeannie K. Fullbright*
Ordering:	Apologia Educational Ministries, Inc.
	1106 Meridian Plaza, Suite 220
	Anderson, IN 46016
	www.apologia.com
Methods:	Material is covered at a rate of 1 lesson every two to three weeks. The class schedule will include lecture, experiments, research, and field trips as appropriate. The class will also research care and habitat of an animal represented in the book that is acquired for a class pet, such as a guinea pig, other rodent, turtle, tarantula, etc. The class will create an appropriate habitat for the class pet, as well as provide daily care and feeding of this pet.
Evaluation:	Students will be assigned a grade based on notebook activities, scientific classifications, newsletters, and completion of science speculation sheets.

S-6.01   Students will explain animal habituation.

S-6.02   Students will describe a safari.

S-6.03   Students will describe the relationship between predator and prey.

S-6.04   Students will draw the tracks of animals related to the lesson.

S-6.05   Students will describe the characteristics of mammals.

S-6.06   Students will differentiate between the skull of a mammal and the skull of a reptile.

S-6.07   Students will explain which sense a dog uses the most.

S-6.08   Students will list the four major kinds of teeth in mammals.

S-6.09   Students will explain genes and DNA and how they are related to inheritance of dog traits.

S-6.10   Students will explain how a pack of dogs hunt for their prey.

S-6.11   Students will explain the rules of the canine pack.

S-6.12   Students will explain digitigrades.

S-6.13	Students will conduct an experiment testing how color affects the smell as well as taste of Jell-O.

S-6.14	Students will describe a plantigrade.

S-6.15	Students will describe the eating habits of a bear, and dormancy in bears experienced in the winter.

S-6.16	Students will differentiate between black bears and brown bears.

S-6.17	Students will describe the color of a polar bear's skin.

S-6.18	Students will differentiate between a panda's wrist and a brown bear's wrist.

S-6.19	Students will explain the cause of rabies and how it affects an animal.

S-6.20	Students will describe the special sensory organ cats have.

S-6.21	Students will describe the claw of a cheetah.

S-6.22	Students will identify which cat forms strong family bonds and which cat is most dangerous to humans.

S-6.23	Students will compare and contrast hyenas to cats and dogs.

S-6.24	Students will describe the home of the family Herpestidae.

S-6.25	Students will describe how meerkats care for their family members.

S-6.26	Students will identify and draw the track of an American wildcat.

S-6.27	Students will distinguish between a female marsupial and other female animals.

S-6.28	Students will name some animals that are marsupials and tell where they live.

S-6.29	Students will explain how some herbivores became omnivores.

S-6.30	Students will describe a koala bear and their habitat.

S-6.31	Students will list the species of marsupials that live in North America.

S-6.32	Students will describe the defense mechanism of the Virginia opossum.

S-6.33	Students will describe the marsupial joeys development without a pouch.

S-6.34   Students will identify and draw the track of the Virginia opossum.

S-6.35   Students will explain the difference between primates and people.

S-6.36   Students will identify the single feature that is used to classify the major groups of primates.

S-6.37   Students will name a New World monkey and an Old World monkey.

S-6.38   Students will explain the difference between monkeys and apes.

S-6.39   Students will create a travel brochure for a person going on an African safari to observe primates.

S-6.40   Students will describe the characteristics of a rodent and explain how it differs from other animals.

S-6.41   Students will explain how rodents are helpful to the world.

S-6.42   Students will divide rodents into three groups.

S-6.43   Students will name three members of the order Insectivora.

S-6.44   Students will identify mammals that are poisonous.

S-6.45   Students will explain the differences among rabbits, hares, and pikas.

S-6.46   Students will explain why animals like the platypus and echidna are difficult to classify.

S-6.47   Students will name the animal in order Edentata that has no teeth.

S-6.48   Students will explain the similarities and differences between an aardvark and an anteater.

S-6.49   Students will identify and draw the tracks of a beaver, rabbit, and an armadillo.

S-6.50   Students will draw or cut out pictures of animals of the order Rodentia and order Lagomorpha and list two facts about each creature.

S-6.51   Students will explain the different uses for the elephant's proboscis.

S-6.52   Students will explain how mammoths and elephants are similar.

S-6.53   Students will explain how mammoths help us understand how the ice age might have happened.

S-6.54   Students will describe the habitat of the mastodon.

S-6.55   Students will explain the difference between horses and ponies.

S-6.56   Students will explain what is meant when a horse is labeled hot-, cold-, or warm-blooded.

S-6.57   Students will identify a filly, colt, foal, stallion, mare, and yearling.

S-6.58   Students will explain the differences between donkeys and horses.

S-6.59   Students will explain the similarities between zebras and donkeys.

S-6.60   Students will explain why rhinoceroses are endangered.

S-6.61   Students will describe what a rhino's horn is made of.

S-6.62   Students will explain the similarities between tapirs and elephants.

S-6.63   Students will explain the similarities between tapirs and pigs.

S-6.64   Students will identify and draw a fore hoof, a hind hoof, and a fore hoof where the ground was perfect for prints.

S-6.65   Students will create a true/false quiz about odd-toed ungulates.

S-6.66   Students will explain rumination.

S-6.67   Students will identify which animals migrate with wildebeests.

S-6.68   Students will explain what impalas do when they are frightened or startled.

S-6.69   Students will identify where zebu cattle are found.

S-6.70   Students will state the basic history of bison.

S-6.71   Students will explain the features that enable camels to survive in the desert.

S-6.72   Students will explain how giraffes give evidence of our Creator.

S-6.73   Students will explain how God protected the Israelites by telling them not to eat pig meat.

S-6.74   Students will explain the difference between peccaries and pigs.

S-6.75   Students will identify the most dangerous animal in Africa.

S-6.76   Students will identify and draw deer tracks and cattle tracks.

S-6.77   Students will identify the common characteristics of reptiles.

S-6.78   Students will identify the animals in order Squamata.

S-6.79   Students will describe how snakes protect their eyes.

S-6.80   Students will describe how snakes consume their prey.

S-6.81   Students will identify the tooth that reptiles lose after its first molt.

S-6.82   Students will explain the difference between molting in snakes and lizards.

S-6.83   Students will describe the unique features of a gecko's feet.

S-6.84   Students will describe the difference between a tuatara and a lizard.

S-6.85   Students will explain how tuataras give us evidence for the Flood, as described in the Bible.

S-6.86   Students will draw a Venn diagram comparing lizards and snakes.

S-6.87   Students will describe the differences among turtles, terrapins, and tortoises.

S-6.88   Students will describe how snapping turtles protect themselves.

S-6.89   Students will describe how the alligator snapping turtle catches its prey.

S-6.90   Students will describe the snake-necked turtles of South America and Australia.

S-6.91   Students will explain the differences among the different kinds of crocodilians.

S-6.92   Students will describe how crocodilians care for their young.

S-6.93   Students will explain the stages in an amphibian's life.

S-6.94   Students will differentiate between a salamander and a newt.

S-6.95   Students will make a Venn diagram comparing reptiles and amphibians.

S-6.96   Students will provide evidence showing that dinosaurs and people lived at the same time.

S-6.97	Students will explain the difference between dinosaurs and other reptiles.
S-6.98	Students will identify the two main groups of dinosaurs.
S-6.99	Students will describe the special features of sauropods.
S-6.100	Students will identify which animal Behemoth described and why.
S-6.101	Students will describe the special features of theropods.
S-6.102	Students will identify in which group of dinosaurs Stegosaurus is placed.
S-6.103	Students will identify in which group of dinosaurs duck-billed dinosaurs are placed.
S-6.104	Students will explain why dinosaurs became extinct.
S-6.105	Students will describe and draw the two groups of dinosaurs, including information about sauropods, theropods, thyreophora, marginocephalia, and ornithopoda.
S-6.106	Students will identify an arthropod.
S-6.107	Students will distinguish between an insect and an arachnid.
S-6.108	Students will identify the two most dangerous spiders in the United States.
S-6.109	Students will explain how spiders consume their prey.
S-6.110	Students will explain from where a spider's silk comes.
S-6.111	Students will describe the different types of webs a spider builds.
S-6.112	Students will describe how spiders capture their prey.
S-6.113	Students will explain what harvestmen are.
S-6.114	Students will explain how harvestmen defend themselves.
S-6.115	Students will explain how harvestmen are good for a garden.
S-6.116	Students will tell which animals eat scorpions.
S-6.117	Students will describe acarina and name specific acarina.
S-6.118	Students will differentiate between centipedes and millipedes.

S-6.119   Students will describe where woodlice live.

S-6.120   Students will explain how woodlice defend themselves.

S-6.121   Students will illustrate arthropods found outside.

S-6.122   Students will explain the two Greek words that form the name "Gastropoda".

S-6.123   Students will explain why slugs and snails produce mucus
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S-6.124   Students will describe how slugs and snails eat.

S-6.125   Students will name the three basic types of worms.

S-6.126   Students will explain how a tapeworm infects dogs and cats.

S-6.127   Students will explain the tapeworm life cycle.

S-6.128   Students will explain which worm type pinworms are.

S-6.129   Students will explain how to avoid getting parasites.

S-6.130   Students will explain which worm type earthworms are.

S-6.131   Students will explain the importance of earthworms to humans.

S-6.132   Students will explain how earthworms move from place to place.

S-6.133   Students will illustrate roundworms and gastropods.

S-6.134   Students will illustrate how an earthworm moves.

SEVENTH GRADE

Fine Arts	
Art	**49 minutes, 1 day per week**
Drama	**49 minutes, 2 days per week**
Music	**49 minutes, 2 days per week**
Latin	**49 minutes, 4 days per week**
Pre-Algebra	**49 minutes, 5 days per week**
Omnibus	**98 minutes, 5 days per week**
Physical Education	**49 minutes, 2 days per week**
Life Science	**49 minutes, 5 days per week**
Writing	**49 minutes, 5 days per week**

Fine Arts

Art

Time: 48 minutes, 1 day per week, two terms

Materials:

1. *Art: The World's Greatest Paintings Explored and Explained* by Robert Cumming
2. *200 Projects to Strengthen Your Art Skills: For Aspiring Art Students* by Valerie Colston
3. Various fine art posters, 1-3 examples from each major art movement
4. Painting supplies: watercolor—liquid and cake, acrylic paints, thinner, palettes, smocks, thick and thin brushes, smocks
5. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue sticks and glue, sharpie markers
6. Various papers: colored tissue, magazines, newspaper, fine and coarse paper
7. White board for demonstration
8. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
9. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX
Amazon.com

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art examples

Evaluation: Seventh graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade.

Projects: Notan Japanese Art, Design Printing, Color Wheel Collage, Pointallism Project, Optical Illusion Art, Minimalism Art Tissue Transfer, Neon Lines, Paper Weaving

ART-7.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-7.02   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-7.03   The student will learn to use a variety of art materials including pencil, ink, watercolor, pastel, and chalk.

ART-7.04   The student will learn to respect others' art and be encouraging.

ART-7.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-7.06   The student will study positive and negative space in their art work.

ART-7.07   The student will use viewfinders to help them choose the best design for their art project.

ART-7.08   The student will carefully explore the challenges and benefits of using a craft knife for art projects.

ART-7.09   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:

1. *The Theater Machine II.* by Albert T. Viola and Mona Lynn Goone
2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
3. White board for demonstration
4. Video examples of excellent acting and theatrical productions
5. Script from a play chosen for the seventh through twelfth graders to perform
6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
7. Basic set pieces that can be moved around to suggest different places

Ordering: Amazon.com
Pioneerdrama.com
Dramaticpublishing.com
Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation of a play for parents and students of the school as the culmination of our class learning, props for games

Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-7.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-7.02   The student will experiment with their voice to help create an environment and portray a character.

DR-7.03   The student will continue exploration into the art of improvisation.

DR-7.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-7.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-7.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-7.07   The student will learn how to handle props and set changes.

DR-7.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-7.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-7.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music

Time: 48 minutes, two days per week
Materials: Sing at First Sight, Alfred; choral warm-ups from the American Boychoir; various SAB and SATB arrangements for young choral ensembles from all periods and styles (Renaissance madrigals, Palestrina arrangements, hymns, Russian choral works, Classical, Romantic, Contemporary choral works); various choral CDs for listening examples; folders, pencils
Ordering: JW Pepper, Lillenas; Veritas Press
Methods: Students learn through singing, listening, drills, and direct instruction.
Evaluation: Students will be evaluated based on in-class demonstration of skills.

Beginning in grade 7 our students may audition for the secondary choral ensemble, a select group of singers who meet twice weekly for an hour to learn good choral singing techniques

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and the art of ensemble singing. Students learn music composed from various time periods and styles, and perform for and audience several times each semester.

Latin 2

Time: 48 minutes, 5 times weekly
Materials: Henle First Year Latin Text, Henle Latin Grammar Text, composition book for exercises and notes, Study Blue & Flippity flash cards
Ordering: Lance Vermillion
Methods: Socratic discussion and dialogue
                 solving problems and defending solutions
                 working problems in small groups or on the board
                 timelines and charts
                 logical evaluation or critique
Evaluation: Students will be given a percentage grade in Latin based on vocabulary quizzes, declining and conjugating quizzes, and tests. Tests are 30% memorization, 55% translation from Latin to English, and 15% parsing.

LAT-7.01   The student will thoroughly master forms.

LAT-7.02   The student will thoroughly master basic syntax.

LAT-7.03   The student will thoroughly master vocabulary.

LAT-7.04   The student will work the mastery of forms, syntax, and vocabulary into active memory by means of immediate and abundant exercise.

LAT-7.05   The student will be able to read and translate simple sentences.

LAT-7.06   The student will know that motion towards is generally expressed in Latin by the Accusative case.

LAT-7.07   The student will know that location is generally expressed in Latin by the Ablative case.

Pre-Algebra

Time: 48 minutes per day, five days per week
Materials: Harold Jacobs, *Elementary Algebra* (Chapters 1-8)
Ordering: Amazon.com
Methods: Instruction of material is given through lecture and Socratic discussion/student-teacher dialogue. Students will be required to interact with a variety of diagrammatic content in the text and through supplements, including dynamic geometry software (GeoGebra). Concepts are made concrete by use of examples and practice exercises that will be discussed and performed in class. Daily exercises will

be assigned for homework to reinforce understanding and produce skills of application.

Evaluation: Section tests will be administered to evaluate mastery of material. Students will be assigned percentage grades based on scores from tests, quizzes, and homework assignments.

M-7.01   The student will demonstrate mastery of fundamental operations including: addition, subtraction, multiplication, division, raising to a power, order of operations, proper use of parentheses, and use of the distributive rule of multiplication over addition and subtraction.

M-7.02   The student will know the characteristics of a function and demonstrate ability to graph direct, linear, and inverse functions.

M-7.03   The student will demonstrate their knowledge of integers by performing addition, subtraction, multiplication, and division.

M-7.04   The student will demonstrate their knowledge of rational numbers by mastery of operations, absolute values, approximations, and graphing.

M-7.05   The student will master the subject of equations in one variable. This will include inverse operations, equivalent equations and expressions, and solving practical problems involving length, area, distance, rate, and time.

M-7.06   The student will master the subject of equations in two variables. Demonstration will include the use of formulas, graphing linear equations, finding x and y intercepts, finding the slope of a line, and defining a line using the slope-intercept form.

M-7.07   The student will demonstrate the ability to solve simultaneous equations through subtraction, addition, multiplication, graphing, and substitution methods.

M-7.08   Students will master the subject of exponents including scientific notation for large and small numbers, multiplication of exponents, powers and quotients of exponents, and exponential functions.

Omnibus I: Antiquity 1

Time: 100 minutes, 5 days per week
Materials: *Aeneid, The*, Virgil
                 Aeschylus I: Oresteia
                 Bible (NKJV)
                 Code of Hammurabi
                 Histories, The, Herodotus
                 Julius Caesar, Shakespeare
                 Last Days of Socrates, The, Plato

More Than Dates & Dead People, Mansfield
Odyssey of Homer, The, Homer
Sophocles I: Theban Triology
The Early History of Rome, Livy
<u>Teacher Materials</u>:
All student texts
Omnibus I: Biblical and Classical Civilizations, eds. Fischer and Wilson
Various shorter essays
Heroes of the City of Man, Peter Leithart
Invitation to the Classics, Cowan and Guinness

Ordering: Amazon.com, Veritas Press

Methods: Omnibus seeks to integrate Bible, history, and literature through a study of the great books of Western civilization. Accordingly, students are evaluated for mastery of knowledge in all three areas, which by necessity overlap. The goal is to build a Christian worldview into a student as the logic-stage pedagogy is employed.

Students will read and study both primary and secondary readings. The primary readings are the cornerstone of the class and accordingly take up most of the class time. Secondary readings are read aloud in class. Several readings are assigned for outside of class, and summary and comprehension cards are completed.

Methods used in class:
- Reading aloud followed by discussion
- Socratic interaction
- Lecture
- Assigning questions to individuals or groups and discussing answers
- Debate
- Role-Play
- Timelines & Charts

Evaluation: Students are assigned a percentage grade based on class assignments, projects, and tests. Students are assigned comprehension questions that will lead them to analyze the works being studied. The answers are discussed both individually and in small groups. In addition, for each work studied, students are tested using a variety of methods (objective tests, essays, etc.) that will measure mastery of the material. Students are also tested on their mastery of assigned vocabulary words.

OMN I-7.01   The student will explain how the idea of evolution affects the study of history (*More Than Dates…*).

OMN I-7.02   The student will identify the pillars of a Christian view of history (*More Than Dates…*).

OMN I-7.03   The student will explain what an epic poem is, identify the conventions of epic poetry, and explain the importance of Homer's poetry to Western literature and thought.

OMN I-7.04   The student will identify the major events of Odysseus's wanderings (*The Odyssey*).

OMN I-7.05   The student will tell the major events of Egyptian, Persian, and Greek history (Herodotus).

OMN I-7.06   The student will explain why Herodotus is the father of history writing and then compare and contrast modern historical writers with Herodotus.

OMN I-7.07   The student will explain the Battle of Marathon, explain the method and strategy of the second Persian invasion, and explain on a map the strategy of the Battle of Salamis (Herodotus).

OMN I-7.08   The student will tell the major events in the story of the *Oresteia* (Aeschylus).

OMN I-7.09   The student will explain the genesis and early development of Greek tragedy and explain its basic elements (Aeschylus).

OMN I-7.10   The student will tell the major events of the Oedipus plays (Theban trilogy).

OMN I-7.11   The student will explain the idea of *hubris* and the concept of building tension and climax (Theban Trilogy).

OMN I-7.12   The student will explain the history and movements of pre-Socratic philosophy (*The Last Days of Socrates*).

OMN I-7.13   The student will explain the prominent ideas in Platonic philosophy and contrast them with a biblical worldview (*The Last Days of Socrates*).

OMN I-7.14   The student will explain Virgil's purpose in writing *The Aeneid* and demonstrate how Virgil builds on Homer.

OMN I-7.15   The student will identify the major events of the life and accomplishments of Aeneas, especially as relates to the founding of Rome (Virgil).

OMN I-7.16   The student will explain Livy's account of the founding of Rome by Romulus and Remus (Livy).

OMN I-7.17   The student will learn to compare the worldviews of the works being read with a biblical worldview, making appropriate judgments and analyses.

OMN I-7.18   The student will explain the basic divisions of the Old Testament (Pentateuch, history, poetry, prophets) and the characteristics of Hebrew poetry, historical writing, and prophetic literature.

OMN I-7.19   The student will identify the major events, persons, dates, places, and movements

of Old Testament history, as well as understanding the pertinent theological foundations, doctrines, and issues associated with Old Testament study.

OMN I-7.20   The student will gain an appreciation for the holiness of God, an understanding of the covenants of God, and a knowledge of how Christ is revealed in the Old Testament.

OMN I-7.21   The student will gain mastery of vocabulary words discovered in the study of primary and secondary works.

OMN I-7.22   The student will know how to formulate a thesis, sub-points, introductions, and conclusions, and write compositions that are clear and grammatically correct.

OMN I-7.23   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Physical Education

Time: 48 minutes, 2 days per week.
Materials: Balls, jump ropes, cones, hockey sticks, agility equipment, and frisbees.
Ordering: Various sporting goods stores and internet sources.
Methods: Students will continue to learn and practice basic movement skills, locomotor and manipulative skills. Students will begin to understand the fitness and health benefits of physical activity, and use the P.E. class as an opportunity for character development.
Evaluation: Middle school students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE7.01   Students will warm-up and cool down appropriately.

PE7.02   Students will participate in team sports learning to apply rules, strategy, and good sportsmanship.

PE7.03   Students will participate in the team sports of soccer, hockey, touch football, and softball.

PE7.04   Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.

PE7.05   Students will continue to improve gross motor skills; jumping, throwing, rolling, catching, running, kicking, balance, and coordination.

PE7.06   Students will participate in the Presidential Fitness Challenge once per quarter.

Life Science

Time: 49 minutes, 4 times a week
Materials: Prentice Hall Life Science
Ordering: Pearson Prentice Hall (www.phschool.com)
Methods: The book is used as a reference and guide throughout the year. Material is covered through lectures, experiments, various supplemental materials, and field trips as appropriate. Methods include:
1. Socratic discussion and dialogue
2. Detailed and well-kept Registers of Effects
3. Student-led discussion
4. Solving problems and defending solutions
5. Working problems in small groups or on boards.
6. Logical evaluation and critique
Evaluation: The student will be assigned a grade based on weekly quizzes, completion of objectives list questions, experiments and cumulative exams.

7.1 Natural History and the Human Body
The student will:
1. Demonstrate an understanding of science how it has developed as a field through history and what is meant by *natural history*.
2. define observation and be able to differentiate between qualitative and quantitative observations.
3. List and describe the shared characteristics and needs of all living things.
4. Identify the levels of organization in the body.
5. Describe a cell, be able to identify its organelles, explain their functions, and differentiate between a plant and animal cell.
6. Identify and describe the structures and functions of the nervous system - central nervous system and the peripheral nervous system.
7. Identify the structures involved in our five senses and describe how they function.
8. Identify and describe the structures and functions of the cardiovascular system.
9. Describe the components of blood.
10. Identify and describe the structures and functions of the lymphatic system.
11. Identify and describe the structures and functions of the respiratory system.
12. Describe how the six nutrients needed by the body help carry out essential processes.
13. Describe each of the following life processes: Diffusion, Active Transport, Photosynthesis, and Respiration.
14. Identify and describe the structures and functions of the digestive system.
15. Identify and describe the structures and functions of the excretory system.
16. Identify and describe the structures and functions of the skeletal system.
17. Identify and describe the structures and functions of the muscular system.
18. Identify and describe the structures and functions of the integumentary system.

19. Identify the kinds of pathogens that cause infectious diseases in humans and explain the relationship between pathogens and infectious diseases.
20. Explain how the body's first line of defense guards against pathogens.
21. Describe what happens during the inflammatory response.
22. Be able to articulate and describe how the body systems work together and depend on each other.

7.2 The Diversity of Living Things
The student will:
1. Explain the advantages of scientific classification and identify the eight classification levels.
2. Describe and explain photosynthesis and respiration, identify their reactants, products, and explain the equations for both.
3. Identify and describe the characteristics that plants all plants share and the things they need to live.
4. Describe the functions of roots, stems, and leaves.
5. Compare and contrast gymnosperms and angiosperms and their reproduction processes.
6. Identify three stimuli that produce plant responses.
7. Describe how plants respond to seasonal changes.
8. Identify four functions that enable animals to meet their basic needs.
9. Describe symmetry and be able to infer general characteristics of an animal based on its symmetry.
10. Identify the characteristics of sponges and cnidarians.
11. Explain the importance of coral reefs.
12. Identify and describe the three main phyla of worms.
13. Identify the main characteristics of mollusks.
14. Identify four major groups of arthropods and describe the main characteristics of arthropods.
15. Describe how crustaceans, arachnids, and centipedes and millipedes differ.
16. Identify the main characteristics of insects and their adaptations.
17. Identify the two types of metamorphosis found in insects.
18. Explain why insects are important in food chains.
19. Identify two other ways insects interact with their environments.
20. Identify the main groups and characteristics of echinoderms.
21. Describe the characteristics that chordates share.
22. Describe the main characteristics shared by all vertebrates.
23. Identify and describe the main characteristics and major groups of fish and be able to differentiate between them.
24. Describe amphibian characteristics.
25. Examine how adult amphibians are adapted for life on land.
26. Contrast the characteristics of each of the three main groups of reptiles.
27. Describe one adaptation that helped dinosaurs survive before they became extinct.
28. Describe what scientists can learn from studying fossils.
29. Identify the common characteristics of birds.
30. Explain how a bird is able to fly.
31. Describe the characteristics common to all mammals.

32. Identify the three main groups of mammals.
33. Explain instincts and what causes animal behavior.
34. Describe four types of learned behavior.
35. Describe the three ways animals communicate.
36. Describe the environments all protists live in and the traits all protists share.

7.3 Ecology
The student will:
1. Identify the needs that must be met by an organism's surroundings.
2. Identify biotic and abiotic parts of a habitat.
3. Describe the levels of organizations within an ecosystem.
4. Describe methods for determining the size of a population and explain the causes of changes in population size.
5. Explain how an organism's adaptations help it survive.
6. Describe the major kinds of interaction among organisms in an ecosystem.
7. Identify the three types of symbiotic relationships.
8. Describe the differences between primary and succession.
9. Identify and describe the energy roles that organism play in an ecosystem.
10. Explain how energy moves through an ecosystem.
11. Identify and describe the processes involved in the water cycle.
12. Explain how carbon and oxygen are recycled in ecosystems.
13. Describe the nitrogen cycle.
14. Explain how the movement of the continents has affected the distribution of species.
15. Describe three ways that organism dispersal occurs.
16. Describe factors that can limit the dispersal of a species.
17. Identify the six major biomes found on Earth.
18. Identify and describe the factors that determine the type of biome found in an area.
19. Identify and describe the two major types of aquatic ecosystems.
20. Identify the general categories of environmental issues.
21. Describe how decision makers balance opposing needs and concerns.
22. Describe how forests can be managed as renewable resources.
23. Describe how fisheries can be managed from a sustainable yield.
24. Explain the value of and factors that affect biodiversity.

Writing I

Time: 48 minutes, 5 days per week
Materials: Primary Texts: *Our Mother Tongue* by Nancy Wilson
The Grammar of Poetry by Matt Whittling
Composition notebooks and notebook paper used to record various quotations, Scripture memory passages, poems, writing journals, rough drafts, final drafts, and binders to organize grammar units.
Contest materials: the Veterans of Foreign Wars (VFW) essay contest, (Patriot's Pen), and the Regents Academy Haiku Contest (First semester).
Daughters of the Republic of Texas (DRT) and the Texas Outdoor Writer's Association Contest (TOWA) essay contest materials. (Second Semester)

Websites support for keyboarding practice and various research projects.

Ordering: Support materials from Omnibus writing assignments, essay contest materials, poetry materials, and grammar materials are copied (in compliance with copyright rules as understood by the teacher).

Methods: Socratic discussion and dialogue
Identify grammar errors and create solutions.
Obtain guest speakers to practice interviewing skills
Critique writing styles/peer editing
Diagram sentences on the board or the projector.
Review and demonstrate D'Nealian cursive penmanship.
Commonplace notebook (CNB).
Students also have weekly, if not daily, grammar practice.

Evaluation: Students will be assigned a percentage grade in Writing. Written assignments will be evaluated for mastery various writing skills, using MLA formatted papers.

Weighting: Weekly assignments (including CNB, and grammar lessons) are weighted as "daily" grades. Rough drafts of most writing assignments are weighted as "daily" grades. Second drafts and final drafts of papers are weighted as "test" grades.

WE-7.01   The student will learn to type with speed and accuracy, and develop computer skills.

WE-7.02   Students will write using proper D'Nealian cursive technique.

WE-7.03   Students will write papers using proper MLA format, including properly formatted "Works Cited" and/or "Bibliography" pages.

WE-7.04   Students will improve their writing by employing stylistic techniques including descriptive modifiers, transitional words and phrases, and reference materials including a dictionary and thesaurus.

WE-7.05   Students will record in their best cursive penmanship quotations, Scripture verses, poems, etc. according as assigned each week.

WE-7.06   Students will learn the value of writing a rough draft, second draft and final draft of a paper.

WE-7.07   Students will review and practice grammar techniques learned through sixth grade and begin to learn how to diagram sentences.

WE-7.08   Students will review, in detail, the eight parts of speech, and identify each.

WE-7.09   Students will review the parts of a sentence including phrases and clauses.

WE-7.10   Students will recognize and demonstrate special properties of nouns, pro-
           nouns, and verbs within the writing their writing as well as in the writing of
           others.

WE-7.11   Students will identify and incorporate verbals within essays.

WE-7.12   Students will learn the basic grammar of poetry, including literary tropes and
           basic scansion.

WE-7.13   Students will write original poetry focused on specific types, styles and sub-
           jects.

WE-7.14   Students will review and practice the various modes of writing.

WE 7.15   Students will investigate and practice interviewing skills.

WE 7.16   Students will write a multi-paragraph documented research paper over an as-
           signed topic.

WE 7.17   Students will cultivate an appreciation for the written word, including poetry
           and prose.

WE 7.18   Students will correctly and effectively incorporate biblical passages into their
           various modes of writing.

EIGHTH GRADE

Fine Arts
    Art   **49 minutes, 1 day per week**
    Drama   **49 minutes, 2 days per week**
    Music   **49 minutes, 2 days per week**
Latin   **49 minutes, 5 days per week**
Writing   **49 minutes, 4 days per week**
Algebra I   **49 minutes, 5 days per week**
Omnibus   **98 minutes, 5 days per week**
Physical Education   **49 minutes, 1 day per week**
Earth Science   **49 minutes, 5 days per week**

Fine Arts

    Art

Time: 48 minutes, 1 day per week, two terms

Materials:

1. *Art: The World's Greatest Paintings Explored and Explained* by Robert Cumming
2. *200 Projects to Strengthen Your Art Skills: For Aspiring Art Students* by Valerie Colston
3. Various fine art posters, 1-3 examples from each major art movement
4. Painting supplies: tempera paints, acrylics, thinner, palettes, smocks, thick and thin brushes
5. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sharpie markers
6. Various papers: colored tissue, magazines, newspaper, watercolor paper
7. White board for demonstration
8. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
9. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.

Ordering: Blick Art Materials—(800) 828-4548
                Hobby Lobby,   Nacogdoches, TX
                Amazon.com

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art examples.

Evaluation: Eighth graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade.

Projects: Notan Japanese Art, Design Printing, Color Wheel Collage, Pointallism Project, Optical Illusion Art, Minimalism Art Tissue Transfer, Neon Lines, Paper Weaving

ART-8.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-8.02   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-8.03   The student will learn to use a variety of art materials including pencil, ink, watercolor, pastel, and chalk.

ART-8.04   The student will learn to respect others' art and be encouraging.

ART-8.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-8.06   The student will study positive and negative space in their art work.

ART-8.07   The student will use viewfinders to help them choose the best design for their art project.

ART-8.08   The student will continue to carefully explore use of a craft knife in art projects to cut details.

ART-8.09   The student will begin to practice excellent craftsmanship.

ART-8.10   The student will establish center(s) of interest through the use of color, contrast and detail.

ART-8.11   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:

       1. *The Theater Machine II.* by Albert T.Viola and Mona Lynn Goone
       2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
       3. White board for demonstration
       4. Video examples of excellent acting and theatrical productions
       5. Script from a play chosen for the seventh through twelfth graders to perform
       6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
       7. Basic set pieces that can be moved around to suggest different places

Ordering: Amazon.com
             Pioneerdrama.com
             Dramaticpublishing.com

Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal

and presentation of a play for parents and students of the school as the culmination of our class learning, props for games

Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-8.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-8.02   The student will experiment with their voice to help create an environment and portray a character.

DR-8.03   The student will continue exploration into the art of improvisation.

DR-8.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-8.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-8.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-8.07   The student will learn how to handle props and set changes.

DR-8.08   The student will take part in a play production, both in acting and in some back-stage capacity.

DR-8.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-8.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music

Time: 48 minutes, 2 days per week
Materials: Sing at First Sight, Alfred; choral warm-ups from the American Boychoir; various SAB and SATB arrangements for young choral ensembles from all periods and styles (Renaissance madrigals, Palestrina arrangements, hymns, Russian choral works, Classical, Romantic, Contemporary choral works); various choral CDs for listening examples; folders, pencils
Ordering: JW Pepper, Lillenas; Veritas Press
Methods: Student learns through singing, listening, drills, direct instruction
Evaluation: Student will be evaluated based on in-class demonstration of skills

Beginning in grade 7 our students may audition for the secondary choral ensemble, a select group of singers who meet twice weekly for an hour to learn good choral singing techniques and the art of ensemble singing. Students learn music composed from various time periods and styles, and perform for and audience several times each semester.

Latin 3

Time: 48 minutes, 5 times weekly
Materials: Henle First Year Latin Text, Henle Latin Grammar Text, composition book for exercises and notes, Study Blue & Flippity flash cards
Methods: Socratic discussion and dialogue
                 solving problems and defending solutions
                 working problems in small groups or on the board
                 timelines and charts
                 logical evaluation or critique
Evaluation: Students will be given a percentage grade in Latin based on vocabulary quizzes, declining and conjugating quizzes, and tests. Tests are 30% memorization, 55% translation from Latin to English, and 15% parsing.

LAT-8.01   The student will thoroughly master forms.

LAT-8.02   The student will thoroughly master basic syntax.

LAT-8.03   The student will thoroughly master vocabulary.

LAT-8.04   The student will work the mastery of forms, syntax, and vocabulary into active memory by means of immediate and abundant exercise.

LAT-8.05   The student will be able to read and translate simple sentences.

Writing II

Time: 48 minutes, 4 days a week
Materials: *The Argument Builder* by Shelly Johnson
                 Warriner's English Grammar and Composition -Third Course by John E. Warriner
                 Composition books for common place notebooks (CNB), binders for unit organization, Contest materials: VFW (Patriot's Pen), Regents Academy Haiku Contest, Daughter of the American Revolution (DAR) contest, and the Texas Outdoor Writer's Association Contest (TOWA), various websites and reference books for research.
Ordering: Classical Academic Press, Camp Hill, Pennsylvania, Amazon
Methods: Socratic discussion and dialogue.
                      Group work/discussion
                      Peer editing
                      Guided research

Recitation

Debates

Evaluation: Students will be assigned a percentage grade in Writing II. Assignments will be evaluated for mastery of various writing skills, using MLA formatting.

Weighting: Weekly assignments (including the CNP, grammar lessons, and quizzes) are counted as "daily grades. Rough drafts of most writing assignments are also counted as "daily grades." Final drafts, projects, and tests are weighted as "test" grades.

WE 2-8.01   The student will continue to improve typing and computer skills.

WE 2-8.02   The student will write using proper cursive techniques.

WE 2-8.03   The student will construct papers using proper MLA format, including formatted works cited pages and parenthetical documentation.

WE 2-8.04   The student will write various drafts of a composition and revise and edit each version to prepare for publishing.

WE 2-8.05   The student will fine tune syntax skills, and improve punctuation and mechanics.

WE 2-8.06   The student will define, memorize and recognize the five common topics by Aristotle.

WE 2-8.07   The student will differentiate between Sophist and Aristotelian writings and speech.

WE 2-8.08   The student will define logic and rhetoric, and create basic syllogisms.

WE 2-8.09   The student will identify various types of fallacies including ad hominem, appeal to moderation, bandwagon, equivocation, false analogy, and straw man.

WE 2-8.10   The student will recognize and demonstrate an effective thesis statement.

WE 2-8.11   The student will compose valid arguments and defend their stance.

WE 2-8.12   The student will classify the different types of Idols as originated by Sir Francis Bacon.

WE 2-8.13   The student will demonstrate mastery of the five common topics by developing examples.

WE 2-8.14   The student will review and identify the six basic sentence patterns.

WE 2-8.15   The student will research the life and works of a poet, and analyze his/her works.

WE 2-8.16   The student will plan and give a presentation over his/her poet, and explicate one of the poet's poems to the class.

WE 2-8.17   The student will compose and critique his/her original poetry.

WE 2-8.18   The student will cultivate an appreciation for poetry and prose.

WE 2-8.19   The student will recognize and differentiate among ethos, pathos, and logos.

Algebra I

Time: 48 minutes per day, five days per week
Materials: Harold Jacobs, *Elementary Algebra* (Chapters 9-17)
Ordering: Amazon.com
Methods: Instruction of material is given through lecture and Socratic discussion/student-teacher dialogue. Students will be required to interact with a variety of diagrammatic content in the text and through supplements, including dynamic geometry software (GeoGebra). Concepts are made concrete by use of examples and practice exercises that will be discussed and performed in class. Daily exercises will be assigned for homework to reinforce understanding and produce skills of application.
Evaluation: Section tests will be administered to evaluate mastery of material. Students will be assigned percentage grades based on scores from tests, quizzes, and homework assignments.

M-8.01   The student will learn how to manipulate polynomials. Operations will include addition and subtraction, multiplication and division of polynomials, and squaring polynomials.

M-8.02   The student will demonstrate ability to factor second-degree polynomials, factor the difference of two squares, and factor trinomial squares.

M-8.03   The student will demonstrate ability to manipulate simple and complex algebraic fractions. Operations will include addition, subtraction, multiplication, and division.

M-8.04   The student will demonstrate ability to manipulate square roots of both products and quotients. Operations will include addition, subtraction, multiplication, and division, as well as solving radical equations.

M-8.05   The student will demonstrate proficiency in solving quadratic equations. Methods will include graphing, factoring, taking the square roots, completing the square, and thorough use of the quadratic formula.

M-8.06   The student will demonstrate knowledge of real numbers including rational, irrational numbers, and pi.

M-8.07   The student will demonstrate proficiency in solving ratios, proportions, and other fractional equations.

M-8.08   The student will demonstrate ability to solve simple algebraic inequalities in one or more variables.

M-8.09   The student will learn to identify arithmetic and geometric number sequences and demonstrate ability to solve using knowledge of linear and exponential functions.

Omnibus II: Christendom 1

Time: 100 minutes, 5 days per week
Materials: Selections:
The Church History by Eusebius
Confessions by St. Augustine
The Creeds
The Ecclesiastical History of the English People by Bede
The Rule of St. Benedict
Beowulf
The History of the Kings of Britain by Geoffrey of Monmouth
Macbeth by William Shakespeare
The Canterbury Tales by Geoffrey Chaucer
The Divine Comedy: Inferno by Dante
The Song of Roland
Texts:
Omnibus II: Church Fathers Through the Reformation, eds. Fischer and Wilson
The Geography Coloring Book by Wynn Kapit 3rd edition (Pearson Ed.)
The Holy Bible (NKJV)
Ordering: Amazon.com
Methods: Omnibus seeks to integrate Bible, history, and literature through a study of the great books of Western civilization. Accordingly, students are evaluated for mastery of knowledge in all three areas, which by necessity, overlap. The goal is to build a Christian worldview into a student as the logic-stage pedagogy is employed.
          Students will read and study both primary and secondary readings. The primary readings are the cornerstone of the class and accordingly take up most of the class time. Several readings are assigned for outside of class, and summary and comprehension cards are completed.
Methods used in class:
        Reading aloud followed by discussion
        Socratic interaction
        Lecture
        Cornell Notes
        Assigning questions to individuals or groups and discussing answers
        Debating various topics

Research assigned topics from the Middle Ages
Oral Presentations
Role play
Memorize the time line for Christendom I.
Critique actions by protagonists and antagonists within the fictional selections.
Participate in a Medieval feast.
Memorize and recite assigned passages.

Evaluation: Students are assigned a percentage grade based on class assignments, projects, and tests. Students are assigned comprehension questions that will lead them to analyze the works being studied. The answers are discussed both individually and in small groups. In addition, for each work studied, students are tested using a variety of methods (objective tests, essays, etc.) that will measure mastery of the material, and students also complete a project designed to round out their understanding of the material and lead them to apply what they learned. Students are tested on their mastery of assigned vocabulary words.

Objectives:

OMN II-8.01   The student will narrate the major events of the early church and Patristic periods of church history, referencing major people, places, and movements, and anchoring these in the context of the Greek and Roman world.

OMN II-8.02   The student will explain the early heresies and identify them with the proponents of these heresies that plagued the church and the seven Ecumenical Councils that were responses to these heresies.

OMN II-8.03   The student will explain how the church overcame the persecution of the Roman Empire and then describe the conversion of Constantine and the Edict of Milan's role in this (*The Church History* by Eusebius).

OMN II-8.04   The student will state the Gnostic heresy and give the reasons why it is not orthodox and is dangerous (Eusebius).

OMN II-8.05   The student will analyze the geography of Europe.

OMN II-8.06   The student will relate the story of the conversion of Augustine, highlighting the major influences on his life. (*Confessions*)

OMN II-8.07   The student will explain the major tenets of Manichaeism, Pelagianism, and Augustine's mature theology.

OMN II-8.08   The student will narrate the story of *Beowulf*, explain the importance of the poem in English literature, and give examples of the poem's Christian symbolism.

OMN II-8.09   The student will show how a Christian worldview and a pagan Anglo-Saxon worldview intermingle and conflict in *Beowulf*.

OMN II-8.10 The student will explain why the Medieval era is called the Middle Ages, narrate the major events of the Medieval era, and identify important people, places, and movements of the Early, Middle, and Late Middle Ages, as well as pre-Reformation times.

OMN II-8.11 The student will tell why the pilgrims were traveling to Canterbury (i.e., know the story of Thomas a' Beckett) (Chaucer).

OMN II-8.12 The student will explain how the different characters in *The Canterbury Tales* give us a window into Medieval English life.

OMN II-8.13 The student will explain the importance of Chaucer's poetry to the development of the English language.

OMN II-8.14 The student will explain the basic structure of *The Divine Comedy*.

OMN II-8.15 The student will compare and contrast Dante's vision of hell with what the Scriptures state concerning it.

OMN II-8.16 The student will explain the medieval doctrine of purgatory and argue for or against it biblically (Dante).

OMN II-8.17 The student will describe the ironic nature of some of the punishments in hell and purgatory (Dante).

OMN II-8.18 The student will explain the presence of Virgil as Dante's guide and the philosophy that lay behind that choice.

OMN II-8.19 The student will assess the impact that the Venerable Bede had on the early British church and the recording of English history.

OMN II-8.20 The student will categorize the different parts of ancient Albion (England) and relate the impact of St. Gregory and St. Augustine in the conversion of Britain according to Bede.

OMN II-8.21 The student will be able to justify his/her faith by appraising The Apostles' Creed and The Nicene Creeds and creating a personal creed.

OMN II-8.22 The student will summarize the rules of the monastery as noted in "The Rule of St. Benedict," including the twelve steps of humility.

OMN II-8.23 The student will analyze the impact of "The Rule of St. Benedict" and its influence throughout the monastic world during the medieval times.

OMN II-8.24 The student will defend the study of *The History of the Kings of Britain* by Geoffrey of Monmouth by examining this stylized and debatable view ofBritish history.

OMN II-8.25 The student will evaluate Shakespeare's influence on Western literature, and recall specific facts about his life and works.

OMN II-8.26 The student will research Holinshed's Chronicles and James I for the study of *Macbeth.*

OMN II- 8.27 The student will "scan" various lines of the play to review/discover iambic pentameter.

OMN II- 8.28 The student will distinguish various literary components including Freytag's Pyramid, the tragic hero, prominent themes, and comic relief.

OMN II- 8.29 The student will memorize and perform appointed scenes from the *Macbeth*.

OMN II- 8.30 The students will analyze the actions of the tragic hero and his emasculation by Lady Macbeth.

OMN II- 8.31 The student will investigate the Crusades, the chanson de guest, and analyze the characters and motives represented in *The Song of Roland.*

OMN II- 8.32 The student will predict the impact of Charlemagne in history as the student interprets the epic French poem.

OMN II- 8.33 The student will advance his or her apologetics skills by reading and relating Bible verses.

OMN II- 8.34 The student will compare and contrast the Gospel of John to the synoptic gospels, and memorize and recite assigned passages.

OMN II- 8.35 The student will memorize and reproduce the timeline for Christendom I.

Physical Education

Time: 45 minutes, 2 day per week.
Materials: Balls, jump ropes, cones, hockey sticks, agility equipment and Frisbees.
Ordering: Various sporting goods stores, and internet sources.
Methods: Students will continue to learn and practice basic movement skills, locomotor skills, and manipulative skills. Students will begin to understand the fitness and health benefits of physical activity, and use the P.E. class as an opportunity for character development.
Evaluation: Middle school students are not graded for physical education, but are evaluated based on skill, attitude, and participation in group activities.

PE8.01   Students will warm-up, and cool down appropriately.

PE8.02   Students will participate in team sports learning to apply rules, strategy, and good sportsmanship.

PE8.03   Students will participate in the team sports of soccer, hockey, touch football, and softball.

PE8.04   Students will respond to auditory, visual, tactile, and kinesthetic stimuli when performing motor tasks.

PE8.05   Students will continue to improve gross motor skills: jumping throwing, rolling, catching, running, kicking, balance, and coordination.

PE8.06   Students will participate in the Presidential Fitness Challenge once per quarter.

Earth Science

Time: 48 minutes per day, 5 days per week
Materials: Earth Science by Borrero, Hess and Hsu from Glencoe
                 Laboratory notebook
                 Experimental materials
Methods: The textbook is used as a reference and guide throughout the year. Material is covered through lectures, experiments, various supplemental materials, and field trips as appropriate. Methods include:
- Socratic discussion and dialogue
- Detailed and well-kept Register of Effects or Lab Journal
- Student-led discussion
- Solving problems and defending solutions
- Working problems in small groups or on boards
- Logical evaluation and critique

Evaluation: Students will be assigned a percentage grade based on daily assignments, weekly quizzes, lab reports and tests.

8.1 Introduction to Earth Science
The Student Will:
  A. Compare the areas of study within Earth Science.
  B. Compare and contrast types of variables in an experiment.
  C. Compare and contrast scientific models, theories and laws.
  D. Demonstrate use of the scientific method using a variety of experiments.

E. Demonstrate the use of basic scientific equipment.

F. Demonstrate the use of the metric system and explain its importance in science.

8.2 Structure and Properties of Matter

The Student Will:

A. Explain what matter is and how it is organized.

B. Relate the role of energy to changes in the state of matter.

C. Describe an atom and its related components.

D. Describe elements, compounds and mixtures.

E. Describe the different types of chemical bonds and relate their nature to physical structures of compounds.

8.3 Earth's Dynamic Surface and Interior

The Student Will:

A. Describe, identify and classify minerals based on their physical and chemical properties.

B. Relate a mineral's characteristics and it's uses.

C. Describe, identify and classify rocks based on their physical and chemical properties.

D. Describe the rock cycle and create a model.

E. Discuss how fossils are used to interpret Earth's past physical and environmental history.

F. Calculate the age of rocks and fossils using several methods including absolute and relative age dating.

G. Analyze a soil sample to determine composition and characteristics.

H. Describe mass movements of erosion and how they affect humans and the landscape.

I. Analyze historical data concerning continental drift and its impact on plate tectonic theory.

J. Explain and elaborate on plate tectonic theory and its effects including features of volcanoes and earthquakes.

K. Describe topology and create topographic maps.

L. Read, calculate and use latitude and longitude to describe locations on Earth.

M. Describe materials from Earth's crust that are considered natural resources and recognize the need to protect Earth's land surface as a resource.

8.4 Earth's Waters

The Student Will:

A. Explain the relationship between oceanography and the hydrosphere.

B. Model the distribution of water on Earth's surface.

C. Describe the areas of freshwater on Earth's surface and how they relate to the water cycle.

D. Describe how groundwater can affect the surface features of the Earth.

E. Describe how human activity can affect groundwater supplies both positively and negatively.

F. Identify methods used by humans to study Earth's oceans.

G. Describe the characteristics of oceans and how ocean movements affect Earth's surface.

8.5 The Relationship between the Sun, Air, Water and Land
The Student Will:

A. Explain why the Sun is the source of most energy on Earth.
B. Explain the relationship between the hydrosphere and the atmosphere.
C. Illustrate the water, carbon and nitrogen cycles.
D. Explain the relationship between meteorology and the atmosphere.
E. Describe the composition and layers of the atmosphere.
F. Describe how energy is transferred in the atmosphere.
G. Analyze how imbalances in the heating of Earth's surface create weather.
H. Explain how wind forms.
I. Illustrate the different types of weather associated with the interactions of air masses including thunderstorms, tornadoes and hurricanes.
J. Summarize instruments used to collect weather data and create weather forecasts.
K. Compare and contrast weather and climate.
L. Explain why climates vary in different regions of the Earth and why they can change.
M. Describe how humans impact climate and its change over time.

8.6 The Relationship between the Earth, Sun, Moon and Stars
The Student Will:

A. Model the Sun, Earth, Moon System and describe the effects of their interactions.
B. Identify and recognize features of the moon.
C. Describe how space exploration helps scientists learn about the universe.
D. Describe tools used by scientists to study the universe.
E. Compare and contrast planets and objects in our solar system.
F. Describe the characteristics of stars and a star's life cycle including the Sun.
G. Illustrate the different types of galaxies.
H. Model the future of the universe using current theories.
I. Debate theories related to the creation of our solar system.

NINTH GRADE

Fine Arts	
Art	**49 minutes, 1 day per week**
Drama	**49 minutes, 2 days per week**
Music	**49 minutes, 2 days per week**
Government	**49 minutes, 5 days per week**
Latin	**49 minutes, 5 days per week**
Logic	**49 minutes, 5 days per week**
Omnibus	**98 minutes, 5 days per week**
Physical Education	**49 minutes, 1 day per week**
Algebra II	**49 minutes, 5 days per week**
Biology	**49 minutes, 5 days per week**

Fine Arts

Art

Time: 48 minutes, 1 day per week, two terms

Materials:

1. Paint Mojo - A Mixed-Media Workshop: Creative Layering Techniques for Personal Expression by Tracy Verdugo
2. Various fine art posters, 1-3 examples from each major art movement
3. Painting supplies: tempera paints, watercolors, palettes, smocks, thick and thin brushes
4. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue sticks and glue,
5. Various papers: watercolor paper, colored tissue, magazines, newspaper, plain white paper
6. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
7. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX
Amazon.com

Methods: Classroom demonstrations, in-class practice sessions following demonstrations, discussion of fine art examples, in-class critiques

Evaluation: Ninth graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade.

Projects: Drawing a Still Life, Zentangle Designs, Stained Glass Designs, Tertiary Color Page, Analogous Squares, Gesture Drawing, Medieval Feast Window, Surrealism Collage, Mixed Media Expressionism

ART-9.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-9.02   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-9.03   The student will learn to use a variety of art materials including pencil, ink, watercolor, pastel, and chalk.

ART-9.04   The student will learn to respect others' art and be encouraging.

ART-9.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-9.06   The student will begin to pull together different techniques and use them to express their unique vision.

ART-9.07   The student will practice excellent craftsmanship.

ART-9.08   The student will recognize art as something that can be used to express truth as well as a variety of emotions.

ART-9.09   The student will make an effort to seek out their own artistic style.

ART-9.10   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:
    1. *The Theater Machine II.* by Albert T. Viola and Mona Lynn Goone
    2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
    3. White board for demonstration
    4. Video examples of excellent acting and theatrical productions
    5. Script from a play chosen for the seventh through twelfth graders to perform
    6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
    7. Basic set pieces that can be moved around to suggest different places
Ordering: Amazon.com
              Pioneerdrama.com
              Dramaticpublishing.com
Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation of a play for parents and students of the school as the culmination of our class learning, props for games

Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-9.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-9.02   The student will experiment with their voice to help create an environment and portray a character.

DR-9.03   The student will continue exploration into the art of improvisation.

DR-9.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-9.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-9.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-9.07   The student will learn how to handle props and set changes.

DR-9.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-9.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-9.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music Appreciation

Time: 49 minutes, 2 days per week
Materials: Various documentaries; biographies of composers/musicians; various movement and activity CDs; flashcards; music games; various songs; rhythm instruments; YouTube videos for music clips, famous tunes, music genres, TED talks
Methods: Student will learn through direct instruction, Socratic discussion and dialogue, student-led discussion, debates, timelines and charts, logical evaluation and critique, student-generated questions, oral presentations and oral/written persuasive reports, guided research, and written reports with worldview analysis
Evaluation: Student will be evaluated by class demonstration of skills: aural, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered.

MUS - HS.1 Reading Fundamentals

MUS-HS.1.1   The student will recognize the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Half Note
Dotted Quarter Note
Dotted Eighth Note

MUS-HS.1.2   The student will be able to identify and explain the following music symbols:
Staff
Treble Clef
Bass Clef
Double Bar Line
Bar Line
Repeat Sign
Fermata
Staccato
Slur
Accent

MUS-HS.1.3   The student will be able to identify the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-HS.1.4   The student will recognize and label the lines and spaces of the treble clef and bass clef as well as identify notes (pitches) written on lines and spaces.

MUS-HS.1.5   The student will understand the difference in the beat and the rhythm and will recognize them in various songs.

MUS - HS.2 Music History Fundamentals

MUS-HS.2.1   The student will be introduced to various musical styles and sounds such as Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes, etc.

MUS-HS.2.2 The student will begin music appreciation in the following:
Musical time periods
Various composers from each time period
Continued exposure to musical time periods and genres through learning about various composers, listening to their compositions, comparing styles, etc.

Latin 4

Time: 48 minutes, 5 times weekly
Materials: Henle First Year Latin Text, Henle Latin Grammar Text, Biblia Sacra Vulgata, Henle Second Year Latin Text, composition book for exercises and notes, Study Blue & Flippity flash cards
Ordering: amazon.com
Methods: Socratic discussion and dialogue
solving problems and defending solutions
working problems in small groups or on the board
timelines and charts
logical evaluation or critique
Evaluation: Students will be given a percentage grade in Latin based on vocabulary quizzes, declining and conjugating quizzes, and tests. Tests are 30% memorization, 55% translation from Latin to English, and 15% parsing.

LAT-9.01 The student will thoroughly master forms.

LAT-9.02 The student will thoroughly master basic syntax.

LAT-9.03 The student will thoroughly master vocabulary.

LAT-9.04 The student will work the mastery of forms, syntax, and vocabulary into active memory by means of immediate and abundant exercise.

LAT-9.05 The student will be able to read and translate complex sentences.

Logic

Time: 48 minutes, 5 days per week
Student Text: Paul Teller, *A Modern Formal Logic Primer*. 2 vols. Out of print. Permission from author to reprint as needed. Formerly published by Pearson Education, Inc.
Peter Kreeft, Socratic Logic, 3E
Ordering: Amazon.com
Methods: Instruction of material is given primarily through lecture, broken by frequent student-teacher dialogue. Students will read assigned sections of the textbook that correspond to the lesson. Concepts are made concrete by use of examples and practice exercises that will be discussed and performed in class. Routine

exercises will be assigned for homework to reinforce understanding and produce skills of application. Section tests will be administered to evaluate mastery of material.

Evaluation: The student will be assigned a percentage grade based on his performance on daily assignments and section tests.

LOG-9.01   The student will understand the definition of logic, the overview of the major branches of logic, and where our study of formal and informal logic fits into the discipline. [LO]

LOG-9.02   The student will articulate the distinction between several clusters of related terms: (1) argument and inference; (2) statement and proposition; (3) discovery and justification; (4) truth, validity, and soundness. [LO]

LOG-9.03   The student will understand the definition of "argument." [LP 1-1; LO]

LOG-9.04   The student will understand the definition of "deductively valid argument" [LP 1-1; LO]

LOG-9.05   The student will demonstrate the truth-functionality of sentence connectives by constructing truth tables for each of the five connectives. [LP 1-3]

LOG-9.06   The student will explain the criteria for well-formed formulas in sentence logic ("formation rules"). [LP 1-6]

LOG-9.07   The student will explain the criteria for evaluating the truth value of a sentence of propositional logic ("rules of evaluation"). [LP 1-6]

LOG-9.08   The student will list and define the five propositional operators by means of truth tables. [LP 1-3, 4-4, 4-5]

LOG-9.09   The student will recognize the truth-functionality of sentence connectives. [LP 1-4]

LOG-9.10   The student will use truth tables to illustrate the truth-functionality of complex formulas. [LP 1-6]

LOG-9.11   The student will understand the difference between transcription and translation. [LP 2-1]

LOG-9.12   The student will understand what is meant by "adequate transcription." [LP 2-3]

LOG-9.13   The student will transcribe English sentences (statements)—including idiomatic statements—into the language of propositional logic (well-formed formulas). [LP 2]

LOG-9.14	The student will understand the notions of logical equivalence, logical truth, and logical contradiction. [LP 3]
LOG-9.15	The student will learn laws of logical equivalence, logical truth, and contradiction:

1. Double Negation
2. DeMorgan's Laws
3. Distributive Law
4. Law of Substitution of Logical Equivalence
5. Law of Transitivity of Logical Equivalence
6. Commutative Laws
7. Associative Law
8. Law of Redundancy
9. Law of Logically True Conjunct
10. Law of Contradictory Disjunct [LP 3]

LOG-9.16	The student will be able to prove two statements to be logically equivalent, logically true, or logically contradictory. [LP 3]
LOG-9.17	The student will understand what it means to say that a connective is *Expressively Complete*. [LP 3-4]
LOG-9.18	The student will learn a refined definition of *validity*. [LP 4-1]
LOG-9.19	The student will understand the meaning of *counterexample*. [LP 4-2]
LOG-9.20	The student will use truth tables to test the validity of arguments in sentence logic. [LP 4-3]
LOG-9.21	The student will learn the *Law of the Conditional*, the *Law of the Biconditional*, and the *Law of Contraposition*. [LP 4-4, 4-5]
LOG-9.22	The student will understand the concept of natural deduction as a model of deductive reasoning. [LP 5-1]
LOG-9.23	The student will learn the method of natural deduction in Fitch style. [LP, chapters 5-7]
LOG-9.24	The student will apply the primitive and derived inference rules to deduce valid conclusions from given premises using natural-deduction proofs, Fitch style. [LP, chapters 5-7]
LOG-9.25	The student will learn the *primitive* inference rules of natural deduction: [LP 5-5]

1. Conjunction introduction
2. Conjunction elimination
3. Disjunction introduction
4. Disjunction elimination
5. Conditional introduction
6. Conditional elimination
7. Biconditional introduction
8. Biconditional elimination
9. Negation introduction
10. Negation elimination
11. Reiteration

LOG-9.26   The student will learn the *derived* inference rules of natural deduction: [LP 5-6]

1. Argument by cases
2. Biconditional introduction
3. Biconditional elimination
4. Disjunction elimination
5. Reductio ad absurdum
6. Weakening
7. Denying the Consequent
8. Negation introduction
9. Contradiction
10. DeMorgan's rules
11. Contraposition
12. Conditional rules

LOG-9.27   The student will understand the definition of syllogistic logic.

LOG-9.28   The student will explain the criteria for well-formed formulas in syllogistic logic.

LOG-9.29   The student will memorize the eight forms of syllogistic well-formed formulas.

LOG-9.30   The student will translate English sentences (statements)—including idiomatic statements—into the language of syllogistic logic (well-formed formulas).

LOG-9.31   The student will memorize the rules for the star test.

LOG-9.32   The student will test syllogistic arguments for validity using the star test.

LOG-9.33   The student will memorize the rules for Venn diagrams as representations of syllogisms.

LOG-9.34   The student will test syllogistic arguments for validity using Venn diagrams.

LOG-9.35	The student will complete syllogistic arguments by deriving conclusions from given premises.
LOG-9.36	The student will practice the skills for evaluating syllogistic arguments by being given an argument in its original context and having to decipher the argument and translate it into standard form before evaluating it for validity.
LOG-9.37	The student will describe the dynamic nature of language.
LOG-9.38	The student will explain the importance of precise language when evaluating arguments.
LOG-9.39	The student will recognize that there is a subtle relationship between language and meaning and how this relationship affects definitions.
LOG-9.40	The student will explain the meaning of "lexical definition."
LOG-9.41	The student will memorize and use the interchange test to test the soundness of lexical definitions.
LOG-9.42	The student will memorize the five rules for good lexical definitions.
LOG-9.43	The student will use the five rules for good lexical definitions to evaluate the quality of lexical definitions.
LOG-9.44	The student will explain the meaning of "stipulative definition."
LOG-9.45	The student will contrast stipulative definition with lexical definition.
LOG-9.46	The student will distinguish two types of stipulative definitions: clarifying and recursive.
LOG-9.47	The student will memorize the five rules for good stipulative definitions.
LOG-9.48	The student will use the five rules for good stipulative definitions to evaluate the quality of stipulative definitions.
LOG-9.49	The student will explain the meaning of terms that must be left undefined in the strict sense.
LOG-9.50	The student will practice the skill of explaining meaning by determining whether or not certain statements are meaningful on two different philosophical views: pragmatism and logical positivism.

LOG-9.51	The student will distinguish between two types of statements based on their meaning: analytic and synthetic.
LOG-9.52	The student will determine whether a statement is analytic or synthetic.
LOG-9.53	The student will distinguish between two types of statements based on how they are derived: *a priori* and *a posteriori*.
LOG-9.54	The student will determine whether a statement is *a priori* and *a posteriori*.
LOG-9.55	The student will memorize and reproduce the five principles of good arguments.
LOG-9.56	The student will define logical fallacy.
LOG-9.57	The student will identify logical fallacies in arguments encountered within a variety of contexts.

Omnibus III: Modernity I

Time: 100 minutes, 5 days per week
Materials: *A Tale of Two Cities*, Dickens
Animal Farm, Orwell
Holy Bible, NKJV
Book of Daniel
Epistle to Philemon
Communist Manifesto, The, Marx
Foundational American Documents
Frankenstein, Shelley
Mein Kampf, Adolph Hitler
Pilgrim's Progress, Bunyan
Slave Narratives
Social Contract, The, Rousseau
The Origin and Principles of the American Revolution Compared with the Origin and Principles of the French Revolution, Friedrich von Gentz
Universal Declaration of Human Rights
Westminster Confession, The
<u>Teacher Materials</u>:
All student texts
Omnibus III: Reformation to the Present, eds. Fischer and Wilson
Various shorter essays
The Story of Christianity, Justo Gonzalez
Ordering: Amazon.com
Methods: Students will read and study the texts, which are the cornerstone of the class. Most readings will occur during class time, some out loud, and some will be ac-

companied by comprehension questions. Students will be led in Socratic discussions about the readings and about the issues discussed in the texts. This will be supplemented by occasional student-led discussions and debates. Student-created comprehension questions will be used to further some student-led discussions. Introductory lectures, documentaries, and supplemental readings will be used to provide historical background for texts. Some charts and timelines will be used to further explore literature or historical events. Regular recitation of Bible verses and Bible literacy material will be followed by quizzes or individual recitation for evaluation purposes. Students will be assigned writing assignments which encourage both worldview and literary analysis, as well as creative assignments.

Evaluation: Students are assigned a percentage grade based on comprehension questions, quizzes, recitations, participation in discussions and debates, as well as essays and tests.

OMN III-9.01 The student will use the reading process to understand the meaning of technical, informative, and imaginative texts.

OMN III-9.02 The student will use writing processes for various purposes with attention to style and format.

OMN III-9.03 The student will use the research process and individual inquiry to locate, analyze, and evaluate information.

OMN III-9.04 The student will use effective listening, speaking, and viewing strategies in informal and formal situations.

OMN III-9.05 The student will understand the power of language as it impacts readers, writers, listeners, viewers, and speakers.

OMN III-9.06 The student will understand and analyze literary texts while responding critically and aesthetically to literature.

OMN III-9.07 The student will learn English grammar through the writing process and through critiquing other students' writing.

OMN III-9.08 The student will compare and contrast Rousseau's vision of government with what the Scriptures say (*Social Contract*).

OMN III-9.09 The student will explain what Rousseau means by the social contract, sovereignty, government, and the general will (*Social Contract*).

OMN III-9.10 The student will know the major events in the French Revolution.

OMN III-9.11 The student will biblically judge the philosophy of egalitarianism.

OMN III-9.12 The student will compare and contrast the French Revolution with the American

War for Independence.

OMN III-9.13 The student will demonstrate that the views of the French revolutionaries were greatly affected in their thinking by Rousseau.

OMN III-9.14 The student will explain the major characteristics of the Romantic movement.

OMN III-9.15 The student will explain the genre of the novel and its purposes.

OMN III-9.16 The student will explain the importance of Marx's thought (*Communist Manifesto*).

OMN III-9.17 The student will explain how communism (especially its leveling tendency and belief in the malleability of human nature) is unbiblical (*Communist Manifesto*).

OMN III-9.18 The student will describe and explain the Communist dialectic (*Communist Manifesto*).

OMN III-9.19 The student will list and describe the major events of the Russian Revolution.

OMN III-9.20 The student will demonstrate how the Treaty of Versailles helped to elevate Hitler to power and was a cause of the Second World War.

OMN III-9.21 The student will describe the evil character of Adolph Hitler (*Mein Kampf*).

OMN III-9.22 The student will explain how the policy of appeasement pursued by European leaders led to the rise of Hitler and the Second World War.

OMN III-9.23 The student will argue biblically against the sin of racism and against fascism (*Mein Kampf*).

OMN III-9.24 The student will learn to compare the worldviews of the works being read with a biblical worldview, making appropriate judgments and analyses.

OMN III-9.25 The student will gain mastery of vocabulary words discovered in the study of primary and secondary works.

OMN III-9.26 The student will know how to formulate a thesis, sub-points, introductions, and conclusions, and write compositions that are clear and grammatically correct.

OMN III-9.27 The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Physical Education

Time:	48 minutes, 1 day per week
Credit:	1 credit hour
Materials:	Balls, cones, ropes, agility equipment, hockey sticks, volley ball and net, softball equipment.
Ordering:	Various sporting goods stores, and internet
Methods:	The students will learn by direct instruction, modeling techniques and drilling.
Evaluation:	Students are given a daily grade based on participation, sportsmanship, and attitude.

PE-9.01   Students will warm-up and cool down appropriately.

PE-9.02   Students will participate in all athletic related activities.

PE-9.03   Students will participate in the Presidential Fitness challenge. This program includes five elements that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility, and flexibility.

PE-9.04   Students will play by the designated rules.

PE-9.05   Students will demonstrate good sportsmanship.

PE-9.07   Students will recognize that physical activity is important to lifelong health.

Algebra II

Time:	48 minutes, 5 days per week
Materials:	*Algebra and Trigonometry—Functions and Applications*, Paul Foerster
	Algebra and Trigonometry—Functions and Applications, Teacher's Edition, Paul Foerster
	Algebra and Trigonometry—Functions and Applications, Solutions Manual, Paul Foerster
	Tests for Algebra and Trigonometry—Functions and Applications, Paul A. Foerster
Ordering:	Veritas Press
	1250 Belle Meade Drive, Lancaster, PA 17601
Methods:	Previous lesson(s) reviewed/summarized through discussion of missed problems and through teacher-led and/or student-led question/response method. New lesson introduced through bridging with previous lesson or through discovery exercise performed independently or in small groups. New content presented using Socratic questioning and demonstrations on the board. Understanding of new material demonstrated through completion of sample problems, verbal explanations of

principles/procedures, and defense of solutions. New material summarized by teacher at end of class through Socratic questioning. Knowledge retention achieved through assigned problem sets with emphasis not on completing mathematical procedures but on understanding and mastering mathematical principles. Discussion between students when completing assignments is encouraged. Principles/procedures also practiced through review days; some students work problems on board with teacher while seated students work same problems on paper.

Evaluation: Students are evaluated based on their responses to in-class questioning and board demonstrations as well as on completion of assignments and performance on daily assignments, weekly quizzes, and periodic tests. A percentage grade is assigned based on completion of class assignments and performance on quizzes and tests.

M-9.01   The student will continue to demonstrate mastery of the concepts taught in Algebra I including naming various kinds of numbers, stating properties of equality, recognizing and naming polynomials, evaluating and simplifying expressions, and solving equations and inequalities with one variable.

M-9.02   The student will be able to plot the graph of a variety of relations with two variables using pointwise plotting, and then tell whether or not that graph represents a function.

M-9.03   The student will identify the graphs of the parent functions for linear, absolute value, quadratic, exponential, logarithmic, rational algebraic and irrational algebraic functions and recognize key features of each such as intercepts, asymptotes, and vertices.

M-9.04   The student will be able to define a linear function by its general equations, graph a linear function quickly using its various properties, find the particular equation of a line given points on the line, and make real world models using linear functions.

M-9.05   The student will use $f(x)$-terminology to distinguish between multiple functions with the same independent variable and to perform compositions of functions.

M-9.06   The student will solve systems of linear equations with two variables using graphing, substitution and linear combination and systems with three variables using linear combination.

M-9.07   The student will graphs systems of linear inequalities and use them to find optimum values of two independent variables.

M-9.08   The student will be able to define a quadratic function by its general equations, find real and/or complex solutions to a quadratic equation using the factoring method or the quadratic formula, graph a quadratic function quickly by finding

special points such as the vertex, y-intercept, and x-intercepts, use linear combination to find the particular equation of a quadratic function given points on the parabola, and make real world models using quadratic functions.

M-9.09   The student will demonstrate proficiency with the five properties of exponentiation as well as the definitions of negative exponents, zero exponents, and fractional exponents by evaluating and simplifying expressions containing exponents.

M-9.10   The student will be able to define an exponential function by its general equation, graph an exponential function quickly using important features such as the asymptote and y-intercept, calculate multiple values of the variables quickly by using the add-multiply property of exponential functions, solve for x when y is known using logarithms, and predict values of two real-world variables with an exponential relationship.

M-9.11   The student will demonstrate understanding of inverse functions by finding the inverse of a given equation, drawing the graph of a function and its inverse, and demonstrating that the composition of a function and its inverse is equal to x.

M-9.12   The student will demonstrate proficiency with the definition of a logarithm and the properties of logarithms by solving both exponential and logarithmic equations.

M-9.13   The student will demonstrate familiarization with logarithmic functions by identifying the shape and important features of the graph such as the asymptote and x-intercept, and by recognizing its inverse relationship with an exponential function.

M-9.14   The student will be able to factor a variety of polynomials including quadratic trinomials by inspection and by splitting the middle term, a difference of two squares, a sum or difference of two cubes, the sum or difference of like odd powers, and higher-degree polynomials using the Factor Theorem, the Rational Root Theorem, and long division.

M-9.15   The student will be able to define a rational algebraic function by its definition, graph a rational algebraic function by factoring it to discover such characteristics as removable discontinuities and vertical asymptotes, solve fractional equations which require finding sums, differences, products, and quotients of rational expressions, find the particular equation of a variation function with an integer exponent, and predict values of y and x of a real-world variation function.

M-9.16   The student will be able to recognize a radical as a fractional exponent, apply properties of exponentiation to radicals, put radicals in simple radical form, and solve radical equations.

M-9.17   The student will be able to define an irrational algebraic function, graph an irrational algebraic function using its transformation of the parent function, and find

the particular equation of a variation function with a non-integer exponent and variation function of more than one independent variable.

Biology

Time: 48 minutes, 5 days a week
Materials: Prentice Hall Biology from Pearson Prentice Hall, 2008 edition
                Laboratory notebook
                Experimental materials
Methods: The textbook is used as a reference and guide throughout the year. Material is covered through lectures, experiments, various supplemental materials, and field trips as appropriate. Methods include:
- Socratic discussion and dialogue
- Detailed and well-kept Register of Effects or Lab Journal
- Student-led discussion
- Solving problems and defending solutions
- Working problems in small groups or on boards
- Logical evaluation and critique

Evaluation: Students will be assigned a grade based on daily quizzes, completion of objectives list questions, experiments and cumulative exams.

9.1 Introduction to Biology
The Student Will:
  A. Explain the goal of science.
  B. Explain and describe how scientists test hypotheses.
  C. Explain how a scientific theory develops.
  D. Describe characteristics of living things.
  E. Explain how life can be studied at different levels.
  F. Use the SI system of measurement.
  G. Compare and contrast light and electron microscopes.

9.2 Chemistry of Life
The Student Will:
  A. Identify the three subatomic particles found in atoms.
  B. Explain how all of the isotopes of an element are similar and how they are different.
  C. Explain what chemical compounds are and how they form.
  D. Explain why water molecules are polar.
  E. Compare and contrast solutions and suspensions.
  F. Compare and contrast acidic and basic solutions.
  G. Describe the functions of each group of organic compounds.
  H. Explain how chemical reactions affect how easily a chemical bonds.
  I. Describe how energy changes affect how easily a chemical reaction will occur.
  J. Explain why enzymes are important to living things.

9.3 Ecology

The Student Will:
    A. Trace the flow of energy through living systems beginning with the sun.
    B. Evaluate the efficiency of energy transfer among organisms in an ecosystem.
    C. Describe how matter cycles among the living and nonliving parts of an ecosystem.
    D. Explain the importance of nutrients in living systems and their effect on the productivity of ecosystems.
    E. Identify the causes of climate and Earth's three main climate zones.
    F. Explain how biotic and abiotic factors influence an ecosystem.
    G. Identify the interactions that occur within communities.
    H. Describe how ecosystems recover from a disturbance.
    I. Identify the characteristics of major land biomes.
    J. Identify the factors that govern aquatic ecosystems.
    K. Describe the characteristics of the marine zones.
    L. Identify the characteristics used to describe a population and factors that affect its size.
    M. Differentiate between exponential and logistic growth.
    N. Identify factors that limit population growth.
    O. Differentiate between density-dependent and density-independent limiting factors.
    P. Describe how the size of the human population has changed over time.
    Q. Explain why population growth rates differ in countries throughout the world.
    R. Describe human activities that can affect the biosphere.
    S. Explain how environmental resources are classified.
    T. Identify current threats to biodiversity.
    U. Describe the goal of conservation biology.

9.4 Photosynthesis and Cellular Respiration
The Student Will:
    A. Explain cell theory.
    B. Compare and contrast eukaryotes and prokaryotes.
    C. Describe the functions of the major cell organelles.
    D. Identify the main roles of the cytoskeleton.
    E. Explain the processes of diffusion, osmosis, facilitated diffusion, and active transport.
    F. Describe cell specialization.
    G. Identify organization levels in multicellular organisms.
    H. Describe the processes of photosynthesis.
    I. Describe the processes of cellular respiration.
    J. Describe the role of ATP in cellular activities.
    K. Write the overall equation for photosynthesis and cellular respiration.
    L. Compare and contrast photosynthesis and cellular respiration.

9.5 Cell Growth and Reproduction
The Student Will:
    A. Explain the problems that growth causes for cells.
    B. Describe what happens before, during and after the four phases of mitosis.
    C. Describe how the cell cycle is regulated.

D. Differentiate cancer cells from other cells.
E. Summarize Mendel's experiments and conclusions about inheritance.
F. Explain the principles of dominance.
G. Describe what happens during segregation.
H. Explain how geneticists use the principle of probability with Punnett squares.
I. Explain the principle of independent assortment.
J. Describe other inheritance patterns.
K. Summarize the events of meiosis.
L. Compare and contrast meiosis and mitosis.

9.6 Genetics
The Student Will:
A. Explain how gene maps are produced.
B. Summarize the relationship between genes and DNA.
C. Describe the overall structure of the DNA molecule.
D. Summarize the events of DNA replication, transcription and translation.
E. Describe the relationship between genes and proteins.
F. Compare and contrast gene mutation and chromosomal mutations.
G. Explain how most eukaryotic genes are controlled.
H. Relate gene regulation to development.
I. Explain how and why scientists manipulate DNA.
J. Summarize what happens during transformation.
K. Summarize the main steps in cloning.
L. Identify the types of human chromosomes in a karyotype.
M. Explain how small changes in DNA cause genetic disorders.
N. Identify characteristics of human chromosomes.
O. Describe some sex-linked disorders and explain why they are more common in males than in females.
P. Summarize methods of human DNA analysis.

9.7 Organization of Living Things
The Student Will:
A. Describe binomial nomenclature.
B. Explain Linnaeus's system of classification.
C. Explain how evolutionary relationships are important in classification.
D. Identify the principles behind cladistics analysis.
E. Explain how we can compare very dissimilar organisms.
F. Identify the kingdoms of life as they are now identified.
G. Describe the three-domain system of classification.

9.8 Microorganisms and Fungi
The Student Will:
A. Describe bacteria and viruses.
B. Describe protists.

C. Describe fungi.

D. Compare and contrast bacteria, viruses, protists and fungi.

9.9 Plants
The Student Will:
A. Describe plants and plant diversity.

B. Identify the four groups of gymnosperms.

C. Identify the characteristics of angiosperms.

D. Describe roots, stems and leaves and their importance to plants.

E. Identify the reproductive structures of gymnosperms and angiosperms.

F. Explain how pollution and fertilization differ between angiosperms and gymnosperms.

G. Describe the development of seeds and fruits.

H. Explain how seeds are dispersed.

I. Describe patterns of plant growth.

J. Summarize how plants are adapted to different environments.

K. Describe how plants obtain nutrients.

L. Explain how plants use chemical defenses.

9.10 Animals
The Student Will:
A. Identify the characteristics that all animals share.

B. Describe the essential functions that animals carry out.

C. Explain what a sponge is.

D. Describe how cnidarians carry out essential functions.

E. Describe the defining features of flatworms.

F. Describe the defining features of annelids.

G. Describe the defining features of mollusks.

H. Identify the defining features of arthropods.

I. Identify the distinguishing features of insects.

J. Identify the distinguishing features of echinoderms.

K. Describe how the different invertebrate phyla carry out their essential life functions.

L. Explain what vertebrates are.

M. Identify the basic characteristics of fishes.

N. Describe the defining features of amphibians.

O. Describe the characteristics of reptiles.

P. Describe the characteristics that all birds have in common.

Q. Identify ways in which birds interact with the environment and with humans.

R. Identify the characteristics of mammals.

S. Explain how the three groups of living mammals differ from one another.

T. Explain how environmental changes affect animal behavior.

9.11 The Human Body
The Student Will:
A. Describe how the human body is organized.

B. Explain homeostasis.
C. Identify the functions of the nervous system.
D. State the functions of the skeletal system.
E. State the functions of the integumentary system.
F. Identify the functions of the human circulatory system.
G. Identify the function of the respiratory system.
H. Describe the function of the digestive system.
I. Explain the function of the endocrine system.
J. Identify the function of the reproductive system.
K. Describe the function of the immune system.
L. Identify environmental factors that affect your health.
M. Describe how you can maintain your health.

TENTH GRADE

Fine Arts

Art	**49 minutes, 1 day per week**
Drama	**49 minutes, 2 days per week**
Music	**49 minutes, 2 days per week**
Geometry	**49 minutes, 5 days per week**
Omnibus	**98 minutes, 5 days per week**
Physical Education	**49 minutes, 1 day per week**
Accelerated Studies in Physics and Chemistry	**49 minutes, 5 days per week**
Spanish I	**49 minutes, 5 days per week**
Government/Economics	**49 minutes, 5 days per week**

Fine Arts

Art

Time: 48 minutes, 1 day per week
Materials:

1. *Three-Dimensional Art Adventures* by Maja Pitamic
2. Various sculptures, art posters, examples from each major art movement
3. Sculpting supplies: clay, towels, tools, wire, wire cutters, paper maché
4. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks, unusual materials for assemblage
5. Various papers: watercolor paper, colored tissue, magazines, newspaper
6. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
7. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX
Amazon.com
Methods: Classroom demonstrations, out-of-class practice sessions following demonstrations, classroom critique
Evaluation: Tenth graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade
Projects: Drawing a Still Life, Zentangle Designs, Stained Glass Designs, Tertiary Color Page, Analogous Squares, Gesture Drawing, Medieval Feast Window, Surrealism Collage, Mixed Media Expressionism, Gesture sculptures, 2-D made 3-D

ART-10.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-10.02   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-10.03   The student will explore three-dimensional art using various materials.

ART-10.04   The student will learn to respect others' art and be encouraging.

ART-10.05   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-10.06   The student will begin to pull together different techniques and use them to express their unique vision.

ART-10.07   The student will practice excellent craftsmanship.

ART-10.08   The student will recognize art as something that can be used to express truth as well as a variety of emotions.

ART-10.09   The student will make an effort to seek out their own artistic style.

ART-10.10   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:

1. *The Theater Machine II.* by Albert T. Viola and Mona Lynn Goone
2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
3. White board for demonstration
4. Video examples of excellent acting and theatrical productions
5. Script from a play chosen for the seventh through twelfth graders to perform
6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
7. Basic set pieces that can be moved around to suggest different places

Ordering: Amazon.com
Pioneerdrama.com
Dramaticpublishing.com
Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation of a play for parents and students of the school as the culmination of our class learning, props for games
Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-10.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-10.02   The student will experiment with their voice to help create an environment and portray a character.

DR-10.03   The student will continue exploration into the art of improvisation.

DR-10.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-10.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-10.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-10.07   The student will learn how to handle props and set changes.

DR-10.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-10.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-10.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music Appreciation

Time: 49 minutes, 2 days per week
Materials: Various documentaries; biographies of composers/musicians; various movement and activity CDs; flashcards; music games; various songs; rhythm instruments; YouTube videos for music clips, famous tunes, music genres, TED talks
Methods: Student will learn through direct instruction, Socratic discussion and dialogue, student-led discussion, debates, timelines and charts, logical evaluation and critique, student-generated questions, oral presentations and oral/written persuasive reports, guided research, and written reports with worldview analysis
Evaluation: Student will be evaluated by class demonstration of skills: aural, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered.

MUS - HS.1 Reading Fundamentals

MUS-HS.1.1 The student will recognize the following music notations and their values: Quarter Note and Rest

Half Note and Rest
Whole Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Half Note
Dotted Quarter Note
Dotted Eighth Note

MUS-HS.1.2 The student will be able to identify and explain the following music symbols:
Staff
Treble Clef
Bass Clef
Double Bar Line
Bar Line
Repeat Sign
Fermata
Staccato
Slur
Accent

MUS-HS.1.3 The student will be able to identify the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-HS.1.4 The student will recognize and label the lines and spaces of the treble clef and
bass clef as well as identify notes (pitches) written on lines and
spaces.

MUS-HS.1.5 The student will understand the difference in the beat and the rhythm and will
recognize them in various songs.

MUS - HS.2 Music History Fundamentals

MUS-HS.2.1 The student will be introduced to various musical styles and sounds such as
Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes, etc.

MUS-HS.2.2 The student will begin music appreciation in the following:
Musical time periods
Various composers from each time period

Continued exposure to musical time periods and genres through learning about various composers, listening to their compositions, comparing styles, etc.

Geometry

Time: 48 minutes per day, 5 days per week
Materials: *Geometry*, Harold Jacobs
Ordering: Amazon.com
Methods: Instruction of material is given through lecture and Socratic discussion / student-teacher dialogue. Students will be required to interact with a variety of diagrammatic content in the text and through supplements, including dynamic geometry software (GeoGebra). Concepts are made concrete by use of examples and practice exercises that will be discussed and performed in class. Daily exercises will be assigned for homework to reinforce understanding and produce skills of application. Section tests will be administered to evaluate mastery of material.
Evaluation: Section tests will be administered to evaluate mastery of material. Students will be assigned percentage grades based on scores from tests, quizzes, and homework assignments.

M-10.01   The student will review basic concepts of deductive reasoning. These include drawing conclusions, conditional and equivalent statements, valid and invalid deductions, plus direct and indirect proofs.

M-10.02   The student will understand the use of points, lines, and rays: including the ruler postulate, various properties of equality, betweenness of points, line segments, and polygons.

M-10.03   The student will understand the concept of rays and angles including the protractor postulate, betweenness of rays, complementary and supplementary angles, linear pairs and vertical angles, plus parallel and perpendicular lines.

M-10.04   The student will demonstrate knowledge of congruent triangles by various proofs including: corresponding parts, isosceles triangle theorem, the SSS Theorem. Additionally, students will learn how to construct congruent triangles.

M-10.05   The student will understand the properties of inequality, the exterior angle theorem, and the triangle inequality theorem.

M-10.06   The student will understand the concept of parallel lines, including: proving lines parallel, perpendicular lines, use of the parallel postulate, and proving triangles congruent using parallel lines.

M-10.07   The student will master the concept of quadrilaterals including: parallelograms, rectangles, squares, rhombuses, and trapezoids. Additionally, students will understand the use of the Midsegment Theorem.

M-10.08	The student will master ability to determine area of polygons using Heron's Theorem.
M-10.09	The student will understand and utilize the Pythagorean theorem.
M-10.10	The student will master the concept of similarity using ratio and proportions, the side-splitter theorem, similar polygons, the SAS and AA similarity theorems, and the angle bisector theorem.
M-10.11	The student will understanding the right triangle, including: proportions in the right triangle, the isosceles and 30/60/90 triangles; the tangent, sine, and cosine ratios.
M-10.12	The student will understand the circle as a geometric figure. Topics include circles, radii, chords, tangents, central and inscribed angles, arcs, secant angles, tangent, chord and secant segments.
M-10.13	The student will understand the concept of concurrence, including: cyclic quadrilaterals, incircles, Ceva's Theorem, the centroid of a triangle, plus concurrence constructions.
M-10.14	The student will understand regular polygons and circumscribed polygons. They will learn to determine perimeter and area of the regular polygon, perimeter and area of the circle, plus sectors and arcs.
M-10.15	The student will understand the characteristics, surface area, and volume of selected geometric solids: rectangular solids, prisms, pyramids, cylinders, cones, and spheres.
M-10.16	The student will learn to prove geometric theorems.

Omnibus IV: Antiquity 2

Time: 100 minutes, 5 days per week
Materials: *Holy Bible*, NKJV
Leland Ryken, *Sweeter then Honey, Richer than Gold* (selections)
Homer, *Iliad*
Peter Leithart, *Heroes of the City of Man* (selections)
Thucydides, *Peleponnesian War* (selections)
Euripides*, Bacchae*
William Lane Craig and J.P. Moreland, *Philosophical Foundations for the Christian Worldview* (selections)
Aristotle, *Nicomachean Ethics*
Plato, *Republic*
Shakespeare, *Antony and Cleopatra*
Selections from Cicero: *On Duty, Second Philippic Against Antony*

Tacitus, *The Annals of Imperial Rome*
Apocrypha

Ordering: Amazon.com

Methods: Omnibus seeks to integrate Bible, history, and literature through a study of the great books of Western civilization. Accordingly, students are evaluated for mastery of knowledge in all three areas, which by necessity overlap. The goal is to build a Christian worldview into a student as the logic-stage pedagogy is employed.

Students will read and study both primary and secondary readings. The primary readings are the cornerstone of the class and accordingly take up most of the class time. Secondary readings are read aloud in class. Several readings are assigned for outside of class, and summary and comprehension cards are completed.

Methods used in class:
    Socratic discussion and dialogue
    Working problems in small groups or on the board
    Debates
    Timelines and charts
    Logical evaluation or critique
    Graded discussions or seminars
    Student-generated questions
    Oral presentations and oral/written persuasive reports
    Oral tests or examinations
    Guided research with synthesis of ideas
    Written papers with worldview analysis
    Lecture

Evaluation: Students are assigned a percentage grade based on class assignments, projects, and tests. Students are assigned comprehension questions that will lead them to analyze the works being studied. The answers are discussed both individually and in small groups. In addition, for each work studied, students are tested using a variety of methods (objective tests, essays, etc.) that will measure mastery of the material, and students also complete a project designed to round out their understanding of the material and lead them to apply what they learned. Students are tested on their mastery of assigned vocabulary words.

OMN IV-10.01   The student will use the reading process to understand the meaning of technical, informative, and imaginative texts.

OMN IV-10.02   The student will use writing processes for various purposes with attention to style and format.

OMN IV-10.03   The student will use the research process and individual inquiry to locate, analyze, and evaluate information.

OMN IV-10.04   The student will use effective listening, speaking, and viewing strategies in informal and formal situations.

OMN IV-10.05   The student will understand the power of language as it impacts readers, writers, listeners, viewers, and speakers.

OMN IV-10.06   The student will understand and analyze literary texts while responding critically and aesthetically to literature.

OMN IV-10.07   The student will learn the basic principles of analyzing biblical poetry, and apply those principles to the interpretation of specific texts from Scripture.

OMN IV-10.08   The student will explain the nature and important features of ancient epic as a literary genre.

OMN IV-10.09   The student will understand the historical development of Greek civilization from the Minoan period, through the Mycenaean period, the Dark Age, and Classical period, into the Hellenistic period.

OMN IV-10.10   The student will analyze the worldview of the *Iliad*, especially the notion of the heroic ideal, and evaluate it against the Christian worldview.

OMN IV-10.11   The student will explore the motif of God as Divine Warrior as it is developed throughout the canon of Scripture.

OMN IV-10.12   The student will consider whether the Trojan War in its classical form was a just war.

OMN IV-10.13   The student will explain in broad terms the historical aspects of the Peloponnesian War.

OMN IV-10.14   The student will explain the relationship between the Peloponnesian War and the life of Socrates.

OMN IV-10.15   The student will explain the benefits of using dialogues and explain Plato's main theses in *The Republic*.

OMN IV-10.16   The student will compare and contrast the system of government put forth in *The Republic* with biblical teachings concerning government.

OMN IV-10.17   The student will compare Aristotle's view of the purpose of life with that of the Scriptures.

OMN IV-10.18   The student will compare and contrast Christian ethics with those of Aristotle.

OMN IV-10.19   The student will compare and contrast the worldviews of Tacitus, Nero, and Christianity.

OMN IV-10.20   The student will be able to develop a basic familiarity with the early Emperors of Rome, and their significance as models of vice and virtue.

OMN IV-10.21   The student will explain how Rome conquered Italy.

OMN IV-10.22   The student will explain the importance of Julius Caesar in history.

OMN IV-10.23   The student will be able to recount the liberation of the Jews under the Maccabees (Apocrypha).

OMN IV-10.24   The student will be able to explain the significance of the Maccabean War for understanding the *Sitz im leben* of the world of the New Testament.

OMN IV-10.25   The student will be able to defend the rules of canonicity and explain why the Apocryphal books should not be included in the Scriptures.

OMN IV-10.26   The student will learn to compare the worldviews of the works being read with a biblical worldview, making appropriate judgments and analyses.

OMN IV-10.27   The student will gain mastery of vocabulary words discovered in the study of primary and secondary works.

OMN IV-10.28   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Physical Education

Time: 48 minutes, 1 day per week
Credit: 1 credit hour
Materials: Balls, cones, ropes, agility equipment, hockey sticks, volley ball and net, softball equipment.
Ordering: Various sporting goods stores, and internet
Methods: The students will learn by direct instruction, modeling techniques and drilling.
Evaluation: Students are given a daily grade based on participation, sportsmanship, and attitude.

PE-10.01   Students will warm-up and cool down appropriately.

PE-10.02   Students will participate in all athletic related activities.

PE-10.03   Students will participate in the Presidential Fitness challenge. This program includes five elements that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility, and flexibility.

PE-10.04   Students will play by the designated rules.

PE-10.05   Students will demonstrate good sportsmanship.

PE-10.06   Students will recognize that physical activity is important to lifelong health.

Accelerated Studies in Physics and Chemistry

Time: 48 minutes per day, 5 days per week
Materials: ASPC Accelerated Studies in Physics and Chemistry by Mays from Novare
                Laboratory notebook
                Experimental materials
Methods: The textbook is used as a reference and guide throughout the year. Material is
                covered through lectures, experiments, various supplemental materials, and field
                trips as appropriate. Methods include:
    • Socratic discussion and dialogue
    • Detailed and well-kept Register of Effects or Lab Journal
    • Student-led discussion
    • Solving problems and defending solutions
    • Working problems in small groups or on boards
    • Logical evaluation and critique
Evaluation: Students will be assigned a percentage grade based on daily assignments, weekly
                quizzes, lab reports and tests.

10.1 Introduction to ASPC
The Student Will:
    A. Explain the difference between truth and scientific facts, and describe how we obtain
       knowledge of each.
    B. Describe the cycle of scientific enterprise, including the relationship between facts, theo-
       ries, hypotheses, and experiments.
    C. State and describe the steps of the "scientific method."
    D. Explain what a theory is and describe the two necessary ingredients of a theory.
    E. Define the explanatory and response variables in an experiment, and explain why an ex-
       periment must be designed to test only one explanatory variable at a time.
    F. Explain the purpose of the control setup in an experiment.
    G. Construct graphs of experimental data and analyze these graphs in written reports.

10.2 Motion and Forces
The Student Will:
    A. Distinguish between velocity and acceleration.
    B. Use scientific notation correctly with a scientific calculator.

C. Calculate distance, velocity and acceleration using the correct equations, MKS units, and
D. correct dimensional analysis.
E. Explain the difference between accuracy and precision.
F. Draw and interpret graphs of distance, velocity, and acceleration vs. time and describe an object's motion from the graphs.
G. State Newton's Three Laws of Motion and apply them to real life scenarios.
H. Calculate the weight of an object given its mass, and vice versa.
I. Calculate using the Second Law using the correct equation and correct dimensional analysis.

10.3 The Medieval Model of the Heavens
The Student Will:
A. Describe the key features of the Ptolemaic model of the heavens, including all of the spheres and regions in the model.
B. State several additional features of medieval model of the heavens and relate them to the theological views of the medieval Church.
C. Describe the roles and major discoveries of Copernicus, Brahe, Kepler, and Galileo in the Copernican revolution.
D. Describe the significant later contributions of Isaac Newton to our theory of motion.
E. Describe the theoretical shift that occurred in the Copernican Revolution and how the Christian Church was involved.
F. State Kepler's three laws of planetary motion, and describe the worldview Kepler expressed in his writings about his discoveries.

10.4 Proportion and Variation
The Student Will:
A. Identify and graph linear variation.
B. Identify the constant of proportionality in a physical equation.
C. Identify direct, inverse, square, and inverse square proportions when seen in equations.
D. Identify direct, square and inverse proportions when seen graphically.
E. Identify dependent and independent variables in physical equations.
F. Graph functional relationships making proper use of dependent and independent variables.
G. Normalize non-essential constants and variables in a given physical equation, and discuss how the remaining two variables vary with respect to each other.
H. Describe the way variations occur between variables in physical equations.

10.5 Energy
The Student Will:
A. Calculate kinetic energy, potential energy, heights, velocities, and masses from given information using correct dimensional analysis.
B. Describe how energy can be changed from one form to another.
C. Explain how friction affects the total energy present in a mechanical system.

D. Use the Law of Conservation of Energy to calculate and graph the energy an object has at various stages in a mechanical system.
E. Describe how potential and kinetic energy vary with respect to height, mass and velocity.
F. Explain the behavior of ideal and actual systems in terms of mechanical energy.
G. State the freezing/melting and the boiling/condensing temperatures for H_2O in °C, °F, and K.
H. Convert temperature values between °C, °F, and K.
I. Describe and explain the three modes of heat transfer.
J. Describe how temperature relates to the internal energy of a substance and to the kinetic energy of its molecules.
K. Apply the concept of heat capacity to explain how common materials behave when hot.

10.6 Waves
The Student Will:
    A. Define and identify the wave parameters on a graphical representation of a wave.
    B. Describe wave behaviors for both transverse and longitudinal waves.
    C. Describe sound waves and give examples.
    D. Describe electromagnetic radiation and give examples.
    E. Calculate velocity, frequency, period and wavelength of a wave and relate frequency to wavelength for given wave velocities.
    F. Explain how resonant frequency relates to standing waves
    G. Describe the relationship between frequency and pitch; amplitude and volume.

10.7 Electricity and Magnetism
The Student Will:
    A. Describe static electricity and static discharges.
    B. Apply static electricity formation to the operation of the Van de Graaff generator and the electroscope.
    C. Explain what electric current is, what produces it and why it flows so easily in metals.
    D. Describe the roles of Luigi Galvani and Alessandro Volta in the development of electricity.
    E. Calculate the equivalent resistance of resistors connected in series, in parallel, or in combination.
    F. Use Ohm's Law and Kirchhoff's laws to calculate voltages, currents, and powers in simple DC circuits.
    G. Draw a graph of power vs. current, voltage, and resistance, and explain how the shape of the graph relates to the variables in the equations derived from Ohm's Law.
    H. Describe the three types of fields, what type of objects cause each one, and which objects or phenomena are affected by each one.
    I. Compare and contrast Einstein's and Newton's theories of gravitational attraction.
    J. Draw diagrams using field lines which indicate the shape of a field, and which show the direction of a force on an object in a field.
    K. Apply Ampere's Law and Faraday's Law of Induction to given physical situations to determine what will happen.

L. Explain the general principles behind the operation of solenoids, transformers and generators.
M. Use the Right Hand Rule to determine the direction of the magnetic field around a wire or from a solenoid.
N. Explain why transformers work with AC but not with DC.

10.8 Properties of Matter
The Student Will:
A. Describe the types of matter and how they relate to each other.
B. Define and calculate solubility.
C. Give either the name or the chemical symbol of many common elements on the periodic table.
D. Identify the basic parts of the Periodic Table of the Elements.
E. Compare and contrast physical properties, chemical properties, physical changes, and chemical changes.
F. Describe the relationship between atoms, elements, molecules, chemical reactions and compounds.

10.9 Introduction to Chemistry
The Student Will:
A. State the key features of the atomic models envisioned by Democritus, Dalton, Rutherford, Thomson and Bohr.
B. Describe the key experiments and contributions of Lavoisier, Mendeleev, Thomson, and Rutherford.
C. Use the Periodic Table of the Elements (PTE) to determine atomic number, atomic mass, and mass number and isotopes.
D. Use the equation for density to compute density, volume or mass.
E. Describe the first four energy levels of an atom and how electrons fill these levels.
F. Use electron configuration notation to write the electron configuration of elements hydrogen through krypton.
G. Explain the principle of spectroscopy.
H. Describe the valence number of an atom and how it relates to the position and bonding of an element.
I. Compare and contrast ionic, covalent and metallic bonds.
J. Name common polyatomic ions and give their formulas.
K. Use electron dot notation to represent common covalent molecules.
L. Explain in detail the reactivity of elements.
M. Describe the four different types of chemical reactions and the factors that govern their rate.
N. Relate collision theory to the factors affecting the rate of chemical reactions.
O. Balance chemical equations and relate the Law of Conservation of Mass.
P. Draw and use energy diagrams to discuss how activation energy relates to exothermic and endothermic reactions.

Spanish I

Time: 48 minutes per day, 5 days per week
Materials: *Expresate Spanish 1*
Ordering: www.amazon.com
Methods: Students will participate in oral recitation, drill, and direct instruction. They will complete written exercises in the textbook either on the board or in their notebooks. They will imitate the pronunciation of their instructor as they practice dialogues and poetry from the textbook to acquire the proper Spanish accent. The goal is to develop all four language skills: listening, speaking, reading, and writing. The students will gain the ability to communicate in Spanish, while being introduced to Hispanic culture. A strong emphasis will be placed on using the language in practical situations.
Evaluation: Students will be given a percentage grade in Spanish based on projects, written compositions, quizzes, and tests. Students will be monitored for mastery of pronunciation and comprehension during oral recitation/dialog.

SPA-10.01   The student will be able to understand the main idea and some of the supporting particulars of spoken Spanish intended for beginning college students regarding topics related to their daily lives and current affairs.

SPA-10.02   The student will initiate and respond verbally to non-complicated, basic communication skills and familiar social situations with sufficient accuracy with pronunciation, inflection and grammar to be understood by persons accustomed to interacting with Spanish language students.

SPA-10.03   The student will memorize approximately 25-35 vocabulary words per week.

SPA-10.04   The student will read simple Spanish related to everyday uses of the Spanish language and Hispanic culture.

SPA-10.05   The student will use and respond to formulaic expressions and courtesy expressions and express basic needs in Spanish.

SPA-10.06   The student will describe objects, places, and people.

SPA-10.07   The student will express basic biographical information about oneself and others.

SPA-10.08   The student will narrate daily activities and routines of oneself and others.

SPA-10.09   The student will apply the Spanish alphabet and phonetic system, the rules of stress, and the rules of accent marks.

Government

Time: 48 minutes, 4 days per week

Materials: *Holy Bible*, NKJV
The Story of the Constitution, American Liberty Press
Selected Federalist and Anti-Federalist Papers
English Founding Documents: Magna Charta, English Bill of Rights
American Founding Documents: Declaration of Independence, Articles of
        Confederation, US Constitution and Bill of Rights
Selections from Livy, Herodotus, Aquinas, Locke, and Aristotle
Three-ring binder for notes and class materials
<u>Teacher Materials:</u>
All student texts
To Pledge Allegiance series, American Vision
Roots of American Order, Kirk
Basic American Government, Clarence B. Carson

Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082
www.amazon.com

Methods: Students will be introduced to concepts through assigned readings, both read aloud in class and read separately, as well as through lectures. Socratic dialogue will be used to explore the issues introduced. Students will be expected to complete worksheets on historical and constitutional information, and take short quizzes on the same information at a later date. Debates will be held on competing forms or principles of government, with student-led small group discussions held in preparation. Essays will also be used to allow students to evaluate various forms or principles of government. Tests will incorporate both short questions historical material and information about constitutions, as well as essay questions on more complex topics. Students will also make charts and timelines for material covered.

Evaluation: Students will be given a percentage grade based on worksheets, quizzes, essays, tests, and participation in class discussions and team debates.

GOV 10.01   The student will be able to define and explain the meaning of "government" and explain the different realms of government.

GOV 10.02   The student will summarize and explain the basics behind political philosophy.

GOV 10.03   The student will read portions of Aristotle, Aquinas, and Socrates, getting a basic understanding of natural law and natural justice.

GOV 10.04   The student will identify and summarize the main forms of government.

GOV 10.05   The student will begin reading about government as described in the Bible.

GOV 10.06   The student will summarize the differences between biblical vs. naturalist worldviews, and explain why worldviews are so important.

GOV 10.07   The student will explain why an ultimate authority is so important.

GOV 10.08   The student will summarize the major features of Athenian Democracy and Spartan Oligarchy.

GOV 10.09   The student will summarize the fall of Athenian Democracy and the Delian League to Sparta and the Peloponnesian League.

GOV 10.10   The student will summarize the early history of Rome's government.

GOV 10.11   The student will describe the constitution and major values of the Roman Republic.

GOV 10.12   The student will describe the major features of the constitutions of the Roman Principate and Dominate.

GOV 10.13   The student will summarize the process of feudalism and the hierarchy within that government.

GOV 10.14   The student will learn about the early years in England and be able to explain how a government "structure" began to first take shape. (Alfred the Great)

GOV 10.15   The student will read the *Magna Carta* and learn the significance of it to English rule of law.

GOV 10.16   The student will read about the Reformation and its impact on government.

GOV 10.17   The student will list some of the important points of the English Bill of Rights (1689).

GOV 10.18   The student will review and summarize basic American history: explorers, early colonies

GOV 10.19   The student will list and describe the religious, political, and economic freedoms which were sought by Englishmen emigrating to the colonies.

GOV 10.20   The student will summarize the events leading up to the War for Independence.

GOV 10.21   The student will describe some of the key aspects of the War for Independence.

GOV 10.22   The student will describe why the *Declaration of Independence* is important to our founding.

GOV 10.23   The student will summarize the purpose of the Articles of Confederation and the problems with it.

GOV 10.24   The student will summarize the accomplishments of the Confederation.

GOV 10.25   The student will describe the state of the union at this point and the efforts at reform.

GOV 10.26   The student will describe what happened at the Philadelphia Assembly and summarize the events surrounding and authors of the Constitution.

GOV 10.27   The student will identify some of the compromises that came along with the Constitution.

GOV 10.28   The student will learn about the process of ratifying the Constitution and describe how the ratification process occurs.

GOV 10.29   The student will read the Preamble of the Constitution and summarize it.

GOV 10.30   The student will read Article I of the Constitution regarding the Legislative Branch and identify the powers granted to Congress.

GOV 10.31   The student will read Article II – the Executive Branch and identify the powers granted to the President.

GOV 10.32   The student will read Article III regarding the Judicial Branch and describe the authority and requirements of the Supreme Court.

GOV 10.33   The student will read Articles IV – VII and summarize each of the articles.

GOV 10.34   The student will read the Bill of Rights and identify the 10 amendments.

GOV 10.35   The student will read about the Early Amendments to the Constitution and identify amendments 11-15.

GOV 10.36   The student will read about the 20th Century Amendments and identify amendments 16-27.

GOV 10.37   The student will list and summarize the five principles of the Constitution.

GOV 10.38   The student will apply the principles of the Constitution to the present day.

GOV 10.39   The student will read Essays 9 and 10 of the Federalist essays.

GOV 10.40   The student will summarize the ideas of the Federalist essays and apply them to present day issues.

GOV 10.41   The student will study and summarize some of the most important Supreme Court cases in history

GOV 10.42   The student will study and be able to summarize the history behind our political parties.

GOV 10.43   The student will describe and illustrate the process of voting and elections.

GOV 10.44   The student will summarize the events surrounding the civil rights movement.

GOV 10.45   The student will summarize how local government works.

GOV 10.46   The student will visit City Hall and sit in on a City Council meeting, or receive guest lectures from officials in city and county government.

GOV 10.47   The student will summarize the ideas behind secession and federalism.

Economics

Time: 48 minutes, 1 day per week
Materials: *Common Sense Economics,* 3rd Ed., Gwartney, Stroup, Lee, Ferrarini, & Calhoun
Teacher Materials:
Student text
Supplements from Certell
Ordering: www.amazon.com
Methods: Students will be introduced to concepts through assigned readings. Socratic dialogue will be used to explore the issues introduced. Students will be expected to complete worksheets recounting and explaining economic principles, and applying them to real-world situations. Quizzes will also be used, as will small group discussions. Economics concepts will be integrated into government discussions, and government into economics discussions. Tests will require application of concepts learned to situations drawn from the real world.
Evaluation: Students will be given a percentage grade based on worksheets, quizzes, tests, and participation in class discussions.

GOV 10.01   The student will be able to define and explain the meaning of "economics."

GOV 10.02   The student will summarize and explain the concept of incentives, and be able to engage in cost-benefit analysis.

GOV 10.03   The student will be able to explain the concept of scarcity, and to explain identify opportunity costs.

GOV 10.04   The student will be able to explain and illustrate the law of comparative advantage, and how gains are made from trade.

GOV 10.05   The student will be able to explain the concept of transactions costs and the purpose of middlemen, as well as give examples of each.

GOV 10.06   The student will summarize, explain, and illustrate the laws of supply and demand.

GOV 10.07   The student will explain the distinction between a change in demand and a change in quantity demanded.

GOV 10.08   The student will explain what profit and loss are, and how they are calculated.

GOV 10.09   The student will explain how free market competition directs participants to the most efficient use of resources.

GOV 10.10   The student will explain the importance of property rights in a productive economy.

GOV 10.11   The student will explain and illustrate the concept of externalities.

GOV 10.12   The student will give examples of how intervention in the market can have unintended consequences.

GOV 10.13   The student will create and manage a monthly budget.

GOV 10.14   The student will be able to summarize the dangers and proper uses of credit cards.

GOV 10.15   The student will explain how compound interest works, and why delays in beginning to save can be costly.

GOV 10.16   The student will explain what stocks are and the importance of diversification in investing.

ELEVENTH GRADE

Fine Arts
    Art   **49 minutes, 1 day per week**
    Drama   **49 minutes, 2 days per week**
    Music   **49 minutes, 2 days per week**

Fine Arts	
Art	**49 minutes, 1 day per week**
Drama	**49 minutes, 2 days per week**
Music	**49 minutes, 2 days per week**
Adv. Math/ Trigonometry or Precalculus	**49 minutes, 5 days per week**
Omnibus	**98 minutes, 5 days per week**
Physical Education	**49 minutes, 1 day per week**
Rhetoric I	**49 minutes, 5 days per week**
Chemistry	**49 minutes, 5 days per week**
Spanish II	**49 minutes, 5 days per week**

Fine Arts

Art

Time: 48 minutes, 1 day per week, two terms

Materials:

1. *Collage Lab: Experiments, Investigations, and Exploratory* Projects by Bee Shay
2. Various sculptures, art examples from each major art movement
3. Sculpting supplies: clay, towels, tools, wire, wire cutters, paper maché, wood
4. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
5. Various papers: watercolor paper, colored tissue, magazines, newspaper
6. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
7. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
Hobby Lobby, Nacogdoches, TX
Amazon.com

Methods: Classroom demonstrations, out-of-class practice sessions following demonstrations, classroom critiques

Evaluation: Eleventh graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade.

Projects: Drawing a Still Life, Zentangle Designs, Stained Glass Designs, Tertiary Color Page, Analogous Squares, Gesture Drawing, Medieval Feast Window, Surrealism Collage, Mixed Media Expressionism, Gesture sculptures, 2-D made 3-D

ART-11.01   The student will learn to be creative through instructed lessons and means, coming to understand that mastery of art takes hard work and dedication.

ART-11.02   The student will pull together different techniques and use them to express their unique vision.

ART-11.03   The student will learn to verbally defend the choice of subject matter, composition and approach of his or her own collage work.

ART-11.04   The student will be able to critique art based on artistic merit rather than mere personal taste.

ART-11.05   The student will learn to express informed opinions about art by discussing and critiquing masterworks aloud in class.

ART-11.06   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-11.07   The student will learn to respect others' art and be encouraging.

ART-11.08   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-11.09   The student will practice excellent craftsmanship, focusing on making beauty out of the chaos of collage.

ART-11.10   The student will recognize art as something that can be used to express truth as well as a variety of emotions.

ART-11.11   The student will make an effort to seek out their own artistic style.

ART-11.12   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:
    1. *The Theater Machine II.* by Albert T. Viola and Mona Lynn Goone
    2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
    3. White board for demonstration
    4. Video examples of excellent acting and theatrical productions
    5. Script from a play chosen for the seventh through twelfth graders to perform
    6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
    7. Basic set pieces that can be moved around to suggest different places
Ordering: Amazon.com
             Pioneerdrama.com--
             Dramaticpublishing.com

Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation of a play for parents and students of the school as the culmination of our class learning, props for games

Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-11.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-11.02   The student will experiment with their voice to help create an environment and portray a character.

DR-11.03   The student will continue exploration into the art of improvisation.

DR-11.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-11.05   The student will take part in the audition process, learning how to handle a cold reading and how a play is cast.

DR-11.06   The student will learn where to stand on a stage and where to move when instructed to by their blocking.

DR-11.07   The student will learn how to handle props and set changes.

DR-11.08   The student will take part in a play production, both in acting and in some backstage capacity.

DR-11.09   The student will learn how to bring a character to life through physicality and vocal decisions.

DR-11.10   The student will learn the determination and hard work it takes to bring a production to full fruition.

Music Appreciation

Time: 49 minutes, 2 days per week

Materials: Various documentaries; biographies of composers/musicians; various movement and activity CDs; flashcards; music games; various songs; rhythm instruments; YouTube videos for music clips, famous tunes, music genres, TED talks

Methods: Student will learn through direct instruction, Socratic discussion and dialogue, student-led discussion, debates, timelines and charts, logical evaluation and critique, student-generated questions, oral presentations and oral/written persuasive reports, guided research, and written reports with worldview analysis

Evaluation: Student will be evaluated by class demonstration of skills: aural, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered.

MUS - HS.1 Reading Fundamentals

MUS-HS.1.1   The student will recognize the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Half Note
Dotted Quarter Note
Dotted Eighth Note

MUS-HS.1.2   The student will be able to identify and explain the following music symbols:
Staff
Treble Clef
Bass Clef
Double Bar Line
Bar Line
Repeat Sign
Fermata
Staccato
Slur
Accent

MUS-HS.1.3   The student will be able to identify the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-HS.1.4   The student will recognize and label the lines and spaces of the treble clef and bass clef as well as identify notes (pitches) written on lines and spaces.

MUS-HS.1.5   The student will understand the difference in the beat and the rhythm and will recognize them in various songs.

MUS - HS.2 Music History Fundamentals

MUS-HS.2.1   The student will be introduced to various musical styles and sounds such as Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes, etc.

MUS-HS.2.2   The student will begin music appreciation in the following:
Musical time periods
Various composers from each time period
Continued exposure to musical time periods and genres through learning about various composers, listening to their compositions, comparing styles, etc.

Advanced Mathematics with Trigonometry

Time: 48 minutes/day, five days/week
Materials: *Algebra and Trigonometry—Functions and Applications*, Paul Foerster
Algebra and Trigonometry—Functions and Applications, Teacher's Edition, Paul Foerster
Algebra and Trigonometry—Functions and Applications, Solutions Manual, Paul Foerster
Tests for Algebra and Trigonometry—Functions and Applications, Paul A. Foerster
Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Methods: Previous lesson(s) reviewed/summarized through discussion of missed problems and through teacher-led and/or student-led question/response method. New lesson introduced through bridging with previous lesson or through discovery exercise performed independently or in small groups. New content presented using Socratic questioning and demonstrations on the board. Understanding of new material demonstrated through completion of sample problems, verbal explanations of principles/procedures, and defense of solutions. New material summarized by teacher at end of class through Socratic questioning. Knowledge retention achieved through assigned problem sets with emphasis not on completing mathematical procedures but on understanding and mastering mathematical principles. Discussion between students when completing assignments is encouraged. Principles/procedures also practiced through review days; some students work problems on board with teacher while seated students work same problems on paper.
Evaluation: Students are evaluated based on their responses to in-class questioning and board demonstrations as well as on completion of assignments and performance on daily assignments, weekly quizzes, and periodic tests. A percentage grade is assigned based on completion of class assignments and performance on quizzes and tests.

M-11.01   The student will be able to define a quadratic relation by its general equation, from its equation identify a quadratic relation as a circle, ellipse, hyperbola or parabola, modify their equations by completing the square in order to graph the conic sections quickly, find the particular equation of a quadratic relation using its geometric definition and information gathered from its graph, solve a system of quadratics, and use a system of quadratics as a model of a real-world problem.

M-11.02   The student will demonstrate proficiency with the addition, subtraction, multiplication, and division of complex numbers and with the writing of imaginary numbers in terms i.

M-11.03   The student will be able to define zero a function, demonstrate understanding of the Fundamental Theorem of Algebra, Descartes' Rule of Signs, and the Upper Bound Theorem, find the zeros of some higher-degree functions, find the particular equation of a quadratic function given its zeros, graph higher-degree functions using the Remainder Theorem and synthetic substitution to enable pointwise plotting, find the particular equation of a higher-degree function using matrices, and use a higher-degree function as a model for a real-world problem.

M-11.04   The student will be able to demonstrate an understanding of sequences and series including topics such as arithmetic and geometric sequences, arithmetic and geometric means, arithmetic and geometric series, convergent geometric series, sequences and series as mathematical models, factorials and their use in expanding binomials raised to a power, and the use of the binomial formula to find a particular term in a binomial series.

M-11.05   The student will be able to demonstrate proficiency in finding the probability of an event(s) by determining whether order matters when counting the number of outcomes in an event or sample space *without* listing them, and then calculating the probabilities of various permutations or combinations occurring.

M-11.06   The student will be able to define and distinguish between periodic, trigonometric, and circular functions, sketch an angle or arc length, find exact values of the six trigonometric functions of special angles with a multiple of $30°, 45°, 60°$ or $90°$, and find approximate values of other angles.

M-11.07   The student will be able to graph the six trigonometric and circular functions, graph a sinusoidal function given its equation, find the equation of a sinusoidal function from its graph, graph inverse circular functions and relations, evaluate inverse relations, and use a circular function as a mathematical model to represent a situation in the real world.

M-11.08   The student will be familiar with the derivations of the properties of trigonometric and circular functions and be able to use the properties to prove trigonometric identities, transform one trigonometric expression into another, and solve trigonometric equations.

M-11.09   The student will be able to solve right triangle and oblique triangle problems using the triangle definitions of the trigonometric functions, the law of cosines, the formula for the area of any triangle, the law of sines, and vectors.

Precalculus

Time: 48 minutes/day, five days/week
Materials: *Precalculus with Trigonometry—Concepts and Applications,* Paul A. Foerster
                 Precalculus with Trigonometry—Concepts and Applications, Teacher's Edition,
                 Paul A. Foerster
                 Precalculus with Trigonometry—Concepts and Applications, Solutions Manual,
                 Paul A. Foerster
                 Precalculus with Trigonometry—Concepts and Applications, Instructor's Re-
                 source Book, Paul A. Foerster
                 Precalculus with Trigonometry—Concepts and Applications, Assessment Re-
                 sources, Paul A. Foerster
                 TI-84 graphing calculator
Ordering: Veritas Press
                 1250 Belle Meade Drive, Lancaster, PA 17601
Methods: Previous lesson(s) reviewed/summarized through discussion of missed problems
                 and through teacher-led and/or student-led question/response method. New lesson
                 introduced through bridging with previous lesson or through discovery exercise
                 performed independently or in small groups. New content presented using So-
                 cratic questioning and demonstrations on the board. Understanding of new mate-
                 rial demonstrated through completion of sample problems, verbal explanations of
                 principles/procedures, and defense of solutions. New material summarized by
                 teacher at end of class through Socratic questioning. Knowledge retention
                 achieved through assigned problem sets with emphasis not on completing mathe-
                 matical procedures but on understanding and mastering mathematical principles.
                 Discussion between students when completing assignments is encouraged. Princi-
                 ples/procedures also practiced through review days; some students work problems
                 on board with teacher while seated students work same problems on paper.
Evaluation: Students are evaluated based on their responses to in-class questioning and board
                 demonstrations as well as on completion of assignments and performance on daily
                 assignments, weekly quizzes, and periodic tests. A percentage grade is assigned
                 based on completion of class assignments and performance on quizzes and tests.

M-11.01   The student will demonstrate continued familiarization with the equations, graphs,
            and properties of the functions taught in Algebra II including linear, quadratic, ex-
            ponential, power, and rational algebraic functions along with direct and inverse
            variations.

M-11.02   The student will be able to recognize how linear, quadratic, exponential, power,
            and rational algebraic functions along with direct and inverse variations are built
            up by transformations of their parent functions including translation, dilation, re-
            flection, and absolute value transformations.

M-11.03   The student will demonstrate knowledge of the properties of inverse functions in-
            cluding the relationship between their graphs, their compositions, and whether or

not they are one-to-one functions, and be able to find the equation of the inverse of a given function algebraically or using parametric equations, and how to restrict their domains using Boolean variables.

M-11.04   The student will the student will be able to identify the type of function a given set of data represents by its graph and the numerical pattern it exhibits including the add-add property of linear functions, the add-multiply property of exponential functions, and the multiply-multiply property of power functions, and the constant-second-differences property of quadratic functions.

M-11.05   The student will demonstrated continued knowledge of the definition and properties of logarithms.

M-11.06   The student will be able to define a logarithmic function by its equations, identify a logarithmic equation from the shape of its graph and the multiply-add numerical pattern it exhibits, find the particular equation from points on the graph, and use a logarithmic function as a model for a real-world situation.

M-11.07   The student will be able to define a logistic function by its equations, identify a logistic equation from the shape of its graph and the multiply-add numerical pattern it exhibits, find the particular equation from points on the graph, and use a logistic function as a model for a real-world situation.

M-11.08   The student will be able to find the best-fitting function for a given set of data by considering the shape of a scatter plot, the end behavior of the function, whether or not the data is linearized on log paper, whether a pattern exists on a residual plot of a possible equation, and how close the correlation coefficient obtained during a regression is to 1 or -1.

M-11.09   The student demonstrate a continued ability to factor quadratic and higher degree polynomials.

M-11.10   The student will be able to define a rational algebraic function by its definition, graph a rational algebraic function by factoring it to discover such characteristics as removable discontinuities, vertical asymptotes, and non-vertical asymptotes, and solve fractional equations which require finding sums, differences, products, and quotients of rational expressions.

M-11.11   The student will be able to define and distinguish between periodic, trigonometric, and circular functions, sketch an angle or arc length, find exact values of the six trigonometric functions of special angles with a multiple of $30°, 45°, 60°$ or $90°$, and find approximate values of other angles.

M-11.12   The student will be able to graph the six trigonometric and circular functions, discover the effect dilations, translations, and reflections have on them, graph a sinusoidal function given its equation, find the equation of a sinusoidal function

from its graph, graph inverse circular functions and relations, evaluate inverse relations, and use a circular function as a mathematical model to represent a situation in the real world.

M-11.13   The student will be familiar with the derivations of the properties of trigonometric and circular functions and be able to use the properties to prove trigonometric identities, transform one trigonometric expression into another, and solve trigonometric equations.

M-11.14   The student will use parametric equations to graph the inverse of a function without first finding the equation and to graph functions for which both x and y depend on a third variable, such as time.

M-11.15   The student will take two sinusoids and form a new sinusoid by composition of ordinates, and given a single sinusoid formed by adding or multiplying two sinusoids, find the equations for the two sinusoids by harmonic analysis.

M-11.16   The student will be able to solve right triangle and oblique triangle problems using the triangle definitions of the trigonometric functions, the law of cosines, the formula for the area of any triangle, the law of sines, vectors, and bearings.

M-11.17   The student will give a simple definition of limits, derivatives, and definite integrals.

Omnibus V: Christendom 2

Time: 100 minutes, 5 days per week
Materials: *Church History in Plain Language,* Bruce L. Shelley
                The Conquest of Constantinople, Geoffrey de Villehardouin (from *Chronicles of the Crusades*)
                City of God, Augustine
                The Consolation of Philosophy, Boethius
                The Discarded Image, C.S. Lewis
                The Fairie Queen, Spenser
                The Geography Coloring Book, Wynn Kapit
                Holy Bible, NKJV
                Othello, Shakespeare
                Paradise, Dante
                Paradise Lost, Milton
                The Prince, Machiavelli
                Psalms, Holy Bible, NKJV
                Purgatory, Dante
                Summa Theologica (selections), Aquinas

                Teacher Materials:
                All student texts

	Omnibus V: The Medieval World, eds. Veith, Fischer, and Wilson
	Various shorter essays
	Ascent to Love, Leithart
	Invitation to the Classics, Cowan and Guinness
	Western Civilization, Jackson Spielvogel
Ordering:	Veritas Press
	1250 Belle Meade Drive, Lancaster, PA 17601
	Phone: 800-922-5082
	www.amazon.com

Methods: Omnibus seeks to integrate Bible, history, and literature through a study of the great books of Western civilization. Accordingly, students are evaluated for mastery of knowledge in all three areas, which by necessity overlap. The goal is to build a Christian worldview into a student as the logic-stage pedagogy is employed.

Students will read and study both primary and secondary readings. The primary readings are the cornerstone of the class and accordingly take up most of the class time. Secondary readings are read aloud in class. Several readings are assigned for outside of class, and summary and comprehension cards are completed.

Methods used in class:

Socratic discussion and dialogue
Working problems in small groups or on the board
Debates
Timelines and charts
Logical evaluation or critique
Graded discussions or seminars
Student-generated questions
Oral presentations and oral/written persuasive reports
Oral tests or examinations
Guided research with synthesis of ideas
Written papers with worldview analysis
Lecture

Evaluation: Students are assigned a percentage grade based on class assignments, projects, and tests. Students are assigned comprehension questions that will lead them to analyze the works being studied. The answers are discussed both individually and in small groups. In addition, for each work studied, students are tested using a variety of methods (objective tests, essays, etc.) that will measure mastery of the material, and students also complete a project designed to round out their understanding of the material and lead them to apply what they learned. Students are tested on their mastery of assigned vocabulary words.

OMN V-11.01   The student will use the reading process to understand the meaning of technical, informative, and imaginative texts.

OMN V-11.02   The student will use writing processes for various purposes with attention to style and format.

OMN V-11.03   The student will use the research process and individual inquiry to locate, analyze, and evaluate information.

OMN V-11.04   The student will use effective listening, speaking, and viewing strategies in informal and formal situations.

OMN V-11.05   The student will understand the power of language as it impacts readers, writers, listeners, viewers, and speakers.

OMN V-11.06   The student will understand and analyze literary texts while responding critically and aesthetically to literature.

OMN V-11.07   The student will understand the leading theologians, church councils, doctrinal struggles, and political events related to the early church period.

OMN V-11.08   The student will understand the various historical explanations for the fall of the Roman Empire.

OMN V-11.09   The student will analyze the invasions of the Germanic tribes during the late Roman Empire and their consequences.

OMN V-11.10   The student will understand the significant historical backgrounds for the Early Medieval Period.

OMN V-11.11   The student will understand the growth of the Christian faith during the Byzantine period, giving special attention to Justinian, his re-conquest of Italy, and the formulation of the Justianic Code.

OMN V-11.12   The student will explain how Christians live in two worlds and the implications that this has for Christian living on earth and our reclamation of culture (*The City of God*).

OMN V-11.13   The student will articulate a Christian philosophy of history (*The City of God*).

OMN V-11.14   The student will describe how the audience that he is attempting to reach and the charges being brought against Christianity caused Augustine to shape his discourse (*The City of God*).

OMN V-11.15   The student will articulate how human philosophy and revelation work together (*The Consolation of Philosophy*).

OMN V-11.16   The student will judge concerning Boethius's teaching concerning free will.

OMN V-11.17   The student will tell of the circumstances of Boethius's life, imprisonment and execution (*The Consolation of Philosophy*).

OMN V-11.18 The student will tell of the importance of *The Consolation of Philosophy* in Medieval literature (*The Consolation of Philosophy*).

OMN V-11.19 The student will articulate an understanding of the habits of the Medieval mind and the foundations of the Medieval worldview (*The Discarded Image*).

OMN V-11.20 The student will define the Medieval Model of the universe and summarize its important features (*The Discarded Image*).

OMN V-11.21 The student will describe significant contributions to the Medieval Model by classical authors such as Cicero, Boethius, Chalcidius, Macrobius, and Pseudo-Dionysius (*The Discarded Image*).

OMN V-11.22 The student will articulate the lasting significance of the Medieval Model of the universe and the Medieval worldview (*The Discarded Image*).

OMN V-11.23 The student will appreciate the historical and literary scholarship of C.S. Lewis (*The Discarded Image*).

OMN V-11.24 The student will explain and describe important facts related to the Crusades (*The Conquest of Constantinople).

OMN V-11.25 The student will show the importance of the Fourth Crusade (*The Conquest of Constantinople).

OMN V-11.26 The student will identify and describe the life of Geoffrey de Villehardouin (*The Conquest of Constantinople).

OMN V-11.27 The student will retell the story of the Fourth Crusade and analyze the significance of its outcome (*The Conquest of Constantinople).

OMN V-11.28 The student will analyze contemporary historical myths concerning the Crusades (*The Conquest of Constantinople).

OMN V-11.29 The student will read and appreciate the inspiration and lofty literary quality of the Book of Psalms (Book of Psalms).

OMN V-11.30 The student will know basic literary facts about the Psalms: authorship, dates, genres, purpose, use, etc. (Book of Psalms).

OMN V-11.31 The student will be able to read given Psalms and analyze its genre, historical background, and significant theological themes (Book of Psalms).

OMN V-11.32 The student will, in imitation of biblical psalms, design and compose a psalm that captures the literary quality and theological richness of the psalms. (Book

of Psalms).

OMN V-11.33   The student will understand the beginnings and expansion of Islam, giving special attention to the impact of Islam on European history.

OMN V-11.34   The student will understand the Viking and Magyar invasions and their impact on Europe.

OMN V-11.35   The student will understand the feudal system: its foundations, its principles, its legitimacy as an historical concept, and its applications to society.

OMN V-11.36   The student will investigate the theme of Courtly Love in Medieval life and literature.

OMN V-11.37   The student will evaluate various aspects of medieval life, especially in comparison to life during other time periods.

OMN V-11.38   The student will understand the Medieval Roman Catholic Church: its growth, its principal figures and movements, and its decline.

OMN V-11.39   The student will understand the growth and progress of the medieval town and economy.

OMN V-11.40   The student will understand the important political events relative to European nations during the Middle Ages.

OMN V-11.41   The student will analyze the disastrous 14th Century, its plagues and wars and their results.

OMN V-11.42   The student will give a brief overview of Italian and Medieval history (*The Divine Comedy: Paradiso*).

OMN V-11.43   The student will appreciate the poetry (language, meter, tropes, etc.) of *The Divine Comedy* (*The Divine Comedy: Purgatorio* and *Paradiso*).

OMN V-11.44   The student will explain the characters of Virgil and Beatrice in light of Scholastic Theology (*The Divine Comedy: Purgatorio* and *Paradiso*).

OMN V-11.45   The student will explain the structure of *The Divine Comedy* and the importance of its structure to other works of literature (*The Divine Comedy: Purgatorio* and *Paradiso*).

OMN V-11.46   The student will understand and explain major themes of *Paradiso,* especially that of love (*The Divine Comedy: Paradiso*).

OMN V-11.47   The student will evaluate passages in *Purgatorio* and *Paradiso*, discovering

their meanings and applications to medieval theology (*The Divine Comedy: Paradiso*).

OMN V-11.48   The student will understand the causes and progress of the Renaissance.

OMN V-11.49   The student will explain how the Renaissance contributed to the Reformation.

OMN V-11.50   The student will gain an understanding of Machiavelli's purpose for writing *The Prince* (*The Prince*).

OMN V-11.51   The student will analyze the impact of *The Prince* on subsequent rulers and nations (*The Prince*).

OMN V-11.52   The student will analyze *The Prince* in light of a biblical worldview (*The Prince*).

OMN V-11.53   The student will demonstrate an understanding of the major scenes of *Othello*.

OMN V-11.54   The student will articulate how a Christian worldview is played out in Shakespeare's plays.

OMN V-11.55   The student will explain the proper use of fantasy (*The Tempest*, *A Midsummer Night's Dream* and *Fairie Queen*).

OMN V-11.56   The student will tell of why Spencer was criticized for his choice of setting and characters in the *Fairie Queen* (*Fairie Queen*).

OMN V-11.57   The student will understand the literary backgrounds and impact of *Paradise Lost* (*Paradise Lost*).

OMN V-11.58   The student will analyze the pertinent themes, literary conventions, theological emphases, and imagery of *Paradise Lost* (*Paradise Lost*).

OMN V-11.59   The student will gain mastery of vocabulary words discovered in the study of texts.

OMN V-11.60   The student will know how to formulate a thesis, sub-points, introductions, and conclusions, and write compositions that are clear and grammatically correct.

OMN V-11.61   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Physical Education

Time: 48 minutes, 1 day per week

Credit:	1 credit hour
Materials:	Balls, cones, ropes, agility equipment, hockey sticks, volley ball and net, softball equipment.
Ordering:	Various sporting goods stores, and internet
Methods:	The students will learn by direct instruction, modeling techniques and drilling.
Evaluation:	Students are given a daily grade based on participation, sportsmanship, and attitude.

PE-11.01   Students will warm-up and cool down appropriately.

PE-11.02   Students will participate in all athletic related activities.

PE-11.03   Students will participate in the Presidential Fitness challenge. This program includes five elements that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility, and flexibility.

PE-11.04   Students will play by the designated rules.

PE-11.05   Students will demonstrate good sportsmanship.

PE-11.06   Students will recognize that physical activity is important to lifelong health.

Rhetoric I

Time:	48 minutes, 5days per week
Credit:	1 credit hour
Materials:	*The Rhetoric Companion*, Wilson and Wilson
	Rhetoric, Aristotle
Ordering:	Amazon marketplace, and other various online sources
Methods:	Material is covered at a rate of one chapter per two weeks with exercises assigned for each class period. The class schedule will include grading of previous class exercise, lesson instruction, and 10-15 minute start on current exercise. Biweekly writing assignments are given after the completion of every two chapters in the text.
Evaluation:	The student will be assigned a percentage grade based on his performance on daily assignments, tests, and bi-weekly writing assignments.

RHE-11.01   The student will explain the history of rhetoric including important names, dates, and developments.

RHE -11.02   The student will describe the five canons of ancient rhetoric: invention, arrangement, style, memory, and delivery.

RHE -11.03   The student will demonstrate understanding and mastery of kairos during speeches and writings.

RHE -11.04   The student will use the stasis theory to develop appropriate questions for an argument.

RHE -11.05   The student will use the four stases (conjecture, definition, quality, and procedure) to refine their grasp on the point of contention.

RHE -11.06   The student will describe Aristotle's three types of speech (political, ceremonial, and forensic).

RHE -11.07   The student will use an understanding of Political Rhetoric to analyze Homer's "The Envoys' Appeal to Achilles."

RHE -11.08   The student will use an understanding of Ceremonial Rhetoric to analyze Lincoln's "Gettysburg Address."

RHE -11.09   The student will use an understanding of Forensic Rhetoric to analyze Plato's "Socrates' Defense."

RHE -11.10   The student will describe Aristotle's Three Modes of Persuasion (pathos, ethos, logos).

RHE -11.11   The student will use an understanding of Aristotle's Three Modes of Persuasion to analyze Shakespeare's "Antony's Funeral Oration."

RHE -11.12   The student will demonstrate understanding and mastery of voice and rhetorical distance.

RHE -11.13   The student will use First, Second, and Third Person Discourse effectively during speeches and writings.

RHE -11.14   The student will use proper grammatical techniques such as verb tense, voice, word size, qualifiers, and punctuation effectively during speeches and writings.

RHE -11.15   The student will demonstrate mastery of enthymemes in written and oral arguments.

Chemistry

Time: 48 minutes per day, 5 days per week

Materials: Modern Chemistry by Davis, Frey, Sarquis from Holt, Rinehart and Winston, 2009 edition
Laboratory notebook
Experimental materials

Methods: The textbook is used as a reference and guide throughout the year. Material is covered through lectures, experiments, various supplemental materials, and field trips as appropriate. Methods include:
- Socratic discussion and dialogue
- Detailed and well-kept Register of Effects or Lab Journal
- Student-led discussion
- Solving problems and defending solutions
- Working problems in small groups or on boards
- Logical evaluation and critique

Evaluation: Students will be assigned a percentage grade based on daily assignments, weekly quizzes, lab reports and tests.

11.1 Introduction to Chemistry

The Student Will:

A. Define matter and how it is classified.
B. Identify the different properties of matter (ex. extensive, intensive, and physical).
C. Describe the different states matter can have.
D. Memorize common elements and their symbols.
E. Identify the basic parts of the Periodic Table of the Elements.
F. Memorize SI units and prefixes.
G. Calculate density.
H. Express values with conversion factors using dimensional analysis.
I. Distinguish between precision and accuracy.
J. Calculate percent error.
K. Determine and incorporate significant figures in values and calculations.

11.2 Structure of Atoms

The Student Will:

A. Be familiar with the scientists that contributed to our understanding of subatomic particles.
B. Determine the atomic number, atomic mass, number of protons, neutrons, and electrons of an element given various information.
C. Calculate the average atomic mass of an element.
D. Convert between atoms, grams, and moles of an element.
E. Memorize the formula for the energy of light and use it in calculations.
F. Write the orbital notation, electron configuration and the noble gas configuration for any element and be able to identify an element based on its configuration.

11.3 Chemical Bonds and Reactions

The Student Will:

A. Arrange elements according to their electron affinity, ionization energy, or electronegativity.
B. Determine the number of valence electrons in an element, and draw the appropriate Lewis structures and electron dot configurations, and use VSEPR theory to predict their molecular geometry.
C. Arrange bonds according to their strength and atoms according to their electronegativities.
D. Name monatomic and polyatomic ions, binary ionic compounds, and acids.
E. Assign oxidation numbers to atoms in a compound.
F. Calculate formula mass and molar mass and apply to conversion problems.
G. Calculate the percent composition of a compound.
H. Determine the empirical formula and molecular formula of a compound.
I. Balance chemical equations.
J. List and describe the different types of chemical reactions.
K. Use the activity series to determine if a reaction will occur.
L. Use the mole ratio in stoichiometric calculations.
M. Determine and calculate the limiting reactant and percent yield of a chemical reaction.

11.4 Gas Laws
The Student Will:
A. Explain the kinetic molecular theory of gases and the physical properties of gases.
B. Use the gas laws to calculate problems involving pressure, temperature, and volume.
C. Calculate the mass, volume, or molar volume of a gas using the standard molar volume of a gas.
D. Calculate pressure, volume, temperature, amount of gas, molar mass, or density using the ideal gas law.
E. Calculate mass, moles, volume, using the stoichiometry of gases.
F. Calculate the rates of effusion using two gases of known molar masses (Graham's Law).

11.5 Solutions
The Student Will:
A. Describe how the Tyndall effect is used to distinguish amongst different solute-solvent combinations.
B. Distinguish between electrolytes and nonelectrolytes.
C. Explain factors that affect the rate at which a solid solute dissolves in a liquid solvent.
D. Compare and contrast saturated, unsaturated, and supersaturated solutions.
E. Calculate the concentration of a solution, amount of solute and amount of solution given various information.
F. Solve equations for the dissolution of soluble ionic compounds in water.
G. Predict whether a precipitate will form when solutions of soluble ionic compounds are combined, and write the net ionic equations for precipitation reactions.
H. Calculate freezing-point depression, boiling-point elevation, and solution molality of non-electrolytic solutions.

11.6 Acids and Bases
The Student Will:
  A. Name common binary acids and oxyacids, given their chemical formulas.
  B. Compare and contrast the definition of acids and bases between Arrhenius's theory, Bronstead-Lowry, and Lewis.
  C. Explain the difference between strong and weak acids and bases.
  D. Predict the products of acids and bases in aqueous solution.
  E. Describe which substance in an acid-base reaction is an acid, base, conjugate acid, and conjugate base.
  F. Predict the products of a neutralization reaction.
  G. Describe the self-ionization of water.
  H. Define pH, give the pH of a neutral solution at 25°C and calculate pH.
  I. Explain and use the pH scale.
  J. Calculate the molarity of a solution from titration data.

11.7 Reaction Energy
The Student Will:
  A. Describe temperature and heat and state the units in which they are measured.
  B. Perform specific heat calculations.
  C. Compare and contrast heat of reaction, heat of formation, and enthalpy change.
  D. Calculate the ΔH using Hess's Law.
  E. Calculate the entropy, enthalpy, or free energy change of a reaction.
  F. Explain the concept of reaction mechanism.
  G. Interpret chemical reactions using the collision theory.
  H. Relate activation energy to heat of reaction.
  I. Explain the factors that influence reaction rate.
  J. Explain, write, and calculate rate laws for chemical equations.

11.8 Chemical Equilibrium
The Student Will:
  A. Write chemical equilibrium expressions and solve calculations.
  B. Discuss the factors that disturb chemical equilibrium.
  C. Discuss conditions under which reactions go to completion.
  D. Describe the common-ion effect.
  E. Explain the concept of acid-ionization constants, and write acid-ionization equilibrium expressions.
  F. Compare cation and anion hydrolysis.
  G. Calculate values of solubility-product constants and calculate their values.
  H. Predict whether precipitates will form when solutions are combined through calculations.

11.9 Oxidation and Reduction
The Student Will:
  A. Assign oxidation numbers to reactant and product species.
  B. Explain what an oxidation-reduction reaction is.

C. Explain what must be conserved in redox equations.
D. Balance redox equations using the half-reaction method.
E. Relate chemical activity to oxidizing and reducing strength.

Spanish II

Time: 48 minutes per day, 5 days per week
Materials: *Expresate Spanish 2*
Ordering: www.amazon.com
Methods: Students will participate in oral recitation, drill, and direct instruction. They will complete written exercises in the textbook either on the board or in their notebooks. They will imitate the pronunciation of their instructor as they practice dialogues from the textbook to acquire the proper Spanish accent. The goal is to develop all four language skills: listening, speaking, reading, and writing. The students will gain the ability to communicate in Spanish, while being introduced to Hispanic culture. A strong emphasis will be placed on using the language in practical situations.
Evaluation: Students will be given a percentage grade in Spanish based on recitations, compositions, quizzes, and tests. Students will be monitored for mastery of pronunciation and comprehension during oral recitation/dialog.

SPA-11.01   The student will be able to understand the main idea and some of the supporting particulars of spoken Spanish intended for beginning college students regarding topics related to their daily lives and current affairs.

SPA-11.02   The student will learn superlatives.

SPA-11.03   The student will learn descriptions of objects, places, people, and events on topics of a factual nature.

SPA-11.04   The student will understand narrations using the past tenses.

SPA-11.05   The student will learn direct object pronouns.

SPA-11.06   The student will learn indirect object pronouns.

SPA-11.07   The student will learn double object pronouns.

SPA-11.08   The student will learn prepositions.

SPA-11.09   The student will learn verbs expressing emotions.

SPA-11.10   The student will be able to express feelings and opinions with limited elaboration.

SPA-11.11   The student will be able to narrate a series of events that took place in the past using the past tenses with limited elaboration.

SPA-11.12   The student will be able to explain likes and dislikes of objects, places, people, and events with some elaboration.

SPA-11.13   The student will be able to maintain simple face-to-face conversations with limited spontaneity using present tense and some use of the past tenses.

SPA-11.14   The student will be able to combine ideas using pronouns, conjunctions, and prepositions with infrequent usage.

SPA-11.15   The student will recognize simple cultural norms, beliefs, and regional variations of areas where Spanish is spoken or used.

TWELFTH GRADE

Fine Arts
     Art/Individual Art Project   **49 minutes, 1 day per week**
     Drama   **49 minutes, 2 days per week**
     Music   **49 minutes, 2 days per week**
Calculus   **49 minutes, 5 days per week**
Omnibus   **98 minutes, 5 days per week**
Physical Education   **49 minutes, 1 day per week**
Rhetoric II/Senior Thesis   **49 minutes, 5 days per week**
Physics   **49 minutes, 5 days per week**
Apologetics   **49 minutes, 5 days per week**

Fine Arts

Art/Individual Art Project

Time: 48 minutes, 1 day per week, two terms
Materials:

1. *Collage Lab: Experiments, Investigations, and Exploratory* Projects by Bee Shay
2. Various sculptures, art examples from each major art movement
3. Sculpting supplies: clay, towels, tools, wire, wire cutters, paper maché, wood
4. Various art supplies; pencils, crayons, chalk, magic rub erasers, stumps, rulers, scissors, glue, sketchbooks
5. Various papers: watercolor paper, colored tissue, magazines, newspaper
6. Various items for still life displays: musical instruments, garden and kitchen items, large solid color cloth for draping, geometric blocks, fruit
7. Drawing supplies: pencils (#2, #6, HB) charcoal, watercolor pencils, colored pencils, oil and chalk pastels, extra fine grade sandpaper, magic rub erasers, kneaded erasers, stumps.
8. White board for demonstration

Ordering: Blick Art Materials—(800) 828-4548
              Hobby Lobby, Nacogdoches, TX
              Amazon.com
Methods: Classroom demonstrations, out-of-class practice sessions following demonstrations, classroom critiques
Evaluation: Twelfth graders will be evaluated on following directions, attitude and effort, care of materials and a finished project grade.
Projects: <u>Portfolio</u> – Students wishing to pursue Art at the college level will create a portfolio with instructor supervision based on admission requirements and deadlines from the desired school(s). *(others)* Drawing a Still Life, Zentangle Designs, Stained Glass Designs, Tertiary Color Page, Analogous Squares, Gesture Drawing, Medieval Feast Window, Surrealism Collage, Mixed Media Expressionism, Gesture sculptures, 2-D made 3-D.

ART-12.01   The student will choose a direction in which to proceed, taking care to think about his future in Art.

ART-12.02   The student will learn to verbally defend the choice of subject matter, composition and approach of his or her own artwork.

ART-12.03   The student will pull together different techniques and use them to express their unique vision.

ART-12.04   The student will be able to critique art based on artistic merit rather than mere personal taste.

ART-12.05   The student will learn to express informed opinions about art by discussing and critiquing masterworks aloud in class.

ART-12.06   The student will demonstrate increasing ability in understanding and planning compositions in art, no matter the medium.

ART-12.07   The student will learn to respect others' art and be encouraging.

ART-12.08   The student will come to view mistakes as creative opportunities, but feel free to dislike their work on occasion.

ART-12.09   The student will practice excellent craftsmanship.

ART-12.10   The student will recognize art as something that can be used to express truth as well as a variety of emotions.

ART-12.11   The student will make an effort to seek out their own artistic style.

ART-12.12   The student will seek to glorify God in their art with good heart and hard work.

Drama

Time: 48 minutes, 2 days per week, one semester
Materials:
1. *The Theater Machine II.* by Albert T. Viola and Mona Lynn Goone
2. *Improv Ideas* by Justine Jones and Mary Ann Kelley
3. White board for demonstration
4. Video examples of excellent acting and theatrical productions
5. Script from a play chosen for the seventh through twelfth graders to perform
6. Basic costumes—colorful clothing and accessory pieces to suggest characterization
7. Basic set pieces that can be moved around to suggest different places

Ordering: Amazon.com
Pioneerdrama.com
Dramaticpublishing.com

Methods: Brief lectures, in-class practice sessions following instruction, correction of techniques, encouragement, videos of a few examples of excellent acting, rehearsal and presentation of a play for parents and students of the school as the culmination of our class learning, props for games

Evaluation: The student will be assigned a grade of based on participation, effort, following directions, and care of materials as well as a final presentation grade for their part in the play.

DR-12.01   The student will reinforce the use of correct drama vocabulary such as blocking, lines, cues, business, enunciation and projection.

DR-12.02   The student will experiment with their voice to help create an environment and portray a character.

DR-12.03   The student will continue exploration into the art of improvisation.

DR-12.04   The student will take part in several improvisational exercises to promote focus and flexibility on stage.

DR-12.05   The student will excel in the audition process, easily handling a cold reading and graciously accepting their part in the cast.

DR-12.06   The student will show leadership as a senior in Drama class by encouraging classmates, learning lines early and fearlessly tackling improvisational games.

DR-12.08   The student will take a large role in play production, either onstage or in some backstage capacity.

DR-12.09   The student will show expertise in bringing a character to life through physicality and vocal decisions.

DR-12.10   The student will show determination and hard work in bringing the production to full fruition.

Music Appreciation

Time: 49 minutes, 2 days per week

Materials: Various documentaries; biographies of composers/musicians; various movement and activity CDs; flashcards; music games; various songs; rhythm instruments; YouTube videos for music clips, famous tunes, music genres, TED talks

Methods: Student will learn through direct instruction, Socratic discussion and dialogue, student-led discussion, debates, timelines and charts, logical evaluation and critique, student-generated questions, oral presentations and oral/written

	persuasive reports, guided research, and written reports with worldview analysis
Evaluation:	Student will be evaluated by class demonstration of skills: aural, demonstrations of beat and rhythm through movement, and oral demonstration of concepts covered.

MUS - HS.1 Reading Fundamentals

MUS-HS.1.1 The student will recognize the following music notations and their values:
Quarter Note and Rest
Half Note and Rest
Whole Note and Rest
Eighth Note and Rest
Sixteenth Note and Rest
Dotted Half Note
Dotted Quarter Note
Dotted Eighth Note

MUS-HS.1.2 The student will be able to identify and explain the following music symbols:
Staff
Treble Clef
Bass Clef
Double Bar Line
Bar Line
Repeat Sign
Fermata
Staccato
Slur
Accent

MUS-HS.1.3 The student will be able to identify the following dynamic markings:
Piano
Pianissimo
Mezzo Piano
Forte
Fortissimo
Mezzo Forte
Crescendo
Decrescendo

MUS-HS.1.4 The student will recognize and label the lines and spaces of the treble clef and bass clef as well as identify notes (pitches) written on lines and spaces.

MUS-HS.1.5 The student will understand the difference in the beat and the rhythm and will recognize them in various songs.

MUS - HS.2 Music History Fundamentals

MUS-HS.2.1   The student will be introduced to various musical styles and sounds such as Gregorian chant, madrigals, opera, symphony orchestra, choirs, waltzes, etc.

MUS-HS.2.2   The student will begin music appreciation in the following:
Musical time periods
Various composers from each time period
Continued exposure to musical time periods and genres through learning about various composers, listening to their compositions, comparing styles, etc.

Calculus

Time: 48 minutes/day, five days/week
Materials: *Calculus with Analytic Geometry, 8th edition*, Larson, Hostetler, Edwards
Complete Solutions Guide for Calculus, 8th edition, Larson, Hostetler, Edwards
TI-84 graphing calculator
Ordering: www.amazon.com
Methods: Previous lesson(s) reviewed/summarized through discussion of missed problems and through teacher-led and/or student-led question/response method. New lesson introduced through bridging with previous lesson or through discovery exercise performed independently or in small groups. New content presented using Socratic questioning and demonstrations on the board. Understanding of new material demonstrated through completion of sample problems, verbal explanations of principles/procedures, and defense of solutions. New material summarized by teacher at end of class through Socratic questioning. Knowledge retention achieved through assigned problem sets with emphasis not on completing mathematical procedures but on understanding and mastering mathematical principles. Discussion between students when completing assignments is encouraged. Principles/procedures also practiced through review days; some students work problems on board with teacher while seated students work same problems on paper.
Evaluation: Students are evaluated based on their responses to in-class questioning and board demonstrations as well as on completion of assignments and performance on daily assignments, weekly quizzes, and periodic tests. A percentage grade is assigned based on performance on quizzes and tests.

M-12.01   Students will be able to demonstrate continued mastery of skills that are fundamental to learning Calculus. These include: equations, graphs, and properties of basic functions such as linear, quadratic, exponential, rational algebraic, irrational algebraic, absolute value, and trigonometric, along with fitting models of these types of functions to given data.

M-12.02   Students will be able to demonstrate an understanding of limits and their properties including: finding limits both graphically and numerically, evaluating limits analytically, continuity and one-sided limits, and infinite limits.

M-12.03   Students will be able to demonstrate an understanding of differentiation. The topics will include the derivative and the tangent line problem, basic differentiation rules and rates of change, the Product and Quotient Rules and higher-order derivatives, the Chain Rule, implicit differentiation, and related rates.

M-12.04   Students will be able to demonstrate an understanding of various applications of differentiation. These include extrema on an interval, Rolle's Theorem and the Mean Value Theorem, increasing and decreasing functions and the First Derivative Test, concavity and the Second Derivative Test, limits at infinity and horizontal asymptotes, curve sketching, optimization applications, and Newton's Method for approximating zeros a function.

M-12.05   Students will be able to demonstrate knowledge of the operation of integration. Topics will include anti-derivatives and indefinite integration, finding the area under a curve, Riemann sums and definite integrals, the Fundamental Theorem of Calculus, integration by substitution, numerical integration, differentiation and integration of natural logarithmic function, differentiation of inverse functions, differentiation and integration of exponential functions, and differentiation and integration of inverse trigonometric functions.

M-12.06   Students will learn selected applications of integration. Topics will include determining the area of a region between two curves, and calculating the volume of a solid of revolution using the disc and shell methods.

Omnibus VI: Modernity 2

Time: 100 minutes, 5 days per week
Materials: *1984,* Orwell
              Ecclesiastes, Holy Bible, NKJV
              The Enlightenment Reader (selections), Kraminick, ed.
              The Geography Coloring Book, Wynn Kapit
              The Great Gatsby, Fitzgerald
              Hamlet, Shakespeare
              Heart of Darkness, Conrad
              Holy Bible, NKJV
              Les Misèrables, Hugo
              Longitude, Dava Sobel
              Night, Elie Wiesel
              Of Mice and Men, Steinbeck
              One Day in the Life of Ivan Denisovich, Solzhenitsyn
              Selected short stories, Flannery O'Connor
              Selected poetry, Alexander Pope
              Selected Romantic Era poems (Wordsworth, Byron, Shelley, Keats)
              The Waste Land, Eliot
              Teacher Materials:
              All student texts

Omnibus VI: The Modern World, eds. Veith, Fischer, and Wilson
Various shorter essays
Invitation to the Classics, Cowan and Guinness
Western Civilization, Jackson Spielvogel

Ordering: Veritas Press
1250 Belle Meade Drive, Lancaster, PA 17601
Phone: 800-922-5082
Amazon.com

Methods: Omnibus seeks to integrate Bible, history, and literature through a study of the great books of Western civilization. Accordingly, students are evaluated for mastery of knowledge in all three areas, which by necessity overlap. The goal is to build a Christian worldview into a student as the logic-stage pedagogy is employed.

Students will read and study both primary and secondary readings. The primary readings are the cornerstone of the class and accordingly take up most of the class time. Secondary readings are read aloud in class. Several readings are assigned for outside of class, and summary and comprehension cards are completed.

Methods used in class:
      Socratic discussion and dialogue
      Working problems in small groups or on the board
      Debates
      Timelines and charts
      Logical evaluation or critique
      Graded discussions or seminars
      Student-generated questions
      Oral presentations and oral/written persuasive reports
      Oral tests or examinations
      Guided research with synthesis of ideas
      Written papers with worldview analysis
      Lecture

Evaluation: Students are assigned a percentage grade based on class assignments, projects, and tests. Students are assigned comprehension questions that will lead them to analyze the works being studied. The answers are discussed both individually and in small groups. In addition, for each work studied, students are tested using a variety of methods (objective tests, essays, etc.) that will measure mastery of the material, and students also complete a project designed to round out their understanding of the material and lead them to apply what they learned. Students are tested on their mastery of assigned vocabulary words.

OMN VI-12.01   The student will use the reading process to understand the meaning of technical, informative, and imaginative texts.

OMN VI-12.02   The student will use writing processes for various purposes with attention to style and format.

OMN VI-12.03   The student will use the research process and individual inquiry to locate, analyze, and evaluate information.

OMN VI-12.04   The student will use effective listening, speaking, and viewing strategies in informal and formal situations.

OMN VI-12.05   The student will understand the power of language as it impacts readers, writers, listeners, viewers, and speakers.

OMN VI-12.06   The student will understand and analyze literary texts while responding critically and aesthetically to literature.

OMN VI-12.07   The student will articulate an appreciation for Shakespeare's poetry.

OMN VI-12.08   The student will understand the plot, key characters, setting, and themes of *Hamlet*.

OMN VI-12.09   The student will compare and contrast the Enlightenment with biblical thinking (Essays and Enlightenment material).

OMN VI-12.10   The student will biblically judge the presuppositions of the Enlightenment (Enlightenment material).

OMN VI-12.11   The student will articulate an understanding of the preference of Enlightenment writers for essay writing (Enlightenment material).

OMN VI-12.12   The student will articulate a basic understanding of the Scientific Revolution, along with its chief scientists and ideas.

OMN VI-12.13   The student will narrate the story of the search for a reliable method of determining longitude and connect this search with the Scientific Revolution (*Longitude).*

OMN VI-12.14   The student will explain the Romantic Movement and its chief characteristics (Selected Romantic Era poems (Wordsworth, Byron, Shelley, Keats; *Les Misèrables).*

OMN VI-12.15   The student will analyze the French Revolution and its romantic interpretation (*Les Misèrables).*

OMN VI-12.17   The student will explain the impulse behind European colonialism and grasp Conrad's critique (*Heart of Darkness*).

OMN VI-12.18   The student will analyze the disillusionment and confusion of the world of Post WWI America and Europe and the new class structure of the Roaring 20s (*The Great Gatsby*).

OMN VI-12.19   The student will articulate an understanding of the use of irony in literature.

OMN VI-12.20   The student will articulate the causes of the Great Depression (*Of Mice and Men*).

OMN VI-12.21   The student will judge the guilt of Lennie and George (*Of Mice and Men*).

OMN VI-12.22   The student will biblically criticize the picture of friendship that Steinbeck sets forth (*Of Mice and Men*).

OMN VI-12.23   The student will understand the thesis of the Book of Ecclesiastes and apply it to the search for meaning in the era of Modernity (Ecclesiastes).

OMN VI-12.24   The student will appreciate poetry in free verse (Modern poetry).

OMN VI-12.25   The student will demonstrate an understanding of the symbolism of T.S. Eliot's *The Waste Land*.

OMN VI-12.26   The student will grasp the theory and practice of totalitarianism (*1984*).

OMN VI-12.28   The student will explain the origins, progress, and outcomes of the Holocaust.

OMN VI-12.29   The student will describe the experiences of individual Jews during the Holocaust and understand the worldview of those who suffered (*Night)*.

OMN VI-12.30   The student will understand the genre of Southern Gothic literature and its key themes (Selected short stories, Flannery O'Connor).

OMN VI-12.31   The student will gain mastery of vocabulary words discovered in the study of primary and secondary works.

OMN VI-12.32   The student will know how to formulate a thesis, sub-points, introductions, and conclusions, and write compositions that are clear and grammatically correct.

OMN VI-12.33   The student will select one book per quarter from an approved reading list, read the book on his or her own, and complete a one-paragraph summary of the book on a card.

Physical Education

Time: 48 minutes, 1 day per week
Credit: 1 credit hour
Materials: Balls, cones, ropes, agility equipment, hockey sticks, volley ball and net, softball equipment.

Ordering:	Various sporting goods stores, and internet
Methods:	The students will learn by direct instruction, modeling techniques and drilling.
Evaluation:	Students are given a daily grade based on participation, sportsmanship, and attitude.
PE-12.01	Students will warm-up and cool down appropriately.

PE-12.02   Students will participate in all athletic related activities.

PE-12.03   Students will participate in the Presidential Fitness challenge. This program includes five elements that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility, and flexibility.

PE-12.04   Students will play by the designated rules.

PE-12.05   Students will demonstrate good sportsmanship.

PE-12.06   Students will recognize that physical activity is important to lifelong health.

Rhetoric II/Senior Thesis

Time: 48 minutes, 5 days per week x 36 weeks = 108 hrs year

Credit: 1 credit hour

Materials: *The Rhetoric Companion* by N.D. Wilson and Douglas Wilson
MLA Handbook for Writers of Research Papers, 5th ed.
The Craft of Research by Booth, Colomb, and Williams
Writing Arguments by Ramage, Bean, and Johnson
Supplemental Readings (by various, teacher-curated resources)

Ordering: www.amazon.com

Methods: The first semester is devoted to learning rhetoric theory and developing rhetorical skills. Students will write and speak often, critique one another, and learn from critiques of the teacher. Parallel to studying and practicing the art and skill of rhetoric, the students will choose a research topic, develop it, and begin to research it, in preparation for the research and writing process. The second semester is devoted to intensive research and note taking, conferencing with the thesis advisers, outlining, writing, and preparation for the defense. After making final revisions for their thesis, students prepare to present and defend it publicly.

1. Primarily practice-oriented, based on individual or in-class presentations using tools of rhetoric presented in class. Most tests and assessments are based on student performance as students apply rhetorical concepts.
2. Discussions, recitations, student presentations.

3. Lecture and discussion, primarily as introduction or rhetorical framework requires.
4. View, analyze, and discuss works of art and literature, media, speeches, etc., as they communicate particular tools of rhetoric.

Evaluation: During the first semester, the student will be assigned a percentage grade based on his performance on daily assignments, projects, and tests. During each quarter of the first semester, the student will have at least 8 daily grades and 3 test-level grades consisting of tests, quizzes, and, primarily, rhetoric projects. During the second semester, the student will be assigned a grade of Pass or Fail based on completion of assigned research, notetaking, outlining, writing, and revising assignments and deadlines. The student's performance in the Presentation and Defense is Pass/Fail.

RHE 2-12.01   The student will understand and articulate definitions of rhetoric by Aristotle, Quintilian, Cicero, and Wilson/Wilson.

RHE 2-12.02   The student will differentiate between rhetoric and sophistry, and explain modern misuses and misconceptions about rhetoric.

RHE 2-12.03   The student will justify the use of rhetoric in light of the words of St. Paul in 1 Corinthians.

RHE 2-12.04   The student will articulate biblical standards for wise, beautiful, and effective use of words.

RHE 2-12.05   The student will explain the three kinds of rhetoric according to the older classification.

RHE 2-12.06   The student will explain and gain an increasing capacity of rhetorical copiousness, partly through the discipline of maintaining a commonplace notebook.

RHE 2-12.07   The student will understand and explain the five canons of rhetoric.

RHE 2-12.08   The student will demonstrate the power of invention through the use of such tools as the three proofs, stasis theory, Wilson and Wilson's three questions, the common topics, and the resources of public memory and social knowledge.

RHE 2-12.09   The student will demonstrate the power of arrangement by mastering the 7 basic sections of the classical oration.

RHE 2-12.10   The student will demonstrate the power of style by understanding and employing correctness, clarity, appropriateness (grand, middle, plain), figures of speech and thought, and varied sentence structure.

RHE 2-12.11   The student will demonstrate the power of memory by reciting commonplaces and poems from memory under trying circumstances (such as having to shout them or repeat them while lying down, for example).

RHE 2-12.12   The student will demonstrate the power of delivery by mastering the use of their own voice and body, with their own God-given uniqueness.

RHE 2-12.13   The student will understand the rhetorical triangle, including ethos, pathos, and logos proofs.

RHE 2-12.14   The student will understand several of the many ways that the speaker's ethos can be adversely affected and his rhetoric rendered ineffective.

RHE 2-12.15   The student will distinguish between proving as "establishing beyond a shadow of a doubt" and "obligating belief," and will understand the role of pathos in achieving the latter.

RHE 2-12.16   The student will master the fundamentals of argumentation, including the difference between arguments and pseudo-arguments, the logical structure of arguments, the Toulmin scheme, and the nature of claims, reasons, and evidence.

RHE 2-12.17   The student will learn to evaluate evidence using the STAR test.

RHE 2-12.18   The student will master the types of claims by dissecting written and spoken arguments, by analyzing arguments in media, and by writing arguments themselves.

RHE 2-12.19   The student will recognize the rhetorical power of enthymemes and be able both to analyze and to use enthymemes logically.

RHE 2-12.20   The student will review the informal logical fallacies and grow in his ability to identify and counter.

RHE 2-12.21   The student will differentiate between analytic and poetic speech, understand Western culture's affinity for analytic speech, and gain an appreciate for the use of poetic speech, especially through the use of figures of speech and thought.

RHE 2-12.22   The student will understand stasis theory and how it aids in the formulation of the exordium; the students will learn basic approaches to an introduction.

RHE 2-12.23   The student will master the formulation and use of the narratio.

RHE 2-12.24   The student will gain mastery of how to structure and compose the confirmatio and refutatio.

RHE 2-12.25   The student will investigate the use of poetic meter in prose writing and speech.

RHE 2-12.26 The student will practice the use of elocution techniques through voice, gesture, stance, and eye contact.

RHE 2-12.27 The student will complete an exploratory essay, by which the student is guided to choose a topic, clarify a thesis statement, develop and organize ideas, and compose the paper using MLA style. The exploratory essay is the student's first step toward declaring a topic for his or her thesis.

RHE 2-12.28 The student will complete a proposal, in which the student puts forth, for approval from the thesis adviser(s), a research question based on a narrowed topic and preliminary sources. The student will present his or her proposal and field questions from classmates in order to sharpen and focus the topic.

RHE 2-12.29 The student will learn through practice the fundamentals of research and writing, including the following: moving from topic to question to significance; developing the thesis statement; planning the draft; storyboarding; selecting and engaging sources; integrating source material through quoting, summarizing, and paraphrasing; planning effective introductions and conclusions.

RHE 2-12.30 The student will fully utilize MLA style to document all sources of evidence.

RHE 2-12.31 The student will learn through practice the fundamentals of public speaking, including the following: use of voice, body, and gesture; maintaining poise; the art of answering questions and addressing challenges to ideas and research; eliminating verbal clutter and speaking with concision and precision; appropriately challenging a questioner, laughing at one's self.

Physics

Time: 48 minutes, 5 days per week
Materials: Physics by Serway and Faughn from Holt, Rinehart and Winston, 2009 edition
Laboratory notebook
Experimental materials
Methods: The textbook is used as a reference and guide throughout the year. Material is covered through lectures, experiments, various supplemental materials, and field trips as appropriate. Methods include:
- Socratic discussion and dialogue
- Detailed and well-kept Register of Effects or Lab Journal
- Student-led discussion
- Solving problems and defending solutions
- Working problems in small groups or on boards
- Logical evaluation and critique
Evaluation: Students will be assigned a percentage grade based on daily assignments, weekly quizzes, lab reports and tests.

12.1 Introduction to Physics

The Student Will:
   A. Use standard SI units properly and consistently.
   B. State and convert the basic units in the MKS and SI system using conversion factors both from memory and given tables.
   C. Explain a derived unit and give examples.
   D. Use significant figures properly in all calculations.
   E. Describe four different theories of how science and religion relate to one another and defend a view which is consistent with a biblical worldview.
   F. Describe the relationship between theories, facts, and hypotheses and the roles these play in the process of scientific inquiry.

12.2 Motion and Forces
The Student Will:
   A. Describe the difference between vector and scalar quantities.
   B. Add vector quantities using graphical methods.
   C. Describe the idea behind vector addition, and explain the significance of the "resultant."
   D. Use trigonometric methods and the concept vector components to calculate vector quantities.
   E. Calculate average velocities and accelerations.
   F. Use the equations for uniformly accelerated motion to solve vector problems in one dimension.
   G. Describe the motion represented by lines and curves in simple diagrams of distance, velocity and acceleration vs time.
   H. Draw diagrams to describe the motion in a given scenario.
   I. Draw diagrams showing the resultant of two vectors and the resolution of a vector into horizontal and vertical components.
   J. Use vector analysis and trigonometry to separate the horizontal and vertical quantities in a projectile motion problem.
   K. Calculate uniform acceleration in two dimensions.
   L. State accurately Newton's 3 Laws of Motion.
   M. Draw free-body diagrams which correctly show all relevant forces and force components for all forces acting on an object.
   N. Apply Newton's 3rd Law to reason to objects acted on by forces oriented in various ways.
   O. Use Newton's Laws of Motion to set up equations of force components for static or dynamic systems.
   P. State the two conditions for static equilibrium.
   Q. Calculate torques using positive and negative torque vectors.
   R. Use the principles of Newton's Laws of Motion and of vector operations to develop vector sum equations for forces and torques.
   S. Solve problems in statics using all necessary principles.

12.3 Work and Energy
The Student Will:

A. State the law of conservation of energy.
B. Compare conservative and non-conservative forces.
C. Calculate work, gravitational potential energy, kinetic energy, elastic potential energy, and power.
D. Apply the law of conservation of energy to solve various problems.

12.4 Momentum and Collisions
The Student Will:
A. State the Law of Conservation of Momentum.
B. Calculate the momentum of a system or object.
C. Apply the Law of Conservation of Momentum to solve problems.
D. Solve vector momentum problems in two dimensions.
E. Solve elastic collision problems.
F. Use conservation of energy and conservation of momentum to solve composite problems.
G. Convert quantities given in linear terms into quantities in angular terms and vice versa.

12.5 Circular Motion and Gravitation
The Student Will:
A. Explain why centrifugal force is actually a fictitious force.
B. Use vector analysis to solve centripetal force problems.
C. Apply Newton's Law of Universal Gravitation.
D. Solve problems involving angular acceleration, angular momentum, conservation of angular momentum, rotational kinetic energy, and rotational conservation of energy.

12.6 Fluid Mechanics
The Student Will:
A. State and use the 5 pressure principles including Pascal's Principle.
B. State Archimedes' Principle.
C. Apply the definitions of pressure and density to solve related problems.
D. Apply the distinction between gauge pressure and absolute pressure to solve related problems.
E. Explain how a mercury barometer works.
F. Solve hydraulic and U-Tube problems.
G. Use the definitions of density, pressure and Archimedes' Principle to solve buoyancy problems.
H. Apply Bernoulli's Principle to explain how airplanes fly and sailboats move.

12.7 Heat and Thermodynamics
The Student Will:
A. State the absolute zero, freezing and boiling points (of water) for the three primary temperature scales.
B. State the Zeroth Law of Thermodynamics.
C. State the universal gas constant, including appropriate units.

D. Explain Gay-Lussac's Law and Charles' Law and show how each of them may be used to determine a value for absolute zero.
E. Solve application problems using the ideal gas law.
F. Explain the molecular basis for the gas law.
G. Solve calorimetry problems.
H. State the First Law of Thermodynamics in equation form, and explain its meaning.
I. State the Second Law of Thermodynamics in three ways.
J. Use a PV diagram to determine the work done on or by a system.
K. Calculate the work done on or by a system given a PV diagram.
L. Use the First Law of Thermodynamics and the Ideal Gas Law to analyze and predict the behavior of various thermodynamic systems.
M. Explain why isotherms have a negative slope on a PV diagram.
N. Discuss the validity of arguments against macroevolution based on the Second Law of Thermodynamics.
O. Determine the maximum theoretical efficiency of a heat engine.
P. Determine Q_h, Q_c, W, T_h, or T_c for a heat engine.

12.8 Waves and Wave Behavior
The Student Will:
A. State the speed of sound in air and the speed of light in a vacuum.
B. Calculate speed, frequency, period and wavelength from given information.
C. Describe the four basic waves' behaviors.
D. Explain resonant frequency is and how it relates to standing waves.
E. Perform calculations involving fundamentals and harmonics of standing waves.
F. Explain how different wave frequencies contribute to the timber of musical instruments.
G. Use the small angle approximation to derive the equation for the period of a pendulum.
H. Use the equations relating k, ω, f and τ to develop and solve equations for SHM.
I. Use force and energy considerations to determine distance, velocity and acceleration of an object in SHM.
J. Calculate sound intensity from an isotropic sound source.
K. Convert intensity values to SPL values and vice versa.

12.9 Electric Forces and Fields
The Student Will:
A. State Coulomb's Law.
B. State the values for e, m_p and m_e.
C. Describe static electricity and the various mechanisms by which it can form.
D. Explain what a field is using the three basic types of physical fields.
E. Use the principles of electric fields in and around charges and conductors to draw or analyze graphically the shapes and strengths of electric fields.
F. Calculate the electric potential difference between two points in a uniform electric field, and the work it would take to move a given charge between these two points.
G. Perform energy calculations using the electron volt (eV).
H. Solve vector force problems using Coulomb's Law.

I. Solve application problems with parallel-plate capacitors.
J. Define capacitors in terms of their capability to store energy.
K. Calculate equivalent resistance for resistance networks.
L. Solve basic DC circuits using Ohm's Law, Kirchhoff's Laws, and the power formulas.
M. State and explain the four laws of magnetism.
N. Use the laws of magnetism to explain the operation of solenoids, generators, transformers, motors, and the curvature of moving charged particles.
O. Model RC circuits using exponential functions for charging and discharging circuits.
P. Calculate currents, voltages, times and time constants for RC circuits.
Q. Perform calculations relating to transformers in power distribution circuits.
R. Use the magnetic laws to determine timing and direction of currents in two-winding solenoids during switch-on and switch-off.
S. Use the right hand rules to determine directions of magnetic fields and curve directions for charged particles moving through magnetic fields.

Apologetics

Time: 48 minutes per day, five days each week
Materials: J.P. Moreland. *Love Your God With All Your Mind: The Role of Reason in the Life of the Soul*.
Ronald Nash. *Faith and Reason: Searching for a Rational Faith*
Mitch Stokes. *A Shot of Faith (to the Head): Be a Confident Believer in an Age of Skepticism.*
Alvin Plantinga. *Knowledge and Christian Belief.*
J.I. Packer. *Knowing God.*
Ordering: Amazon.com
Methods: The primary method of instruction will be Socratic discussion and dialogue arising from issues and concepts introduced by class texts. Some discussions will be graded. Logical analysis and evaluation will constitute some of the content of discussions. Some reading will be done together as a group, while other reading will be assigned outside of class. Verbal articulation and delivery will be the focus of evaluation.
Evaluation: Students will be assigned a grade for the quality of their participation in class discussions, for their performance on written and oral examinations, and for class projects.

APOL-12.01   The student will understand the nature of the disciplines of theology and apologetics in the context of a broader worldview framework.

APOL-12.02   The student will learn that the cultivation of the life of the mind is a Christian duty and blessing.

APOL-12.03   The student will be made aware of the dangers of wasting the mind through intellectual slothfulness and apathy.

APOL-12.04   Encourage students to be life-long learners.

APOL-12.05   Awaken a sense of resolve in students to use their minds to the glory of God through the local church and in their respective vocations.

APOL -12.06   Students will develop a theory of what it means for Christian faith to be rational, and why this question matters.

APOL-12.07   The methods of apologetics will be modeled by applying them to a few of the most important classical and contemporary issues relative to the discipline.

APOL-12.08   The student will demonstrate the utility and necessity of apologetics.

APOL-12.09   Integrate the tasks of systematic theology and apologetics.

APOL-12.10   The student will explore the apologetic implications of selected Christian doctrines to show that they are rationally defensible.

APOL-12.11   The student will distinguish between knowing God and merely knowing about Him, and why this distinction is crucial for properly relating to God.

APOL-12.12   The student will discover that theological propositions, and arguments that defend and sustain them, are not sufficient in themselves to constitute knowledge of God.

APOL-12.13   The student will understand that truly knowing God is the *summum bonum* of life, and ought to be the ultimate pursuit of a faithful Christian.

APOL-12.14   The student will be able to articulate a clear, rational, biblical portrait of the Gospel.

Art Worldview and Goals

THE CHRISTIAN WORLDVIEWOF ART

"The kind of world God made is a model of what artists should strive to make and what all people should delight in." vs. "Art for art's sake!"

A definition of sorts is called for here. By "art" we mean the renderings, two- and three-dimensional, produced by people using painting, drawing, and sculpting tools.

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

Scriptures like I Corinthians 10:31 teach us that nothing we do is out of God's sovereignty; all we do should be to His glory. Art is certainly no exception then. Therefore, art can and should be taught to young children initially in the form of basic skills—using the whole page, correctly holding the pencil and brush, studying and practicing perspective, mixing colors, and other universal artistic elements. Many times teachers want to allow the children to be "creative," but in Scripture and in the classical method, it is understood that children naturally learn through *imitation*, copying the acts of their elders. At Regents, we seek to systematically train the elementary students in the requisite skills for art and complete art projects that combine skills, practice with copying from another picture, still life or design. At the secondary level, the emphasis is on the applied arts—photography, printmaking, painting, etc.

Art, just like English, math, and history, is a discipline that can and should be mastered by the average student. In a Christian setting, there is even less excuse than in a pagan setting for doing a poor job instructing students in art. After all, by imitating and relishing the Creation through art, we show tangible praise for what our Father has done. What a great lesson to teach children!

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

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

In the lower elementary the instruction begins with teacher-directed sensory exploration and learned appreciation in the context of a God-centered love for the variety of creation as seen

in color, smell, light, taste and texture. Special attention is given to teaching correct posture and hand position, formation and identification of geometric shapes, and spatial relationships such as perspective and using the entire sheet of paper.

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

ART GOALS FOR ALL GRADES

1. We seek to teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.

2. We seek to encourage the students to appreciate and imitate the beauty of the creation in their own work.

3. We seek to introduce the students to masters' works of the Western culture.

4. We seek to equip the students to knowledgeably use a variety of art media.

Bible Worldview and Goals

THE CHRISTIAN WORLDVIEW OF BIBLE

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

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

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

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

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

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

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

At Regents the Bible is taught chronologically, beginning in the first grade with Genesis and continuing through the sixth grade with Acts through Revelation. The emphasis is on revealing the character of God, His deeds in history, and His redemptive plan centering in Jesus Christ. Students learn from Bible cards and from the text of Scripture, as the teacher requires students to

learn the content of the Scriptures within the framework of historic Protestant theology. Students also learn Bible songs that convey the chronological history of the Bible. Students, especially in the upper grades, are encouraged to discuss and apply the Scriptures. In addition, all students hear the Scripture read each morning in Morning Meeting, sing hymns of the faith, and learn the catechism. All students also memorize passages of Scripture which they recite before their classes individually.

In the upper grades students study the Bible as part of the Omnibus, which teaches history, literature, and theology as an integrated whole. Students are encouraged to develop their worldview as they interact with their teacher, their fellow students, and with the great thoughts of philosophers, historians, authors, and theologians in the Western tradition.

BIBLE GOALS FOR ALL GRADES

1. We seek to encourage students to make personal application of the Scriptures. An exclusively academic (i.e. studied but not applied) approach is a distortion of the truth. (James 1:22)

2. We seek to give the same priority as God did to the themes presented in His Word, e.g. the highest priority being the Gospel. (I Cor 15:3-5)

3. Reading, understanding, memorizing and applying, as appropriate, the entire written Word of God, in context, will be a high priority in all Bible classes. A subordinate goal will be familiarizing the students with good study helps. (II Timothy 3:16,1 7)

4. We seek to have the students read through the Bible chronologically, beginning in the first grade with Genesis, through the sixth grade with Revelation.

Drama Worldview and Goals

THE CHRISTIAN WORLDVIEW OF DRAMA

By definition drama is a picture or representation of human life in that succession and change of events that we call story told by means of dialogue and presenting in action the successive emotions involved. As Shakespeare wrote, all the world's a stage and each of us play a part. Drama enables students to enter past, present, and future worlds and to explore and discover the lives of others, whether in historical, biblical, or literary settings. Drama is another tool for educators to use to teach the essentials of the core disciplines of Christian education.

Students perform orations, poetry recitations, duets and monologue acting, and plays with quality writings. It is at this point that the teacher is compelled to use his own creative abilities to provide appropriate drama, poetry, historical speeches or original works that fulfill the definition of drama. In doing so each student is offered a significant learning experience which is not based on perceived talent.

Classroom exercises are used on a regular basis to develop voice, diction, movement, rhythm, memory, and group action. The grammar stage begins with exercises in voice, diction, recitation, moving by the 5th grade to duet acting and one act plays. The logic stage continues to develop the previous areas and moves to basic "persona" development. The rhetoric stage for the performer will consist of all the former areas and include "persona" analysis and personal speech writing. As you can see the full scope of a classical education cannot detach drama from the disciplines of English, Literature or History.

In conclusion, drama taught in the setting of classical education from a Christian worldview and with a view to restoration gives a student the opportunity to test his virtues, grow his conscience and overcome obstacles while developing the ability to judge the internal and external influences in the performing arts.

DRAMA GOALS FOR ALL GRADES

1. We seek to equip each student to speak eloquently before an audience.

2. We seek to equip each student to analyze and present personal speech writing.

3. We seek to equip each student to judge the internal and external influences in the performing arts.

English Worldview and Goals

THE CHRISTIAN WORLDVIEW OF ENGLISH

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

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

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

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

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

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

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

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

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

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

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

The subject English encompasses grammar, writing (handwriting and composition), spelling, and some study skills. The specific texts and materials that we use to accomplish the objectives in English have either been designed specifically for the classical school setting or they simply "cut with the grain" of the Grammar Stage, which is an essential part of classical education. Therefore, we recommend reading the teacher's manual of each text and following the advice given therein. However, with time and experience with all the aspects of the grammar-level curriculum teachers should look for practical points of integration. For example, instead of using the sentences that come with the Shurley Method, try substituting your own sentences, using the content from your history or science studies, following the same pattern of grammar being taught. With practice, other ways to integrate with writing in other disciplines will become obvious, if you look for them.

ENGLISH GOALS FOR ALL GRADES

1. We seek to equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.

2. We seek to put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.

3. We seek to encourage clear thinking by the students through requiring clear, focused writing.

4. We seek to introduce the students to many styles of writing using the Bible and other high-quality literature.

History Worldview and Goals

THE CHRISTIAN WORLDVIEW OF HISTORY

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

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

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

- History is linear, not cyclical; that is, it is proceeding along the path God directs from creation until Christ's triumphant return.

- Historical sources, both primary and secondary, are to be compared and examined in the light of God's Word and sound scholarly standards.

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

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

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

Story Telling: Students love to hear true stories of historical significance. It is the teacher's job to be well acquainted with the subject matter that he is teaching. This means a lot of

reading, especially the reading of primary sources. As you read, write down those "nuggets" of information that young people thrive on; odd characteristics, interesting quotes, and gruesome details (when appropriate). These anecdotes that you share with your class will often times stay with them forever.

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

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

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

Integration: One very natural connection that we try to take advantage of is that between history and literature, especially in books that integrate history and literature. For example, the second graders read *D'Aulaire's Book of Greek Myths* while they study Ancient Greece. This is a great way to accomplish multiple objectives at once.

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

Omnibus: In the Omnibus upper-level students read historical works that challenge them to understand the reasons, causes, and connections of history and then to evaluate and articulate positions on these matters. Students read and study the great works of the Western tradition chronologically: the Ancient period in the seventh grade, the Medieval period in the eighth grade, and the Modern period in the ninth grade, then repeating the pattern in the tenth through twelfth grades, focusing on new and more challenging works.

HISTORY GOALS FOR ALL GRADES

1. We seek to help students understand a Christian (providential) view of history.

2. We seek to aid students develop the ability to identify whether or not history has been written from a Christian or a non-Christian perspective.

3. We seek to teach students how to study history. They will be taught how to critically evaluate reading material, identify primary and secondary sources, and apply the historical method.

4. We seek to cause students to know the value of ancient history and the history of western civilization.

5. We seek to cause students to know a general time line of historical events from Biblical times to the present, focusing primarily on western civilizations.

Latin Worldview and Goals

THE CHRISTIAN WORLDVIEW OF LATIN

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

It is not an accident that Christianity is a religion that has, and perpetuates, a high view of words. The Lord Jesus Christ is Himself described as the Word (*ho logos*). We must, therefore, understand that our theology of words must be dependent upon our theology of the Word.

So we should begin at the beginning. We see in the creation of Adam that language was not a tool developed by man. Rather, it was (and is) a gift from God. It was a design feature in man which enabled him to communicate with God (Gen. 1:28), about God (Gen. 3:2-3), and about the world God made (Gen. 2:20).

As a result of God's great language program at the Tower of Babel, the Bible teaches that there are many languages in the world, and none of them are "without significance" (1 Cor. 14:10). But the Bible does not teach that all languages have equal significance. Indeed, in this passage the apostle Paul is arguing that a misuse of language (divorced from understanding) was a source of confusion in the church. That which was given to man to enable him to communicate becomes, through misuse, a hindrance to communication.

This kind of confusion can result because one language speaker does not understand the other language at all (as was happening in Corinth), or it may happen because one speaker or listener has a comparatively poor grasp of the language in question. When this happens, it is correspondingly difficult to communicate about God or about His world. I recall a Korean friend one time enquiring why Jesus told His disciples not to take a staff with them on a journey — why would they want to take a secretary, administrative assistant, etc.? Anyone who has little children growing up in a home can testify to the interesting confusions that result from an inadequate grasp of language.

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

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

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

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

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

Such study prevents linguistic provincialism. The study of another language (whatever it is) helps a student come to understand not only the nature of the grammar of this new language and not only the grammar of his native language (although this will occur), but it will give him a grasp of grammar itself This acquisition of knowledge about deep grammar will help even in non-linguistic areas like science, math, etc.

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

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

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

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

Second, our Latin program emphasizes a grasp of basic Latin grammar. In Latin, the rules for identifying what a word is doing in a sentence are much more defined than they are in English; the student of Latin can work with a language that is more grammatically refined and precise than English is. This will result in a much more versatile approach to expression in English.

And finally, at the end of our Latin program there is translation work in which the students will use their knowledge of vocabulary and word endings to render one language into another.

Thus, the goal of our Latin program will be to enable our students to think and speak with much greater precision — whether they are talking with God, about God, or about what He has done.

LATIN GOALS FOR ALL GRADES

1. We seek to instruct the students in the fundamental vocabulary and grammar of Latin to better their basic understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

2. We seek to reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar curriculum, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

3. We seek to cultivate scrutiny and logical thinking, which are inherent in the study of Latin.

Mathematics Worldview and Goals

THE CHRISTIAN WORLDVIEWOF MATHEMATICS

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

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

First, God Himself has a numerical nature. He is one God in three Persons: Father, Son, and Holy Spirit. The unity of God is declared in Deuteronomy 6:4, "Hear, 0 Israel: The Lord our God, the Lord is one!" The plurality of God is declared in passages such as 2 Cor 13:14, "The grace of the Lord Jesus Christ, and the love of God, and the communion of the Holy Spirit be with you all. Amen."

Because God has a plural nature, creation reflects that plurality. The ultimate reality is not one, but one and many. Creation is real, and really has distinguishable, countable particulars. As King David said, "0 Lord, how manifold are Your works! In wisdom you have made them all" (Ps. 104:24).

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

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

We use Saxon Math in Kindergarten through Sixth Grade. Overall we are very pleased with this curriculum, although we do modify certain aspects of how math is presented in different grades. Each text comes with a Teacher's Edition, which clearly explains how it should be used. We follow this recommendation with a few of the following exceptions:

At the very earliest levels, kindergarten and first grade, it is important that the students grasp some basic conceptual understandings of math. For example, while first graders are able to memorize math facts easily, it is critical that they comprehend and can visualize what "three" things looks like. This begins obviously in kindergarten with using lots of manipulatives. After

the students get down the basic understandings for identifying and recording number amounts, reading a clock, working with money values, etc., they will have the foundation for quickly memorizing and using facts in second grade and above.

Some of our teachers do not conduct "The Meeting" which is recommended up through third grade. The third grade in particular is a time when "The Meeting" seems to be almost entirely a review of previous material and can become a bit monotonous. We have chosen to use this time in order to cover other objectives and the students do very well in this situation. We are not opposed to "The Meeting" at all, and, if a certain class or student needed the extra review on the concepts contained therein, we would heartily recommend using it.

Another modification that we make to the math program has to do with the teaching and practice of math facts. We have found that Saxon does not provide enough intensive practice on the multiplication and division facts in particular. It should be a high priority in a classical school that the students memorize their math facts thoroughly when they are young. In order to compensate, we make and use additional fact sheets in the second through fourth grades. In second and third grade multiplication and division are the major focus outside of the daily lessons. Students at this age love to race against the clock, and they are required to do so at least once a day. Both speed and accuracy matter, and relying on fingers or other gimmicks is not acceptable. When it comes to addition, subtraction, multiplication and division these young people should be finely tuned well-oiled machines!

We have also found that the pacing of Saxon in the lower to mid elementary does not always match the level that our students are ready for. There is no doubt that review is good, but any program has a tendency to lull one to sleep when the same concepts are taught over and over again at continuous grade levels. Too much review can reward those who are inattentive and cause the diligent to become academically overconfident and less nimble. We have addressed this problem by bumping each grade level to the next year's text.

In the upper grades we teach algebra, geometry, trigonometry, statistics, pre-calculus, and calculus. We want to give enough mathematics to upper level students to prepare them for college and for mathematics-intensive professions, so we offer pre-calculus and calculus. However, we also give students the option to terminate their study of mathematics with statistics if, as a student of average abilities, further study is not possible.

MATHEMATICS GOALS FOR ALL GRADES

1. We seek to ensure that the students have a thorough mastery of basic mathematical functions and tables.

2. We seek to put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.

3. We seek to illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

Omnibus Worldview and Goals

THE CHRISTIAN WORLDVIEW OF OMNIBUS

The Omnibus is an integrated program of reading through the most important works of Western theology, history, and literature. In the Omnibus students' logical thinking skills are honed by entering into the arguments that have shaped the Western World. As they discuss and debate issues, they sharpen their rhetorical skills by analyzing and imitating the writings that they study and by creatively producing essays, prose, fictional tales and poetry of their own.

We teach theology because God has commanded Christian parents to teach their children about Him and about the way of salvation. God has taught believers that His glory is the world's chief end. Without the knowledge of God, people cannot enjoy the benefits of salvation nor glorify God rightly. Theology permeates all other fields of knowledge, so the teaching of theology insures that all of its instruction will accurately present the truth.

In Christian education, the study of history impresses upon the student the providential acts of God and the students' covenantal identity with men who have gone before him: identity with men of his culture, of his nation, of his family, and most importantly, of the people of God. By proper historical study, the student practices his obligation to receive both encouragement and warning from the actions of his forebears, and from the consequences of their actions. He thereby gains wisdom: to avoid the sin of the past, to improve upon the thinking of his forefathers, and to instill godliness in future generations.

The study of great literature is an essential part of education. First, because it introduces the student into the common cultural consensus of our western world: that body of thought, belief, and imagination that all educated people in the western world share in common, and with which we must be familiar in order to understand, participate in, and exercise an influence over our culture. Secondly, it provides a context for understanding other types of studies since the great ideas in all areas of knowledge find their popular expression in literature. Finally, as a part of aesthetics, the appreciation of beauty in language and literature is a critical part of the complete Christian life: not only does Scripture frequently convey truth in poetry, image, and symbol, but God has made us to desire and need beauty; consequently, we must learn to discern kinds and qualities of beauty in order to glorify Him in our aesthetic life, and exposure to great literature is one of the best means to do so.

The Omnibus begins in the seventh grade and continues through the twelfth grade, repeating a cycle of chronologically studying through the ancient world, the middle ages, and the modern period in successive years.

OMNIBUS GOALS FOR ALL GRADES

1. We seek to instill in students a knowledge of God, His providential dealings with man through history, the truth of His Word, and a growing zeal to know and serve Him.

2. We seek to help students understand the great themes of the Great Conversation so that they can engage in it, using precise arguing skills, winsome presentations, and theologically sound judgments.

3. We seek to enable students to understand the reasons, causes, and connections of history, literature, and theology, and then to evaluate and articulate positions on these matters

4. We seek to help students recognize truth, beauty, and goodness in their culture and also identify that which is not in accord with biblical standards of truth, beauty, and goodness.

Physical Education Worldview and Goals

THE CHRISTIAN WORLDVIEW OF PHYSICAL EDUCATION

God has created man with physical needs. As with other gifts, man should be a good steward of his body. Physical education has a purpose in encouraging good stewardship, especially in the areas of strength, flexibility, and cardio-respiratory endurance. Physical education also provides an opportunity for positive character development. As students continue in secondary education, they should have a chance to participate in sports with many be enjoyed as leisure activities later in life.

Physical education time is fundamentally learning time. It is goal-centered rather than activity-centered, stressing physical activity not as an end in itself but as a means toward fulfilling personal potential in all phases of life. The learning experiences are motor or big-muscle activities. *Physical education is education of* (motor proficiency and health fitness) *and education through* (intellectual and decisional learning) *the physical.* It is a planned program of personal movement experiences that both develop the body and foster intellectual, decisional, and creative growth in harmony with the goals of Christian education.

The focus of the physical education curriculum is motor skill development, expressive play, health fitness, physical movement concepts, and discipleship in a Christina lifestyle. Physical education, thus interpreted, is learning and doing in, about, and through movement, fitness, sports, play, and responsible actions. Physical education is an educational process that seeks to develop competency, understanding, and commitment in and about health fitness, motor proficiency, and physical movement.

Play, recess, recreation, sports, athletics, gymnastics, gym, exercise, fun, and games are all terms used to describe physical education. While all of these words describe common pursuits in life, physical education is really no one of them. Physical education is fundamentally education. The stress is on the use of physical activity as a developmental medium in which the primary goal is not the activity itself, but rather achieving personal potential through the activity. Physical education is concerned with gaining understanding through muscular activity, using physical activity for service to God, relating this activity to other parts of God's creation, and knowing how physical activity forms the human being.

PHYSICAL EDUCATION GOALS FOR ALL GRADES

1. We seek to help students develop physically in their strength, endurance, flexibility, and coordination through a variety of team and individual sports, and supervised physical and leisure activities.

2. We seek to cultivate a love for healthy competition, team cooperation, sportsmanship, and physical exertion.

3. We seek to develop in students positive character traits that result from participation in instructor-directed team and individual physical education activities: integrity, commitment, joy, and responsibility

Reading Worldview and Goals

THE CHRISTIAN WORLDVIEW OF READING

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

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

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

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

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

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

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

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

If the whole language approach is staunchly resisted, the result will be students who can read. But literacy, in itself, it not an automatic blessing as it can be used to master TV Guide, Nintendo instruction manuals, and the National Enquirer. Once a student is equipped in reading, he must also be taught to love the lovely. "Finally brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy-meditate on these things" (Phil. 4:8). Lewis put it this way:

> Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful. The useful, honourable and delightful things are superior to it: it exists for their sake; its own use; honour, or delightfulness is derivative from theirs.

This means that, as the students are taught properly, they should grow in their love for great literature. An essential part of this process is having a teacher who loves the literature as well. When a teacher loves and appreciates a book, he is then in a position to teach his students to do the same. Love is contagious.

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

The first spectrum to consider is that of the amount of individual instruction that each child should receive in reading. The progression that we generally follow is, the younger the student is, the more individual attention he will need and the older the student is, the more independent work will be expected of him. This naturally means that the K-2 students will need to have small groups and, in some cases, parent helpers in order to monitor, coach and give instruction to each student. In the 3rd and 4th grades, the students are definitely making the transition over to being independent readers and, therefore, they need less actual reading instruction. By the time a student reaches 5th grade, proficiency in reading and comprehension should be attained, and the focus shifts from learning the skills of reading and understanding to the evaluation of high quality literature.

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

Finally, an encouragement to always consider the practice of reading out loud to the students a worthy use of time by the teacher (or another adult). The advantages of doing this may be obvious to those who teach younger students, but it does not lose its value when the students are older. Since imitation is a key element to the entire grammar stage, regularly listening to a good oral reader can only benefit these young students in their own oral readings. And, frankly, it is just downright enjoyable and relaxing to hear a good story real aloud by someone who knows how to do it. Plan for a bit of this quiet time each day; you won't regret it.

READING GOALS FOR ALL GRADES

1. We seek to adequately equip each child with the phonetic skills and practice necessary to read well, that is, smoothly and with good comprehension.

2. We seek to carefully monitor and guide the child's growth in reading-related skills, e.g. comprehension and vocabulary development, while he is reading and enjoying worthwhile, time-tested, challenging literature.

3. We seek to expose the child to a wide variety of literature styles and forms and not restrict him to one common, dull basal.

4. We seek to integrate the love and practice of reading with many other areas of study, e.g. the Bible, history, and science to help the student become a read-to-learn person all his life.

5. We seek to teach our students to read carefully and critically with an understanding of the Christian worldview and with the ability to identify opposing worldviews of the authors they encounter.

Science Worldview and Goals

THE CHRISTIAN WORLDVIEW OF SCIENCE

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

- Where did the creation come from?

- What is it saying?

- Is knowledge of the creation necessary?

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

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

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

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

A distinction should be made at the Grammar level between that scientific information which is concrete and that which is abstract. At first it may seem that the distinction is between

classification and evaluation, but it is more fundamental than that. Because real classification requires evaluation in one sense or another. An example may help:

We can teach young children how to classify animals into different classes such as mammals, reptiles, amphibians, fish, arthropods and birds. First, we would need to teach the students what the distinctives of each animal group are. One generalization that is helpful for children is to teach them that mammals have hair. Let's say that we have some flash cards with pictures on them of ten different animals. When a student sees that picture of a bear, he sees that the bear has hair. An evaluation is made based on the hair of the animal in the picture that it must be a mammal. Hair is a very concrete concept to grasp for a child, and the subsequent sorting is straightforward.

When we teach young children about Newton's three Laws, it is different. It is very easy to help students memorize the three laws in song, but the rub comes in the evaluation and application of those laws. Our categories are the three different laws. The flash cards have, instead of animal, pictures on them, pictures of objects at rest, objects in motion, unbalanced forces, etc.... Let's say that one of the cards has a skateboard rolling across the floor and crashing into the wall. The message being communicated here is very abstract. The picture is not of a particular item that can be seen, heard, touched, tasted or smelled. Instead it represents an abstract principle like a variable in an algebra problem, only it is even more abstract than a variable.

Now, there is no doubt that students can memorize abstract definitions. And those who have memorized those definitions have and will profit by knowing them. The concern is that even though 6th graders can recite Newton's Three Laws, a highly abstract body of information, many of them cannot distinguish between mammals, reptiles, amphibians, fish, arthropods and birds; nor do they necessarily have a grasp on what the distinctives of each of those categories are. In short, it seems that we have been attempting a full-scale tackle of some very abstract physics and chemistry "grammar," while neglecting foundational concrete information which would be very appropriate at least in the lower elementary.

What is to be done? In the lower elementary at least, we need to focus on what has historically been called Natural History, or Natural Philosophy, where young students learn to evaluate and classify concrete scientific material according to the definitions they have memorized. This is a call back to students studying material that they can grasp and teachers teaching material that they can clearly explain in the language of the learner.

SCIENCE GOALS FOR ALL GRADES

1. We seek to teach the students the basic steps of the scientific method by having them use and practice it numerous times in their elementary career.

2. We seek to teach the students to carefully observe and accurately record all appropriate data.

3. We seek to use the young student's abilities to easily memorize and recite certain critical laws, distances, lists and other data that will prove useful throughout their training in science.

4. We seek to introduce the students to the history of science through significant historical scientific "breakthroughs" and the vast history of scientific "giants".

5. We seek to cultivate and encourage the attitude of wonder and curiosity that science, as a means of delving into the Almighty God's handiwork, should naturally inspire.