

# **CURRICULUM GUIDE**

**(GRADES K-4)**



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## K – 6 Curriculum Overview by Subject Area

### **Bible**

The Bible is studied daily to give students not only a thorough knowledge of its content and historicity, but also impart a clear understanding of the implications of God's creative and redemptive work in Jesus Christ for their lives. Students will study the Bible from Genesis through Revelation and know the significant characters and events of the Old and New Testaments, including historical dates and geography. Regular Scripture memory, as well as memorization of a sampling of selections from a variety of Protestant Catechisms and Confessions will systematically build an understanding and love of Biblical truth. Students will be able to articulate the Gospel of Jesus Christ and be nurtured in the application of its truth to their lives.

### **Language Arts and Literature**

The ability to read and write is the foundational tool of learning and the main gateway to acquiring knowledge and expressing it. Beginning in kindergarten and continuing throughout the grammar years, students are taught the joy of learning and expressing ideas through stories, excellent literature, and poetry. The goal is for students to develop increasing ability in reading comprehension, a recognition and pursuit of excellent literature, the development of critical thinking skills and a clear, orderly expression of ideas through writing. Ultimately, students are guided toward a true love of reading, and the ability to discern what is true, beautiful, and good.

Reading is taught in kindergarten and first grade using the time-tested phonics approach. An understanding of the mechanics and structure of English is taught through a thorough study of grammar, spelling, and vocabulary. Writing is taught systematically each year, moving students toward greater complexity and clarity of expression. Literature and writing are integrated throughout the curriculum.

### **Mathematics**

Mathematics is a reflection of God's orderly structure of the universe. Its study helps students to comprehend God's unchanging and logical character, and how the world functions--- from knowing the difference in value between a penny and a quarter to understanding how to calculate the revolution of the earth around the sun. A sound mathematical foundation prepares students for a rigorous study of biology, chemistry, physics, and astronomy in later years.

The study of mathematics in the grammar years focuses on all aspects of arithmetic with increasing inclusion of geometric and algebraic concepts culminating with the study of pre-algebra in sixth grade.

Students study mathematics incrementally, each year building upon the knowledge base acquired the previous year. A strong emphasis is placed on memorization of essential mathematical facts, tables, and formulas, regular review of previously learned material, and the application of math to real life through frequent use of word problems.

## **History**

History is one of the cornerstones of a classical Christian education because history displays God's sovereign and redemptive purposes in the world over the course of time. Understanding history, the story of where we came from, helps us to understand and live fruitfully in the complex world in which we live today.

The origin and development of Western Civilization is the particular focus of our study of history because Christ was born into the Greco-Roman world and the flowering of the Gospel within that context shaped the development of Western culture of which America is a part.

Students study history from creation through present day American history, covering the periods of ancient Mesopotamian and Hebrew cultures, Egyptian, Greek, and Roman civilizations, the Middle Ages, Renaissance, and Reformation, and finally the American experience. For each period, students learn a chronology of important events, dates, and people, and understand their significance. Related geography, literature, music, and art are integrated in the study of each historical time period. Historical study during the grammar years provides a solid framework and foundation from which to begin reading the great books of Western Civilization in subsequent years.

## **Latin**

Latin is the foundational language of Western Civilization, the source of the five Romance languages, and the root of over fifty per cent of English words. Medical, legal, and theological terminology come from Latin. The benefits of learning Latin are numerous.

The early study of Latin helps students develop logical thinking skills, increase English vocabulary, reinforce grammatical principles and understanding, prepare for future study of modern languages, and read primary source classical and medieval literature in later years.

Students begin studying Latin in third grade and continue through their grammar school years, moving from simple to more complex proficiency and understanding. Students begin by learning Latin vocabulary, helpful English derivatives and Latin mottoes, and memorizing verb and noun endings which prepare them for further study.

## **Science**

Because God made the universe, it has order which makes scientific investigation possible. The study of science gives students an appreciation for the magnificence, complexity, and immensity of the creation, and enables them to begin to comprehend the operational principles God has designed into it.

The science curriculum in the grammar school years progressively gives students a basic introduction to various sectors within science—biology, chemistry, physics, and astronomy--- and teaches them some of the basic principles of the scientific method through simple classroom projects and hands-on experiments.

## **Fine Arts**

Through the observation and experience of God's created order, we discover and define what is beautiful. The fine arts curriculum helps students to develop their observational and listening skills to recognize and appreciate the beauty inherent in God's creation, to reproduce that beauty visually and musically, and finally to become well acquainted with the rich artistic and musical heritage of Western culture.

In art, students progressively learn and practice the fundamentals of drawing, painting, and visual composition. Art is integrated throughout the curriculum; students learn to appreciate and understand important works of art which are part of the historical period they are studying.

Students learn to read music, and comprehend the fundamentals of music theory. They use their musical knowledge by singing a repertoire of familiar songs, participating in musical productions, and singing joyfully and knowledgeably to the Lord on a regular basis. Music is also integrated throughout the curriculum as appropriate; students learn to appreciate and identify significant musical compositions and their composers.

## **Physical Education**

Our bodies are temples of the Holy Spirit, requiring respectful stewardship and care as good gifts from God, to be enjoyed and used to glorify Christ.

The physical education program encourages students to be good stewards of their bodies by helping them to grow in their physical capabilities, and teaching them to establish and maintain a healthy lifestyle. Through a variety of physical activities and sports, students develop large motor skills, muscular strength, endurance, flexibility, and coordination. Biblical patterns of behavior are also reinforced by teaching cooperation, teamwork, and good sportsmanship.

# CURRICULUM BY GRADE

## KINDERGARTEN

Bible - Old Testament

Language Arts - Reading/Handwriting

Math

History/Geography

Science

Art

Music

Physical Education

## **KINDERGARTEN BIBLE** **(Old Testament)**

**Primary objectives**—the students will be able to:

- Understand that God gave us the Bible as His only written Word.
- Correctly identify the two parts of the Bible: Old and New Testaments.
- Memorize and recite the books of the Old Testament in sequence.
- Memorize and recite key verses from the Old Testament.
- Correctly identify major characters in the Old Testament and know for what they are most remembered.
- Describe the major biblical events discussed in class.
- Consistently participate in daily prayer.
- Describe in their own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and God's unchanging character.

### **Primary teaching methods**

- Large group instruction—using Bible reading, story telling, pictures, drama, puppets, etc.
- Large group participation—using daily singing, prayer (teacher-led)
- Projects and art work integrated with other subject areas
- Use timeline to understand sequence of events

### **Primary texts and materials**

- *Bible (ESV)*
- *A Family Guide to the Christian Faith*
- *The Big Picture Bible Timeline*
- *The Child's Story Bible*
- *The Children's Illustrated Bible*
- *A variety of Protestant Catechisms*
- *Stories From the Old Testament*
- *Wee Sing Bible Songs*

Approximate time per week - one and one half hours (excluding integration)

## **KINDERGARTEN LANGUAGE ARTS: READING, HANDWRITING**

**Primary objectives**—the students will be able to:

- Understand that God gave us letters and language.
- Correctly identify upper and lower case letters of the alphabet.
- Correctly identify consonants and vowels.
- Correctly and consistently vocalize the most frequently used sounds of each letter of the alphabet and recognize that letters represent sounds.
- Demonstrate the ability to blend sounds together in short vowel words.
- Correctly identify and vocalize short vowel sounds to decode words.
- Use decoding skills to begin reading primers (e.g., identify the initial, medial and final sounds of words).
- Recall specific, important details from stories and books read aloud by them or to them.
- Share favorite books with others; either by reading them aloud or describing them.
- Correctly form upper- and lower-case letters using modern manuscript.

### **Primary teaching methods**

- Large group instruction
- Individual and small group instruction (based on reading ability)
- Use of art and drama to encourage a love of books

### **Primary texts and materials**

- Veritas Press Phonics Museum, Level K
- *Phonics Fundamentals, Vol.1* (as needed for reinforcement)
- Reproducible Phonics Worksheets (as needed for reinforcement)

Approximate time per week—four hours

## KINDERGARTEN MATH

**Primary objectives**—the students will be able to:

- State that God gave us numbers and systems of math to help us.
- Make correct comparisons (more or less) between items according to length, quantity, weight, volume, and duration.
- After gaining adequate knowledge through practice, graph basic comparison information.
- Identify and state the values of a penny, a nickel, a dime.
- Identify the half-hour and hour markings on a clock.
- Consistently arrange items to form predictable patterns.
- Explore new ways of manipulating materials, e.g., counting, sorting, comparing sizes and shapes, and making designs and patterns.
- Correctly organize items according to their distinctive properties or characteristics; i.e., practice noticing small details and distinctions to aid in classifying.
- Properly form written numbers.
- Consistently and correctly count forward and backward.
- Count by ones, twos, fives and tens to one hundred (grasp basic base ten system).
- Explore and correctly use basic (1-20) addition and subtraction through repeated combinations of numbers.
- Work independently to complete written and oral story problems.
- Describe correctly the fractions  $1/2$ ,  $1/3$ , and  $1/4$ .

**Primary teaching methods**

- Large group instruction: using manipulatives and/or integration with other subjects
- Individual and small group work using Saxon materials
- Math centers, games
- Use of play money, clocks

**Primary texts and materials**

- *Saxon 1* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
- Kindergarten reproducible math worksheets
- Variety of manipulatives

Approximate time per week—four hours

## **KINDERGARTEN HISTORY/GEOGRAPHY** **(Middleborough, Plymouth County, Massachusetts)**

**Primary objectives**—the students will be able to:

- Begin to understand God’s sovereignty in history.
- Begin to understand that it is God’s providential acts that bring about the events of history.
- Begin to understand a timeline of history by using personal family information.
- Explain in their own words that God is sovereign in their lives, their families, and in the world (drawn from scriptural stories and readings through the year).
- Recall the basic tasks done by Middleborough town service personnel (e.g., firemen, police, selectmen, town manager, etc.).
- Identify the location of his home on a basic city map (possibly class-made).
- Identify the major land features and uses of land in this area.
- Recall basic facts of Middleborough and Plymouth County history.
- Recognize basic traffic signs.
- Recall the name of the state in which they live.
- Recall their own address and telephone number.
- Explain the major national holidays.

### **Primary teaching methods**

- Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time
- Construction of individual student timeline
- Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make time capsules
- Integrate with Bible and art (geographical features)
- Field trips to locations important to the town of Middleborough (the Middleborough Historical Museum, First Congregational Church, Oliver Mill, etc.)

### **Primary texts and materials**

- *Bible (ESV)*
- Middleborough and Plymouth County maps
- Pictures, artifacts and pamphlets
- Student family photos

Approximate time per week—one to one and one-half hours (excluding integration)

## **KINDERGARTEN SCIENCE**

**Primary Objectives**-the students will be able to:

- State that God is the Creator of the earth and all that is in it.
- Recognize that water, rocks, soil and living organisms are found on the earth's surface.
- Recognize that animals, plants, and insects are living things that grow, reproduce, and need food, air, and water.
- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Identify and describe characteristics of natural materials and man-made materials.

**Primary teaching methods**

- Large group instruction
- Individual and small group instruction
- Simple hands-on experiments and observation

**Primary texts and materials**

- Physical elements such as water, rocks, soil, plants, insects, animals
- Pictures and samples of physical elements
- Laboratory materials, including rulers, cups, measuring cups, seeds, kitchen tools and items etc.

Approximate time per week - one half hour

## KINDERGARTEN ART

**Primary objectives**—the students will be able to:

- Describe the beauty, colors, textures, sizes, etc. in the Creation that God gave us.
- Correctly hold, use, clean-up, and store all tools and materials.
- Use the entire space given for creating work (i.e., fill the paper).
- Recreate, both on paper and in sculpture, the basic geometric shapes.
- Identify those geometric shapes in real objects.
- Describe a given color or shade as light or dark.
- Manipulate a variety of lights and darks (color & B/W) in drawing.
- Copy from an illustration or photograph using above skills and tools.
- Illustrate a story or theme using above skills and tools.

**Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Copying from given materials, photographs, still-lives
- Integration with other subject areas (illustrate in Bible, history, reading, etc.)

**Primary texts and materials**

- *Crafts for Young Children*
- *Drawing With Children*
- *How to Teach Art to Children*
- Fine art primers
- Various illustrations, photographs
- Markers, crayons, pencils, water colors, tempera paints
- Drawing paper, sketch paper, illustration paper
- Clay, construction paper, tissue paper, beads, buttons, other small items
- Items for still-lives
- Containers for materials

Approximate time per week—one hour (excluding integration)

## **KINDERGARTEN MUSIC**

**Primary objectives**—the students will be able to:

- Express that music is given by God and should be done to His glory.
- Discriminate between high and low.
- Identify pitch direction.
- Match pitches in vocal range.
- Identify and echo clear, focused head-tones.
- Locate high and low sounds on pitched instruments.
- Recognize steady beat or no beat.
- Identify repeated rhythm patterns.
- Distinguish between no beat, steady beat and melodic rhythm.
- Discriminate between melody alone and melody with accompaniment.
- Recognize and identify sections of music as same or different.

**Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Integration with other subject areas (Bible, history, reading, etc.)
- Guest artists
- Participation in musical productions

**Primary texts and materials**

- Instruments: bass bar, glockenspiel, piano, metallophone, xylophone
- CD's & Tapes
- Classical Kids Series and others
- *Kodaly Methods*
- Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.

Approximate time per week—one half hour (excluding integration)

## **KINDERGARTEN PHYSICAL EDUCATION**

**Primary objective** - The students will :

- Understand that their bodies are temples of the Holy Spirit and recognize the importance of treating them with respect.
- Be encouraged to develop a healthy lifestyle, including exercise and nutrition.
- Develop large motor skills.
- Develop the habits of good sportsmanship.

**Primary teacher methods**

- Large group instruction and demonstration
- Individual attention to skill development

**Primary texts and materials**

- Balls, cones, hoops and other miscellaneous equipment and materials

Approximate time per week - one half hour

# FIRST GRADE

Bible -New Testament  
Language Arts - English Grammar/  
Reading & Handwriting  
Math  
History/Geography  
Science  
Art  
Music  
Physical Education

## **FIRST GRADE BIBLE** **(New Testament)**

**Primary objectives**—the students will be able to:

- Understand that God gave us the Bible as His only written Word.
- Correctly identify the two parts of the Bible: Old and New Testaments.
- Memorize and recite the books of the New Testament in sequence.
- Memorize and recite key verses from the New Testament.
- Understand that Jesus is God and was born of an earthly mother (i.e., He was God incarnate)
- Correctly identify major characters in the New Testament and know for what they are most remembered.
- Describe the major biblical events discussed in class.
- Consistently participate in daily prayer.
- Describe in their own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness and His unchanging character.

**Review objectives**—it is understood that primary objectives from the prior year will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction—using Bible reading, story telling, pictures, drama, puppets, etc.
- Large group participation—using daily singing, prayer (teacher-led)
- Projects and art work integrated with other subject areas
- Use timelines to understand sequence of events.

### **Primary texts and materials**

- *Bible* (ESV)
- *The Big Book of Questions and Answers About Jesus*,
- *The Big Picture Bible Timeline*
- *The Child's Story Bible*,
- *Children's Illustrated Bible*
- *A Variety of Protestant Catechisms*
- *Wee Sing Bible Songs*

Approximate time per week - three hours (excluding integration)

# FIRST GRADE LANGUAGE ARTS: ENGLISH GRAMMAR, READING & HANDWRITING

## **ENGLISH GRAMMAR**

**Primary objectives:** students will be able to:

- Demonstrate understanding that God gave us letters and language.
- Consistently and properly form the upper and lower case letters of the alphabet.
- Memorize the Shurley Method jingles for the eight parts of speech (noun, verb, adverb, adjective, preposition, object of the preposition, pronoun, article adjectives) and the sentence jingle.
- Consistently use the Shurley Method question-answer flow for the parts of speech that have been covered.
- Accurately identify the complete subject/predicate in a sentence.
- Identify single/plural words and common/proper nouns.
- Select synonyms and antonyms for given words.
- Recognize and use contractions; *I'm, can't, don't, doesn't, didn't*.
- Identify present, past, and future verb tenses.
- Identify simple sentences and fragments; make fragments into complete sentences.
- Consistently and correctly write their name on all worksheets and papers.
- Consistently use correct capitalization and punctuation in a written sentence (e.g., beginning capitals, ending periods).
- Write at least a three-sentence story with a beginning, middle, and an end, using the above skills correctly.

### **Primary teaching methods**

- Large group instruction
- Individual instruction/work
- Regular oral presentations, spelling bees
- Play review games

### **Primary texts and materials**

- *The Shurley Method*, Level 1, audio tape, teacher's edition, one workbook per student
- Penmanship paper w/illustration areas

Approximate time per week— five hours (including integration)

## **READING & HANDWRITING**

**Primary objectives**—the students will be able to:

- State that God gave us language and letters.
- Recognize and use
  - beginning sounds of the alphabet;
  - short vowel sounds;
  - long vowel sounds;
  - consonant digraphs;
  - “ing,” “ang” and “ong”;
  - beginning consonant blends;
  - the two sounds of “y”;
  - vowel digraphs;
  - broad “o”;
  - “sion” and “tion”.
- Read all primers in the *Phonics Museum*.
- Read from the literature program (to supplement learning).
- Successfully comprehend the details and the inferences in a given book.
- Demonstrate noticeable improvement in the number of words understood and used correctly.
- Consistently form upper- and lower-case letters from memory.

**Review objectives** - it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual and small group instruction (based on reading ability)
- Use of art and drama to encourage a love of books

### **Primary texts and materials**

- Veritas Press Phonics Museum, Level 1
- *Phonics Fundamentals, Vol.2* (as needed for reinforcement)
- *Modern Manuscript Daily Handwriting Practice*
- the school's literature program and adopted titles (see current list)

Approximate time per week—six hours (not including integration)

## **FIRST GRADE MATH**

**Primary objectives**—the students will be able to:

- Demonstrate understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.
- Skip count by fives and tens to 100 in order to count money. Recognize and count denominations.
- Correctly tell time by five minute intervals with 90% accuracy.
- Correctly identify and use 1/2 inch markings on a ruler or yardstick.
- Comprehend and decode simple graphs and scales with 70% accuracy.
- Complete each assigned math worksheet satisfactorily (75%).
- Demonstrate ability to use number line concepts (numbers before and after) and count to 400 by ones and 1,000 by hundreds.
- Work independently to complete written and oral story problems after identifying correct function to use.
- Correctly count by 2's, 3's, 4's, 5's, 10's, and 25's.
- Correctly add and subtract two digit numbers, with 70% accuracy.
- Describe and use correctly fractions 1/2, 1/4, 1/8; including comparing sizes of fractions.

**Review objectives**—it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction: using manipulatives and/or integration with other subjects
- Individual and small group work using Saxon materials, Math centers, games, use of play money, clocks, and other manipulatives to reinforce skills/concepts

### **Primary teaching materials**

- Saxon 2 worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
- A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
- Various math related worksheets for each student

Approximate time per week—five hours

## **FIRST GRADE HISTORY/GEOGRAPHY** **(Plymouth County, Massachusetts)**

**Primary objectives**—the students will be able to:

- Begin to understand the chronological flow of history including the following: Creation, Indians, Puritans, Pilgrims, William Bradford, Plimoth Plantation, *Mayflower*, etc.
- Further understand God's sovereignty in history.
- Further understand that it is God's providential acts that bring about the events of history.
- Describe the basic lifestyle of the Indians prior to the European settlers: their dress, food, shelters, celebrations, religion, language, and their role in Massachusetts history.
- Recall names and basic details of first European settlers in Massachusetts.
- Describe how lifestyles (dress, jobs, entertainment, food) of people living in this area have changed over the period studied.
- Identify the God-made resources of the area, such as unique soil, rivers, lakes, vegetation, crops, climate, etc.
- Have a basic understanding of a map and globe.

**Review objectives**—it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching materials**

- *Around and About Our Globe, Our World*
- *Around and About Maps and Journeys*
- *Beginning Geography, Vol. 1 & 2*
- *Bible* (ESV)
- Teacher-made materials including timeline cards
- Miscellaneous Massachusetts history materials

### **Primary teaching methods**

- Large group instruction using maps, pictures, guest speakers, artifacts, stories/ biographies, models, and other visual helps to illustrate changes over time
- Construction of individual student timelines
- Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make time capsules
- Integrate with Bible and art
- Field trips to locations important to Middleborough and to Massachusetts (e.g., Plimoth Plantation, the *Mayflower* etc.)

Approximate time per week— three hours

## FIRST GRADE SCIENCE

**Primary Objectives** - Students will be able to:

- State that God is the Creator of the earth and all that is in it.
- Describe the weather changes from day to day and over the seasons.
- Identify that the sun supplies heat and light to the earth and is necessary for life.
- Recognize events around us that have repeating patterns, such as day and night, and the seasons of the year.
- Recognize that animals and plants are living things.
- Group living and nonliving things according to the characteristics that they share.
- Recognize that plants and animals have life cycles, and that life cycles differ for different living things.
- Explain how plants and animals adapt to the environment that God has provided for them.
- Identify objects and materials as solid, liquid or gas and describe the characteristics of each.
- Describe some of the basic properties of movement, force, and balance.
- Identify and explain some of the possible uses for natural and man-made materials.
- Identify simple tools and machines and explain the purposes for which they may be used (e.g., ramp, wheel, pulley, lever).
- Make predictions based on observed patterns.
- Name and use simple equipment and tools to gather data and extend the senses.
- Record observations and data with pictures, numbers, or written statements.

**Review objectives** - it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual and small group instruction
- Simple hands-on experiments and observation

### **Primary texts and materials**

- Physical elements such as water, rocks, soil, plants, insects, animals
- Pictures and samples of physical elements
- Laboratory materials, including rulers, cups, measuring cups, seeds, kitchen tools and items etc.

Approximate time per week - one half hour

## FIRST GRADE ART

**Primary objectives**—the students will be able to:

- Describe the beauty, colors, textures, sizes, etc. in the Creation that God gave us.
- Correctly hold, use, clean-up, and store all tools and materials.
- Use the entire space given for creating work (i.e., fill the paper).
- Recreate, both on paper and in sculpture, the basic geometric shapes.
- Identify those geometric shapes in real objects.
- Describe a given color or shade as light or dark.
- Manipulate a variety of lights and darks (color & B/W) in drawing.
- Copy from an illustration or photograph using above skills and tools.
- Illustrate a story or theme using above skills and tools.

**Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Copying from given materials, photographs, still-lives
- Integration with other subject areas (illustrate in Bible, history, reading, etc.)

**Primary texts and materials**

- *Discovering Art*
- *Drawing With Children*
- *Draw Then Write*
- Fine art primers
- Various illustrations, photographs
- Markers, crayons, pencils, water colors, tempera paints
- Drawing paper, sketch paper, illustration paper
- Clay, construction paper, tissue paper, beads, buttons, other small items
- Items for still-lives
- Containers for materials

Approximate time per week—one hour (excluding integration)

## **FIRST GRADE MUSIC**

**Primary Objectives** - the students will:

- Express that music is given by God and should be done to His glory.
- Sing increasingly more difficult songs.
- Discriminate between high and low.
- Identify pitch direction.
- Echo and sing clear, focused head-tones (in vocal literature and songs).
- Match pitches in vocal range.
- Locate high and low sounds on pitched instruments.
- Recognize steady beat or no beat.
- Identify repeated rhythm patterns.
- Distinguish between no beat, steady beat and melodic rhythm.
- Discriminate between melody alone and melody with accompaniment.
- Recognize and identify sections of music as same or different.
- Create sound patterns with the body, voice or with instruments.

**Review objectives** - it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Integration with other subject areas (Bible, history, reading, etc.)
- Guest artists
- Participation in musical productions
- Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time

### **Primary texts and materials**

- Instruments: bass bar, glockenspiel, piano, metallophone, xylophone
- CD's & Tapes: Classical Kids Series, Other, *Melody Lane*, *Kodaly Methods*

Approximate time per week—one hour (excluding integration)

## **FIRST GRADE PHYSICAL EDUCATION**

**Primary objective** - The students will:

- Understand that their bodies are temples of the Holy Spirit and recognize the importance of treating it with respect.
- Be encouraged to develop a healthy lifestyle, including exercise and nutrition
- Develop their large motor skills.
- Develop the habits of good sportsmanship.
- Increase their muscular strength, endurance and flexibility.

**Primary teacher methods**

- Large group instruction and demonstration
- Individual attention to skill development

**Primary texts and materials**

- Balls, cones, hoops and other miscellaneous equipment and materials

Approximate time per week - thirty minutes

## SECOND GRADE

Bible - Genesis through Joshua  
Language Arts: English Grammar/  
Reading&Handwriting/Spelling  
Math  
History & Geography—Old Testament &  
Ancient Egypt  
Science  
Art  
Music  
Physical Education

## **SECOND GRADE BIBLE** **(Genesis through Joshua)**

**Primary objectives**—the students will be able to:

- Locate the biblical events studied in the Bible.
- List the 32 events on the flashcards for Genesis–Joshua series with applicable dates, and Scripture references in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of Genesis–Joshua.
- Recall several basic facts related to each event studied.
- Explain the relationship and differences between the Hebrews and the Egyptians.
- Locate on a map of the world the key places where biblical events studied occurred.
- Understand (in a limited way) the events studied by reading them in Scripture.
- Recite from memory the [abbreviated] Ten Commandments.
- Articulate the fact that God has sovereignly led through all of Scripture.

**Review objectives**—the students will be able to:

- Recite the books of the Old and New Testament.
- Recite key verses from the books being studied.
- Recall the biblical themes studied in kindergarten and first grade.

**Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher’s manual
- Chant and sing the series of events
- Research work by small groups and individuals on specific projects
- Integration with art, geography, history, and music
- Build models, make drawings, write stories, play games and make collections and displays
- Dedicated memory work time during “memory period”
- Study, drill, and review flash cards
- Field trips to related sites and museum exhibits
- Guest speakers

## Primary texts and materials

Teacher only

- *Veritas Press Genesis–Joshua Series Teacher’s Manual*
- Veritas Press Genesis–Joshua Series audio tape

One for teacher and each student

- Veritas Press Genesis–Joshua Series card set
- *Bible* (ESV)
- *Journey Through the Bible*

Classroom resources

- *Abingdon’s Book of Buildings*, one per class
- *Abingdon’s Reproducible Old and New Testament Maps*, one per class
- *The Child’s Story Bible*, one per four students and teacher
- *The Children’s Illustrated Bible*, one per class
- *Exodus*, one per four students and teacher
- *Greenleaf Guide to Old Testament History*, one per class
- *Joseph*, one per class
- *Moses*, one per class
- *Student Bible Atlas*, one per four students and teacher

Approximate time per week—three hours

## SECOND GRADE LANGUAGE ARTS: ENGLISH GRAMMAR & HANDWRITING, READING, SPELLING

### **ENGLISH GRAMMAR & HANDWRITING**

**Primary objectives**—the students will be able to:

- Understand why we should seek to speak and write clearly.
- Comprehend basic sentence structure and recognize the use of sentences and paragraphs in God's Word and other literature.
- Memorize the *Shurley Method* jingles for subject pronoun and possessive pronoun.
- Demonstrate a consistent, correct use of nouns, adjectives, verbs, adverbs, prepositions, object of the preposition, subject pronouns, and possessive pronouns; and identify them in simple sentences using the *Shurley Method* question-answer flow.
- Identify noun jobs: *SN, OP*
- Identify the simple subject/predicate in a sentence.
- Demonstrate clear and correct understanding of past, present, and future tenses of simple verbs and regular/irregular verbs in written and oral work.
- Consistently demonstrate the correct subject/verb agreement in a sentence.
- Select and use *a/an* correctly.
- Regularly present information orally, using complete sentences, e.g., in regularly scheduled oral presentations.
- Properly use a comma between series of words, in addresses, dates, etc.
- Write a story with a beginning, middle, and an end, using the above skills correctly.
- Demonstrate consistent neatness standards in writing assignments and other work.
- Demonstrate proper use of a dictionary and thesaurus.
- Properly identify the parts of a book.
- Consistently form upper- and lower-case letters from memory with increasing accuracy and style.

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual instruction/work
- Integration of other subjects in writing/oral presentations
- Making original stories using modeling from *The Institute for Excellence in Writing*
- Basic parsing/classifying practice
- Drill and chant jingles
- Play review games
- Dedicated memory work time during “memory period”

### **Primary texts and materials**

- *The Shurley Method*, Level 2, audio tape, teacher's edition, one workbook per student
- *The Institute for Excellence in Writing*, (2-4)
- Thesaurus, one per four students (minimum)
- Elementary Dictionaries, one per four students (minimum)
- Penmanship paper
- *D'Nealian Handwriting Workbook*, one per student
  
- *Classically Cursive D'Nealian: The Ten Commandments*
- *Classically Cursive D'Nealian: The Shorter Catechism*

Approximate time per week—four hours

### **READING**

**Primary objectives**—the students will be able to:

- Demonstrate adequate knowledge and use of phonics fundamentals, applied in day-to-day reading (including decoding skills).
- Demonstrate an adequate improvement in reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
- Apply a satisfactory number of new vocabulary words to written and oral presentations.
- Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
- Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
- Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
- Recognize and identify story types, e.g., fantasy, fiction, mystery, non-fiction, poetry, by the style and pictures in the literature.
- Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
- Regularly participate in a schedule of oral and silent reading of literature.
- Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Small reading groups where students read orally, listen, and follow along with other students
- Individual oral reading to the teacher, teacher's aide or parent volunteer
- Discussion about the book, in large or small group, and answering oral and written questions
- Using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students
- Provide time for silent reading and teacher or guest reading to students
- Integrate with art, Bible, grammar, history, etc.

**Primary texts and materials**

- The school's literature titles (see literature list)
- Literature guides (see literature list)

Approximate time per week—five hours (not including integration)

**SPELLING**

**Primary objectives**—the student will be able to:

- Accurately spell, alphabetize, and use all words included in the 2<sup>nd</sup> Grade spelling list(s) found in *Grammar of Spelling, Grade 2* and/or *Phonetic Zoo, Level A* satisfactorily (75% or more).
- Consistently apply spelling rules in assigned work.
- Demonstrate adequate improvement in spelling skills and correct use of spelling rules (e.g., adding *s, es, ing, er, est, ed* to words).
- Understand a compound word.
- Correctly spell the days of the week, months of the year and numbers one to twenty.
- Accurately spell his complete name (first, middle and last).
- Begin to integrate linguistics with other subjects.

**Primary teaching methods**

- Large group instruction
- Individual instruction
- Use of weekly spelling list
- Spelling Bees
- Integration with other subjects
- Chanting of spelling rules
- Classroom games and activities

**Primary texts and materials**

- *Grammar of Spelling Grade 2* and/or
- *Phonetic Zoo, Level A*
- Elementary Dictionaries, one per four students (minimum)

Approximate time per week—two hours (½ hour, four times per week)

## SECOND GRADE LITERATURE LIST

The following is the list of adopted titles used in this grade’s reading program. Although certain titles are assigned to specific grades, teachers may, when necessary, use titles above or below their grades. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u>	<u>AUTHOR</u>	<u>DIFFICULTY</u> <sup>4</sup>
<i>Babar</i>	DeBrunhoff	2
<i>The Box Car Children</i> (series) <sup>2</sup>	Warner	2
<i>A Child’s Garden of Verses</i>	Stevenson	2
<i>Doctor DeSoto</i>	Steig	1
<i>The Emperor’s New Clothes</i>	Gross	2
<i>Encyclopedia Brown</i> (series) <sup>2</sup>	Sobol	2
<i>The Great Wonder</i> <sup>1</sup>	Howard	2
<i>Hans Christian Andersen Fairy Tales</i>	Anderson	2
<i>In Grandma’s Attic</i> (series) <sup>2</sup>	Richardson	2
<i>Little House</i> (series) <sup>1, 2, 3</sup>	Wilder	2
<i>Madeline</i>	Bemelman	1
<i>Make Way for Ducklings</i>	McCloskey	1
<i>The Millie-Mollie-Mandy Storybook</i>	Brisley	1
<i>Mummies Made in Egypt</i> <sup>1</sup>	Aliki	2
<i>Owls in the Family</i>	Mowat	2
<i>The Pharaohs in Egypt</i> , <sup>1, 3</sup>	Payne	3
<i>Pinocchio</i> <sup>3</sup>	Collodi	3
<i>The Railway Children</i>	Nesbit	3
<i>Senefer: A Young Genius in Old Egypt</i> <sup>1</sup>	Lumpkin	2
<i>Tirzab</i>	Travis	3
<i>Tutankhamen’s Gift</i>	Sabuda	2
<i>Tut’s Mummy: Lost and Found</i> <sup>1</sup>	Donnelly	2
<i>The Ugly Duckling</i>	Moore	1
<i>The Velveteen Rabbit</i> <sup>3</sup>	Williams	2
<i>Winnie-the-Pooh</i> <sup>3</sup>	Milne	3

<sup>1</sup>A literature guide is available for this title. If it is part of a series only certain titles may have guides available.

<sup>2</sup>This is a series. Any title in the series is acceptable. It is unlikely that every book in a series has a literature guide available.

<sup>3</sup>Reading this book is mandatory in this grade.

<sup>4</sup>The difficulty is graded on a three point scale—one being easiest and three the hardest at this grade level.

## **SECOND GRADE MATH**

**Primary objectives**—the students will be able to:

- In an increasing way demonstrate understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.
- Use math skills to correctly recognize and use money.
- Correctly tell time to the minute with 90% accuracy.
- Complete each assigned math work/worksheets satisfactorily (75%+).
- Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0 -12 with +, -, x.
- Begin to solve basic division problems.
- Complete written story problems (using time, temperature, calendar, etc.) involving 3 or 4 steps.
- Solve beginning-level division, algebra, and geometry problems.
- Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
- Design, comprehend, and decode simple graphs and scales with 75% accuracy.

**Review objectives**—it is understood that primary objectives from prior years will be taught/ reviewed as necessary. Many of the skills taught in Kindergarten and First Grade will be strongly reinforced with the goal of mastery at the second grade level.

### **Primary teaching methods**

- Large group instruction: using daily drills, manipulatives, integration with other subjects
- Individual and small group work using Saxon materials
- Math chalkboard work, centers, games
- Use of play money, clocks, to reinforce skills/concepts

### **Primary texts and materials**

- *Saxon 3* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
- A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
- Various math-related worksheets for each student

Approximate time per week—five hours

## **SECOND GRADE HISTORY/GEOGRAPHY** **(Old Testament and Ancient Egypt)**

**Primary objectives**—the students will be able to:

- List the 32 events on the flashcards for Old Testament Ancient Egypt series with applicable dates, and Scripture references in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of Old Testament Ancient Egypt.
- Recall several basic facts related to each event studied.
- Explain the relationship between the Hebrews and the Egyptians
- Locate on a map of the world the key places where historical events studied occurred.
- Describe the basic life-styles of people during the major periods of Ancient Near Eastern history, including dress, technology, vocations, religious practices, education, housing, and entertainment.

**Review objectives**—it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher's manual
- Chant and sing the series of events
- Research work by small groups and individuals on specific projects
- Integration with art, geography, and music
- Build models, make drawings, write stories, play games and make collections and displays
- Dedicated memory work time during "memory period"
- Study, drill, and review flash cards
- Field trips to related sites and museum exhibits

### **Primary texts and materials**

Teacher only

- *Veritas Press Old Testament Ancient Egypt Series Teacher's Manual*
- Veritas Press Old Testament Ancient Egypt Series audio tape

One for teacher and each student

- Veritas Press Old Testament Ancient Egypt Series, card set
- *The Bible* (ESV)
- *Great Wonder*, (lit. guide in Teacher's Manual)
- *Journey Through the Bible*
- *The Pharaohs of Ancient Egypt*, (lit. guide in Teacher's Manual)
- *Senefer: A Young Genius in Old Egypt* (lit. guide in Teacher's Manual)
- *Student Bible Atlas*
- *Time Traveler Book of Pharaohs and Pyramids*
- *Tirzah*
- *Tut's Mummy Lost and Found* (lit. guide in Teacher's Manual)
- *Tutankhamen's Gift*

Classroom resources

- *Ancient Egypt* by Nicholson, two per class
- *A Child's History of the World*, one per class
- *Color and Learn: Ancient Egypt*, one per student and teacher
- *A Coloring Book of Cleopatra*, one per class

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### Primary texts and materials (cont'd)

- *A Coloring Book of Queen Nefertiti*, one per class
- *Cultural Atlas for Young People: Ancient Egypt*, one per four students and teacher
- *Egyptian Life*, one per class
- *The Egyptian News*, one per class
- *The Egyptians*, one per class
- *Eyewitness Activity File: Mummy*, one per class
- *Eyewitness Books: Ancient Egypt*, one per class
- *Eyewitness Books: Bible Lands*, one per class
- *Eyewitness Books: Pyramid*, one per class
- *Footsteps in Time: The Egyptians*, one per class
- *Geography Songs: Sing Around the World*, one per class
- *The Golden Goblet*, two per class
- *The Great Pyramid*, one per class
- *Greenleaf Guide to Ancient Egypt*, one per class
- *In Search of Tutankhamun*, one per class
- *Kingfisher History Encyclopedia*, one per four students and teacher
- *Lift the Lid on Mummies*, one per class
- *Mummies*, two per class
- *Mummies Made in Egypt*, one per four students and teacher
- *Mummies of the Pharaohs*, one per class
- *The Mystery of the Hieroglyphs*, one per class
- *Pyramid*, one per class
- *Pyramids: Tombs for Eternity*, one per class
- *Riddle of the Rosetta Stone*, one per class
- *Science in Ancient Egypt*, one per class
- *Streams of Civilization, Vol. 1*, one per four students and teacher
- *Tales of Ancient Egypt*, two per class
- *What Do We Know About the Egyptians?*, one per class

Approximate time per week—three hours

## SECOND GRADE SCIENCE

**Primary Objectives** - Students will be able to:

- State that God is the Creator of the earth and all that is in it and increasingly come to realize God's creative genius.
- Understand that air is a mixture of gases that is all around us and that wind is moving air.
- Describe the ways in which many plants and animals closely resemble their parents in observed appearance and behavior.
- Recognize changes in appearance that animals and plants go through as the seasons change.
- Identify the ways in which an organism's habitat provides for its basic needs; i.e., plants require air, water, nutrients, and light; animals require food, water, air, and shelter.
- Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
- Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.
- Recognize that under some conditions, objects can be balanced.

**Review objectives** - it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual and small group instruction
- Simple hands-on experiments and observation

### **Primary texts and materials**

- Physical elements such as water, rocks, soil, plants, insects, animals, etc.
- Pictures and samples of physical elements
- Laboratory materials, including rulers, cups, measuring cups, seeds, kitchen tools and items etc.

Approximate time per week -one half hour

## **SECOND GRADE ART**

**Primary objectives**—the students will be able to:

- Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
- Correctly hold, use, clean-up, and store all tools and materials.
- Use the entire space given for creating work (i.e., fill the paper).
- Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
- Identify and recreate similar proportions in observed objects.
- Manipulate a variety of lights and darks (color & B/W) in drawing.
- Correctly use overlapping and size to illustrate size and distance/depth in space.
- Copy from an illustration or photograph using above skills and tools.
- Illustrate a story or theme using above skills and tools.
- Given theme, create own illustration/sculpture using above skills.
- Enjoy works of art concurrent with the historical period studied, paying particular attention to the fundamental mechanical aspects of the work itself as well as to the meaning conveyed by the artist through a given work and the historical context of both the work and its creator, e.g., Ancient Hebrew art (paying particular attention to biblically described works), Ancient Egyptian art and Ancient Near Eastern art.
- Integration with other subject areas (illustrate in Bible, history, literature, etc.)

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

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

### **Primary texts and materials**

- *Ancient Egyptian Design*
  - *Art and Civilization: Ancient Egypt*
  - *The Art of Ancient Egypt: A Portfolio*
  - *Bible Stories Coloring Book*
  - *Discovering Art*
  - *Drawing With Children*
  - *History of Art for Young People*
  - *Life in Ancient Egypt Coloring Book*
  - *Museum Guides for Kids: Ancient Egypt*
  - *Usborne Story of Painting*
  - Various illustrations, photographs
  - Markers, crayons, pencils, water colors, tempera paints
  - Drawing paper, sketch paper, illustration paper
  - Construction paper, tissue paper, beads, buttons, other small items
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- Clay, natural and man-made materials for sculptures/dioramas
  - Items for interesting still-lives
  - Containers for materials
  - Other miscellany

Approximate time per week—one hour (excluding integration)

## SECOND GRADE MUSIC

**Primary objectives**—the students will be able to:

- Express that music is given by God and should be done to His glory.
- Sing increasingly more difficult songs including songs in Latin and Psalms.
- Discriminate between high and low.
- Identify pitch direction.
- Match pitches in vocal range.
- Locate high and low sounds on pitched instruments.
- Recognize steady beat or no beat.
- Identify repeated rhythm patterns.
- Distinguish between no beat, steady beat and melodic rhythm.
- Discriminate between melody alone and melody with accompaniment.
- Recognize and identify sections of music as same or different.
- Identify melodic direction as up, down or repeat.
- Respond to accents and changing meters.
- Determine if music moves in twos or threes.
- Perceive differences in even and uneven, long and short rhythmic duration.
- Sing in tune, using clear free tone and correct breath support, alone or with others.
- Demonstrate pulse and pitch direction of music with locomotor and non-locomotor movements.
- Recognize and create symbols to notate musical sounds.
- Create sound patterns with the body, voice or with instruments.
- Describe musical selections.
- Use listening skills to describe the elements of music.
- Identify the style of music of the period being studied in history through exposure to it.
- Increasingly identify and appreciate timeless pieces of music and their composers.

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Integration with other subject areas (Bible, history, reading, etc.)
- Guest artists
- Participation in musical productions.
- Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.

### **Primary texts and materials**

- Instruments: bass bar, glockenspiel, piano, metallophone, xylophone
- CD's & Tapes
- Classical Kids Series
- Other
- *Kodaly Methods*

Approximate time per week—one hour (excluding integration)

## **SECOND GRADE PHYSICAL EDUCATION**

**Primary objective** - The students will:

- Understand that their bodies are temples of the Holy Spirit and recognize the importance of treating it with respect.
- Be encouraged to develop a healthy lifestyle, including exercise and nutrition
- Develop their large motor skills.
- Develop the habits of good sportsmanship.
- Increase their muscular strength, endurance and flexibility.
- Increase their eye-hand coordination.

**Primary teacher methods**

- Large group instruction and demonstration
- Individual attention to skill development

**Primary texts and materials**

- Balls, cones, hoops, and other miscellaneous equipment and materials

Approximate time per week - one-half hour

## Third Grade

Bible—Judges through Kings  
Language Arts: English Grammar/Reading &  
Handwriting/Spelling  
Math  
History & Geography—New Testament &  
Greece and Rome  
Latin  
Science  
Art  
Music  
Physical Education

## **THIRD GRADE BIBLE** **(Judges through Kings)**

**Primary objectives**—the students will be able to:

- Locate in the Bible the biblical events studied.
- List the 32 events on the flashcards for Judges–Kings series with applicable dates and Scripture references in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of Judges–Kings.
- Recall several basic facts related to each event studied.
- Locate on a map of the world the key places where biblical events studied occurred.
- Understand (in a limited way) the events studied by reading them in Scripture.
- Articulate the fact that God has sovereignly led through all of Scripture.

**Review objectives**—the student will be able to:

- Recite the books of the Old and New Testaments.
- Recite key verses from the books being studied.
- Recall the timeline and basic facts of the events studied in the second grade Bible curriculum.

### **Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher’s Manual
- Chant and sing the series of events
- Research work by small groups and individuals on specific projects
- Integration with art, geography, history and music
- Build models, make drawings, write stories, play games, and make collections and displays
- Dedicated memory work time during “memory period”
- Study, drill, and review flash cards
- Field trips to related sites and museum exhibits
- Guest speakers

### **Primary texts and materials**

Teacher only

- *Veritas Press Judges–Kings Series Teacher’s Manual*
- Veritas Press Judges–Kings Series audio tape

One for teacher and each student

- Veritas Press Judges–Kings Series card set
- *Bible* (ESV)
- *Journey Through the Bible*

Classroom resources

- *Abingdon’s Reproducible Old and New Testament Maps*, one per class
- *The Child’s Story Bible*, one per four students and teacher
- *The Children’s Illustrated Bible*, one per class
- *Greenleaf Guide to Old Testament History*, one per class
- *Student Bible Atlas*, one per four students and teacher

- Approximate time per week—three hours

## THIRD GRADE LANGUAGE ARTS

### ENGLISH GRAMMAR & HANDWRITING

**Primary objectives**—the students will be able to:

- Consistently and properly form the upper- and lower-case versions of each letter of the alphabet using the modern cursive model.
- Demonstrate a consistent, correct use of adverbs, direct objects, and indirect objects; identify them in simple sentences.
- Recognize homonyms for given words.
- Recognize and write the possessive forms of nouns.
- Identify and use simple sentences with compound parts and compound sentences.
- Recognize and correct run-on sentences and double negatives.
- Identify linking verbs, predicate nouns, and predicate adjectives.
- Make regular oral presentations of information, using complete sentences.
- Consistently and correctly write their name and date on all worksheets and papers.
- Consistently use additional correct capitalization and punctuation (! , “” ? .) in a written sentence. Correctly identify the difference between a subject and a predicate in a sentence.
- Demonstrate clear and correct understanding of past, present, and future tenses of verbs and change verb tense in written and oral work.
- Use the correct tense of helping verbs.
- Write short stories, fairy tales, fables, poetry and letters using the above skills correctly. (Illustrations may be included.) Edit own work.
- Use basic research materials in addition to a thesaurus and dictionary.
- Know how to find books in a library.
- Learn the Shurley Grammar chants for direct object and indirect object.

**Review objectives**—it is understood that primary objectives from prior years will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual instruction/work
- Use imitation of well written works to teach writing skills
- Integration of other subjects in writing/oral presentations
- Frequent copying of weekly sentences, making original stories
- Basic parsing/classifying practice
- Play review games
- Chant and drill jingles
- Dedicated memory work time during “memory period”

### **Primary texts and materials**

- *Shurley Method*, Level 3, audio tape, teacher's edition, one workbook per student
- *Institutes for Excellence in Writing*, (2-4)
- *Imitations in Writing: Aesop's Fables*
- *Imitations in Writing: Fairy Tales*
- *Imitations in Writing: Greek Heros*
- *Imitations in Writing: Greek Myths*
- Penmanship paper
- Thesaurus, one per four students (minimum)
- Elementary Dictionaries, one per four students (minimum)

Approximate time per week—four hours

### **READING**

**Primary objectives**—the students will be able to:

- Demonstrate adequate knowledge and use of phonic fundamentals, applied in day-to-day reading (including decoding skills).
- Demonstrate an adequate improvement in reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
- Apply a satisfactory number of new vocabulary words to written and oral presentations.
- Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
- Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
- Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
- Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
- Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
- Regularly participate in a schedule of oral and silent reading of literature.
- Complete several kinds of oral presentations, e.g., drama, oral reading, etc., in front of the class, parent groups and other students as an audience.
- Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.
- Consistently form upper- and lower-case letters from memory with increasing accuracy and style.

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### Primary teaching methods

- Small reading groups where students read orally, listen, and follow along with other students
- Individual oral reading to the teacher, teacher's aide or parent volunteer
- Discussion about the book, in large or small group, and answering oral and written questions
- Using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students
- Provide time for silent reading and teacher or guest reading to students
- Integrate with art, Bible, grammar, history, Latin, etc.

### Primary texts and materials

- The school's literature titles (see literature list)
- Literature guides (see literature list)

Approximate time per week—five hours (not including integration)

## SPELLING

**Primary Objectives:** the students will be able to:

- Learn and apply the following rules found in *Phonetic Zoo, Level B*:
  - The “ie” Rule
  - Radio “o-u-g-h-”
  - Long “o” or “o-w”
  - Two Families
  - The Steely E's
  - The Babysitters
  - Voiced & Whispered Consonants
  - The Syllable “E”
  - The Four Sounds of “Y”
  - “o-o” and “u-i”
  - The Tricky “E's”
  - “ew”
  - “qu” and “gu”
  - “o-o”
  - Consonant Blends
  - The Poker E
  - Six Consonants Rock I
  - Six Consonants Rock II
  - The Talkative Vowels.
- Accurately spell, alphabetize, and use all words included in the spelling lists found in *Phonetic Zoo, Level A & B* from lessons covering the above rules.
- Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

**Primary teaching methods**

- Large group instruction
- Individual instruction
- Use of weekly spelling list
- Spelling Bees
- Integration with other subjects
- Chanting of spelling rules
- Classroom games and activities

**Primary texts and materials**

- *Phonetic Zoo, Level B*
- Elementary Dictionaries, one per four students (minimum)

Approximate time per week—two hours (½ hour, four times per week)

## THIRD GRADE LITERATURE LIST

The following is the list of adopted titles used in this grade’s reading program. Although certain titles are assigned to specific grades, teachers may, when necessary, use titles above or below their grades. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u>	<u>AUTHOR</u>	<u>DIFFICULTY</u> <sup>4</sup>
<i>Against the World</i>	Coray	2
<i>Alice in Wonderland</i> <sup>3</sup>	Carroll	3
<i>Black Ships Before Troy</i> <sup>1,3</sup>	Sutcliff	2
<i>Bronze Bow</i>	Speare	2
<i>Charlotte's Web</i> <sup>1,3</sup>	White	1
<i>The Children's Homer</i>	Colum	3
<i>Chronicles of Narnia</i> (series) <sup>1,2</sup>	Lewis	2
<i>d'Aulaire's Book of Greek Myths</i> <sup>1,3</sup>	d'Aulaire	2
<i>Detectives in Togas</i> <sup>1</sup>	Winterfeld	
<i>Eagle of the Ninth</i>	Sutcliff	2
<i>Fables</i>	Lobel	1
<i>Grimm's Fairy Tales</i> <sup>1,3</sup>	Grimm	2
<i>Homer Price</i>	McCloske	
<i>The Lion, the Witch, and the Wardrobe</i> <sup>3</sup>	Lewis	2
<i>Misty of Chincoteague</i>	Henry	2
<i>Outcast</i>	Sutcliff	2
<i>Paul Bunyan</i>	Kellogg	1
<i>Pompeii...Buried Alive</i> <sup>1</sup>	Kunhardt	1
<i>Quintus</i>	Weerstand	3
<i>The Silver Branch</i>	Sutcliff	2
<i>The Story of the Treasure Seekers</i>	Nesbit	2
<i>Stuart Little</i>	White	1
<i>The Trojan Horse</i> <sup>1</sup>	Little	1
<i>Twice Freed</i>	St. John	2

<sup>1</sup>A literature guide is available for this title. If it is part of a series only certain titles may have guides available.

<sup>2</sup>This is a series. Any title in the series is acceptable. It is unlikely that every book in a series has a literature guide available.

<sup>3</sup>Reading this book is mandatory in this grade.

<sup>4</sup>The difficulty is graded on a three point scale—one being easiest and three the hardest at this grade level.

## THIRD GRADE MATH

**Primary objectives**—the students will be able to:

- In an increasing way demonstrate understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.
- Complete all assigned math work/worksheets satisfactorily (75%+).
- Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0–12 with all four functions.
- Complete written story problems (using a variety of subjects) involving 3 or 4 steps.
- Solve beginning-level division, algebra, and geometry problems.
- Use math skills to correctly recognize and use money.
- Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
- Correctly add and subtract simple fractions.
- Accurately describe and use standard and metric measurements.
- Accurately estimate numbers to solve and check problems.
- Recall all twelve months of the year.

**Review objectives**—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
- Small group work and individual instruction, work stations, flash cards
- Games, creating/solving story problems
- Set individual goals for accuracy/speed
- Timed tests, various worksheets for enhancement

### **Primary texts and materials**

- *Saxon 54*, teacher’s edition, answer key and tests and one text per student
- Various math-related worksheets for each student
- A variety of manipulatives and flashcards (including materials from Saxon’s affiliate and Math-U-See, etc.)

Approximate time per week—five hours

## **THIRD GRADE HISTORY/GEOGRAPHY** **(New Testament, Ancient Greece and Ancient Rome)**

**Primary objectives**—the students will be able to:

- List the 32 events on the flashcards for New Testament, Greece & Rome series with applicable dates, and Scripture references in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of New Testament, Greece & Rome.
- Recall several basic facts related to each event studied.
- Explain the relationship between the Greeks, Romans, Hebrews, and Christians.
- Locate on a map of the world the key places where historical events studied occurred.
- Describe the basic life-styles of people during the major periods of this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
- Sequence Flash Cards (including prior year) in chronological order and describe each historic event represented.

**Review objectives**—it is understood that primary objectives from the prior year will be taught/reviewed as necessary.

### **Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher's manual
- Chant and sing the series of events
- Research work by small groups and individuals on specific projects
- Integration with art, Bible, geography, and music
- Build models, make drawings, write stories, play games and make collections and displays
- Dedicated memory work time during "memory period"
- Study, drill, and review flash cards
- Field trips to related sites and museum exhibits

### **Primary texts and materials**

Teacher only

- *Veritas Press New Testament, Greece & Rome Series Teacher's Manual*
- Veritas Press New Testament, Greece & Rome Series audio tape

One for teacher and each student

- Veritas Press New Testament, Greece & Rome Series, card set
- *Against the World: The Odyssey of Athanasius*
- *Augustus Caesar's World*
- Bible (ESV)
- *Black Ships Before Troy*
- *The Children's Homer*, (lit. guide in Teacher's Manual)
- *d'Aulaires Book of Greek Myths* (lit. guide in Teacher's Manual)
- *Detectives in Togas* (lit. guide in Teacher's Manual)
- *In Search of Troy*
- *Journey Through the Bible*
- *The Librarian Who Measured the Earth*
- *The Minotaur of Knossos*,
- *Pompeii...Buried Alive* (lit. guide in Teacher's Manual)

### Primary texts and materials (cont'd)

- *Quintus*
- *Theseus and the Minotaur*
- *The Trojan Horse*, (lit. guide in Teacher's Manual)
- *Twice Freed*
- *Usborne Illustrated World History: The Greeks*
- *Usborne Illustrated World History: The Romans*

#### Classroom resources

- *100 Most Important Events in Church History*, one per four students and teacher
- *Alexander the Great (Green)*, one per class
- *Alexander the Great (Langley)*, one per class
- *Ancient Greece* by Nicholson, one per class
- *The Ancient Greece of Odysseus*, one per class
- *Archimedes and the Door to Science*, one per class
- *Beric The Briton: A Story of the Roman Invasion*, two per class
- *Beyond the Desert Gate*, two per class
- *Black Ships Before Troy Literature Guide*, one per class
- *The Bronze Bow*, two per class
- *The Buried City of Pompeii*, two per class
- *The Cavalryman*, one per class
- *A Child's History of the World*, one per class
- *The Church in History*, one per four students and teacher
- *City*, one per class
- *Cleopatra*, one per class
- *A Coloring Book of Ancient Greece*, one per class
- *Cultural Atlas for Young People: Ancient Greece*, one per four students and teacher
- *Cultural Atlas for Young People: Ancient Rome*, one per four students and teacher
- *The Eagle of the Ninth*, two per class
- *Eyewitness Books: Ancient Greece*, one per class
- *Eyewitness Books: Ancient Rome*, one per class
- *Famous Men of Greece*, one per four students and teacher
- *Famous Men of Rome*, one per four students and teacher
- *Footsteps in Time: The Greeks*, one per class
- *Footsteps in Time: The Romans*, one per class
- *For the Temple: A Tale of the Fall of Jerusalem*, one per class
- *Geography Songs: Sing Around the World*, one per class
- *Gods of Greece: Mythology*, one per class
- *Greek Life*, one per class
- *Greek News*, one per class
- *Hittite Warrior*, two per class
- *The Holy Land*, one per class
- *Ides of April*, two per class
- *In Search of Knossos*, one per class
- *In Search of Pompeii*, one per class
- *Kingfisher History Encyclopedia*, one per four students and teacher
- *The Legionary*, one per class
- *Life in Ancient Rome*, one per class

### Primary texts and materials (cont'd)

- *Outcast*, two per class
- *Oxford First Ancient History*, one per class
- *Roman Life*, one per class
- *Roman News*, one per class
- *The Romans*, by Chrisp, one per class
- *The Romans*, by Rogaro, one per class
- *Science in Ancient Greece*, one per class
- *Science in Ancient Rome*, one per class
- *The Silver Branch*, two per class
- *Streams of Civilization, Vol. 1*, one per four students and teacher
- *The Wanderings of Odysseus*, one per class
- *What Do We Know About the Greeks?*, one per class
- *What Do We Know About the Romans?*, one per class
- *Young Carthaginian: A Story of the Times of Hannibal*, one per class

Approximate time per week—three hours

## THIRD GRADE LATIN (Latin I)

**Primary objectives**—the students will be able to:

- Correctly pronounce Latin letters and words using classical pronunciation.
- Translate 240 words from *Latin for Children, Primer A* and recognize corresponding derivatives.
- Translate, form and parse 1<sup>st</sup>, and 2<sup>nd</sup> declension nouns; present, future and imperfect verb tenses in the first and second conjugations.
- Translate and create simple Latin sentences and stories.
- Recite selected Bible verses, prayers and songs.
- Sing and memorize numerous songs from *Lingua Angelica*.

**Primary teaching methods**

- Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary
- Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
- Make drawings and play games pertinent to material covered
- Large group instruction
- Individual instruction/work

**Primary texts and materials**

- *Latin for Children, Primer A*, teacher's edition, pronunciation CD and one student text per student
- *Lingua Angelica*
- *Ecce Romani, Book I* (for supplemental readings).
- *Vulgate*
- Teacher created materials

Approximate time per week— 2 hours (40 minutes per day, three times a week)

## THIRD GRADE SCIENCE

**Primary Objectives** - Students will be able to:

- State that God is the Creator of the earth and all that is in it and increasingly come to realize God's creative genius.
- Explain and give examples of the ways in which soil is formed and discuss the different properties of soil.
- Distinguish among various forms of precipitation, making connections to the weather in a particular place and time.
- Recognize that the earth is part of a system called the "solar system" that includes the sun, the planets, and many moons. Describe the earth's place in the solar system
- Describe the revolution of the earth around the sun each year and the earth's rotation on its axis each day and relate the seasons of the year and day and night to these facts.
- Name and describe some of the major constellations in the sky.
- Recognize that many plants and animals have seasonal behavior that helps them survive and flourish in their environment.
- Describe the ways in which some materials that are solid, liquid or gas can change their shape and form.
- Learn to record accurate observations of simple experiments.

**Review objectives** - - it is understood that primary objectives from the prior year will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual and small group instruction
- Begin to understand the difference between inductive and deductive reasoning and how they can be applied to research-based projects and hands-on experiments

### **Primary texts and materials**

- Physical elements such as water, rocks, soil, plants, insects, animals, etc.
- Pictures and samples of physical elements
- maps of the solar system and the constellations in our galaxy
- Laboratory materials, including rulers, cups, measuring cups and beakers, seeds, kitchen tools and items etc.

Approximate time per week - thirty minutes

## THIRD GRADE ART

**Primary objectives**—the students will be able to:

- Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us. Correctly hold, use, clean-up, and store all tools and materials.
- Use the entire space given for creating work (i.e., fill the paper).
- Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
- Identify and recreate similar proportions in observed objects.
- Manipulate a variety of lights and darks (color & B/W) in drawing.
- Correctly use overlapping and size to illustrate size and distance/depth in space.
- Copy from an illustration or photograph using above skills and tools.
- Illustrate a story or theme using above skills and tools.
- Given theme, create own illustration/sculpture using above skills.
- Enjoy works of art concurrent with the historical period studied, paying particular attention to the fundamental mechanical aspects of the work itself as well as to the meaning conveyed by the artist through a given work and the historical context of both the work and its creator, e.g., Ancient Grecian art and Ancient Roman art.
- Integration with other subject areas (illustrate in Bible, history, literature, etc.).

**Review objectives**—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary. It is also understood that skill development is a building process.

### **Primary teaching methods**

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

### **Primary texts and materials**

- *Art and Civilization: Ancient Greece*
- *Art and Civilization: Ancient Rome*
- *Drawing With Children*
- *History of Art for Young People*
- *Usborne Story of Painting*
- Various illustrations, photographs
- Markers, crayons, pencils, pastels, water colors, tempera paint
- Drawing paper, sketch paper, construction paper, tissue paper
- Clay, natural and man-made materials for sculptures/dioramas
- Items for interesting still-lives
- Containers for materials
- Other miscellany

Approximate time per week—one hour (excluding integration)

## **THIRD GRADE MUSIC**

**Primary objectives**—the students will be able to:

- Express that music is given by God and should be done to His glory.
- Sing increasingly more difficult songs including songs in Latin and Psalms.
- Identify and describe sounds and methods of changing sounds.
- Categorize sounds by method of sound reproduction.
- Identify and demonstrate pitch from musical notation.
- Perform melodic patterns (melodies) from notation.
- Identify steady beat in musical examples.
- Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
- Interpret basic notation symbols for rhythm and melodic contour.
- Identify the style of music of the period being studied in history through exposure to it.
- Increasingly identify and appreciate timeless pieces of music and their composers.

**Review objectives**—it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Integration with other subject areas (Bible, history, reading, etc.)
- Guest artists
- Participation in musical productions
- Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.

### **Primary texts and materials**

- Instruments: glockenspiel, piano, metallophone, xylophone
- CD's & Tapes
- Classical Kids Series
- Other
- *Kodaly Methods*

Approximate time per week—one hour (excluding integration)

## **THIRD GRADE PHYSICAL EDUCATION**

**Primary objective** - The students will:

- Understand that their bodies are temples of the Holy Spirit and recognize the importance of treating it with respect.
- Be encouraged to develop a healthy lifestyle, including exercise and nutrition
- Develop their large motor skills.
- Develop the habits of good sportsmanship.
- Increase their muscular strength, endurance and flexibility.
- Increase their eye-hand and eye-foot coordination.
- Learn basic games that involve balls and other equipment such as soccer, basketball, and baseball/softball

**Primary teacher methods**

- Large group instruction and demonstration
- Individual attention to skill development

**Primary texts and materials**

- Balls, cones, hoops, and other miscellaneous equipment and materials

Approximate time per week— thirty minutes

## Fourth Grade

Bible—Judges through Kings  
Language Arts: English Grammar/Reading &  
Handwriting/Spelling  
Math  
History & Geography—New Testament &  
Greece and Rome  
Latin  
Science  
Art  
Music  
Physical Education

## **FOURTH GRADE BIBLE** **(Chronicles through Malachi & Job)**

**Primary objectives** -the student will be able to:

- Locate in his Bible the biblical events studied.
- List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of Chronicles Malachi & Job.
- Recall several basic facts related to each event studied.
- Locate on a map of the world the key places where biblical events studied occurred.
- Understand the events studied by reading them in Scripture.
- Articulate the fact that God has sovereignly led through all of Scripture.

**Review objectives** - the student will be able to:

- Recite the books of the Old and New Testaments.
- Recite key verses from the books being studied.
- Recall the timeline and basic facts of the events studied in second and third grades in the Bible curriculum.

### **Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher's manual.
- Chant and sing the series of events.
- Research work by small groups and individuals on specific projects.
- Integration with art, geography, history, and music.
- Build models, make drawings, write stories, play games and make collections and displays.
- Dedicated memory work time during "memory period."
- Study, drill, and review flash cards.
- Field trips to related sites and museum exhibits.
- Guest speakers

### **Primary texts and materials**

Teacher only

- *Veritas Press Chronicles Malachi & Job Series Teacher's Manual*
- Veritas Press Chronicles Malachi & Job Series audio tape

One for teacher and each student

- Veritas Press Chronicles Malachi & Job Series card set
- *Bible* (ESV)
- *Journey Through the Bible*

Classroom resources

- *Abingdon's Book of Buildings*, one per class
- *Abingdon's Reproducible Old and New Testament Maps*, one per class
- *The Child's Story Bible*, one per class
- *The Children's Illustrated Bible*, one per class
- *Greenleaf Guide to Old Testament History*, one per class
- *Student Bible Atlas*, one per four students and teacher

Approximate time per week - four to five hours

## **FOURTH GRADE LANGUAGE ARTS**

### **ENGLISH GRAMMAR & HANDWRITING**

**Primary objectives** - the students will be able to:

- Comprehend a basic sentence structure and recognize the use of sentences and paragraphs in verbal communication.
- Demonstrate a consistent, correct use of predicate nouns, conjunction, interjection; identify them in complete sentences.
- Know and use helping verbs, NOT as an adverb, and the question verbs.
- Orally present information regularly, using complete sentences (e.g., in regularly scheduled oral presentations). (Bible, literature, and other materials should be used in a set schedule. Memorization and oral reading may be alternated.)
- Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
- Summarize narrative stories and write from pictures.
- Write limerick, cinquain and diamante poetry.
- Learn the Shurley Grammar chants for helping verb, object pronoun, and subject and verb must agree.

**Review objectives** -it is understood that primary objectives from prior years will be taught/ reviewed as necessary.

### **Primary teaching methods**

- Large group instruction and assignments
- Individual instruction
- Use imitation of well written works to teach writing skills
- Review of all basic grammar instruction
- Integration with other subjects in writing and oral presentations
- Frequent original stories, other writing assignments
- Basic parsing/classifying practice
- Play review games
- Chant and drill jingles
- Dedicated memory work time during "memory period."

### **Primary texts and materials**

- Shurley Method, Level 4, audio tape, teacher's edition, one workbook per student
- Institute for Excellence in Writing, (2-4)
- Thesaurus, one per four students (minimum)
- Intermediate Dictionaries, one per four students (minimum)

Approximate time per week - four five hours

## **READING**

**Primary objectives** - the students will be able to:

- Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
- Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
- Apply a satisfactory number of new vocabulary words to his written and oral presentations.
- Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
- Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
- Demonstrate predictive skills through various activities, such as writing a brief sequel to the book or predicting what will happen in the next chapter/after the written story.
- Read and do comprehension work on independent reading.
- Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
- Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
- Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
- Regularly participate in a schedule of oral reading and silent reading of literature.
- Complete several kinds of oral presentations, e.g., drama, oral reading, etc., in front of the class, parent groups and other students as an audience.
- Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.

**Review objectives** - it is understood that primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Small reading groups where students read orally, listen, and follow along with other students.
- Individual oral reading to the teacher, teacher's aide or parent volunteer.
- Discussion about the book, in large or small group, and answering oral and written questions.
- Using pictures, objects, projects, personal stories, guest speakers, and field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students.
- Provide time for silent reading and teacher or guest reading to students.
- Integrate with art, Bible, grammar, history, Latin, etc.
- Provide required oversight of independent reading.

### **Primary texts and materials**

- The school's literature titles (see literature list)
- Literature guides (see literature list)

Approximate time per week five hours (not including integration and independent reading)

### **LINGUISTICS**

**Primary objectives:** the students will be able to:

- Learn and apply the following rules found in Phonetic Zoo, Level B:
  - "ai" and "ay"
  - The First Vowel Talks
  - Homonyms I
  - "o-u" and "o-w"
  - "o-w" and exceptions
  - "a-w" and "a-u"
  - "ur" and "ir"
  - Homonyms II
  - "ph"
  - No Job "E"
  - The Magic "E"
  - The Decorative "E"
  - "oi" and "oy"
  - Plurals
  - Rhino Words
  - The Three "Shuns"
  - Homonyms III
  - Jail Words
- Accurately spell, alphabetize, and use all words included in the spelling lists found in Phonetic Zoo, Levels A & B.
- Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).

**Review objectives** - it is understood that all "primary objectives" from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction
- Individual instruction
- Use of weekly spelling list
- Spelling Bees
- Integration with other subjects
- Chanting of linguistic rules
- Classroom games and activities

### **Primary texts and materials**

- Phonetic Zoo, Level B
- Elementary Dictionaries, one per four students (minimum)

Approximate time per week two hours (1/2 hour, four times per week)

## FOURTH GRADE LITERATURE LIST

The following is the list of adopted titles used in this grade's reading program. Although certain titles are assigned to specific grades, teachers may, when necessary, use titles above or below their grades. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u>	<u>AUTHOR</u>	<u>DIFFICULTY<sup>4</sup></u>
<i>Adam of the Road</i>	Gray	2
<i>Augustine, The Farmer's Boy of Tagaste</i>	Zeew	2
<i>Beowulf<sup>1,3</sup></i>	Rebsaman	3
<i>Black Beauty</i>	Sewell	2
<i>Charlie and the Chocolate Factory<sup>1</sup></i>	Dahl	1
<i>Dangerous Journey<sup>1</sup></i>	Hunkin	2
<i>The Door in the Wall<sup>1</sup></i>	DeAngeli	2
<i>The Escape</i>	Van der Jagt	2
<i>From the Mixed Up Files<sup>1</sup></i>	Konigburg	1
<i>The Hobbit<sup>1,3</sup></i>	Tolkien	3
<i>Ink on His Fingers</i>	Vernon	1
<i>King Arthur<sup>1,3</sup></i>	Green	2
<i>The King's Shadow</i>	Alder	2
<i>The Life of John Calvin</i>	Beza	2
<i>Luther the Leader</i>	Robinson	2
<i>Macbeth</i>	Shakespeare	3
<i>The New Foxe's Book of Martyrs</i>	Foxe	3
<i>The Adventures of Robin Hood<sup>1,3</sup></i>	Green	3
<i>The Story of Rolf and the Viking Bon<sup>1,3</sup></i>	French	3
<i>This Was John Calvin<sup>1</sup></i>	Halsema	2
<i>Thunderstorm in the Church<sup>1</sup></i>	Vernon	1
<i>Tom Sawyer<sup>1,3</sup></i>	Twain	3
<i>Twenty-One Balloons<sup>1</sup></i>	Dubois	2
<i>Wind in the Willows</i>	Grahame	1

1A literature guide is available for this title. If it is part of a series only certain titles may have guides available.

2This is a series. Any title in the series is acceptable. It is unlikely that every book in a series has a literature guide available.

3Reading this book is mandatory in this grade.

4The difficulty is graded on a three point scale one being easiest and three the hardest at this grade level.

## **FOURTH GRADE MATH**

**Primary objectives** - the students will be able to:

- In an increasing way demonstrate understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.
- Complete all assigned math work/worksheets satisfactorily (75%+).
- Promptly and correctly solve math problems with 90% accuracy using numbers 0-12 and all four functions.
- Complete written story problems (using a variety of subjects) involving 1-4 steps.
- Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
- Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
- Correctly add and subtract fractions with identical and different denominations.
- Recall all twelve months of year and cardinal directions.
- Correctly identify basic geometric figures and calculate perimeter/area of rectangles.
- Correctly add and subtract mixed numbers.

**Review objectives** - it is understood that all primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
- Games, creating/solving story problems
- Timed tests, various worksheets for enhancement

### **Primary texts and materials**

- Saxon 65, teacher's edition, answer key and tests and one text per student
- Various math-related worksheets for each student
- A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)

Approximate time per week - five hours

## **FOURTH GRADE HISTORY/GEOGRAPHY** **(Middle Ages, Renaissance and Reformation)**

**Primary objectives** - the students will be able to:

- List the 32 events on the flashcards for Middle Ages, Renaissance & Reformation series with applicable dates in chronological order.
- Recite the reasons given for the importance of significant dates or events covered in the study of Middle Ages, Renaissance & Reformation.
- Recall several basic facts related to each event studied.
- Explain the relationship between the three branches of the Church.
- Locate on a map of the world the key places where historical events studied occurred.
- Describe the basic life-styles of people during the major periods of this period of history, including dress, technology, vocations, religious practices, education, housing, and entertainment.
- Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.

**Review objectives** - it is understood that all primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Completion of worksheets and tests from Veritas Press Teacher's manual.
- Chant and sing the series of events.
- Research work by small groups and individuals on specific projects.
- Integration with art, geography, and music.
- Build models, make drawings, write stories, play games and make collections and displays.
- Study, drill, and review flash cards.
- Field trips to related sites and museum exhibits.

### **Primary texts and materials**

Teacher only

- Veritas Press Middle Ages, Renaissance & Reformation Teacher's Manual
- Veritas Press Middle Ages, Renaissance & Reformation Series audio tape

One for teacher and each student

- Veritas Press Middle Ages, Renaissance & Reformation Series card set
- *Augustine, The Farmer's Boy of Tagaste*
- *The Church in History*
- *The Door in the Wall* (lit. guide in Teacher's Manual)
- *Ink on His Fingers*
- *King Arthur* (Green) (lit. guide in Teacher's Manual)
- *The King's Shadow*
- *The Life of John Calvin*
- *Luther the Leader*
- *The New Foxe's Book of Martyrs*
- *Adventures of Robin Hood* (Green)
- *The Story of Rolf and the Viking Bow,*

- *This was John Calvin* (lit. guide in Teacher's Manual)
- *Thunderstorm in the Church*

Classroom resources

- *100 Most Important Events in Church History*, one per class
- *Bard of Avon*, one per class
- *The Beggars' Bible*, two per class
- *Beorn the Proud*, two per class
- *Castle*, one per class
- *Cathedral*, one per class
- *Celebrate the Reformation*, one per class
- *A Child's History of the World*, one per class
- *Cultural Atlas for Young People: Middle Ages*, one per four students and teacher
- *Dispelling the Tyranny*, one per class
- *The Dragon and the Raven: The Days of King Alfred*, two per class
- *The Escape*, two per class
- *Eyewitness Books: Castle*, one per class
- *Eyewitness Books: Knight*, one per class
- *Eyewitness Books: Medieval Life*, one per class
- *Eyewitness Books: Vikings*, one per class
- *Famous Men of the Middle Ages*, one per class
- *Famous Men of the Renaissance and Reformation*, one per class
- *Footsteps in Time: The Vikings*, one per class
- *For Kirk and Covenant*
- *Geography Songs: Sing Around the World*, one per class
- *Heart Strangely Warmed*, one per class
- *The Hidden Treasure of Glaston*, one per class
- *Huguenot Garden*, one per class
- *If All the Swords in England: A Story of Thomas Becket*, two per class
- *In Freedom's Cause: A Story of Wallace and Bruce*, two per class
- *Invention of Perspective*, one per four students and teacher
- *Joan of Arc* (Ross), one per class
- *Joan of Arc* (Stanley), one per class
- *A Journey of Souls*, , one per class
- *Kingfisher History Encyclopedia*, one per four students and teacher
- *The Lantern Bearers*, two per class
- *Leonardo da Vinci* (Stanley), one per class
- *The Lion of St. Mark*,, one per class
- *The Magna Charta*, one per class
- *The Making of a Knight* , one per class
- *The Man Who Laid the Egg*, one per class
- *Marguerite Makes a Book*, one per class
- *Medieval Cookbook*, one per class
- *A Medieval Feast*, one per class
- *The Middle Ages*, (Jordan) one per four students and teacher
- *Night Preacher*, one per class
- *A Piece of the Mountain*, one per class

- *The Red Keep*, one per class
- *The River of Grace: The Story of John Calvin*, one per class
- *The Secret Mission*, one per class
- *St. Bartholomew's Eve: A Tale of the Huguenot Wars*, one per class
- *Saint Francis*, one per class
- *Saint Patrick: Pioneer Missionary*, one per class
- *The Shining Company*, one per class
- *Son of Charlemagne*, one per class
- *Starry Messenger*, one per class
- *Sword Song*, two per class
- *Three Men Came to Heidelberg*, one per class
- *Time Traveler Book of Knights and Castles*, one per four students and teacher
- *Time Traveler Book of Viking Raiders*, one per four students and teacher
- *Trial and Triumph: Stories from Church History*, one per class
- *Usborne Illustrated World History: The Viking World*, one per four students and teacher
- *The Vikings*, one per class
- *Viking Life*, one per class
- *What Do We Know About the Middle Ages?*, one per class
- *What Do We Know About the Vikings?*, one per class
- *When Morning Came*, one per class
- *William of Orange*, one per class
- *William Shakespeare and the Globe*, one per class
- *Wulf the Saxon: A Story of the Norman Conquest*, one copy
- *The Young Huguenots*, two per class

Approximate time per week four five hours

## **FOURTH GRADE LATIN** **(LATIN II)**

**Primary objectives** - the student will be able to:

- Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
- Translate 650 words, 250 from *Latina Christiana*, Book II, 250 from *Latina Christiana*, Book I and 150 from *Matin Latin*, Book I, and recognize their
- Translate, form and parse all noun declensions; present, future and imperfect verbs.
- Translate, form and parse adjectives.
- Identify and parse 1st and 2nd person personal pronoun forms.
- Translate and create simple Latin sentences and stories.
- Recite selected Bible verse, prayers and songs.
- Demonstrate a fundamental understanding of Latin grammar.
- Translate sentences and passages from Latin into English and vice versa.
- Sing and memorize numerous songs from *Lingua Angelica*.

**Review objectives** - it is understood that all primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
- Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
- Make drawings and play games pertinent to material covered.
- Large group instruction
- Individual instruction/work

### **Primary texts and materials**

- *Latin for Children, Primer B*, teacher's edition, pronunciation CD and one student text per student
- *Lingua Angelica*
- *Ecce Romani, Book II* (for supplemental readings).
- *Vulgate*
- Teacher created materials

Approximate time - per week three four hours (45 minutes per day)

## **FOURTH GRADE ART**

**Primary objectives** - the student will be able to:

- Describe with good detail samples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
- Correctly hold, use, clean-up, and store all tools and materials.
- Use the entire space given for creating work (i.e., fill the paper).
- Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects, including landscape elements.
- Identify and recreate similar proportions and details in observed objects (e.g., still-lives and outdoor scenes).
- Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
- Correctly use overlapping and size to illustrate size and distance/depth in space.
- Identify and draw details and proportions of faces and bodies.
- Construct line drawings using a variety of line widths and implied textures.
- Copy from an illustration or photograph using above skills and tools.
- Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
- Given theme, create own illustration/sculpture using above skills.
- Identify the fundamentals of aesthetic philosophy, paying particular attention to
- Appreciate works of art concurrent with the historical period studied, paying particular attention to the fundamental mechanical aspects of the work itself as well as to the meaning conveyed by the artist through a given work and the historical context of both the work and its creator, e.g., early Christian and Byzantine art, early medieval art, gothic and late gothic art, early and high renaissance art, and mannerism.
- Integration with other subject areas (illustrate in Bible, history, literature, etc.)

**Review objectives** - it is understood that all primary objectives from prior years will be taught/reviewed as necessary. It is also understood that skill development is a building process.

### **Primary teaching methods**

Large group instruction and demonstration

Individual attention to skill development

Copying from given materials, photographs, still-lives

Integration with other subject areas (illustrate in Bible, history, reading, etc.)

Guest artists

### **Primary texts and materials**

- *Art and Civilization: The Renaissance*
- *Art and Story*
- *Art Fraud Detective*
- *Children of Genius: Leonardo da Vinci*
- *Drawing With Children*
- *Famous Artist Series*

- *Getting to Know the World's Greatest Artists*
- *History of Art for Young People*
- *How to Draw Series*
- *Leonardo da Vinci for Kids*
- *The Renaissance: The Invention of Perspective*
- *Three Masters of the Renaissance*
- *Usborne Story of Painting*
- Various illustrations, photographs
- Drawing paper, sketch paper, construction paper, tissue paper
- Items for interesting still-lives
- Other miscellany

Approximate time per week one hour (excluding integration)

## FOURTH GRADE SCIENCE

## **FOURTH GRADE MUSIC**

**Primary objectives** - the student will be able to:

- Express that music is given by God and should be done to His glory.
- Sing increasingly more difficult songs including songs in Latin and Psalms.
- Identify and describe sounds and methods of changing sounds.
- Categorize sounds by method of sound reproduction.
- Perform melodic patterns (melodies) from notation.
- Identify steady beat in musical examples.
- Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
- Interpret basic notation symbols for rhythm and melodic contour.
- Identify chord changes, counter melodies, monody, homophony, and
- Identify introduction, interlude, cadence, and coda (simple forms AB, ABA, and Rondo).
- Identify common musical terms related to tempo and dynamics.
- Play an accompaniment.
- Demonstrate elements of space, energy, and time through expressive movement.
- Identify, by listening, a basic repertoire of standard instrument and vocal compositions.
- Identify the style of music of the period being studied in history through exposure to it.
- Increasingly identify and appreciate timeless pieces of music and their composers.

**Review objectives** - it is understood that all primary objectives from prior years will be taught/reviewed as necessary.

### **Primary teaching methods**

- Large group instruction and demonstration
- Individual attention to skill development
- Guest artists
- Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.

### **Primary texts and materials**

Instruments

- glockenspiel
- piano
- xylophone

CD's & Tapes

- Classical Kids Series
- Classical Music Start-Up Kit, Vol. 1
- Other
- Kodaly Methods

- Mr. Pipes and Psalms and Hymns of the Reformation

Approximate time per week one hour (excluding integration)

## **FOURTH GRADE PHYSICAL EDUCATION**

**Primary objective** - The students will:

- Understand that their bodies are temples of the Holy Spirit and recognize the importance of treating it with respect.
- Be encouraged to develop a healthy lifestyle, including exercise and nutrition
- Develop their large motor skills.
- Develop the habits of good sportsmanship.
- Increase their muscular strength, endurance and flexibility.
- Increase their eye-hand and eye-foot coordination.
- Learn basic games that involve balls and other equipment such as soccer, basketball, and baseball/softball

**Primary teacher methods**

- Large group instruction and demonstration
- Individual attention to skill development

**Primary texts and materials**

- Balls, cones, hoops, and other miscellaneous equipment and materials

Approximate time per week— thirty minutes

APPENDIX - The Lost Tools of Learning Chart  
 Chart Adapted from Dorothy Sayers' "The Lost Tools of Learning", Oxford University, 1947

<u>The Trivium</u>	<u>Definition</u>	<u>Child Development Stage</u>	<u>Approximate Age</u>	<u>Characteristics of Student</u>	<u>Sample Teaching Methods</u>
<b>Grammar</b>	The fundamental rules of each subject	Pre-Polly and Poll-parrot	5-11 years of age	Learn easily by heart; love to sing, chant, mimic	Sing, play games, chant, recite, color, draw, paint, build, use of tactile items, body movements, Show and Tell, drama, hear/read/tell stories, short creative projects, hands on, drills, field trips
<b>Logic</b>	The ordered relationship of the particulars of each subject	Pert	11-15 years of age	Love to debate, question, challenge, critique, and organize information	Debates, persuasive reports, drama, reenactments, role playing, evaluate and critique, time lines, charts, maps and other visuals, formal logic, research projects, oral/written presentations, guest speakers, field trips
<b>Rhetoric</b>	How the grammar and logic of each subject can best be expressed orally and in writing	Poetic	15-18 years of age	Desire to express opinions and feelings; concerned with fairness, justice, and understanding	drama, oral presentations, lecture, guided research w/goal of synthesis of ideas, papers, speeches, debates, in depth field trips, world view discussion, written papers

"The tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of a new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command. To learn six subjects without remembering how they were learnt does nothing to ease the approach to a seventh; to have learnt and remembered the art of learning makes the approach to every subject an open door."

~ "From The Lost Tools of Learning" by Dorothy Sayers



