

# VERITAS ACADEMY

## GRAMMAR SCHOOL (K–6th) CURRICULUM GUIDE

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Thanks for your interest in the Veritas Academy Curriculum Guide.

This Grammar School Guide has two sections, one with the curriculum listed by grade, and another listing the curriculum by subject. If you choose to print the document, you may want to print only the pages that are arranged in the order that you prefer.

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May the children of your grandchildren call you blessed because of your faithfulness.

Marlin & Laurie Detweiler  
Veritas Press

## SECTION ONE

### Curriculum by Grade

- A. Kindergarten
  - 1. Art
  - 2. Bible
  - 3. History & Geography—Lancaster
  - 4. Math
  - 5. Music
  - 6. Reading (and Handwriting)
  
- B. First Grade
  - 1. Art
  - 2. Bible
  - 3. Grammar
  - 4. History & Geography—Pennsylvania
  - 5. Math
  - 6. Music
  - 7. Reading (and Handwriting)
  
- C. Second Grade
  - 1. Art
  - 2. Bible— Genesis through Joshua
  - 3. Grammar (and Handwriting)
  - 4. History & Geography—Old Testament & Ancient Egypt
  - 5. Latin (Pre-Latin)
  - 6. Linguistics
  - 7. Math
  - 8. Music
  - 9. Reading
  
- D. Third Grade
  - 1. Art
  - 2. Bible—Judges through Kings
  - 3. Grammar
  - 4. History & Geography—New Testament, Greece & Rome
  - 5. Latin (Latin I)
  - 6. Linguistics
  - 7. Math
  - 8. Music
  - 9. Reading
  
- E. Fourth Grade
  - 1. Art
  - 2. Bible—Chronicles through Malachi & Job
  - 3. Grammar
  - 4. History & Geography—Middle Ages, Renaissance & Reformation
  - 5. Latin (Latin II)
  - 6. Linguistics
  - 7. Math
  - 8. Music
  - 9. Reading

- F.
  - 1. Fifth Grade
  - 2. Art
  - 3. Bible—The Gospels
  - 4. Grammar
  - 5. History & Geography—Explorers to 1815
  - 6. Latin (Latin III)
  - 7. Linguistics
  - 8. Math
  - 9. Music
  - 10. Reading

- G. Sixth Grade
  - 1. Art
  - 2. Bible—Acts through Revelation
  - 3. Grammar
  - 4. History/Geography—1815 to Present
  - 5. Latin (Latin IV)
  - 6. Math
  - 7. Music
  - 8. Reading

## **SECTION TWO**

### **Curriculum by Subject**

- A. ART—Kindergarten through Sixth Grade
- B. BIBLE
  1. Kindergarten—Old Testament
  2. First—New Testament
  3. Second—Genesis through Joshua
  4. Third—Judges through Kings
  5. Fourth—Chronicles through Malachi and Job
  6. Fifth—The Gospels
  7. Sixth—Acts through Revelation
- C. GRAMMAR—First Grade through Sixth Grade
- D. HISTORY & GEOGRAPHY
  1. Kindergarten—Lancaster County, Pennsylvania
  2. First—Pennsylvania
  3. Second—Old Testament and Ancient Egypt
  4. Third—New Testament, Ancient Greece and Ancient Rome
  5. Fourth—Middle Ages, Renaissance and Reformation
  6. Fifth—Explorers to 1815
  7. Sixth—1815 to Present
- E. LATIN
  1. Second—Pre-Latin
  2. Third—Latin I
  3. Fourth—Latin II
  4. Fifth—Latin III
  5. Sixth—Latin IV
- F. LINGUISTICS—Second Grade through Fifth Grade
- G. MATH—Kindergarten through Sixth Grade
- H. MUSIC—Kindergarten through Sixth Grade
- I. READING—Kindergarten through Sixth Grade  
(includes literature lists for all but kindergarten and handwriting for kindergarten and first grade)

## KINDERGARTEN ART

### A. Primary texts and materials

1. *Crafts for Young Children*
2. *Drawing With Children*
3. *How to Teach Art to Children*
4. Fine art primers
5. Various illustrations, photographs
6. Markers, crayons, pencils, water colors
7. Drawing paper, sketch paper, illustration paper (w/ half lines)
8. Clay, construction paper, tissue paper, beads, buttons, other small items
9. Items for interesting still-lives
10. Containers for materials

### B. Primary objectives—the student will be able to:

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

### C. Primary teaching methods

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

### D. Approximate time per week—one hour (excluding integration)

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

- A. Primary texts and materials
1. *Bible (NKJV)*
  2. *Big Book of Questions and Answers, The: A Family Guide to the Christian Faith*
  3. *Big Picture Bible Timeline*
  4. *Child's Story Bible, The*
  5. *Children's Illustrated Bible, The*
  6. *Stories From the Old Testament*
  7. *Wee Sing Bible Songs*
- B. Primary objectives—the student will be able to:
1. Understand that God gave us the Bible as His only written Word.
  2. Correctly identify the two parts of the Bible; Old and New Testaments.
  3. Recite the books of the Old Testament in sequence.
  4. Correctly identify major characters in the Old Testament and know for what they are most remembered.
  5. Describe the major biblical events discussed in class.
  6. Consistently participate in daily praying.
  7. Describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and unchanging character.
- C. Primary teaching methods
1. Large group instruction—Using Bible reading, story telling, pictures, drama, puppets, etc.
  2. Large group participation—Using daily singing, prayer (teacher-led)
  3. Projects, art work; integrated with other subject areas
  4. Use timeline to understand sequence of events.
- D. Approximate time per week—one to one and one-half hours (excluding integration)

**KINDERGARTEN HISTORY/GEOGRAPHY**  
**(Lancaster County, Pennsylvania)**

- A. Primary texts and materials
1. *Bible* (NKJV)
  2. Lancaster city maps
  3. Pictures, artifacts and pamphlets
  4. Student family photos
- B. Primary objectives—the student will be able to:
1. Begin to understand God’s sovereignty in history.
  2. Begin to understand that it is God’s providential acts that bring about the events of history.
  3. Begin to understand a timeline of history by using personal family information.
  4. 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.)
  5. Recall the basic tasks done by Lancaster city service personnel (e.g., firemen, police, hospital, mayor, etc.).
  6. Identify the location of their home on a basic city map (possibly class-made).
  7. Identify the major land features and uses of land in this area.
  8. Recall basic facts of Lancaster County history.
  9. Recognize basic traffic signs.
  10. Recall the state’s name in which they live.
  11. Recall their own address and telephone number.
- C. Primary teaching methods
1. Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time.
  2. Construction of individual student timeline.
  3. Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make “time capsules.”
  4. Integrate with Bible and art (geographical features)
  5. Field trips to locations important to Lancaster County (i.e., fire department, Kitchen Kettle, Landis Valley Museum, “The Pumpkin Patch,” etc.)
- D. Approximate time per week—one to one and one-half hours



## **KINDERGARTEN MATH**

- A. Primary texts and materials
1. *Saxon 1* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. Kindergarten reproducible math worksheets
  3. Variety of manipulatives
- B. Primary objectives—the student will be able to:
1. State that God gave us numbers and systems of math to help us.
  2. Explore new ways of manipulating materials, e.g., counting, sorting, comparing sizes and shapes, and making designs and patterns.
  3. Properly form written numbers.
  4. Consistently arrange items to form predictable patterns.
  5. Correctly organize items according to their distinctive properties or characteristics; i.e., practice noticing small details and distinctions to aid in classifying.
  6. Consistently and correctly count forward and backward.
  7. Make correct comparisons between items according to length, quantity, weight, volume, and duration (more or less conception).
  8. After gaining adequate knowledge through practice, graph basic comparison information.
  9. Correctly identify basic geometric shapes; e.g., triangle, square, circle, etc.
  10. Count by ones, twos, fives and tens to one hundred. (Grasp basic base ten system.)
  11. Correctly recall the days of the week and the months of the year.
  12. Explore and correctly use basic (1-20) addition and subtraction through repeated combinations of numbers.
  13. Identify and state the values of a penny, a nickle, and a dime.
  14. Identify the half-hour and hour markings on a clock.
  15. Work independently to complete written and oral story problems.
  16. Describe correctly fractions of  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ .
- C. Primary teaching methods
1. Large group instruction: using manipulatives and/or integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- D. Approximate time per week—four and a half to five hours

## KINDERGARTEN MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Discriminate between high and low.
  3. Identify pitch direction.
  4. Match pitches in vocal range.
  5. Identify and echo clear, focused head-tones.
  6. Locate high and low sounds on pitched instruments.
  7. Recognize steady beat or no beat.
  8. Identify repeated rhythm patterns.
  9. Distinguish between no beat, steady beat and melodic rhythm.
  10. Discriminate between melody alone and melody with accompaniment.
  11. Recognize and identify sections of music as same or different.
- C. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- D. Approximate time per week—thirty minutes (excluding integration)

## **KINDERGARTEN READING AND HANDWRITING**

- A. Primary texts and materials
1. Veritas Press Phonics Museum, Level K
  2. *Phonics Fundamentals, Vol. 1* (as needed for reinforcement)
  3. Reproducible Phonics Worksheets (as needed for reinforcement)
- B. Primary objectives—the student will be able to:
1. Understand that God gave us language and the Bible.
  2. Correctly identify upper and lower case letters of the alphabet.
  3. Correctly identify consonants and vowels.
  4. Correctly and consistently vocalize the most frequently used sound of each letter of the alphabet.
  5. Demonstrate the ability to blend sounds together in short vowel words.
  6. Correctly identify and vocalize short vowel sounds to decode words.
  7. Use decoding skills to beginning reading primers.
  8. Recall specific, important details from stories and books read aloud by them or to them.
  9. Share favorite books with others; either by reading them aloud or describing them.
  10. Correctly form upper- and lower-case letters using modern manuscript.
- C. Primary teaching methods
1. Large group instruction.
  2. Individual and small group instruction (based on reading ability).
  3. Use of art and drama to encourage a love of books.
- D. Approximate time per week—five hours

## **FIRST GRADE ART**

- A. Primary texts and materials
1. *Discovering Art*
  2. *Drawing With Children*
  3. *Draw Then Write*
  4. Fine art primers
  5. Various illustrations, photographs
  6. Markers, crayons, pencils, water colors, pastels, tempera paint
  7. Drawing paper, sketch paper, illustration paper (w/ half lines)
  8. Clay, construction paper, tissue paper, beads, buttons, other small items
  9. Items for interesting still-lives
  10. Containers for materials
- B. Primary objectives—the student will be able to:
1. Describe the beauty, colors, textures, sizes, etc. in the Creation that God gave us.
  2. Correctly hold, use, clean-up, and store all tools and materials.
  3. Use the entire space given for creating work (i.e., fill the paper).
  4. Recreate, both on paper and in sculpture, the basic geometric shapes.
  5. Identify those geometric shapes in real objects.
  6. Describe a given color or shade as light or dark.
  7. Manipulate a variety of lights and darks (color & B/W) in drawing.
  8. Copy from an illustration or photograph using above skills and tools.
  9. Illustrate a story or theme using above skills and tools.
- C. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Copying from given materials, photographs, still-lives
  4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
- D. Approximate time per week—one hour (excluding integration)

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

- A. Primary texts and materials
1. *Bible (NKJV)*
  2. *Big Book of Questions and Answers About Jesus, The*
  3. *Big Picture Bible Timeline, The*
  4. *Child's Story Bible, The*
  5. *Children's Illustrated Bible*
  6. *Wee Sing Bible Songs*
- B. Primary objectives—the student will be able to:
1. Understand that God gave us the Bible as His only written Word.
  2. Correctly identify the two parts of the Bible; Old and New Testaments.
  3. Recite the books of the New Testament in sequence.
  4. Understand that Jesus is God and was born of an earthly mother (i.e., He was God incarnate).
  5. Correctly identify major characters in the New Testament and know for what they are most remembered.
  6. Describe the major biblical events discussed in class.
  7. Consistently participate in daily praying.
  8. Describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and unchanging character.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction—Using Bible reading, story telling, pictures, drama, puppets, etc.
  2. Large group participation—Using daily singing, prayer (teacher-led)
  3. Projects, art work; integrated with other subject areas
  4. Use timeline to understand sequence of events.
- E. Approximate time per week—two hours (excluding integration)

## **FIRST GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *The Shurley Method*, Level 1, audio tape, teacher's edition, one workbook per student
  2. Penmanship paper w/illustration area
- B. Primary objectives—the student will be able to:
1. Demonstrate understanding that God gave us letters and language.
  2. Consistently and properly form the upper and lower case versions of each letter of the alphabet (using modern manuscript).
  3. 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.
  4. Consistently use the Shurley Method question-answer flow for the parts of speech that have been covered.
  5. Accurately identify the complete subject/predicate in a sentence.
  6. Identify single/plural words and common/proper nouns.
  7. Select synonyms and antonyms for given words.
  8. Recognize and use contractions; *I'm, can't, don't, doesn't, didn't*
  9. Identify present, past, and future verb tenses.
  10. Identify simple sentences and fragments; make fragments into complete sentences.
  11. Consistently and correctly write his name on all worksheets and papers.
  12. Consistently use correct capitalization and punctuation in a written sentence (e.g., beginning capitals, ending periods).
  13. Write at least a three-sentence story with a beginning, middle, and an end, using the above skills correctly.
- C. Primary teaching methods
1. Large group instruction
  2. Individual instruction/work
  3. Regular oral presentations, spelling bees
  4. Integration of other subjects in writing/oral presentations
  5. Chant and drill jingles
  6. Play review games
- D. Approximate time per week—four hours (including integration)

## **FIRST GRADE HISTORY/GEOGRAPHY** **(Pennsylvania)**

- A. Primary texts and materials
1. *Around and About Our Globe, Our World*
  2. *Around and About Maps and Journeys*
  3. *Beginning Geography, Vol. 1 & 2*
  4. *Bible (NKJV)*
  5. Teacher-made timeline cards
  6. Miscellaneous Pennsylvania history materials
- B. Primary objectives—the student will be able to:
1. Begin to understand the flow (that is, sequencing) of history including the following events: Creation, Indians, William Penn, Liberty Bell, Betsy Ross, Pennsylvania Dutch, Benjamin Franklin, Daniel Boone, Gettysburg, James Buchanan, and Milton Hershey.
  2. Further understand God’s sovereignty in history.
  3. Further understand that it is God’s providential acts that bring about the events of history.
  4. Describe the basic lifestyle of the Indians prior to the European settlers; their dress, food, shelters, celebrations, religion, language, and how they affect Pennsylvania history.
  5. Recall names and basic details of first white settlers in Pennsylvania. (See Materials)
  6. Describe how lifestyles (dress, jobs, entertainment, food) of people living in this area have changed over the period studied.
  7. Identify the God-made resources of the area, such as unique soil, rivers, lakes, vegetation/crops, climate, etc.
  8. Have a basic understand of a map and globe.
- C. Primary teaching methods
1. Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time.
  2. Construction of individual student timeline.
  3. Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make “time capsules.”
  4. Integrate with Bible and art
  5. Field trips to locations important to Pennsylvania (e.g., Betsy Ross House, Ephrata Cloister, Harrisburg, Independence Hall, Landis Valley Museum, Liberty Bell)
- D. Approximate time per week—one and one-half to two hours

## **FIRST GRADE MATH**

- A. Primary texts and materials
1. *Saxon 2* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
  3. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete each assigned math work/worksheets satisfactorily (75%+).
  3. Demonstrate ability to use number line concepts (numbers before and after) and count to 400 by ones and 1,000 by hundreds.
  4. Work independently to complete written and oral story problems after identifying correct function to use.
  5. Correctly count by 2's, 3's, 4's, 5's, 10's, and 25's.
  6. Skip count in order to count money. Recognize and count denominations.
  7. Correctly add and subtract two digit numbers, with 70% accuracy.
  8. Describe and use correctly fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ; including comparing sizes of fractions.
  9. Correctly tell time in five minute intervals with 90% accuracy.
  10. Comprehend the concept of multiplication and multiply 0 to 5 sums.
  11. Correctly identify and use  $\frac{1}{2}$ " markings on a ruler or yardstick.
  12. Comprehend and decode simple graphs and scales with 70% accuracy.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using manipulatives and/or integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- E. Approximate time per week—four and a half to five hours



## FIRST GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Melody Lane*
  4. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs.
  3. Discriminate between high and low.
  4. Identify pitch direction.
  5. Echo and sing clear, focused head-tones (in vocal literature and songs).
  6. Match pitches in vocal range.
  7. Locate high and low sounds on pitched instruments.
  8. Recognize steady beat or no beat.
  9. Identify repeated rhythm patterns.
  10. Distinguish between no beat, steady beat and melodic rhythm.
  11. Discriminate between melody alone and melody with accompaniment.
  12. Recognize and identify sections of music as same or different.
  13. Create sound patterns with the body, voice or with instruments.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- E. Approximate time per week—one hour (excluding integration)

## **FIRST GRADE READING AND HANDWRITING**

- A. Primary texts and materials
1. Veritas Press Phonics Museum, Level 1
  2. *Phonics Fundamentals, Vol.2* (as needed for reinforcement)
  3. *Modern Manuscript Daily Handwriting Practice*
  4. The school's literature program and adopted titles (see current list)
- B. Primary objectives—the student will be able to:
1. Recognize and use:
    - a. The beginning sounds of the alphabet
    - b. The short vowel sounds
    - c. The long vowel sounds
    - d. Consonant digraphs
    - e. “ing,” “ang” and “ong”
    - f. Beginning consonant blends
    - g. The two sounds of “y”
    - h. Vowel digraphs
    - i. Broad “o”
    - j. “sion” and “tion”
  2. Read all primers in the *Phonics Museum*.
  3. Read from the literature program (to supplement learning).
  4. Successfully comprehend the details and the inferences in a given book.
  5. Demonstrate noticeable improvement in the number of words understood and used correctly.
  6. Consistently form upper- and lower-case letters from memory in modern manuscript.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction.
  2. Individual and small group instruction (based on reading ability).
  3. Use of art and drama to encourage a love of books.
- E. Approximate time per week—five hours (not including integration)

## **SECOND GRADE ART**

### A. Primary texts and materials

1. *Ancient Egyptian Design*
2. *Art and Civilization: Ancient Egypt*
3. *Art of Ancient Egypt, The: A Portfolio*
4. *Bible Stories Coloring Book*
5. *Discovering Art*
6. *Drawing With Children*
7. *History of Art for Young People*
8. *Life in Ancient Egypt Coloring Book*
9. *Museum Guides for Kids: Ancient Egypt*
10. *Usborne Story of Painting*
11. Various illustrations, photographs
12. Markers, crayons, pencils, pastels, water colors, tempera paint
13. Drawing paper, sketch paper, construction paper, tissue paper
14. Clay, natural and man-made materials for sculptures/dioramas
15. Items for interesting still-lives
16. Containers for materials
17. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
5. Identify and recreate similar proportions in observed objects.
6. Manipulate a variety of lights and darks (color & B/W) in drawing.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Copy from an illustration or photograph using above skills and tools.
9. Illustrate a story or theme using above skills and tools.
10. Given theme, create own illustration/sculpture using above skills.
11. 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.
12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

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

D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Genesis–Joshua Series Teacher’s Manual*
    - b. Veritas Press Genesis–Joshua Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Genesis–Joshua Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon’s Book of Buildings*, one per class
    - b. *Abingdon’s Reproducible Old and New Testament Maps*, one per class
    - c. *Child’s Story Bible, The*, one per four students and teacher
    - d. *Children’s Illustrated Bible, The*, one per class
    - e. *Exodus*, one per four students and teacher
    - f. *Greenleaf Guide to Old Testament History*, one per class
    - g. *Joseph*, one per class
    - h. *Moses*, one per class
    - i. *Student Bible Atlas*, one per four students and teacher
- B. Primary objectives—the student will be able to:
1. Locate the biblical events studied in his Bible.
  2. List the 32 events on the flashcards for Genesis–Joshua series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Genesis–Joshua.
  4. Recall several basic facts related to each event studied.
  5. Explain the relationship and differences between the Hebrews and the Egyptians.
  6. Locate on a map of the world the key places where biblical events studied occurred.
  7. Understand (in a limited way) the events studied by reading them in Scripture.
  8. Recite from memory the [abbreviated] Ten Commandments.
  9. Articulate the fact that God has sovereignly led through all of Scripture.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testament.
  2. Recall the biblical themes studied in kindergarten and first grade.

D. Primary teaching methods

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

E. Approximate time per week—four–five hours

## **SECOND GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *The Shurley Method*, Level 2, audio tape, teacher's edition, one workbook per student
  2. *The Institute for Excellence in Writing*, (2-4)
  3. Thesaurus, one per four students (minimum)
  4. Elementary Dictionaries, one per four students (minimum)
  5. Penmanship paper
  6. *D'Nealian Handwriting Workbook*, one per student
  7. *Classically Cursive D'Nealian: The Ten Commandments*
  8. *Classically Cursive D'Nealian: The Shorter Catechism*
- B. Primary objectives—the student will be able to:
1. Understand why we should seek to speak and write clearly.
  2. Comprehend a basic sentence structure and recognize the use of sentences and paragraphs in God's Word and other literature.
  3. Memorize the *Shurley Method* jingles for subject pronoun and possessive pronoun.
  4. 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.
  5. Identify noun jobs: *SN, OP*
  6. Identify the simple subject/predicate in a sentence.
  7. Demonstrate clear and correct understanding of past, present, and future tenses of simple verbs and regular/irregular verbs in written and oral work.
  8. Consistently demonstrate the correct subject/verb agreement in a sentence.
  9. Select and use *a/an* correctly.
  10. Regularly present information orally, using complete sentences, e.g., in regularly scheduled oral presentations.
  11. Properly use a comma between series of words, in addresses, dates, etc.
  12. Write a story with a beginning, middle, and an end, using the above skills correctly.
  13. Demonstrate consistent neatness standards in writing assignments and other work.
  14. Demonstrate proper use of a dictionary and thesaurus.
  15. Properly identify the parts of a book.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction/work
  3. Integration of other subjects in writing/oral presentations

4. Making original stories using modeling from *The Institute for Excellence in Writing*.
5. Basic parsing/classifying practice
6. Drill and chant jingles
7. Play review games
8. Dedicated memory work time during “memory period.”

E. Approximate time per week—four–five hours



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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Old Testament Ancient Egypt Series Teacher's Manual*
    - b. Veritas Press Old Testament Ancient Egypt Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Old Testament Ancient Egypt Series, card set
    - b. *Bible (NKJV)*
    - c. *Great Wonder, The* (project in Teacher's Manual)
    - d. *Journey Through the Bible*
    - e. *Mummies Made in Egypt*
    - f. *Pharaohs of Ancient Egypt, The* (lit. guide in Teacher's Manual)
    - g. *Senefer: A Young Genius in Old Egypt* (project in Teacher's Manual)
    - h. *Student Bible Atlas*
    - i. *Time Traveler book of Pharaohs and Pyramids*
    - j. *Tirzah*
    - k. *Tut's Mummy Lost and Found* (lit. guide in Teacher's Manual)
    - l. *Tutankhamen's Gift*
  3. Classroom resources
    - a. *Ancient Egypt* by Nicholson, two per class
    - b. *Child's History of the World, A*, one per class
    - c. *Color and Learn: Ancient Egypt*, one per student and teacher
    - d. *Coloring Book of Cleopatra, A*, one per class
    - e. *Coloring Book of Queen Nefertiti, A*, one per class
    - f. *Cultural Atlas for Young People: Ancient Egypt*, one per four students and teacher
    - g. *Egyptian Life*, one per class
    - h. *Egyptian News, The*, one per class
    - i. *Egyptians, The*, one per class
    - j. *Eyewitness Activity File: Mummy*, one per class
    - k. *Eyewitness Books: Ancient Egypt*, one per class
    - l. *Eyewitness Books: Bible Lands*, one per class
    - m. *Eyewitness Books: Pyramid*, one per class
    - n. *Footsteps in Time: The Egyptians*, one per class
    - o. *Geography Songs: Sing Around the World*, one per class
    - p. *Golden Goblet, The*, two per class
    - q. *Great Pyramid, The*, one per class
    - r. *Greenleaf Guide to Ancient Egypt*, one per class
    - s. *In Search of Tutankhamun*, one per class
    - t. *Kingfisher History Encyclopedia*, one per four students and teacher
    - u. *Lift the Lid on Mummies*, one per class
    - v. *Mummies*, two per class
    - w. *Mummies of the Pharaohs*, one per class
    - x. *Mystery of the Hieroglyphs, The*, one per class

- y. *Pyramid*, one per class
- z. *Pyramids: Tombs for Eternity*, one per class
- aa. *Riddle of the Rosetta Stone*, one per class
- ab. *Science in Ancient Egypt*, one per class
- ac. *Streams of Civilization, Vol. 1*, one per four students and teacher
- ad. *Tales of Ancient Egypt*, two per class
- ae. *What Do We Know About the Egyptians?*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for Old Testament Ancient Egypt series with applicable dates, and Scripture references in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of Old Testament Ancient Egypt.
3. Recall several basic facts related to each event studied.
4. Explain the relationship between the Hebrews and the Egyptians
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.

C. Primary teaching methods

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

D. Approximate time per week—four–five hours

**SECOND GRADE LATIN**  
**(Pre-Latin)**

- A. Primary texts and materials
1. *Matin Latin Book I*, teacher's edition and one student text per student
  2. *Vulgate*
  3. *Latina Christiana Book I* teacher's guide (for pronunciation guide only)
  4. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Chant these Latin paradigms:
    - a. sum, present, future and imperfect tense
    - b. first declension nouns
  3. Identify first declension nouns.
  4. Identify the meaning of 150 Latin nouns, verbs and adjectives.
  5. Recite the Lord's Prayer and selected Bible verses in Latin.
  6. Conjugate and decline Latin verbs and nouns orally and in writing.
- C. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Make drawings and play games pertinent to material covered.
  3. Large group instruction
  4. Individual instruction/work
- D. Approximate time per week—30 minutes per day, three days a week

## **SECOND GRADE LINGUISTICS**

- A. Primary texts and materials
1. *Grammar of Spelling Grade 2* AND/OR
  2. *Phonetic Zoo, Level A*
  3. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. 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*.
  2. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work.
  3. Demonstrate adequate improvement in spelling skills and correct use of spelling rules (e.g., adding *s, es, ing, er, est, ed* to words).
  4. Understand a compound word.
  5. Correctly spell the days of the week, months of the year and numbers one to twenty.
  6. Accurately spell his complete name (first, middle and last).
  7. Begin to integrate linguistics with other subjects.
- C. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- D. Approximate time per week—two hours (½ hour, four times per week)

## SECOND GRADE MATH

- A. Primary texts and materials
1. *Saxon 3* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
  3. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete each assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0 -12 with +, -, x.
  4. Begin to solve basic division problems.
  5. Complete written story problems (using time, temperature, calendar, etc.) involving 3 or 4 steps.
  6. Solve beginning-level division, algebra, and geometry problems.
  7. Use math skills to correctly recognize and use money.
  8. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  9. Correctly tell time to the minute with 90% accuracy.
  10. Design, comprehend, and decode simple graphs and scales with 75% accuracy.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, manipulatives, integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math chalkboard work, centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- E. Approximate time per week—five hours

## SECOND GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Discriminate between high and low.
  4. Identify pitch direction.
  5. Match pitches in vocal range.
  6. Locate high and low sounds on pitched instruments.
  7. Recognize steady beat or no beat.
  8. Identify repeated rhythm patterns.
  9. Distinguish between no beat, steady beat and melodic rhythm.
  10. Discriminate between melody alone and melody with accompaniment.
  11. Recognize and identify sections of music as same or different.
  12. Identify melodic direction as up, down or repeat.
  13. Respond to accents and changing meters.
  14. Determine if music moves in twos or threes.
  15. Perceive differences in even and uneven, long and short rhythmic duration.
  16. Sing in tune, using clear free tone and correct breath support, alone or with others.
  17. Demonstrate pulse and pitch direction of music with locomotor and non-locomotor movements.
  18. Recognize and create symbols to notate musical sounds.
  19. Create sound patterns with the body, voice or with instruments.
  20. Describe musical selections.
  21. Use listening skills to describe the elements of music.
  22. Identify the style of music of the period being studied in history through exposure to it.
  23. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## **SECOND GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  7. Recognize and identify story types, e.g., fantasy, fiction, mystery, non-fiction, poetry, by the style and pictures in the literature.
  8. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  9. Regularly participate in a schedule of oral reading and silent reading of literature.
  10. Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.
  4. 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.
  5. Provide time for silent reading and teacher or guest reading to students.
  6. Integrate with art, Bible, grammar, history, Latin, etc.



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

## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. 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>Box Car Children, The</i> (series) <sup>2</sup>	Warner	2
<i>Child's Garden of Verses, A</i>	Stevenson	2
<i>Doctor DeSoto</i>	Steig	1
<i>Emperor's New Clothes, The</i>	Gross	2
<i>Encyclopedia Brown</i> (series) <sup>2</sup>	Sobol	2
<i>Great Wonder, The</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>Millie-Mollie-Mandy Storybook, The</i>	Brisley	1
<i>Mummies Made in Egypt</i> <sup>1</sup>	Aliki	2
<i>Owls in the Family</i>	Mowat	2
<i>Pharaohs in Egypt, The</i> <sup>1, 3</sup>	Payne	3
<i>Pinocchio</i> <sup>3</sup>	Collodi	3
<i>Railway Children, The</i>	Nesbit	3
<i>Senefer: A Young Genius in Old Egypt</i> <sup>1</sup>	Lumpkin	2
<i>Tirzah</i>	Travis	3
<i>Tutankhamen's Gift</i>	Sabuda	2
<i>Tut's Mummy: Lost and Found</i> <sup>1</sup>	Donnelly	2
<i>Ugly Duckling, The</i>	Moore	1
<i>Velveteen Rabbit, The</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.

## THIRD GRADE ART

### A. Primary texts and materials

1. *Art and Civilization: Ancient Greece*
2. *Art and Civilization: Ancient Rome*
3. *Drawing With Children*
4. *History of Art for Young People*
5. *Usborne Story of Painting*
6. Various illustrations, photographs
7. Markers, crayons, pencils, pastels, water colors, tempera paint
8. Drawing paper, sketch paper, construction paper, tissue paper
9. Clay, natural and man-made materials for sculptures/dioramas
10. Items for interesting still-lives
11. Containers for materials
12. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
5. Identify and recreate similar proportions in observed objects.
6. Manipulate a variety of lights and darks (color & B/W) in drawing.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Copy from an illustration or photograph using above skills and tools.
9. Illustrate a story or theme using above skills and tools.
10. Given theme, create own illustration/sculpture using above skills.
11. 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.
12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

### C. 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.

### D. Primary teaching methods

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

5. Guest artists

E. Approximate time per week—one hour (excluding integration)

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

### A. Primary texts and materials

1. Teacher only
  - a. *Veritas Press Judges–Kings Series Teacher’s Manual*
  - b. Veritas Press Judges–Kings Series audio tape
2. One for teacher and each student
  - a. Veritas Press Judges–Kings Series card set
  - b. *Bible* (NKJV)
  - c. *Journey Through the Bible*
3. Classroom resources
  - a. *Abingdon’s Reproducible Old and New Testament Maps*, one per class
  - b. *Child’s Story Bible, The*, one per four students and teacher
  - c. *Children’s Illustrated Bible, The*, one per class
  - d. *Greenleaf Guide to Old Testament History*, one per class
  - e. *Student Bible Atlas*, one per four students and teacher

### B. Primary objectives—the student will be able to:

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

### C. Review objectives—the student will be able to:

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

### D. Primary teaching methods

1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
2. Chant and sing the series of events.
3. Research work by small groups and individuals on specific projects.
4. Integration with art, geography, history, and music.
5. Build models, make drawings, write stories, play games and make

collections and displays.

6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four–five hours

## THIRD GRADE ENGLISH GRAMMAR

- A. Primary texts and materials
1. *Shurley Method*, Level 3, audio tape, teacher's edition, one workbook per student
  2. *Institutes for Excellence in Writing*, (2-4)
  3. *Imitations in Writing: Aesop's Fables*
  4. *Imitations in Writing: Fair Tales*
  5. *Imitations in Writing: Greek Heros*
  6. *Imitations in Writing: Greek Myths*
  7. Penmanship paper
  8. Thesaurus, one per four students (minimum)
  9. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Consistently and properly form the upper and lower case versions of each letter of the alphabet using the modern cursive model.
  2. Demonstrate a consistent, correct use of adverbs, direct objects, and indirect objects; identify them in simple sentences.
  3. Recognize homonyms for given words.
  4. Recognize and write the possessive forms of nouns.
  5. Identify and use simple sentences with compound parts and compound sentences.
  6. Recognize and correct run-on sentences and double negatives.
  7. Identify linking verbs, predicate nouns, and predicate adjectives.
  8. Make regular oral presentations of information, using complete sentences.
  9. Consistently and correctly write his name and date on all worksheets and papers.
  10. Consistently use additional correct capitalization and punctuation (! , “” ? .) in a written sentence.
  11. Correctly identify the difference between a subject and a predicate in a sentence.
  12. Demonstrate clear and correct understanding of past, present, and future tenses of verbs and change verb tense in written and oral work.
  13. Use the correct tense of helping verbs.
  14. Write short stories, fairy tales, fables, poetry and letters using the above skills correctly. (Illustrations may be included.) Edit own work.
  15. Use basic research materials in addition to a thesaurus and dictionary.
  16. Know how to find books in a library.
  17. Learn the Shurley Grammar chants for direct object and indirect object.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction

2. Individual instruction/work
3. Use imitation of well written works to teach writing skills
4. Integration of other subjects in writing/oral presentations
5. Frequent copying of weekly sentences, making original stories
6. Basic parsing/classifying practice
7. Play review games
8. Chant and drill jingles
9. Dedicated memory work time during “memory period.”

E. Approximate time per week—four–five hours



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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press New Testament, Greece & Rome Series Teacher's Manual*
    - b. Veritas Press New Testament, Greece & Rome Series audio tape
  2. One for teacher and each student
    - a. Veritas Press New Testament, Greece & Rome Series, card set
    - b. *Against the World: The Odyssey of Athanasius*
    - c. *Augustus Caesar's World*
    - d. *Bible (NKJV)*
    - e. *Black Ships Before Troy*
    - f. *Children's Homer, The* (lit. guide in Teacher's Manual)
    - g. *d'Aulaires Book of Greek Myths* (lit. guide in Teacher's Manual)
    - h. *Detectives in Togas* (lit. guide in Teacher's Manual)
    - i. *In Search of Troy*
    - j. *Journey Through the Bible*
    - k. *Librarian Who Measured the Earth, The*
    - l. *Minotaur of Knossos, The*
    - m. *Pompeii...Buried Alive* (lit. guide in Teacher's Manual)
    - n. *Quintus*
    - o. *Theseus and the Minotaur*
    - p. *Trojan Horse, The* (lit. guide in Teacher's Manual)
    - q. *Twice Freed*
    - r. *Usborne Illustrated World History: The Greeks*
    - s. *Usborne Illustrated World History: The Romans*
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per four students and teacher
    - b. *Alexander the Great (Green)*, one per class
    - c. *Alexander the Great (Langley)*, one per class
    - d. *Ancient Greece* by Nicholson, one per class
    - e. *Ancient Greece of Odysseus, The*, one per class
    - f. *Archimedes and the Door to Science*, one per class
    - g. *Beric The Briton: A Story of the Roman Invasion*, two per class
    - h. *Beyond the Desert Gate*, two per class
    - i. *Black Ships Before Troy Literature Guide*, one per class
    - j. *Bronze Bow, The*, two per class
    - k. *Buried City of Pompeii, The*, two per class
    - l. *Cavalryman, The*, one per class
    - m. *Child's History of the World, A*, one per class
    - n. *Church in History, The*, one per four students and teacher
    - o. *City*, one per class
    - p. *Cleopatra*, one per class
    - q. *Coloring Book of Ancient Greece, A*, one per class
    - r. *Cultural Atlas for Young People: Ancient Greece*, one per four students and teacher

- s. *Cultural Atlas for Young People: Ancient Rome*, one per four students and teacher
- t. *Eagle of the Ninth, The*, two per class
- u. *Eyewitness Books: Ancient Greece*, one per class
- v. *Eyewitness Books: Ancient Rome*, one per class
- w. *Famous Men of Greece*, one per four students and teacher
- x. *Famous Men of Rome*, one per four students and teacher
- y. *Footsteps in Time: The Greeks*, one per class
- z. *Footsteps in Time: The Romans*, one per class
- aa. *For the Temple: A Tale of the Fall of Jerusalem*, one per class
- ab. *Geography Songs: Sing Around the World*, one per class
- ac. *Gods of Greece: Mythology*, one per class
- ad. *Greek Life*, one per class
- ae. *Greek News*, one per class
- af. *Hittite Warrior*, two per class
- ag. *Holy Land, The*, one per class
- ah. *Ides of April*, two per class
- ai. *In Search of Knossos*, one per class
- aj. *In Search of Pompeii*, one per class
- ak. *Kingfisher History Encyclopedia*, one per four students and teacher
- al. *Legionary, The*, one per class
- am. *Life in Ancient Rome*, one per class
- an. *Outcast*, two per class
- ao. *Oxford First Ancient History*, one per class
- ap. *Roman Life*, one per class
- aq. *Roman News*, one per class
- ar. *Romans, The* by Chrisp, one per class
- as. *Romans, The* by Rogaro, one per class
- at. *Science in Ancient Greece*, one per class
- au. *Science in Ancient Rome*, one per class
- av. *Silver Branch, The*, two per class
- aw. *Streams of Civilization, Vol. 1*, one per four students and teacher
- ax. *Wanderings of Odysseus, The*, one per class
- ay. *What Do We Know About the Greeks?*, one per class
- az. *What Do We Know About the Romans?*, one per class
- ba. *Young Carthaginian: A Story of the Times of Hannibal*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for New Testament, Greece & Rome series with applicable dates, and Scripture references in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of New Testament, Greece & Rome.
3. Recall several basic facts related to each event studied.
4. Explain the relationship between the Greeks, Romans, Hebrews, and Christians.
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.
7. Sequence Flash Cards (including prior year) in chronological order and describe each historic event represented.

- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
  - 2. Chant and sing the series of events.
  - 3. Research work by small groups and individuals on specific projects.
  - 4. Integration with art, geography, and music.
  - 5. Build models, make drawings, write stories, play games and make collections and displays.
  - 6. Dedicated memory work time during “memory period.”
  - 7. Study, drill, and review flash cards.
  - 8. Field trips to related sites and museum exhibits.
  
- E. Approximate time per week—four–five hours

## THIRD GRADE LATIN (Latin I)

- A. Primary texts and materials
1. *Latina Christiana Book I*, teacher's edition, pronunciation CD and one student text per student
  2. *Lingua Angelica*
  3. *Ecce Romani, Book I* (for supplemental readings)
  4. *Vulgate*
  5. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Translate 400 words, 250 from *Latina Christiana, Book I* and 150 from *Matin Latin, Book I*, and recognize their corresponding derivatives.
  3. Translate, form and parse 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declension nouns; present, future and imperfect tense.
  4. Identify and parse 1<sup>st</sup> and 2<sup>nd</sup> person personal pronoun forms.
  5. Translate and create simple Latin sentences and stories.
  6. Recite selected Bible verse, prayers and songs.
  7. Sing and memorize numerous songs from *Lingua Angelica*.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings and play games pertinent to material covered.
  4. Large group instruction
  5. Individual instruction/work
- E. Approximate time per week—three–four hours (45 minutes per day)

## THIRD GRADE LINGUISTICS

- A. Primary texts and materials
1. *Phonetic Zoo, Level B*
  2. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Learn and apply the following rules found in *Phonetic Zoo, Level B*:
    - a. The “ie” Rule
    - b. Radio “o-u-g-h-”
    - c. Long “o” or “o-w”
    - d. Two Families
    - e. The Steely E's
    - f. The Babysitters
    - g. Voiced & Whispered Consonants
    - h. The Syllable "E"
    - i. The Four Sounds of “Y”
    - j. “o-o” and “u-i”
    - k. The Tricky “E's”
    - l. “ew”
    - m. “qu” and “gu”
    - n. “o-o”
    - o. Consonant Blends
    - p. The Poker E
    - q. Six Consonants Rock I
    - r. Six Consonants Rock II
    - s. The Talkative Vowels
  2. 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.
  3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- E. Approximate time per week—two hours (½ hour, four times per week)

## THIRD GRADE MATH

- A. Primary texts and materials
1. *Saxon 54*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0–12 with all four functions.
  4. Complete written story problems (using a variety of subjects) involving 3 or 4 steps.
  5. Solve beginning-level division, algebra, and geometry problems.
  6. Use math skills to correctly recognize and use money.
  7. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  8. Correctly add and subtract simple fractions.
  9. Accurately describe and use standard and metric measurements.
  10. Accurately estimate numbers to solve and check problems.
  11. Recall all twelve months of the year.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Small group work and individual instruction, work stations, flash cards
  3. Games, creating/solving story problems
  4. Set individual goals for accuracy/speed
  5. Timed tests, various worksheets for enhancement
- D. Approximate time per week—five hours

## THIRD GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Identify and describe sounds and methods of changing sounds.
  4. Categorize sounds by method of sound reproduction.
  5. Identify and demonstrate pitch from musical notation.
  6. Perform melodic patterns (melodies) from notation.
  7. Identify steady beat in musical examples.
  8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
  9. Interpret basic notation symbols for rhythm and melodic contour.
  10. Identify the style of music of the period being studied in history through exposure to it.
  11. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- E. Approximate time per week—one hour (excluding integration)

## **THIRD GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  7. Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  8. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  9. Regularly participate in a schedule of oral reading and silent reading of literature.
  10. 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.
  11. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.
  4. 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.



5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.

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

## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. 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>Children's Homer, The</i>	Colum	3
<i>Chronicles of Narnia (series)</i> <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	2
<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>	McCloskey	1
<i>Lion, the Witch, and the Wardrobe, The</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>Silver Branch, The</i>	Sutcliff	2
<i>Story of the Treasure Seekers, The</i>	Nesbit	2
<i>Stuart Little</i>	White	1
<i>Trojan Horse, The</i> <sup>1</sup>	Little	1
<i>Twice Freed</i>	St. John	2

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<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.

## **FOURTH GRADE ART**

### A. Primary texts and materials

1. *Art and Civilization: The Renaissance*
2. *Art and Story*
3. *Art Fraud Detective*
4. *Children of Genius: Leonardo da Vinci*
5. *Drawing With Children*
6. Famous Artist Series
7. Getting to Know the World's Greatest Artists
8. *History of Art for Young People*
9. How to Draw Series
10. *Leonardo da Vinci for Kids*
11. *Renaissance, The: The Invention of Perspective*
12. *Three Masters of the Renaissance*
13. *Usborne Story of Painting*
14. Various illustrations, photographs
15. Markers, crayons, pencils, pastels, water colors, tempera paint
16. Drawing paper, sketch paper, construction paper, tissue paper
17. Clay, natural and man-made materials for sculptures/dioramas
18. Items for interesting still-lives
19. Containers for materials
20. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects, including landscape elements.
5. Identify and recreate similar proportions and details in observed objects (e.g., still-lives and outdoor scenes).
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Identify and draw details and proportions of faces and bodies.
9. Construct line drawings using a variety of line widths and implied textures.
10. Copy from an illustration or photograph using above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. 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.

16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- 
- C. 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.
  
  - D. Primary teaching methods
    1. Large group instruction and demonstration
    2. Individual attention to skill development
    3. Copying from given materials, photographs, still-lives
    4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
    5. Guest artists
  
  - E. Approximate time per week—one hour (excluding integration)

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Chronicles–Malachi & Job Series Teacher’s Manual*
    - b. Veritas Press Chronicles–Malachi & Job Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Chronicles–Malachi & Job Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon’s Book of Buildings*, one per class
    - b. *Abingdon’s Reproducible Old and New Testament Maps*, one per class
    - c. *Child’s Story Bible, The*, one per class
    - d. *Children’s Illustrated Bible, The*, one per class
    - e. *Greenleaf Guide to Old Testament History*, one per class
    - f. *Student Bible Atlas*, one per four students and teacher
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Chronicles–Malachi & Job.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second and third grades in the Bible curriculum.
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.
  4. Integration with art, geography, history, and music.

5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four–five hours

## **FOURTH GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *Shurley Method*, Level 4, audio tape, teacher's edition, one workbook per student
  2. *Institute for Excellence in Writing*, (2-4)
  3. Thesaurus, one per four students (minimum)
  4. Intermediate Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Comprehend a basic sentence structure and recognize the use of sentences and paragraphs in verbal communication.
  2. Demonstrate a consistent, correct use of predicate nouns, conjunction, interjection; identify them in complete sentences.
  3. Know and use helping verbs, *NOT* as an adverb, and the question verbs.
  4. 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.)
  5. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
  6. Summarize narrative stories and write from pictures.
  7. Write limerick, cinquain and diamante poetry.
  8. Learn the Shurley Grammar chants for helping verb, object pronoun, and subject and verb must agree.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and assignments
  2. Individual instruction
  3. Use imitation of well written works to teach writing skills
  4. Review of all basic grammar instruction
  5. Integration with other subjects in writing and oral presentations
  6. Frequent original stories, other writing assignments
  7. Basic parsing/classifying practice
  8. Play review games
  9. Chant and drill jingles
  10. Dedicated memory work time during “memory period.”
- E. Approximate time per week—four–five hours

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Middle Ages, Renaissance & Reformation Teacher's Manual*
    - b. Veritas Press Middle Ages, Renaissance & Reformation Series audio tape
  
  2. One for teacher and each student
    - a. Veritas Press Middle Ages, Renaissance & Reformation Series card set
    - b. *Adam of the Road*
    - c. *Augustine, The Farmer's Boy of Tagaste*
    - d. *Beowulf* (lit. guide in Teacher's Manual)
    - e. *Church in History, The*
    - f. *Door in the Wall, The* (lit. guide in Teacher's Manual)
    - g. *Ink on His Fingers*
    - h. *King Arthur* (Green) (lit. guide in Teacher's Manual)
    - i. *King's Shadow, The*
    - j. *Life of John Calvin, The*
    - k. *Luther the Leader*
    - l. *New Foxe's Book of Martyrs, The*
    - m. *Adventures of Robin Hood* (Green)
    - n. *Story of Rolf and the Viking Bow, The*
    - o. *This was John Calvin* (lit. guide in Teacher's Manual)
    - p. *Thunderstorm in the Church*
  
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per class
    - b. *Bard of Avon*, one per class
    - c. *Beggars' Bible, The*, two per class
    - d. *Beorn the Proud*, two per class
    - e. *By Pike and Dike: A Tale of the Rise of the Dutch Republic*, two per class
    - f. *Carpenter of Zerbst, The*, two per class
    - g. *Castle*, one per class
    - h. *Cathedral*, one per class
    - i. *Celebrate the Reformation*, one per class
    - j. *Child's History of the World, A*, one per class
    - k. *Coronation of Glory: The Story of Lady Jane Grey*, one per class
    - l. *Cultural Atlas for Young People: Middle Ages*, one per four students and teacher
    - m. *Design Your Own Coat of Arms*, one per class
    - n. *Dispelling the Tyranny*, one per class
    - o. *Dragon and the Raven, The: The Days of King Alfred*, two per class
    - p. *Escape, The*, two per class
    - q. *Eyewitness Books: Castle*, one per class
    - r. *Eyewitness Books: Knight*, one per class
    - s. *Eyewitness Books: Medieval Life*, one per class



- t. *Eyewitness Books: Vikings*, one per class
- u. *Famous Men of the Middle Ages*, one per class
- v. *Famous Men of the Renaissance and Reformation*, one per class
- w. *Footsteps in Time: The Vikings*, one per class
- x. *For Kirk and Covenant*
- y. *Geography Songs: Sing Around the World*, one per class
- z. *Great Christian Revolution*, one per class
- aa. *Heart Strangely Warmed*, one per class
- ab. *Hidden Treasure of Glaston, The*, one per class
- ac. *History of Art for Young People*, one per class
- ad. *Huguenot Garden*, one per class
- ae. *If All the Swords in England: A Story of Thomas Becket*, two per class
- af. *In Freedom's Cause: A Story of Wallace and Bruce*, two per class
- ag. *Invention of Perspective*, one per four students and teacher
- ah. *Joan of Arc (Ross)*, one per class
- ai. *Joan of Arc (Stanley)*, one per class
- aj. *Journey of Souls, A*, one per class
- ak. *Kingfisher History Encyclopedia*, one per four students and teacher
- al. *Lantern Bearers, The*, two per class
- am. *Leonardo da Vinci (Stanley)*, one per class
- an. *Lion of St. Mark, The*, one per class
- ao. *Lost Baron, The*, one per class
- ap. *Magna Charta, The*, one per class
- aq. *Making of a Knight, The*, one per class
- ar. *Man Who Laid the Egg, The*, one per class
- as. *Marguerite Makes a Book*, one per class
- at. *Medieval Cookbook*, one per class
- au. *Medieval Feast, A*, one per class
- av. *Middle Ages, The (Jordan)* one per four students and teacher
- aw. *Night Preacher*, one per class
- ax. *Piece of the Mountain, A*, one per class
- ay. *Red Keep, The*, one per class
- az. *River of Grace, The: The Story of John Calvin*, one per class
- ba. *Secret Mission, The*, one per class
- bb. *St. Bartholomew's Eve: A Tale of the Huguenot Wars*, one per class
- bc. *Saint Francis*, one per class
- bd. *Saint Patrick: Pioneer Missionary*, one per class
- be. *Scottish Seas*, one per class
- bf. *Shining Company, The*, one per class
- bg. *Son of Charlemagne*, one per class
- bh. *Starry Messenger*, one per class
- bi. *Streams of Civilization, Vol. 1*, one per four students and teacher
- bj. *Sword Song*, two per class
- bk. *Three Men Came to Heidelberg*, one per class
- bl. *Time Traveler Book of Knights and Castles*, one per four students and teacher
- bm. *Time Traveler Book of Viking Raiders*, one per four students and teacher
- bn. *Trial and Triumph: Stories from Church History*, one per class
- bo. *Usborne Illustrated World History: The Viking World*, one per four students and teacher
- bp. *Vikings, The*, one per class
- bq. *Viking Life*, one per class
- br. *What Do We Know About the Middle Ages?*, one per class
- bs. *What Do We Know About the Vikings?*, one per class

- bt. *When Morning Came*, one per class
- bu. *William of Orange*, one per class
- bv. *William Shakespeare and the Globe*, one per class
- bw. *Winning His Spurs: A Tale of the Crusades*, two per class
- bx. *Wulf the Saxon: A Story of the Norman Conquest*, one copy
- by. *Young Huguenots, The*, two per class

- B. Primary objectives—the student will be able to:
  - 1. List the 32 events on the flashcards for Middle Ages, Renaissance & Reformation series with applicable dates in chronological order.
  - 2. Recite the reasons given for the importance of significant dates or events covered in the study of Middle Ages, Renaissance & Reformation.
  - 3. Recall several basic facts related to each event studied.
  - 4. Explain the relationship between the three branches of the Church.
  - 5. Locate on a map of the world the key places where historical events studied occurred.
  - 6. 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.
  - 7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.
  
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
  - 2. Chant and sing the series of events.
  - 3. Research work by small groups and individuals on specific projects.
  - 4. Integration with art, geography, and music.
  - 5. Build models, make drawings, write stories, play games and make collections and displays.
  - 6. Dedicated memory work time during “memory period.”
  - 7. Study, drill, and review flash cards.
  - 8. Field trips to related sites and museum exhibits.
  
- E. Approximate time per week—four–five hours

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

- A. Primary texts and materials
1. *Latina Christiana Book II*, teacher's edition, pronunciation CD and one student text per student
  2. *Lingua Angelica*
  3. *Ecce Romani, Book I* (for supplemental readings)
  4. *Vulgate*
  5. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. 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 corresponding derivatives.
  3. Translate, form and parse all noun declensions; present, future and imperfect verbs.
  4. Translate, form and parse adjectives.
  5. Identify and parse 1<sup>st</sup> and 2<sup>nd</sup> person personal pronoun forms.
  6. Translate and create simple Latin sentences and stories.
  7. Recite selected Bible verse, prayers and songs.
  8. Demonstrate a fundamental understanding of Latin grammar.
  9. Translate sentences and passages from Latin into English and vice versa.
  10. Sing and memorize numerous songs from *Lingua Angelica*.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings and play games pertinent to material covered.
  4. Large group instruction
  5. Individual instruction/work
- E. Approximate time per week—three–four hours (45 minutes per day)

## FOURTH GRADE LINGUISTICS

- A. Primary texts and materials
1. *Phonetic Zoo, Level B*
  2. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Learn and apply the following rules found in *Phonetic Zoo, Level B*:
    - a. “ai” and “ay”
    - b. The First Vowel Talks
    - c. Homonyms I
    - d. “o-u” and “o-w”
    - e. “o-w” and exceptions
    - f. “a-w” and “a-u”
    - g. “ur” and “ir”
    - h. Homonyms II
    - i. “ph”
    - j. No Job “E”
    - k. The Magic “E”
    - l. The Decorative “E”
    - m. “oi” and “oy”
    - n. Plurals
    - o. Rhino Words
    - p. The Three “Shuns”
    - q. Homonyms III
    - r. Jail Words
  2. Accurately spell, alphabetize, and use all words included in the spelling lists found in *Phonetic Zoo, Levels A & B*.
  3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- E. Approximate time per week—two hours (½ hour, four times per week)

## **FOURTH GRADE MATH**

- A. Primary texts and materials
1. *Saxon 65*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly solve math problems with 90% accuracy using numbers 0-12 and all four functions.
  4. Complete written story problems (using a variety of subjects) involving 1-4 steps.
  5. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
  6. Use math skills to correctly solve money problems.
  7. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  8. Correctly add and subtract fractions with identical and different denominations.
  9. Accurately describe and use standard and metric measurements.
  10. Accurately estimate (round) numbers to solve and check problems.
  11. Recall all twelve months of year and cardinal directions.
  12. Correctly identify basic geometric figures and calculate perimeter/area of rectangles.
  13. Correctly add and subtract mixed numbers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—five hours

## FOURTH GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. *Classical Music Start-Up Kit, Vol. 1*
    - c. Other
  3. *Kodaly Methods*
  4. *Mr. Pipes and Psalms and Hymns of the Reformation*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Identify and describe sounds and methods of changing sounds.
  4. Categorize sounds by method of sound reproduction.
  5. Identify and demonstrate pitch from musical notation.
  6. Perform melodic patterns (melodies) from notation.
  7. Identify steady beat in musical examples.
  8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
  9. Interpret basic notation symbols for rhythm and melodic contour.
  10. Recognize relationship of accents to meter.
  11. Identify chord changes, counter melodies, monody, homophony, and polyphony.
  12. Identify introduction, interlude, cadence, and coda (simple forms AB, ABA, and Rondo).
  13. Identify common musical terms related to tempo and dynamics.
  14. Play an accompaniment.
  15. Demonstrate elements of space, energy, and time through expressive movement.
  16. Identify, by listening, a basic repertoire of standard instrument and vocal compositions.
  17. Identify the style of music of the period being studied in history through exposure to it.
  18. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## **FOURTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. 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.
  7. Read and do comprehension work on independent reading.
  8. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  9. Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  10. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  11. Regularly participate in a schedule of oral reading and silent reading of literature.
  12. 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.
  13. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.



4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.
7. Provide required oversight of independent reading.

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

## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

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

<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.

## **FIFTH GRADE ART**

### A. Primary texts and materials

1. *Art in Story*
2. *Drawing For Older Children and Teens*
3. Getting to Know the World's Greatest Artists
4. *History of Art for Young People*
5. How to Draw Series
6. *National Museum of American Art*
7. *Usborne Story of Painting*
8. Various illustrations, photographs
9. Markers, crayons, pencils, pastels, water colors, tempera paint
10. Drawing paper, sketch paper, construction paper, tissue paper
11. Clay, natural and man-made materials for sculptures/dioramas
12. Items for interesting still-lives
13. Containers for materials
14. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use one- and two-point perspective in observations and from imagination.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Create and explain an etching.
15. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
16. Identify important artists and 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., baroque and rococo art, neoclassicism and the romantic movement.
17. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

- C. 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.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Copying from given materials, photographs, still-lives
  - 4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
  - 5. Guest artists
  
- E. Approximate time per week—one hour (excluding integration)

## **FIFTH GRADE BIBLE** (The Gospels)

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Gospels Series Teacher's Manual*
    - b. Veritas Press Gospels Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Gospels Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - b. *Child's Story Bible, The*, one per class
    - c. *Children's Illustrated Bible, The*, one per class
    - d. *Student Bible Atlas*, one per four students and teacher
    - e. *Survey of the Bible*, one per class
    - f. *Time of Jesus, The*, one per class
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of the Gospels.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
  8. Articulate the *ordo salutis* (order of salvation).
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second–fourth grades in the Bible curriculum.
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher's manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.
  4. Integration with art, geography, history, and music.

5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four–five hours

## **FIFTH GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *Shurley Method*, Level 6 (Level 5 is skipped), audio tape, teacher's edition, one workbook per student
  2. *Institutes for Excellence in Writing*, (5-7)
  3. *Grammar of Poetry*, *The*
  4. *Writing Trails in American History*
  5. Thesaurus, one per four students (minimum)
  6. Intermediate Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Recognize and consistently compose a complete sentence; identify and avoid sentence fragments.
  2. Correctly parse/classify a simple sentence.
  3. Recognize the adverb exception and inverted order.
  4. Know and use indefinite pronouns.
  5. Identify and write complex sentences with subordinate conjunctions.
  6. Recognize the principal parts of verbs.
  7. Identify and use degrees of adjectives.
  8. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work and correct his own spelling and grammatical errors.
  9. Take basic notes from a speaker's presentation.
  10. Write several specific forms of poetry.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and assignments
  2. Individual instruction
  3. Use imitation of well written works to teach writing skills
  4. Review of all basic grammar instruction
  5. Integration with other subjects in writing and oral presentations
  6. Frequent original stories, other writing assignments
  7. Basic parsing/classifying practice
  8. Dedicated memory work time during “memory period.”
- E. Approximate time per week—five hours

## **FIFTH GRADE HISTORY/GEOGRAPHY** **(Explorers to 1815)**

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Explorers to 1815 Teacher's Manual*
    - b. Veritas Press Explorers to 1815 series audio tape
  
  2. One for teacher and each student
    - a. Veritas Press Explorers to 1815 series card set
    - b. *Child's Story of America, A*
    - c. *Christopher Columbus: First Voyage to America*
    - d. *Colonies*
    - e. *Daniel Boone*
    - f. *Duel in the Wilderness*
    - g. *Explorers Who Got Lost*
    - h. *Guns for General Washington*
    - i. *Homes in the Wilderness* (lit. guide in Teacher's Manual)
    - j. *Johnny Tremain*
    - k. *Mourt's Relation*
    - l. *Of Plymouth Plantation*
    - m. *Seaman: The Dog Who Explored the West With Lewis and Clark*
    - n. *Voyage to Freedom*
    - o. *Witch of Blackbird Pond* (lit. guide in Teacher's Manual)
    - p. *Yankee Doodle Boy*
  
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per four students and teacher
    - b. *Along Came Galileo*, one per class
    - c. *Amazing Life of Benjamin Franklin, The*, one per class
    - d. *American Revolution, The* (Carter), one per class
    - e. *American Revolution, The* (Landmark), one per class
    - f. *And Then What Happened, Paul Revere?*, one per class
    - g. *Ben Franklin in Old Philadelphia*, one per class
    - h. *Benjamin Franklin: the Autobiography and Other Writings*, two per class
    - i. *Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet*, one per class
    - j. *Bonnie Prince Charlie*, one per class
    - k. *Brown Shadow*, one per class
    - l. *By Right of Conquest: With Cortez in Mexico*, one per class
    - m. *Child's History of the World, A*, one per class
    - n. *Church in History, The*, one per class
    - o. *Coloring Book of Great Explorers, A*, one per class
    - p. *Columbus* (d'Aulaire), one per class
    - q. *Constitution of the United States of America*, one per class
    - r. *Cornerstones of Freedom: The Constitution*, two per class
    - s. *Cornerstones of Freedom: The Declaration of Independence*, two per class



- t. *Declaration of Independence*, one per class
- u. *Don't Know Much About History*, one per class
- v. *Dutch Color*, one per class
- w. *Forgotten Founding Father: The Heroic Leadership of George Whitefield*, one per class
- x. *Geography Songs: Sing Around the World*, one per class
- y. *George Washington (d'Aulaire)*, one per class
- z. *George Washington (Giblin)*, one per class
- aa. *George Washington's World*, one per class
- ab. *Give Me Liberty: The Uncommon Statesmanship of Patrick Henry*, one per class
- ac. *Great Explorers, The: Columbus and the Renaissance Explorers*, two per class
- ad. *Great Explorers, The: Exploration of North America*, two per class
- ae. *Great Explorers, The: Magellan and the Exploration of North America*, two per class
- af. *Heart Strangely Warmed*, one per class
- ag. *Hero Tales*, one per class
- ah. *History of US (Vol. 1): The First Americans*, one per four students and teacher
- ai. *History of US (Vol. 2): Making 13 Colonies*, one per four students and teacher
- aj. *History of US (Vol. 3): From Colonies to Country*, one per four students and teacher
- ak. *History of US (Vol. 4): The New Nation*, one per four students and teacher
- al. *How We Crossed the West: The Adventures of Lewis and Clark*, one per class
- am. *Indian Captive*, one per class
- an. *Indian Drums and Broken Arrows*, one per class
- ao. *In the Reign of Terror*, one per class
- ap. *Jamestown: New World Adventure*, one per class
- aq. *John Smith: Gentleman Adventurer*, one per class
- ar. *Jonathan & Sarah: An Uncommon Union*, one per class
- as. *Jonathan Edwards: A New Biography*, one per class
- at. *Journals of Lewis and Clark, The*, two per class
- au. *Journey to Monticello*, one per class
- av. *Kingfisher History Encyclopedia*, one per four students and teacher
- aw. *Landing of the Pilgrims, The*, one per class
- ax. *Light in the Forest, The*, one per class
- ay. *Lion of the North, The*, one per class
- az. *Little Maid Series*, one per class
- ba. *Madeleine Takes Command*, one per class
- bb. *Matchlock Gun, The*, one per class
- bc. *Minute Boys of Bunker Hill, The*, one per class
- bd. *Minute Boys of Lexington, The*, one per class
- be. *Narrative of Colonel Ethan Allen*, one per class
- bf. *New World in View, A*, two per class
- bg. *Ocean of Truth: the Story of Isaac Newton*, one per class
- bh. *Of Courage Undaunted*, one per class
- bi. *On the Mayflower*, one per class
- bj. *Poor Richard*, one per class
- bk. *Potomac Captive: The Adventures of Henry Fleet*, two per class
- bl. *Reb and the Redcoats, The*, one per class

- bm. *Reformation to Colonization*, two per class
- bn. *Samuel Eaton's Day*, one per class
- bo. *Sarah Bishop*, one per class
- bp. *Sarah Morton's Day*, one per class
- bq. *Shh! We're Writing the Constitution*, one per class
- br. *Sign of the Beaver*, one per class
- bs. *Soldier of Virginia, The*, one per class
- bt. *States and Capitals: Songs and Maps*, one per class
- bu. *Stories of the Pilgrims*, one per class
- bv. *Story of Liberty Series, The*, one per class
- bw. *Streams of Civilization, Vol. 2*, one per class
- bx. *Struggle for a Continent*, one per class
- by. *Thanksgiving Primer*, one per class
- bz. *Three Ships Come Sailing*, one per class
- ca. *Three Visitors to Early Plymouth*, one per class
- cb. *Three Young Pilgrims*, one per class
- cc. *Traitor: The Case of Benedict Arnold*, one per class
- cd. *US History for Christian Schools*, one per four students and teacher
- ce. *Usborne Book of Explorers, The*, one per class
- cf. *Visible Saints*, one per class
- cg. *What's the Deal?*, one per class
- ch. *Where was Patrick Henry on the 29th of May?*, one per class
- ci. *Why Don't You Get a Horse, Sam Adams?*, one per class
- cj. *Will You Sign Here, John Hancock?*, one per class
- ck. *William Bradford: Plymouth's Faithful Pilgrim*, one per class
- cl. *Winter at Valley Forge, The*, one per class
- cm. *Witchcraft of Salem Village, The*, one per class
- cn. *Won by the Sword*, one per class
- co. *World of Captain John Smith, The*, one per class
- cp. *World of Columbus and Sons, The*, one per class
- cq. *Worldly Saints*, one per class

- B. Primary objectives—the student will be able to:
1. List the 32 events on the flashcards for Explorers to 1815 series with applicable dates in chronological order.
  2. Recite the reasons given for the importance of significant dates or events covered in the study of Explorers to 1815.
  3. Recall several basic facts related to each event studied.
  4. Explain the religious underpinnings and foundational matters surrounding the beginnings of America.
  5. Locate on a map of the world the key places where historical events studied occurred.
  6. 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.
  7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

D. Primary teaching methods

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

E. Approximate time per week—four–five hours

**FIFTH GRADE LATIN**  
**(Latin III)**

- A. Primary texts and materials
1. *Wheelock's Latin*
  2. *Wheelock's Latin Workbook*
  3. *38 Latin Stories*, one per class
  4. *Cassell's Latin-English Dictionary*, one per four students and teacher
  5. *Caesaris Bellvm Helveticvm*, one per four students and teacher
  6. *Esopus Hodie, Vol. 1*, one per class
  7. *Vulgate*, one per class
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Translate over 1,000 Latin words, and recognize their corresponding derivatives.
  3. Master the Latin grammar from *Wheelock's* chapters 1-27.
  4. Translate, form and parse all indicative verbs, all nouns, all pronouns (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
  5. Translate sentences and passages from original Latin texts into English and vice versa.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chant, sing and write Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings, play games and write stories pertinent to material covered.
- E. Approximate time per week—three–four hours (45 minutes per day)

## **FIFTH GRADE LINGUISTICS**

- A. Primary texts and materials
  - 1. *Phonetic Zoo, Level C*
  - 2. Intermediate Dictionaries, one per four students (minimum)
  
- B. Primary objectives—the student will be able to:
  - 1. Learn and apply the rules found in *Phonetic Zoo, Level C*. (It is entirely review of levels A & B.)
  - 2. Accurately spell, alphabetize, and use all words included in the spelling lists found in *Phonetic Zoo, Levels C*.
  - 3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
  
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Individual instruction
  - 2. Use of audio materials
  - 3. Use of weekly spelling list
  - 4. Spelling Bees
  - 5. Integration with other subjects
  - 6. Chanting of linguistic rules
  - 7. Classroom games and activities
  
- E. Approximate time per week—two hours (½ hour, four times per week)

## **FIFTH GRADE MATH**

- A. Primary texts and materials
1. *Saxon 76*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Complete written story problems (using a variety of subjects) involving 1-4 steps.
  4. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
  5. Use math skills to correctly solve money problems.
  6. Apply math skills to other subject areas (e.g., Bible, history, etc.) as applicable.
  7. Correctly add and subtract three fractions with identical and different denominators.
  8. Correctly use four operations on fractions.
  9. Identify reciprocals of fractions and make improper fractions.
  10. Accurately estimate (round) numbers to solve and check problems.
  11. Correctly reduce fractions to lowest terms, write decimals as fractions and write decimals as percentages, and fractions as percentages.
  12. Correctly identify basic geometric figures and calculate perimeter/area of same.
  13. Correctly add, subtract, multiply and divide mixed numbers.
  14. Correctly determine Greatest Common Factor (GFC) and Least Common Multiple (LCM) when given two numbers.
  15. Correctly average whole numbers.
  16. Solve at least 75% of all given problems.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games/applications, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—five hours



## FIFTH GRADE MUSIC

### A. Primary texts and materials

1. Instruments
  - a. glockenspiel
  - b. piano
  - c. metallophone
  - d. xylophone
2. CD's & Tapes
  - a. Classical Kids Series
  - b. *Classical Music Start-Up Kit, Vol. 1*
  - c. Other
3. *Coloring Book of Earlier Composers*
4. *Coloring Book of Great Composers*
5. *Kodaly Methods*
6. *Mr. Pipes and The British Hymn Makers*

### B. Primary objectives—the student will be able to:

1. Express that music is given by God and should be done to His glory.
2. Sing increasingly more difficult songs including songs in Latin and Psalms.
3. Identify and describe sounds and methods of changing sounds.
4. Categorize sounds by method of sound reproduction.
5. Identify and demonstrate pitch from musical notation.
6. Perform melodic patterns (melodies) from notation.
7. Identify steady beat in musical examples.
8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
9. Interpret basic notation symbols for rhythm and melodic contour.
10. Discriminate and identify major and pentatonic tonalities.
11. Recognize relationship of accents to meter.
12. Identify and discriminate duple and triple meter including syncopation.
13. Identify chord changes, counter melodies, monody, homophony, and polyphony.
14. Identify introduction, interlude, cadence, and coda (simple forms AB, ABA, and Rondo).
15. Identify common musical terms related to tempo and dynamics.
16. Play an accompaniment.
17. Demonstrate elements of space, energy, and time through expressive movement.
18. Improvise and compose rhythmic phrases.
19. Identify, by listening, a basic repertoire of standard instrument and vocal compositions.
20. Identify the style of music of the period being studied in history through exposure to it.
21. Increasingly identify and appreciate timeless pieces of music and their composers.



- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Integration with other subject areas (Bible, history, reading, etc.)
  - 4. Guest artists
  - 5. Participation in musical productions.
  - 6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
  
- E. Approximate time per week—one hour (excluding integration)

## **FIFTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  2. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  3. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  4. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  5. Evaluate characters and ideas in a limited way as to determine whether they are in line with basic biblical values and principles. This includes being able to determine whether a character is worthy of imitation by the student.
  6. Skim various readings with an appropriate level of comprehension.
  7. Identify the setting, characters, and basic plot of a given story or book.
  8. 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.
  9. Read and do comprehension work on independent reading.
  10. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  11. Express a worthwhile opinion for why he likes or dislikes a particular book.
  12. Recognize and identify story types, e.g., comedy, drama, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  13. Find the ISBN in a book and know its purpose.
  14. Regularly participate in a schedule of oral reading and silent reading of literature.
  15. 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.
  16. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

1. Small reading groups where students read orally, listen, and follow along with other students.
2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
3. Discussion about the book, in large or small group, and answering oral and written questions.
4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.
7. Provide required oversight of independent reading.

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

## FIFTH 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u>	<u>AUTHOR</u>	<u>DIFFICULTY</u> <sup>3</sup>
<i>Anne of Green Gables</i>	Montgomery	2
<i>Cricket in Times Square, The</i>	Selden	1
<i>Duel in the Wilderness</i>	Farley	2
<i>Eight Cousins</i>	Alcott	2
<i>Gentle Ben</i>	Morey	1
<i>Gulliver's Travels</i>	Swift	3
<i>Guns for General Washington</i>	Wright	1
<i>Heidi</i>	Spyri	2
<i>Hero Tales</i>	Roosevelt	2
<i>Homes in the Wilderness</i> <sup>1</sup>	Brown	2
<i>Huckleberry Finn</i>	Twain	3
<i>Johnny Tremain</i>	Forbes	1
<i>Lad: A Dog</i>	Terhune	1
<i>Landing of the Pilgrims</i>	Daugherty	1
<i>Little Men</i>	Alcott	2
<i>Little Women</i> <sup>2</sup>	Alcott	2
<i>Mourt's Relation</i> <sup>2</sup>	Heath	3
<i>Of Plymouth Plantation</i>	Bradford	3
<i>Old Yeller</i>	Gipson	1
<i>Potomac Captive</i>	Umhau	2
<i>Robinson Crusoe</i>	Defoe	3
<i>Sarah Bishop</i>	O'Dell	2
<i>Seaman</i>	Karwoski	1
<i>Secret Garden, The</i> <sup>2</sup>	Burnett	1
<i>Swallows and Amazons</i>	Ransome	2
<i>Swiss Family Robinson</i> <sup>2</sup>	Wyss	2
<i>Traitor: The Case of Benedict Arnold</i>	Fritz	1
<i>Treasure Island</i> <sup>2</sup>	Stevenson	3
<i>Voyage to Freedom</i>	Gay	2
<i>Where the Red Fern Grows</i> <sup>1</sup>	Rawls	1
<i>Witch of Blackbird Pond, The</i> <sup>1</sup>	Speare	1
<i>Yankee Doodle Boy</i> <sup>1</sup>	Martin	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>Reading this book is mandatory in this grade.

<sup>3</sup>The difficulty is graded on a three point scale—one being easiest and three the hardest at this grade level.

## **SIXTH GRADE ART**

### A. Primary texts and materials

1. Art Activity Packs
2. *Art and Story*
3. *Drawing For Older Children and Teens*
4. Famous Artist Series
5. Getting to Know the World's Greatest Artists
6. *History of Art for Young People*
7. *National Museum of American Art*
8. *Usborne Story of Painting*
9. *Van Gogh: The Touch of Yellow*
10. Various illustrations, photographs
11. Markers, crayons, pencils, pastels, water colors, tempera paint
12. Drawing paper, sketch paper, construction paper, tissue paper
13. Clay, natural and man-made materials for sculptures/dioramas
14. Items for interesting still-lives
15. Containers for materials
16. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper) with proper balance (negative and positive space, shapes).
4. Use one-, two- and multiple-point perspectives in renderings and imaginative works.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Suggest a given or selected mood in a work using the above skills.
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. Identify important artists and 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., realism and impressionism, post-impressionism and various modern art forms.

16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- C. 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.
  - D. Primary teaching methods
    1. Large group instruction and demonstration
    2. Individual attention to skill development
    3. Copying from given materials, photographs, still-lives
    4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
    5. Guest artists
  - E. Approximate time per week—one hour (excluding integration)

## **SIXTH GRADE BIBLE** (Acts through Revelation)

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Acts–Revelation Series Teacher’s Manual*
    - b. Veritas Press Acts–Revelation Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Acts–Revelation Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon’s Reproducible Old and New Testament Maps*, one per class
    - b. *Child’s Story Bible, The*, one per class
    - c. *Children’s Illustrated Bible, The*, one per class
    - d. *Student Bible Atlas*, one per four students and teacher
    - e. *Survey of the Bible*, one per class
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Acts–Revelation.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
  8. Recite from memory and describe the four major eschatological views.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second–fifth grades in the Bible curriculum.
  3. Recall and articulate the *ordo salutis* (order of salvation).
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.

4. Integration with art, geography, history, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four–five hours



## **SIXTH GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *Shurley Method*, Level 7, audio tape, teacher's edition, one workbook per student
  2. *Institute for Excellence in Writing*, (5-7)
  3. *Grammar of Poetry*, *The*
  4. Thesaurus, one per four students (minimum)
  5. Dictionaries, one per four students (minimum)
  6. *Vocabulary From Classical Roots*, Level A, teacher's edition, tests, one workbook per student
- B. Primary objectives—the student will be able to:
1. Correctly parse/classify a relatively complex sentence.
  2. Identify and use object complement noun/adjective.
  3. Recognize reflexive/intensive pronouns.
  4. Identify simple/perfect tenses, progressive/emphatic forms, active/passive voice for verbs.
  5. Identify and use adjective/adverb phrases.
  6. Identify and use verbals: gerunds, participles, and infinitives.
  7. Recognize independent and dependent (noun, adjective, and adverb) clauses.
  8. Apply the use of metaphors and similes in writing.
  9. Consistently solve word analogies.
  10. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work. Correct own spelling errors.
  11. Write five-part essay (in addition to further practice of writing exercises in prior years) using the above skills correctly. Describe and use introduction, body, and conclusion.
  12. Take legible and accurate notes from a speaker's presentation.
  13. Confidently use a dictionary, thesaurus, and other basic research materials.
  14. Increase vocabulary through regular learning of definitions of unknown words in literature read in class.
  15. Expand vocabulary by working with families of words from Greek and Latin roots.
  16. Write several specific forms of poetry.
  17. Write a teacher-directed term paper which includes bibliography(ies), footnote(s), outline(s), note cards, and other common elements of such a paper. It should be done with at least a rough draft and final draft before it is considered complete. It is understood that this is likely a first attempt at such a work product supervised as such with much help and teacher oversight.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction/assignments/parsing-classifying instruction

2. Review of all basic grammar instruction
3. Individual instruction
4. Use imitation of well written works to teach writing skills
5. Integration with other subjects in writing/oral presentations
6. Frequent creative writing exercises
7. Basic parsing/classifying practice
8. Play review games
9. Chant and drill jingles
10. Dedicated memory work time during “memory period.”

E. Approximate time per week—five hours

**SIXTH GRADE HISTORY/GEOGRAPHY**  
**(1815 to Present)**

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press 1815 to the Present Teacher's Manual*
    - b. Veritas Press 1815 to the Present series audio tape
  2. One for teacher and each student
    - a. Veritas Press 1815 to the Present series card set
    - b. *Boy in the Alamo, The*
    - c. *Carry a Big Stick: The Uncommon Heroism of Theodore Roosevelt* (lit. guide in Teacher's Manual)
    - d. *Child's Story Of America, A*
    - e. *Co. Aytch*
    - f. *Hiding Place, The* (lit. guide in Teacher's Manual)
    - g. *If You Traveled West on a Covered Wagon* (lit. guide in Teacher's Manual)
    - h. *Lonely Sentinel, The*
    - i. *Pioneers Go West, The* (lit. guide in Teacher's Manual)
    - j. *With Lee in Virginia* (lit. guide in Teacher's Manual)
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per class
    - b. *Abe Lincoln: Log Cabin to White House*, one per class
    - c. *Air Raid—Pearl Harbor!*, one per class
    - d. *Alamo!*, one per class
    - e. *Amazing Impossible Erie Canal, The*, one per four students and teacher
    - f. *America at War: WWI*, one per class
    - g. *America at War: WWII*, one per class
    - h. *America's Wars* (cassettes), one per class
    - i. *Among the Camps: Young People's Stories of War*, one per class
    - j. *Battle of Gettysburg*, one per class
    - k. *Boys' War, The*, one per class
    - l. *Bud & Me*, one per class
    - m. *Bull Run*, one per class
    - n. *Caddie Woodlawn*, one per class
    - o. *California Gold Rush, The*, one per class
    - p. *Call of Duty: The Sterling Nobility of Robert E. Lee*, one per class
    - q. *Charles Dickens: The Man Who Had Great Expectations*, one per class
    - r. *Child's History of the World, A*, one per class
    - s. *Christ in the Camp*, one per class
    - t. *Confederate Trilogy for Young Readers, A*, one per class
    - u. *Cornerstones of Freedom Series*, two per class
    - v. *Cowboy: An Album*, two per class
    - w. *Cowboys of the Wild West*, one per class
    - x. *Davy Crockett: His Own Story*, one per class
    - y. *Don't Know Much About History*, one per class

- z. *Facing Death*, one per class
- aa. *Geography Songs: Sing Around the World*, one per class
- ab. *Gettysburg (Landmark)*, one per class
- ac. *Going West*, one per class
- ad. *Great Civil War Debate, The* (video), one per class
- ae. *Great Explorers, The: Exploration of Space*, one per class
- af. *Great Explorers, The: Pioneers of the Air*, one per class
- ag. *Grim Reaper, The*, two per class
- ah. *Hideout in the Swamp*, two per class
- ai. *Hiroshima*, two per class
- aj. *History of US (Vol. 4): The New Nation*, one per four students and teacher
- ak. *History of US (Vol. 5): Liberty for All?*, one per four students and teacher
- al. *History of US (Vol. 6): War, Terrible War*, one per four students and teacher
- am. *History of US (Vol. 7): Reconstruction and Reform*, one per four students and teacher
- an. *History of US (Vol. 8): Age of Extremes*, one per four students and teacher
- ao. *History of US (Vol. 9): War, Peace, and All That Jazz*, one per four students and teacher
- ap. *History of US (Vol. 10): All the People*, one per four students and teacher
- aq. *House of Sixty Fathers, The*, one per class
- ar. *If You Lived at the Time of the Civil War*, one per class
- as. *If You Traveled on the Underground Railroad*, one per class
- at. *If Your Name Was Changed at Ellis Island*, one per class
- au. *Immigrant Kids*, one per class
- av. *In the Heart of the Rockies*, one per class
- aw. *Iron Scouts of the Confederacy*, one per class
- ax. *It Began With a Parachute*, one per class
- ay. *Journey to Ellis Island*, one per class
- az. *Journey Through the Night*, one per class
- ba. *Kingfisher History Encyclopedia* one per four students and teacher
- bb. *Life of Kit Carson, The*, one per class
- bc. *Lincoln: A Photobiography*, one per class
- bd. *Little Colonel, The*, one per class
- be. *My Secret Camera*, one per class
- bf. *Narrative of the Great Revival in the Southern Armies, A*, one per class
- bg. *Overland in 1846: Diaries and Letters of the California-Oregon Trail*, one per class
- bh. *Partisans, The*, one per class
- bi. *Prairie Traveler*, one per class
- bj. *Revolutions That Never Were, The*, one per class
- bk. *Sabotage*, one per class
- bl. *Slopes of War, The*, one per class
- bm. *Small War of Sergeant Donkey, The*, one per class
- bn. *Snow Treasure*, one per class
- bo. *Soft Rain: A Story of the Cherokee Trail of Tears*, one per class
- bp. *State & Capitals: Songs and Maps*, one per class
- bq. *Statue of Liberty and Ellis Island Coloring Book, The*, one per class
- br. *Story of Inventions, The*, one per class

- bs. *Story of the Trapp Family Singers, The*, one per class
- bt. *Story of the Confederate States*, one per class
- bu. *Streams of Civilization, Vol. 2*, one per class
- bv. *Tale of Western Plains, A*, one per class
- bw. *They're Off! The Story of the Pony Express*, one per class
- bx. *Twenty and Ten*, one per class
- by. *Two Little Knights of Kentucky*, one per class
- bz. *US History for Christian Schools*, one per four students and teacher
- ca. *Usborne Book of Inventors, The*, one per class
- cb. *Usborne History of the Twentieth Century, The*, one per class
- cc. *Watch the Stars Come Out*, one per class
- cd. *Westward Ho! The Story of the Pioneers*, one per class
- ce. *Winged Watchman, The*, one per class
- cf. *Wright Brothers, The (Landmark)*, one per class
- cg. *Wright Brothers: How They Invented the Airplane, The*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for 1815 to Present series with applicable dates in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of 1815 to Present.
3. Recall several basic facts related to each event studied.
4. Articulate the implications of significant events studied including the Second Great Awakening, War Between the States, World War I, and World War II.
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.
7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.

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

D. Primary teaching methods

1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
2. Chant and sing the series of events.
3. Research work by small groups and individuals on specific projects.
4. Integration with art, geography, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Group discussion.

E. Approximate time per week—four–five hours

**SIXTH GRADE LATIN**  
**(Latin IV)**

- A. Primary texts and materials
1. *Wheelock's Latin*
  2. *Wheelock's Latin Workbook*
  3. *38 Latin Stories*, one per class
  4. *Cassell's Latin-English Dictionary*, one per four students and teacher
  5. *Caesaris Bellvm Helveticvm*, one per four students and teacher
  6. *Cattus Petasatus*, one per class
  7. *Esopus Hodie, Vols. 1 & 2*, one per class
  8. *Latin Poetry for the Beginning Student*, one teacher text and one student text
  9. *Quomodo Invidiosulus Nomine Grinchus Christi Natalem Abrogaverit*, one per class
  10. *Vulgate*, one per class
- B. Primary objectives—the student will be able to:
1. Pronounce correctly Latin letters and words.
  2. Translate over 1,500 Latin words, and recognize their corresponding derivatives.
  3. Master the Latin grammar from *Wheelock's* chapters 28-40.
  4. Translate, form and parse all verbs, all nouns, all pronouns (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
  5. Translate sentences and passages from original Latin texts into English and vice versa.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chant, sing and write Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings, play games and write stories pertinent to material covered.
- E. Approximate time per week—three–four hours (45 minutes per day)

## **SIXTH GRADE MATH**

- A. Primary texts and materials
1. *Saxon Algebra 1/2*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Understand and use formulas for perimeter, area, and volume of various geometric figures and shapes (e.g., triangles, parallelograms, circles, etc.).
  3. Convert decimals to fractions and percentages, fractions to decimals and percentages, and percentages to fractions and decimals, understanding the equivalency among the three.
  4. Measure angles in degrees, understanding the relationships among the three angles in a triangle, and complementary angles.
  5. Define the statistical terms mean, median, mode and range.
  6. Solve equations and transform formulas by performing the same operation on both sides of an equation.
  7. Plot points in rectangular coordinates and graph simple linear functions.
  8. Solve simple proportions by cross-multiplication.
  9. Solve complex word problems involving ratios.
  10. Calculate simple interest and sales tax.
  11. Perform basic operations on signed numbers.
  12. Understand and use the Pythagorean theorem.
  13. Calculate simple and compound probabilities.
  14. Classify various polygons according to distinguishing characteristics (e.g., quadrilaterals, triangles, etc.).
  15. Find fractions/percentages of whole numbers and whole numbers when fractions/percentages are known.
  16. Demonstrate improving mental computation abilities.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games/applications, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—six hours

## SIXTH GRADE MUSIC

### A. Primary texts and materials

1. Instruments
  - a. glockenspiel
  - b. piano
  - c. metallophone
  - d. xylophone
2. CD's & Tapes
  - a. Classical Kids Series
  - b. *Classical Music Start-Up Kit, Vol. 2*
  - c. Other
3. *Coloring Book of American Composers*
4. *Coloring Book of Great Composers*
5. *Kodaly Methods*
6. Master of Music Series

### B. Primary objectives—the student will be able to:

1. Express that music is given by God and should be done to His glory.
2. Sing increasingly more difficult songs including songs in Latin and Psalms.
3. Demonstrate an understanding of the science of sound (musical acoustics).
4. Distinguish between major and minor scales.
5. Identify and recognize changes in meter by sight and sound.
6. Identify from notation melody with accompaniment.
7. Identify tonal and atonal composition, descants, and polyphonic, homophonic, and monophonic textures.
8. Identify forms such as theme and variations, minuet, sonata-allegro.
9. Identify changes in tempo, dynamics and timbre with appropriate musical terms.
10. Sing a varied repertoire of music written in three or more parts with age appropriate registrations.
11. Demonstrate basic level of instrumental proficiency.
12. Compare and notate music with harmonic accompaniment.
13. Describe stylistic characteristics of musical examples.
14. Respond appropriately with correct etiquette in a variety of concert situations (for performing in and attending concerts).
15. Begin to discuss and enjoy musical styles, idioms and forms of music from many historical periods, e.g., Baroque, Classical, Romantic, etc.
16. Identify the style of music of the period being studied in history through exposure to it.
17. Increasingly identify and appreciate timeless pieces of music and their composers.

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

### D. Primary teaching methods



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

E. Approximate time per week—one hour (excluding integration)

## **SIXTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  2. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  3. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  4. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  5. Evaluate characters and ideas in a limited way as to determine whether they are in line with basic biblical values and principles. This includes being able to determine whether a character is worthy of imitation by the student.
  6. Skim various readings with an appropriate level of comprehension.
  7. Identify the setting, characters, and basic plot of a given story or book.
  8. 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.
  9. Read and do comprehension work on independent reading.
  10. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  11. Express a worthwhile opinion for why he likes or dislikes a particular book while differentiating fact from opinion.
  12. Recognize and identify story types, e.g., comedy, drama, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  13. Identify setting, major and minor characters, introduction, conflict, climax, and resolution of a particular work.
  14. Find the ISBN in a book and know its purpose.
  15. Regularly participate in a schedule of oral reading and silent reading of literature.
  16. 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.
  17. 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.
  18. Show an increased desire for reading and be able to identify authors and titles he finds particularly enjoyable.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

D. Primary teaching methods

1. Small reading groups where students read orally, listen, and follow along with other students.
2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
3. Discussion about the book, in large or small group, and answering oral and written questions.
4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.
7. Provide required oversight of independent reading.

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

## SIXTH 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u>	<u>AUTHOR</u>	<u>DIFFICULTY</u> <sup>4</sup>
<i>Animal Farm</i>	Orwell	3
<i>Anne Frank</i>	Frank	2
<i>Around the World in Eighty Days</i> <sup>3</sup>	Verne	2
<i>Boy in the Alamo</i>	Cousins	1
<i>Call of the Wild, The</i>	London	1
<i>Carry a Big Stick</i> <sup>1</sup>	Grant	1
<i>Christmas Carol, A</i> <sup>3</sup>	Dickens	2
<i>Co. Aytch</i>	Watkins	2
<i>Diary of Anne Frank, The</i>	Frank	2
<i>Fahrenheit 451</i> <sup>3</sup>	Bradbury	3
<i>Great Expectations</i>	Dickens	3
<i>Hiding Place, The</i> <sup>1</sup>	Ten Boom	1
<i>If You Traveled West on a Covered Wagon</i> <sup>1</sup>	Stewart	1
<i>Journey to America</i>	Levitin	1
<i>Jungle Book, The</i>	Kipling	2
<i>Kidnapped</i> <sup>3</sup>	Stevenson	2
<i>Lord of the Rings Trilogy (series)</i> <sup>2</sup>	Tolkien	3
<i>Martian Chronicles, The</i>	Bradbury	2
<i>My Antonia</i>	Cather	2
<i>Pioneers Go West, The</i> <sup>1</sup>	Stewart	1
<i>Shadow, The (series)</i> <sup>2</sup>	Prins	1
<i>Stonewall</i>	Dwyer	2
<i>Story of the Trapp Family Singers</i>	Trapp	2
<i>Watership Down</i>	Adams	2
<i>White Fang</i>	London	2
<i>With Lee in Virginia</i> <sup>1</sup>	Hente	2
<i>Yearling, The</i>	Rawlings	1

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<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.

## KINDERGARTEN ART

- A. Primary texts and materials
1. *Crafts for Young Children*
  2. *Drawing With Children*
  3. *How to Teach Art to Children*
  4. Fine art primers
  5. Various illustrations, photographs
  6. Markers, crayons, pencils, water colors
  7. Drawing paper, sketch paper, illustration paper (w/ half lines)
  8. Clay, construction paper, tissue paper, beads, buttons, other small items
  9. Items for interesting still-lives
  10. Containers for materials
- B. Primary objectives—the student will be able to:
1. Describe the beauty, colors, textures, sizes, etc. in the Creation that God gave us.
  2. Correctly hold, use, clean-up, and store all tools and materials.
  3. Use the entire space given for creating work (i.e., fill the paper).
  4. Recreate, both on paper and in sculpture, the basic geometric shapes.
  5. Identify those geometric shapes in real objects.
  6. Describe a given color or shade as light or dark.
  7. Manipulate a variety of lights and darks (color & B/W) in drawing.
  8. Copy from an illustration or photograph using above skills and tools.
  9. Illustrate a story or theme using above skills and tools.
- C. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Copying from given materials, photographs, still-lives
  4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
- D. Approximate time per week—one hour (excluding integration)

## FIRST GRADE ART

### A. Primary texts and materials

1. *Discovering Art*
2. *Drawing With Children*
3. *Draw Then Write*
4. Fine art primers
5. Various illustrations, photographs
6. Markers, crayons, pencils, water colors, pastels, tempera paint
7. Drawing paper, sketch paper, illustration paper (w/ half lines)
8. Clay, construction paper, tissue paper, beads, buttons, other small items
9. Items for interesting still-lives
10. Containers for materials

### B. Primary objectives—the student will be able to:

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

### C. Primary teaching methods

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

### D. Approximate time per week—one hour (excluding integration)

## SECOND GRADE ART

- A. Primary texts and materials
1. *Ancient Egyptian Design*
  2. *Art and Civilization: Ancient Egypt*
  3. *Art of Ancient Egypt, The: A Portfolio*
  4. *Bible Stories Coloring Book*
  5. *Discovering Art*
  6. *Drawing With Children*
  7. *History of Art for Young People*
  8. *Life in Ancient Egypt Coloring Book*
  9. *Museum Guides for Kids: Ancient Egypt*
  10. *Usborne Story of Painting*
  11. Various illustrations, photographs
  12. Markers, crayons, pencils, pastels, water colors, tempera paint
  13. Drawing paper, sketch paper, construction paper, tissue paper
  14. Clay, natural and man-made materials for sculptures/dioramas
  15. Items for interesting still-lives
  16. Containers for materials
  17. Other miscellany
- B. Primary objectives—the student will be able to:
1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
  2. Correctly hold, use, clean-up, and store all tools and materials.
  3. Use the entire space given for creating work (i.e., fill the paper).
  4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
  5. Identify and recreate similar proportions in observed objects.
  6. Manipulate a variety of lights and darks (color & B/W) in drawing.
  7. Correctly use overlapping and size to illustrate size and distance/depth in space.
  8. Copy from an illustration or photograph using above skills and tools.
  9. Illustrate a story or theme using above skills and tools.
  10. Given theme, create own illustration/sculpture using above skills.
  11. 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.
  12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)



## THIRD GRADE ART

### A. Primary texts and materials

1. *Art and Civilization: Ancient Greece*
2. *Art and Civilization: Ancient Rome*
3. *Drawing With Children*
4. *History of Art for Young People*
5. *Usborne Story of Painting*
6. Various illustrations, photographs
7. Markers, crayons, pencils, pastels, water colors, tempera paint
8. Drawing paper, sketch paper, construction paper, tissue paper
9. Clay, natural and man-made materials for sculptures/dioramas
10. Items for interesting still-lives
11. Containers for materials
12. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
5. Identify and recreate similar proportions in observed objects.
6. Manipulate a variety of lights and darks (color & B/W) in drawing.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Copy from an illustration or photograph using above skills and tools.
9. Illustrate a story or theme using above skills and tools.
10. Given theme, create own illustration/sculpture using above skills.
11. 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.
12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

### C. 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.

### D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## FOURTH GRADE ART

### A. Primary texts and materials

1. *Art and Civilization: The Renaissance*
2. *Art and Story*
3. *Art Fraud Detective*
4. *Children of Genius: Leonard da Vinci*
5. *Drawing With Children*
6. Famous Artist Series
7. Getting to Know the World's Greatest Artists
8. *History of Art for Young People*
9. How to Draw Series
10. *Leonardo da Vinci for Kids*
11. *Renaissance, The: The Invention of Perspective*
12. *Three Masters of the Renaissance*
13. *Usborne Story of Painting*
14. Various illustrations, photographs
15. Markers, crayons, pencils, pastels, water colors, tempera paint
16. Drawing paper, sketch paper, construction paper, tissue paper
17. Clay, natural and man-made materials for sculptures/dioramas
18. Items for interesting still-lives
19. Containers for materials
20. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects, including landscape elements.
5. Identify and recreate similar proportions and details in observed objects (e.g., still-lives and outdoor scenes).
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Identify and draw details and proportions of faces and bodies.
9. Construct line drawings using a variety of line widths and implied textures.
10. Copy from an illustration or photograph using above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. 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.

16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- 
- C. 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.
  
  - D. Primary teaching methods
    1. Large group instruction and demonstration
    2. Individual attention to skill development
    3. Copying from given materials, photographs, still-lives
    4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
    5. Guest artists
  
  - E. Approximate time per week—one hour (excluding integration)

## FIFTH GRADE ART

### A. Primary texts and materials

1. *Art and Story*
2. *Drawing For Older Children and Teens*
3. Getting to Know the World's Greatest Artists
4. *History of Art for Young People*
5. How to Draw Series
6. *National Museum of American Art*
7. *Usborne Story of Painting*
8. Various illustrations, photographs
9. Markers, crayons, pencils, pastels, water colors, tempera paint
10. Drawing paper, sketch paper, construction paper, tissue paper
11. Clay, natural and man-made materials for sculptures/dioramas
12. Items for interesting still-lives
13. Containers for materials
14. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use one- and two-point perspective in observations and from imagination.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Create and explain an etching.
15. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
16. Identify important artists and 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., baroque and rococo art, neoclassicism and the romantic movement.
17. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

- C. 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.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Copying from given materials, photographs, still-lives
  - 4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
  - 5. Guest artists
  
- E. Approximate time per week—one hour (excluding integration)

## SIXTH GRADE ART

### A. Primary texts and materials

1. Art Activity Packs
2. *Art and Story*
3. *Drawing For Older Children and Teens*
4. Famous Artist Series
5. Getting to Know the World's Greatest Artists
6. *History of Art for Young People*
7. *National Museum of American Art*
8. *Usborne Story of Painting*
9. *Van Gogh: The Touch of Yellow*
10. Various illustrations, photographs
11. Markers, crayons, pencils, pastels, water colors, tempera paint
12. Drawing paper, sketch paper, construction paper, tissue paper
13. Clay, natural and man-made materials for sculptures/dioramas
14. Items for interesting still-lives
15. Containers for materials
16. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper) with proper balance (negative and positive space, shapes).
4. Use one-, two- and multiple-point perspectives in renderings and imaginative works.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Suggest a given or selected mood in a work using the above skills.
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. Identify important artists and 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., realism and impressionism, post-impressionism and various modern art forms.
16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

- C. 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.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Copying from given materials, photographs, still-lives
  - 4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
  - 5. Guest artists
  
- E. Approximate time per week—one hour (excluding integration)



## KINDERGARTEN ART

### A. Primary texts and materials

1. *Crafts for Young Children*
2. *Drawing With Children*
3. *How to Teach Art to Children*
4. Fine art primers
5. Various illustrations, photographs
6. Markers, crayons, pencils, water colors
7. Drawing paper, sketch paper, illustration paper (w/ half lines)
8. Clay, construction paper, tissue paper, beads, buttons, other small items
9. Items for interesting still-lives
10. Containers for materials

### B. Primary objectives—the student will be able to:

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

### C. Primary teaching methods

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

### D. Approximate time per week—one hour (excluding integration)

## FIRST GRADE ART

### A. Primary texts and materials

1. *Discovering Art*
2. *Drawing With Children*
3. *Draw Then Write*
4. Fine art primers
5. Various illustrations, photographs
6. Markers, crayons, pencils, water colors, pastels, tempera paint
7. Drawing paper, sketch paper, illustration paper (w/ half lines)
8. Clay, construction paper, tissue paper, beads, buttons, other small items
9. Items for interesting still-lives
10. Containers for materials

### B. Primary objectives—the student will be able to:

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

### C. Primary teaching methods

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

### D. Approximate time per week—one hour (excluding integration)

## **SECOND GRADE ART**

- A. Primary texts and materials
1. *Ancient Egyptian Design*
  2. *Art and Civilization: Ancient Egypt*
  3. *Art of Ancient Egypt, The: A Portfolio*
  4. *Bible Stories Coloring Book*
  5. *Discovering Art*
  6. *Drawing With Children*
  7. *History of Art for Young People*
  8. *Life in Ancient Egypt Coloring Book*
  9. *Museum Guides for Kids: Ancient Egypt*
  10. *Usborne Story of Painting*
  11. Various illustrations, photographs
  12. Markers, crayons, pencils, pastels, water colors, tempera paint
  13. Drawing paper, sketch paper, construction paper, tissue paper
  14. Clay, natural and man-made materials for sculptures/dioramas
  15. Items for interesting still-lives
  16. Containers for materials
  17. Other miscellany
- B. Primary objectives—the student will be able to:
1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
  2. Correctly hold, use, clean-up, and store all tools and materials.
  3. Use the entire space given for creating work (i.e., fill the paper).
  4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
  5. Identify and recreate similar proportions in observed objects.
  6. Manipulate a variety of lights and darks (color & B/W) in drawing.
  7. Correctly use overlapping and size to illustrate size and distance/depth in space.
  8. Copy from an illustration or photograph using above skills and tools.
  9. Illustrate a story or theme using above skills and tools.
  10. Given theme, create own illustration/sculpture using above skills.
  11. 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.
  12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## THIRD GRADE ART

### A. Primary texts and materials

1. *Art and Civilization: Ancient Greece*
2. *Art and Civilization: Ancient Rome*
3. *Drawing With Children*
4. *History of Art for Young People*
5. *Usborne Story of Painting*
6. Various illustrations, photographs
7. Markers, crayons, pencils, pastels, water colors, tempera paint
8. Drawing paper, sketch paper, construction paper, tissue paper
9. Clay, natural and man-made materials for sculptures/dioramas
10. Items for interesting still-lives
11. Containers for materials
12. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects.
5. Identify and recreate similar proportions in observed objects.
6. Manipulate a variety of lights and darks (color & B/W) in drawing.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Copy from an illustration or photograph using above skills and tools.
9. Illustrate a story or theme using above skills and tools.
10. Given theme, create own illustration/sculpture using above skills.
11. 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.
12. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

### C. 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.

### D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## FOURTH GRADE ART

### A. Primary texts and materials

1. *Art and Civilization: The Renaissance*
2. *Art and Story*
3. *Art Fraud Detective*
4. *Children of Genius: Leonard da Vinci*
5. *Drawing With Children*
6. Famous Artist Series
7. Getting to Know the World's Greatest Artists
8. *History of Art for Young People*
9. How to Draw Series
10. *Leonardo da Vinci for Kids*
11. *Renaissance, The: The Invention of Perspective*
12. *Three Masters of the Renaissance*
13. *Usborne Story of Painting*
14. Various illustrations, photographs
15. Markers, crayons, pencils, pastels, water colors, tempera paint
16. Drawing paper, sketch paper, construction paper, tissue paper
17. Clay, natural and man-made materials for sculptures/dioramas
18. Items for interesting still-lives
19. Containers for materials
20. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of the beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use basic geometric shapes to assist in recreating, both on paper and in sculpture, copies of real objects, including landscape elements.
5. Identify and recreate similar proportions and details in observed objects (e.g., still-lives and outdoor scenes).
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Correctly use overlapping and size to illustrate size and distance/depth in space.
8. Identify and draw details and proportions of faces and bodies.
9. Construct line drawings using a variety of line widths and implied textures.
10. Copy from an illustration or photograph using above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. 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.

16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)
- 
- C. 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.
  
  - D. Primary teaching methods
    1. Large group instruction and demonstration
    2. Individual attention to skill development
    3. Copying from given materials, photographs, still-lives
    4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
    5. Guest artists
  
  - E. Approximate time per week—one hour (excluding integration)



## FIFTH GRADE ART

### A. Primary texts and materials

1. *Art and Story*
2. *Drawing For Older Children and Teens*
3. Getting to Know the World's Greatest Artists
4. *History of Art for Young People*
5. How to Draw Series
6. *National Museum of American Art*
7. *Usborne Story of Painting*
8. Various illustrations, photographs
9. Markers, crayons, pencils, pastels, water colors, tempera paint
10. Drawing paper, sketch paper, construction paper, tissue paper
11. Clay, natural and man-made materials for sculptures/dioramas
12. Items for interesting still-lives
13. Containers for materials
14. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper).
4. Use one- and two-point perspective in observations and from imagination.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Identify and correct an unbalanced drawing or painting (i.e., see how picture is constructed with shapes of negative and positive space).
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Create and explain an etching.
15. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
16. Identify important artists and 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., baroque and rococo art, neoclassicism and the romantic movement.
17. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

- C. 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.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Copying from given materials, photographs, still-lives
  - 4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
  - 5. Guest artists
  
- E. Approximate time per week—one hour (excluding integration)

## SIXTH GRADE ART

### A. Primary texts and materials

1. Art Activity Packs
2. *Art and Story*
3. *Drawing For Older Children and Teens*
4. Famous Artist Series
5. Getting to Know the World's Greatest Artists
6. *History of Art for Young People*
7. *National Museum of American Art*
8. *Usborne Story of Painting*
9. *Van Gogh: The Touch of Yellow*
10. Various illustrations, photographs
11. Markers, crayons, pencils, pastels, water colors, tempera paint
12. Drawing paper, sketch paper, construction paper, tissue paper
13. Clay, natural and man-made materials for sculptures/dioramas
14. Items for interesting still-lives
15. Containers for materials
16. Other miscellany

### B. Primary objectives—the student will be able to:

1. Describe with good detail samples of variety in beauty, colors, textures, sizes, etc. found in the Creation that God gave to us.
2. Correctly hold, use, clean-up, and store all tools and materials.
3. Use the entire space given for creating work (i.e., fill the paper) with proper balance (negative and positive space, shapes).
4. Use one-, two- and multiple-point perspectives in renderings and imaginative works.
5. Render an outdoor landscape using correct perspective.
6. Manipulate a variety (five to seven) of lights and darks (values) in color & B/W drawings and paintings.
7. Identify and draw details of faces and bodies using proper proportions.
8. Construct line drawings using a variety of line widths, implied textures, and shading (values).
9. Draw or paint a given mammal or bird with correct proportions and using the above skills.
10. Copy from an illustration or photograph using the above skills and tools.
11. Suggest a given or selected mood in a work using the above skills.
12. Illustrate a story or theme using above skills and tools.
13. Given theme, create own illustration/sculpture using above skills.
14. Identify the fundamentals of aesthetic philosophy, paying particular attention to the definitions of the true, the good, and the beautiful.
15. Identify important artists and 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., realism and impressionism, post-impressionism and various modern art forms.
16. Integration with other subject areas (illustrate in Bible, history, literature, etc.)

- C. 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.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Copying from given materials, photographs, still-lives
  - 4. Integration with other subject areas (illustrate in Bible, history, reading, etc.)
  - 5. Guest artists
  
- E. Approximate time per week—one hour (excluding integration)

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

- A. Primary texts and materials
1. *Bible (NKJV)*
  2. *Big Book of Questions and Answers, The: A Family Guide to the Christian Faith*
  3. *Big Picture Bible Timeline*
  4. *Child's Story Bible, The*
  5. *Children's Illustrated Bible, The*
  6. *Stories From the Old Testament*
  7. *Wee Sing Bible Songs*
- B. Primary objectives—the student will be able to:
1. Understand that God gave us the Bible as His only written Word.
  2. Correctly identify the two parts of the Bible; Old and New Testaments.
  3. Recite the books of the Old Testament in sequence.
  4. Correctly identify major characters in the Old Testament and know for what they are most remembered.
  5. Describe the major biblical events discussed in class.
  6. Consistently participate in daily praying.
  7. Describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and unchanging character.
- C. Primary teaching methods
1. Large group instruction—Using Bible reading, story telling, pictures, drama, puppets, etc.
  2. Large group participation—Using daily singing, prayer (teacher-led)
  3. Projects, art work; integrated with other subject areas
  4. Use timeline to understand sequence of events.
- D. Approximate time per week—one - one and one-half hours (excluding integration)

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

- A. Primary texts and materials
1. *Bible (NKJV)*
  2. *Big Book of Questions and Answers About Jesus, The*
  3. *Big Picture Bible Timeline, The*
  4. *Child's Story Bible, The*
  5. *Children's Illustrated Bible*
  6. *Wee Sing Bible Songs*
- B. Primary objectives—the student will be able to:
1. Understand that God gave us the Bible as His only written Word.
  2. Correctly identify the two parts of the Bible; Old and New Testaments.
  3. Recite the books of the New Testament in sequence.
  4. Understand that Jesus is God and was born of an earthly mother (i.e., He was God incarnate).
  5. Correctly identify major characters in the New Testament and know for what they are most remembered.
  6. Describe the major biblical events discussed in class.
  7. Consistently participate in daily praying.
  8. Describe in his own words: the basic Gospel, what sin is, what obedience is, God's love and forgiveness, God's creative and sustaining power, God's holiness, and unchanging character.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction—Using Bible reading, story telling, pictures, drama, puppets, etc.
  2. Large group participation—Using daily singing, prayer (teacher-led)
  3. Projects, art work; integrated with other subject areas
  4. Use timeline to understand sequence of events.
- E. Approximate time per week—two hours (excluding integration)

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Genesis - Joshua Series Teacher's Manual*
    - b. Veritas Press Genesis - Joshua Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Genesis - Joshua Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Book of Buildings*, one per class
    - b. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - c. *Child's Story Bible, The*, one per four students and teacher
    - d. *Children's Illustrated Bible, The*, one per class
    - e. *Exodus*, one per four students and teacher
    - f. *Greenleaf Guide to Old Testament History*, one per class
    - g. *Joseph*, one per class
    - h. *Moses*, one per class
    - i. *Student Bible Atlas*, one per four students and teacher
- B. Primary objectives—the student will be able to:
1. Locate the biblical events studied in his Bible.
  2. List the 32 events on the flashcards for Genesis - Joshua series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Genesis - Joshua.
  4. Recall several basic facts related to each event studied.
  5. Explain the relationship and differences between the Hebrews and the Egyptians.
  6. Locate on a map of the world the key places where biblical events studied occurred.
  7. Understand (in a limited way) the events studied by reading them in Scripture.
  8. Recite from memory the [abbreviated] Ten Commandments.
  9. Articulate the fact that God has sovereignly led through all of Scripture.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testament.
  2. Recall the biblical themes studied in kindergarten and first grade.

D. Primary teaching methods

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

E. Approximate time per week—four - five hours



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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Judges - Kings Series Teacher's Manual*
    - b. Veritas Press Judges - Kings Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Judges - Kings Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - b. *Child's Story Bible, The*, one per four students and teacher
    - c. *Children's Illustrated Bible, The*, one per class
    - d. *Greenleaf Guide to Old Testament History*, one per class
    - e. *Student Bible Atlas*, one per four students and teacher
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for Judges - Kings series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Judges - Kings.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand (in a limited way) the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in the second grade Bible curriculum.
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher's manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.
  4. Integration with art, geography, history, and music.

5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four - five hours

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Chronicles - Malachi & Job Series Teacher's Manual*
    - b. Veritas Press Chronicles - Malachi & Job Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Chronicles - Malachi & Job Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Book of Buildings*, one per class
    - b. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - c. *Child's Story Bible, The*, one per class
    - d. *Children's Illustrated Bible, The*, one per class
    - e. *Greenleaf Guide to Old Testament History*, one per class
    - f. *Student Bible Atlas*, one per four students and teacher
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Chronicles - Malachi & Job.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second and third grades in the Bible curriculum.
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher's manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.

4. Integration with art, geography, history, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four - five hours

## **FIFTH GRADE BIBLE** (The Gospels)

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Gospels Series Teacher's Manual*
    - b. Veritas Press Gospels Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Gospels Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - b. *Child's Story Bible, The*, one per class
    - c. *Children's Illustrated Bible, The*, one per class
    - d. *Student Bible Atlas*, one per four students and teacher
    - e. *Survey of the Bible*, one per class
    - f. *Time of Jesus, The*, one per class
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of the Gospels.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
  8. Articulate the *ordo salutis* (order of salvation).
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second - fourth grades in the Bible curriculum.
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher's manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.

4. Integration with art, geography, history, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four - five hours

## **SIXTH GRADE BIBLE** (Acts through Revelation)

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Acts - Revelation Series Teacher's Manual*
    - b. Veritas Press Acts - Revelation Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Acts - Revelation Series card set
    - b. *Bible (NKJV)*
    - c. *Journey Through the Bible*
  3. Classroom resources
    - a. *Abingdon's Reproducible Old and New Testament Maps*, one per class
    - b. *Child's Story Bible, The*, one per class
    - c. *Children's Illustrated Bible, The*, one per class
    - d. *Student Bible Atlas*, one per four students and teacher
    - e. *Survey of the Bible*, one per class
- B. Primary objectives—the student will be able to:
1. Locate in his Bible the biblical events studied.
  2. List the 32 events on the flashcards for series with applicable dates, and Scripture references in chronological order.
  3. Recite the reasons given for the importance of significant dates or events covered in the study of Acts - Revelation.
  4. Recall several basic facts related to each event studied.
  5. Locate on a map of the world the key places where biblical events studied occurred.
  6. Understand the events studied by reading them in Scripture.
  7. Articulate the fact that God has sovereignly led through all of Scripture.
  8. Recite from memory and describe the four major eschatological views.
- C. Review objectives—the student will be able to:
1. Recite the books of the Old and New Testaments.
  2. Recall the timeline and basic facts of the events studied in second - fifth grades in the Bible curriculum.
  3. Recall and articulate the *ordo salutis* (order of salvation).
- D. Primary teaching methods
1. Completion of worksheets and tests from Veritas Press Teacher's manual.
  2. Chant and sing the series of events.
  3. Research work by small groups and individuals on specific projects.

4. Integration with art, geography, history, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Guest speakers

E. Approximate time per week—four - five hours



## **FIRST GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *The Shurley Method*, Level 1, audio tape, teacher's edition, one workbook per student
  2. Penmanship paper w/illustration area
- B. Primary objectives—the student will be able to:
1. Demonstrate understanding that God gave us letters and language.
  2. Consistently and properly form the upper and lower case versions of each letter of the alphabet (using modern manuscript).
  3. 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.
  4. Consistently use the Shurley Method question-answer flow for the parts of speech that have been covered.
  5. Accurately identify the complete subject/predicate in a sentence.
  6. Identify single/plural words and common/proper nouns.
  7. Select synonyms and antonyms for given words.
  8. Recognize and use contractions; *I'm, can't, don't, doesn't, didn't*
  9. Identify present, past, and future verb tenses.
  10. Identify simple sentences and fragments; make fragments into complete sentences.
  11. Consistently and correctly write his name on all worksheets and papers.
  12. Consistently use correct capitalization and punctuation in a written sentence (e.g., beginning capitals, ending periods).
  13. Write at least a three-sentence story with a beginning, middle, and an end, using the above skills correctly.
- C. Primary teaching methods
1. Large group instruction
  2. Individual instruction/work
  3. Regular oral presentations, spelling bees
  4. Integration of other subjects in writing/oral presentations
  5. Chant and drill jingles
  6. Play review games
- D. Approximate time per week—four hours (including integration)

## SECOND GRADE ENGLISH GRAMMAR

- A. Primary texts and materials
1. *The Shurley Method*, Level 2, audio tape, teacher's edition, one workbook per student
  2. *The Institute for Excellence in Writing*, (2-4)
  3. Thesaurus, one per four students (minimum)
  4. Elementary Dictionaries, one per four students (minimum)
  5. Penmanship paper
  6. *D'Nealian Handwriting Workbook*, one per student
  7. *Classically Cursive D'Nealian: The Ten Commandments*
  8. *Classically Cursive D'Nealian: The Shorter Catechism*
- B. Primary objectives—the student will be able to:
1. Understand why we should seek to speak and write clearly.
  2. Comprehend a basic sentence structure and recognize the use of sentences and paragraphs in God's Word and other literature.
  3. Memorize the *Shurley Method* jingles for subject pronoun and possessive pronoun.
  4. 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.
  5. Identify noun jobs: *SN, OP*
  6. Identify the simple subject/predicate in a sentence.
  7. Demonstrate clear and correct understanding of past, present, and future tenses of simple verbs and regular/irregular verbs in written and oral work.
  8. Consistently demonstrate the correct subject/verb agreement in a sentence.
  9. Select and use *a/an* correctly.
  10. Regularly present information orally, using complete sentences, e.g., in regularly scheduled oral presentations.
  11. Properly use a comma between series of words, in addresses, dates, etc.
  12. Write a story with a beginning, middle, and an end, using the above skills correctly.
  13. Demonstrate consistent neatness standards in writing assignments and other work.
  14. Demonstrate proper use of a dictionary and thesaurus.
  15. Properly identify the parts of a book.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction/work
  3. Integration of other subjects in writing/oral presentations

4. Making original stories using modeling from *The Institute for Excellence in Writing*.
5. Basic parsing/classifying practice
6. Drill and chant jingles
7. Play review games
8. Dedicated memory work time during “memory period.”

E. Approximate time per week—four - five hours

## THIRD GRADE ENGLISH GRAMMAR

- A. Primary texts and materials
1. *Shurley Method*, Level 3, audio tape, teacher's edition, one workbook per student
  2. *Institutes for Excellence in Writing*, (2-4)
  3. *Imitations in Writing: Aesop's Fables*
  4. *Imitations in Writing: Fair Tales*
  5. *Imitations in Writing: Greek Heros*
  6. *Imitations in Writing: Greek Myths*
  7. Penmanship paper
  8. Thesaurus, one per four students (minimum)
  9. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Consistently and properly form the upper and lower case versions of each letter of the alphabet using the modern cursive model.
  2. Demonstrate a consistent, correct use of adverbs, direct objects, and indirect objects; identify them in simple sentences.
  3. Recognize homonyms for given words.
  4. Recognize and write the possessive forms of nouns.
  5. Identify and use simple sentences with compound parts and compound sentences.
  6. Recognize and correct run-on sentences and double negatives.
  7. Identify linking verbs, predicate nouns, and predicate adjectives.
  8. Make regular oral presentations of information, using complete sentences.
  9. Consistently and correctly write his name and date on all worksheets and papers.
  10. Consistently use additional correct capitalization and punctuation (! , “” ? .) in a written sentence.
  11. Correctly identify the difference between a subject and a predicate in a sentence.
  12. Demonstrate clear and correct understanding of past, present, and future tenses of verbs and change verb tense in written and oral work.
  13. Use the correct tense of helping verbs.
  14. Write short stories, fairy tales, fables, poetry and letters using the above skills correctly. (Illustrations may be included.) Edit own work.
  15. Use basic research materials in addition to a thesaurus and dictionary.
  16. Know how to find books in a library.
  17. Learn the Shurley Grammar chants for direct object and indirect object.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction

2. Individual instruction/work
3. Use imitation of well written works to teach writing skills
4. Integration of other subjects in writing/oral presentations
5. Frequent copying of weekly sentences, making original stories
6. Basic parsing/classifying practice
7. Play review games
8. Chant and drill jingles
9. Dedicated memory work time during “memory period.”

E. Approximate time per week—four - five hours

## **FOURTH GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *Shurley Method*, Level 4, audio tape, teacher's edition, one workbook per student
  2. *Institute for Excellence in Writing*, (2-4)
  3. Thesaurus, one per four students (minimum)
  4. Intermediate Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Comprehend a basic sentence structure and recognize the use of sentences and paragraphs in verbal communication.
  2. Demonstrate a consistent, correct use of predicate nouns, conjunction, interjection; identify them in complete sentences.
  3. Know and use helping verbs, *NOT* as an adverb, and the question verbs.
  4. 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.)
  5. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work.
  6. Summarize narrative stories and write from pictures.
  7. Write limerick, cinquain and diamante poetry.
  8. Learn the Shurley Grammar chants for helping verb, object pronoun, and subject and verb must agree.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and assignments
  2. Individual instruction
  3. Use imitation of well written works to teach writing skills
  4. Review of all basic grammar instruction
  5. Integration with other subjects in writing and oral presentations
  6. Frequent original stories, other writing assignments
  7. Basic parsing/classifying practice
  8. Play review games
  9. Chant and drill jingles
  10. Dedicated memory work time during “memory period.”
- E. Approximate time per week—four - five hours

## **FIFTH GRADE ENGLISH GRAMMAR**

- A. Primary texts and materials
1. *Shurley Method*, Level 6 (Level 5 is skipped), audio tape, teacher's edition, one workbook per student
  2. *Institutes for Excellence in Writing*, (5-7)
  3. *Grammar of Poetry, The*
  4. *Writing Trails in American History*
  5. Thesaurus, one per four students (minimum)
  6. Intermediate Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Recognize and consistently compose a complete sentence; identify and avoid sentence fragments.
  2. Correctly parse/classify a simple sentence.
  3. Recognize the adverb exception and inverted order.
  4. Know and use indefinite pronouns.
  5. Identify and write complex sentences with subordinate conjunctions.
  6. Recognize the principal parts of verbs.
  7. Identify and use degrees of adjectives.
  8. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work and correct his own spelling and grammatical errors.
  9. Take basic notes from a speaker's presentation.
  10. Write several specific forms of poetry.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and assignments
  2. Individual instruction
  3. Use imitation of well written works to teach writing skills
  4. Review of all basic grammar instruction
  5. Integration with other subjects in writing and oral presentations
  6. Frequent original stories, other writing assignments
  7. Basic parsing/classifying practice
  8. Dedicated memory work time during “memory period.”
- E. Approximate time per week—five hours

## SIXTH GRADE ENGLISH GRAMMAR

- A. Primary texts and materials
1. *Shurley Method*, Level 7, audio tape, teacher's edition, one workbook per student
  2. *Institute for Excellence in Writing*, (5-7)
  3. *Grammar of Poetry*, *The*
  4. Thesaurus, one per four students (minimum)
  5. Dictionaries, one per four students (minimum)
  6. *Vocabulary From Classical Roots*, Level A, teacher's edition, tests, one workbook per student
- B. Primary objectives—the student will be able to:
1. Correctly parse/classify a relatively complex sentence.
  2. Identify and use object complement noun/adjective.
  3. Recognize reflexive/intensive pronouns.
  4. Identify simple/perfect tenses, progressive/emphatic forms, active/passive voice for verbs.
  5. Identify and use adjective/adverb phrases.
  6. Identify and use verbals: gerunds, participles, and infinitives.
  7. Recognize independent and dependent (noun, adjective, and adverb) clauses.
  8. Apply the use of metaphors and similes in writing.
  9. Consistently solve word analogies.
  10. Demonstrate correct use of grammar elements through proofing and editing his own and others' written work. Correct own spelling errors.
  11. Write five-part essay (in addition to further practice of writing exercises in prior years) using the above skills correctly. Describe and use introduction, body, and conclusion.
  12. Take legible and accurate notes from a speaker's presentation.
  13. Confidently use a dictionary, thesaurus, and other basic research materials.
  14. Increase vocabulary through regular learning of definitions of unknown words in literature read in class.
  15. Expand vocabulary by working with families of words from Greek and Latin roots.
  16. Write several specific forms of poetry.
  17. Write a teacher-directed term paper which includes bibliography(ies), footnote(s), outline(s), note cards, and other common elements of such a paper. It should be done with at least a rough draft and final draft before it is considered complete. It is understood that this is likely a first attempt at such a work product supervised as such with much help and teacher oversight.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction/assignments/parsing-classifying instruction
  2. Review of all basic grammar instruction



3. Individual instruction
4. Use imitation of well written works to teach writing skills
5. Integration with other subjects in writing/oral presentations
6. Frequent creative writing exercises
7. Basic parsing/classifying practice
8. Play review games
9. Chant and drill jingles
10. Dedicated memory work time during “memory period.”

E. Approximate time per week—five hours

**KINDERGARTEN HISTORY/GEOGRAPHY**  
**(Lancaster County, Pennsylvania)**

- A. Primary texts and materials
1. *Bible* (NKJV)
  2. Lancaster city maps
  3. Pictures, artifacts and pamphlets
  4. Student family photos
- B. Primary objectives—the student will be able to:
1. Begin to understand God’s sovereignty in history.
  2. Begin to understand that it is God’s providential acts that bring about the events of history.
  3. Begin to understand a timeline of history by using personal family information.
  4. 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.)
  5. Recall the basic tasks done by Lancaster city service personnel (e.g., firemen, police, hospital, mayor, etc.).
  6. Identify the location of their home on a basic city map (possibly class-made).
  7. Identify the major land features and uses of land in this area.
  8. Recall basic facts of Lancaster County history.
  9. Recognize basic traffic signs.
  10. Recall the state’s name in which they live.
  11. Recall their own address and telephone number.
- C. Primary teaching methods
1. Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time.
  2. Construction of individual student timeline.
  3. Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make “time capsules.”
  4. Integrate with Bible and art (geographical features)
  5. Field trips to locations important to Lancaster County (i.e., fire department, Kitchen Kettle, Landis Valley Museum, “The Pumpkin Patch,” etc.)
- D. Approximate time per week—one to one and one-half hours

**FIRST GRADE HISTORY/GEOGRAPHY**  
**(Pennsylvania)**

- A. Primary texts and materials
1. *Around and About Our Globe, Our World*
  2. *Around and About Maps and Journeys*
  3. *Beginning Geography, Vol. 1 & 2*
  4. *Bible (NKJV)*
  5. Teacher-made timeline cards
  6. Miscellaneous Pennsylvania history materials
- B. Primary objectives—the student will be able to:
1. Begin to understand the flow (that is, sequencing) of history including the following events: Creation, Indians, William Penn, Liberty Bell, Betsy Ross, Pennsylvania Dutch, Benjamin Franklin, Daniel Boone, Gettysburg, James Buchanan, and Milton Hershey.
  2. Further understand God’s sovereignty in history.
  3. Further understand that it is God’s providential acts that bring about the events of history.
  4. Describe the basic lifestyle of the Indians prior to the European settlers; their dress, food, shelters, celebrations, religion, language, and how they affect Pennsylvania history.
  5. Recall names and basic details of first white settlers in Pennsylvania. (See Materials)
  6. Describe how lifestyles (dress, jobs, entertainment, food) of people living in this area have changed over the period studied.
  7. Identify the God-made resources of the area, such as unique soil, rivers, lakes, vegetation/crops, climate, etc.
  8. Have a basic understand of a map and globe.
- C. Primary teaching methods
1. Large group instruction using maps, pictures, guest speakers, artifacts, stories/biographies, models, and other visual helps to illustrate changes over time.
  2. Construction of individual student timeline.
  3. Build models, make family trees, make foods, make local crafts, read stories, listen to stories, do drama, make maps, make “time capsules.”
  4. Integrate with Bible and art
  5. Field trips to locations important to Pennsylvania (e.g., Betsy Ross House, Ephrata Cloister, Harrisburg, Independence Hall, Landis Valley Museum, Liberty Bell)
- D. Approximate time per week—one and one-half - two hours

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Old Testament Ancient Egypt Series Teacher's Manual*
    - b. Veritas Press Old Testament Ancient Egypt Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Old Testament Ancient Egypt Series, card set
    - b. *Bible (NKJV)*
    - c. *Great Wonder, The* (lit. guide in Teacher's Manual)
    - d. *Journey Through the Bible*
    - e. *Mummies Made in Egypt* (lit. guide in Teacher's Manual)
    - f. *Pharaohs of Ancient Egypt, The* (lit. guide in Teacher's Manual)
    - g. *Senefer: A Young Genius in Old Egypt* (lit. guide in Teacher's Manual)
    - h. *Student Bible Atlas*
    - i. *Time Traveler book of Pharaohs and Pyramids*
    - j. *Tirzah*
    - k. *Tut's Mummy Lost and Found*
    - l. *Tutankhamen's Gift*
  3. Classroom resources
    - a. *Ancient Egypt* by Nicholson, two per class
    - b. *Child's History of the World, A*, one per class
    - c. *Color and Learn: Ancient Egypt*, one per student and teacher
    - d. *Coloring Book of Cleopatra, A*, one per class
    - e. *Coloring Book of Queen Nefertiti, A*, one per class
    - f. *Cultural Atlas for Young People: Ancient Egypt*, one per four students and teacher
    - g. *Egyptian Life*, one per class
    - h. *Egyptian News, The*, one per class
    - i. *Egyptians, The*, one per class
    - j. *Eyewitness Activity File: Mummy*, one per class
    - k. *Eyewitness Books: Ancient Egypt*, one per class
    - l. *Eyewitness Books: Bible Lands*, one per class
    - m. *Eyewitness Books: Pyramid*, one per class
    - n. *Footsteps in Time: The Egyptians*, one per class
    - o. *Geography Songs: Sing Around the World*, one per class
    - p. *Golden Goblet, The*, two per class
    - q. *Great Pyramid, The*, one per class
    - r. *Greenleaf Guide to Ancient Egypt*, one per class
    - s. *In Search of Tutankhamun*, one per class
    - t. *Kingfisher History Encyclopedia*, one per four students and teacher
    - u. *Lift the Lid on Mummies*, one per class
    - v. *Mummies*, two per class
    - w. *Mummies of the Pharaohs*, one per class
    - x. *Mystery of the Hieroglyphs, The*, one per class
    - y. *Pyramid*, one per class

- z. *Pyramids: Tombs for Eternity*, one per class
- aa. *Riddle of the Rosetta Stone*, one per class
- ab. *Science in Ancient Egypt*, one per class
- ac. *Streams of Civilization, Vol. 1*, one per four students and teacher
- ad. *Tales of Ancient Egypt*, two per class
- ae. *What Do We Know About the Egyptians?*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for Old Testament Ancient Egypt series with applicable dates, and Scripture references in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of Old Testament Ancient Egypt.
3. Recall several basic facts related to each event studied.
4. Explain the relationship between the Hebrews and the Egyptians
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.

C. Primary teaching methods

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

D. Approximate time per week—four - five hours

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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press New Testament, Greece & Rome Series Teacher's Manual*
    - b. Veritas Press New Testament, Greece & Rome Series audio tape
  2. One for teacher and each student
    - a. Veritas Press New Testament, Greece & Rome Series, card set
    - b. *Against the World: The Odyssey of Athanasius*
    - c. *Augustus Caesar's World*
    - d. *Bible (NKJV)*
    - e. *Black Ships Before Troy*
    - f. *Children's Homer, The* (lit. guide in Teacher's Manual)
    - g. *d'Aulaires Book of Greek Myths* (lit. guide in Teacher's Manual)
    - h. *Detectives in Togas* (lit. guide in Teacher's Manual)
    - i. *In Search of Troy*
    - j. *Journey Through the Bible*
    - k. *Librarian Who Measured the Earth, The*
    - l. *Minotaur of Knossos, The*
    - m. *Pompeii...Buried Alive* (lit. guide in Teacher's Manual)
    - n. *Quintus*
    - o. *Theseus and the Minotaur*
    - p. *Trojan Horse, The* (lit. guide in Teacher's Manual)
    - q. *Twice Freed*
    - r. *Usborne Illustrated World History: The Greeks*
    - s. *Usborne Illustrated World History: The Romans*
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per four students and teacher
    - b. *Alexander the Great (Green)*, one per class
    - c. *Alexander the Great (Langley)*, one per class
    - d. *Ancient Greece* by Nicholson, one per class
    - e. *Ancient Greece of Odysseus, The*, one per class
    - f. *Archimedes and the Door to Science*, one per class
    - g. *Beric The Briton: A Story of the Roman Invasion*, two per class
    - h. *Beyond the Desert Gate*, two per class
    - i. *Black Ships Before Troy Literature Guide*, one per class
    - j. *Bronze Bow, The*, two per class
    - k. *Buried City of Pompeii, The*, two per class
    - l. *Cavalryman, The*, one per class
    - m. *Child's History of the World, A*, one per class
    - n. *Church in History, The*, one per four students and teacher
    - o. *City*, one per class
    - p. *Cleopatra*, one per class
    - q. *Coloring Book of Ancient Greece, A*, one per class
    - r. *Cultural Atlas for Young People: Ancient Greece*, one per four students and teacher

- s. *Cultural Atlas for Young People: Ancient Rome*, one per four students and teacher
- t. *Eagle of the Ninth, The*, two per class
- u. *Eyewitness Books: Ancient Greece*, one per class
- v. *Eyewitness Books: Ancient Rome*, one per class
- w. *Famous Men of Greece*, one per four students and teacher
- x. *Famous Men of Rome*, one per four students and teacher
- y. *Footsteps in Time: The Greeks*, one per class
- z. *Footsteps in Time: The Romans*, one per class
- aa. *For the Temple: A Tale of the Fall of Jerusalem*, one per class
- ab. *Geography Songs: Sing Around the World*, one per class
- ac. *Gods of Greece: Mythology*, one per class
- ad. *Greek Life*, one per class
- ae. *Greek News*, one per class
- af. *Hittite Warrior*, two per class
- ag. *Holy Land, The*, one per class
- ah. *Ides of April*, two per class
- ai. *In Search of Knossos*, one per class
- aj. *In Search of Pompeii*, one per class
- ak. *Kingfisher History Encyclopedia*, one per four students and teacher
- al. *Legionary, The*, one per class
- am. *Life in Ancient Rome*, one per class
- an. *Outcast*, two per class
- ao. *Oxford First Ancient History*, one per class
- ap. *Roman Life*, one per class
- aq. *Roman News*, one per class
- ar. *Romans, The* by Chrisp, one per class
- as. *Romans, The* by Rogaro, one per class
- at. *Science in Ancient Greece*, one per class
- au. *Science in Ancient Rome*, one per class
- av. *Silver Branch, The*, two per class
- aw. *Streams of Civilization, Vol. 1*, one per four students and teacher
- ax. *Wanderings of Odysseus, The*, one per class
- ay. *What Do We Know About the Greeks?*, one per class
- az. *What Do We Know About the Romans?*, one per class
- ba. *Young Carthaginian: A Story of the Times of Hannibal*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for New Testament, Greece & Rome series with applicable dates, and Scripture references in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of New Testament, Greece & Rome.
3. Recall several basic facts related to each event studied.
4. Explain the relationship between the Greeks, Romans, Hebrews, and Christians.
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.
7. Sequence Flash Cards (including prior year) in chronological order and describe each historic event represented.

- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
  - 2. Chant and sing the series of events.
  - 3. Research work by small groups and individuals on specific projects.
  - 4. Integration with art, geography, and music.
  - 5. Build models, make drawings, write stories, play games and make collections and displays.
  - 6. Dedicated memory work time during “memory period.”
  - 7. Study, drill, and review flash cards.
  - 8. Field trips to related sites and museum exhibits.
  
- E. Approximate time per week—four - five hours



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

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Middle Ages, Renaissance & Reformation Teacher's Manual*
    - b. Veritas Press Middle Ages, Renaissance & Reformation Series audio tape
  2. One for teacher and each student
    - a. Veritas Press Middle Ages, Renaissance & Reformation Series card set
    - b. *Adam of the Road*
    - c. *Augustine, The Farmer's Boy of Tagaste*
    - d. *Beowulf* (lit. guide in Teacher's Manual)
    - e. *Church in History, The*
    - f. *Door in the Wall, The* (lit. guide in Teacher's Manual)
    - g. *Ink on His Fingers*
    - h. *King Arthur* (Green) (lit. guide in Teacher's Manual)
    - i. *King's Shadow, The*
    - j. *Life of John Calvin, The*
    - k. *Luther the Leader*
    - l. *New Foxe's Book of Martyrs, The*
    - m. *Adventures of Robin Hood* (Green)
    - n. *Story of Rolf and the Viking Bow, The*
    - o. *This was John Calvin* (lit. guide in Teacher's Manual)
    - p. *Thunderstorm in the Church*
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per class
    - b. *Bard of Avon*, one per class
    - c. *Beggars' Bible, The*, two per class
    - d. *Beorn the Proud*, two per class
    - e. *By Pike and Dike: A Tale of the Rise of the Dutch Republic*, two per class
    - f. *Carpenter of Zerbst, The*, two per class
    - g. *Castle*, one per class
    - h. *Cathedral*, one per class
    - i. *Celebrate the Reformation*, one per class
    - j. *Child's History of the World, A*, one per class
    - k. *Coronation of Glory: The Story of Lady Jane Grey*, one per class
    - l. *Cultural Atlas for Young People: Middle Ages*, one per four students and teacher
    - m. *Design Your Own Coat of Arms*, one per class
    - n. *Dispelling the Tyranny*, one per class
    - o. *Dragon and the Raven, The: The Days of King Alfred*, two per class
    - p. *Escape, The*, two per class
    - q. *Eyewitness Books: Castle*, one per class
    - r. *Eyewitness Books: Knight*, one per class
    - s. *Eyewitness Books: Medieval Life*, one per class
    - t. *Eyewitness Books: Vikings*, one per class

- u. *Famous Men of the Middle Ages*, one per class
- v. *Famous Men of the Renaissance and Reformation*, one per class
- w. *Footsteps in Time: The Vikings*, one per class
- x. *For Kirk and Covenant*
- y. *Geography Songs: Sing Around the World*, one per class
- z. *Great Christian Revolution*, one per class
- aa. *Heart Strangely Warmed*, one per class
- ab. *Hidden Treasure of Glaston, The*, one per class
- ac. *History of Art for Young People*, one per class
- ad. *Huguenot Garden*, one per class
- ae. *If All the Swords in England: A Story of Thomas Becket*, two per class
- af. *In Freedom's Cause: A Story of Wallace and Bruce*, two per class
- ag. *Invention of Perspective*, one per four students and teacher
- ah. *Joan of Arc (Ross)*, one per class
- ai. *Joan of Arc (Stanley)*, one per class
- aj. *Journey of Souls, A*, one per class
- ak. *Kingfisher History Encyclopedia*, one per four students and teacher
- al. *Lantern Bearers, The*, two per class
- am. *Leonardo da Vinci (Stanley)*, one per class
- an. *Lion of St. Mark, The*, one per class
- ao. *Lost Baron, The*, one per class
- ap. *Magna Charta, The*, one per class
- aq. *Making of a Knight, The*, one per class
- ar. *Man Who Laid the Egg, The*, one per class
- as. *Marguerite Makes a Book*, one per class
- at. *Medieval Cookbook*, one per class
- au. *Medieval Feast, A*, one per class
- av. *Middle Ages, The (Jordan)* one per four students and teacher
- aw. *Night Preacher*, one per class
- ax. *Piece of the Mountain, A*, one per class
- ay. *Red Keep, The*, one per class
- az. *River of Grace, The: The Story of John Calvin*, one per class
- ba. *Secret Mission, The*, one per class
- bb. *St. Bartholomew's Eve: A Tale of the Huguenot Wars*, one per class
- bc. *Saint Francis*, one per class
- bd. *Saint Patrick: Pioneer Missionary*, one per class
- be. *Scottish Seas*, one per class
- bf. *Shining Company, The*, one per class
- bg. *Son of Charlemagne*, one per class
- bh. *Starry Messenger*, one per class
- bi. *Streams of Civilization, Vol. 1*, one per four students and teacher
- bj. *Sword Song*, two per class
- bk. *Three Men Came to Heidelberg*, one per class
- bl. *Time Traveler Book of Knights and Castles*, one per four students and teacher
- bm. *Time Traveler Book of Viking Raiders*, one per four students and teacher
- bn. *Trial and Triumph: Stories from Church History*, one per class
- bo. *Usborne Illustrated World History: The Viking World*, one per four students and teacher
- bp. *Vikings, The*, one per class
- bq. *Viking Life*, one per class
- br. *What Do We Know About the Middle Ages?*, one per class
- bs. *What Do We Know About the Vikings?*, one per class
- bt. *When Morning Came*, one per class

- bu. *William of Orange*, one per class
- bv. *William Shakespeare and the Globe*, one per class
- bw. *Winning His Spurs: A Tale of the Crusades*, two per class
- bx. *Wulf the Saxon: A Story of the Norman Conquest*, one copy
- by. *Young Huguenots, The*, two per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for Middle Ages, Renaissance & Reformation series with applicable dates in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of Middle Ages, Renaissance & Reformation.
3. Recall several basic facts related to each event studied.
4. Explain the relationship between the three branches of the Church.
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.
7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.

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

D. Primary teaching methods

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

E. Approximate time per week—four - five hours

**FIFTH GRADE HISTORY/GEOGRAPHY**  
**(Explorers to 1815)**

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press Explorers to 1815 Teacher's Manual*
    - b. Veritas Press Explorers to 1815 series audio tape
  2. One for teacher and each student
    - a. Veritas Press Explorers to 1815 series card set
    - b. *Child's Story of America, A*
    - c. *Christopher Columbus: First Voyage to America*
    - d. *Colonies*
    - e. *Daniel Boone*
    - f. *Duel in the Wilderness*
    - g. *Explorers Who Got Lost*
    - h. *Guns for General Washington*
    - i. *Homes in the Wilderness* (lit. guide in Teacher's Manual)
    - j. *Johnny Tremain*
    - k. *Mourt's Relation*
    - l. *Of Plymouth Plantation*
    - m. *Seaman: The Dog Who Explored the West With Lewis and Clark*
    - n. *Voyage to Freedom*
    - o. *Witch of Blackbird Pond* (lit. guide in Teacher's Manual)
    - p. *Yankee Doodle Boy*
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per four students and teacher
    - b. *Along Came Galileo*, one per class
    - c. *Amazing Life of Benjamin Franklin, The*, one per class
    - d. *American Revolution, The* (Carter), one per class
    - e. *American Revolution, The* (Landmark), one per class
    - f. *And Then What Happened, Paul Revere?*, one per class
    - g. *Ben Franklin in Old Philadelphia*, one per class
    - h. *Benjamin Franklin: the Autobiography and Other Writings*, two per class
    - i. *Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet*, one per class
    - j. *Bonnie Prince Charlie*, one per class
    - k. *Brown Shadow*, one per class
    - l. *By Right of Conquest: With Cortez in Mexico*, one per class
    - m. *Child's History of the World, A*, one per class
    - n. *Church in History, The*, one per class
    - o. *Coloring Book of Great Explorers, A*, one per class
    - p. *Columbus* (d'Aulaire), one per class
    - q. *Constitution of the United States of America*, one per class
    - r. *Cornerstones of Freedom: The Constitution*, two per class
    - s. *Cornerstones of Freedom: The Declaration of Independence*, two per class
    - t. *Declaration of Independence*, one per class

- u. *Don't Know Much About History*, one per class
- v. *Dutch Color*, one per class
- w. *Forgotten Founding Father: The Heroic Leadership of George Whitefield*, one per class
- x. *Geography Songs: Sing Around the World*, one per class
- y. *George Washington (d'Aulaire)*, one per class
- z. *George Washington (Giblin)*, one per class
- aa. *George Washington's World*, one per class
- ab. *Give Me Liberty: The Uncommon Statesmanship of Patrick Henry*, one per class
- ac. *Great Explorers, The: Columbus and the Renaissance Explorers*, two per class
- ad. *Great Explorers, The: Exploration of North America*, two per class
- ae. *Great Explorers, The: Magellan and the Exploration of North America*, two per class
- af. *Heart Strangely Warmed*, one per class
- ag. *Hero Tales*, one per class
- ah. *History of US (Vol. 1): The First Americans*, one per four students and teacher
- ai. *History of US (Vol. 2): Making 13 Colonies*, one per four students and teacher
- aj. *History of US (Vol. 3): From Colonies to Country*, one per four students and teacher
- ak. *History of US (Vol. 4): The New Nation*, one per four students and teacher
- al. *How We Crossed the West: The Adventures of Lewis and Clark*, one per class
- am. *Indian Captive*, one per class
- an. *Indian Drums and Broken Arrows*, one per class
- ao. *In the Reign of Terror*, one per class
- ap. *Jamestown: New World Adventure*, one per class
- aq. *John Smith: Gentleman Adventurer*, one per class
- ar. *Jonathan & Sarah: An Uncommon Union*, one per class
- as. *Jonathan Edwards: A New Biography*, one per class
- at. *Journals of Lewis and Clark, The*, two per class
- au. *Journey to Monticello*, one per class
- av. *Kingfisher History Encyclopedia*, one per four students and teacher
- aw. *Landing of the Pilgrims, The*, one per class
- ax. *Light in the Forest, The*, one per class
- ay. *Lion of the North, The*, one per class
- az. *Little Maid Series*, one per class
- ba. *Madeleine Takes Command*, one per class
- bb. *Matchlock Gun, The*, one per class
- bc. *Minute Boys of Bunker Hill, The*, one per class
- bd. *Minute Boys of Lexington, The*, one per class
- be. *Narrative of Colonel Ethan Allen*, one per class
- bf. *New World in View, A*, two per class
- bg. *Ocean of Truth: the Story of Isaac Newton*, one per class
- bh. *Of Courage Undaunted*, one per class
- bi. *On the Mayflower*, one per class
- bj. *Poor Richard*, one per class
- bk. *Potomac Captive: The Adventures of Henry Fleet*, two per class
- bl. *Reb and the Redcoats, The*, one per class
- bm. *Reformation to Colonization*, two per class

- bn. *Samuel Eaton's Day*, one per class
- bo. *Sarah Bishop*, one per class
- bp. *Sarah Morton's Day*, one per class
- bq. *Shh! We're Writing the Constitution*, one per class
- br. *Sign of the Beaver*, one per class
- bs. *Soldier of Virginia, The*, one per class
- bt. *States and Capitals: Songs and Maps*, one per class
- bu. *Stories of the Pilgrims*, one per class
- bv. *Story of Liberty Series, The*, one per class
- bw. *Streams of Civilization, Vol. 2*, one per class
- bx. *Struggle for a Continent*, one per class
- by. *Thanksgiving Primer*, one per class
- bz. *Three Ships Come Sailing*, one per class
- ca. *Three Visitors to Early Plymouth*, one per class
- cb. *Three Young Pilgrims*, one per class
- cc. *Traitor: The Case of Benedict Arnold*, one per class
- cd. *US History for Christian Schools*, one per four students and teacher
- ce. *Usborne Book of Explorers, The*, one per class
- cf. *Visible Saints*, one per class
- cg. *What's the Deal?*, one per class
- ch. *Where was Patrick Henry on the 29th of May?*, one per class
- ci. *Why Don't You Get a Horse, Sam Adams?*, one per class
- cj. *Will You Sign Here, John Hancock?*, one per class
- ck. *William Bradford: Plymouth's Faithful Pilgrim*, one per class
- cl. *Winter at Valley Forge, The*, one per class
- cm. *Witchcraft of Salem Village, The*, one per class
- cn. *Won by the Sword*, one per class
- co. *World of Captain John Smith, The*, one per class
- cp. *World of Columbus and Sons, The*, one per class
- cq. *Worldly Saints*, one per class

- B. Primary objectives—the student will be able to:
1. List the 32 events on the flashcards for Explorers to 1815 series with applicable dates in chronological order.
  2. Recite the reasons given for the importance of significant dates or events covered in the study of Explorers to 1815.
  3. Recall several basic facts related to each event studied.
  4. Explain the religious underpinnings and foundational matters surrounding the beginnings of America.
  5. Locate on a map of the world the key places where historical events studied occurred.
  6. 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.
  7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

D. Primary teaching methods

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

E. Approximate time per week—four - five hours

**SIXTH GRADE HISTORY/GEOGRAPHY**  
**(1815 to Present)**

- A. Primary texts and materials
1. Teacher only
    - a. *Veritas Press 1815 to the Present Teacher's Manual*
    - b. Veritas Press 1815 to the Present series audio tape
  2. One for teacher and each student
    - a. Veritas Press 1815 to the Present series card set
    - b. *Boy in the Alamo, The*
    - c. *Carry a Big Stick: The Uncommon Heroism of Theodore Roosevelt* (lit. guide in Teacher's Manual)
    - d. *Child's Story Of America, A*
    - e. *Co. Aytch*
    - f. *Hiding Place, The* (lit. guide in Teacher's Manual)
    - g. *If You Traveled West on a Covered Wagon* (lit. guide in Teacher's Manual)
    - h. *Lonely Sentinel, The*
    - i. *Pioneers Go West, The* (lit. guide in Teacher's Manual)
    - j. *With Lee in Virginia* (lit. guide in Teacher's Manual)
  3. Classroom resources
    - a. *100 Most Important Events in Church History*, one per class
    - b. *Abe Lincoln: Log Cabin to White House*, one per class
    - c. *Air Raid—Pearl Harbor!*, one per class
    - d. *Alamo!*, one per class
    - e. *Amazing Impossible Erie Canal, The*, one per four students and teacher
    - f. *America at War: WWI*, one per class
    - g. *America at War: WWII*, one per class
    - h. *America's Wars* (cassettes), one per class
    - i. *Among the Camps: Young People's Stories of War*, one per class
    - j. *Battle of Gettysburg*, one per class
    - k. *Boys' War, The*, one per class
    - l. *Bud & Me*, one per class
    - m. *Bull Run*, one per class
    - n. *Caddie Woodlawn*, one per class
    - o. *California Gold Rush, The*, one per class
    - p. *Call of Duty: The Sterling Nobility of Robert E. Lee*, one per class
    - q. *Charles Dickens: The Man Who Had Great Expectations*, one per class
    - r. *Child's History of the World, A*, one per class
    - s. *Christ in the Camp*, one per class
    - t. *Confederate Trilogy for Young Readers, A*, one per class
    - u. *Cornerstones of Freedom Series*, two per class
    - v. *Cowboy: An Album*, two per class
    - w. *Cowboys of the Wild West*, one per class
    - x. *Davy Crockett: His Own Story*, one per class
    - y. *Don't Know Much About History*, one per class
    - z. *Facing Death*, one per class
    - aa. *Geography Songs: Sing Around the World*, one per class



- ab. *Gettysburg (Landmark)*, one per class
- ac. *Going West*, one per class
- ad. *Great Civil War Debate, The* (video), one per class
- ae. *Great Explorers, The: Exploration of Space*, one per class
- af. *Great Explorers, The: Pioneers of the Air*, one per class
- ag. *Grim Reaper, The*, two per class
- ah. *Hideout in the Swamp*, two per class
- ai. *Hiroshima*, two per class
- aj. *History of US (Vol. 4): The New Nation*, one per four students and teacher
- ak. *History of US (Vol. 5): Liberty for All?*, one per four students and teacher
- al. *History of US (Vol. 6): War, Terrible War*, one per four students and teacher
- am. *History of US (Vol. 7): Reconstruction and Reform*, one per four students and teacher
- an. *History of US (Vol. 8): Age of Extremes*, one per four students and teacher
- ao. *History of US (Vol. 9): War, Peace, and All That Jazz*, one per four students and teacher
- ap. *History of US (Vol. 10): All the People*, one per four students and teacher
- aq. *House of Sixty Fathers, The*, one per class
- ar. *If You Lived at the Time of the Civil War*, one per class
- as. *If You Traveled on the Underground Railroad*, one per class
- at. *If Your Name Was Changed at Ellis Island*, one per class
- au. *Immigrant Kids*, one per class
- av. *In the Heart of the Rockies*, one per class
- aw. *Iron Scouts of the Confederacy*, one per class
- ax. *It Began With a Parachute*, one per class
- ay. *Journey to Ellis Island*, one per class
- az. *Journey Through the Night*, one per class
- ba. *Kingfisher History Encyclopedia* one per four students and teacher
- bb. *Life of Kit Carson, The*, one per class
- bc. *Lincoln: A Photobiography*, one per class
- bd. *Little Colonel, The*, one per class
- be. *My Secret Camera*, one per class
- bf. *Narrative of the Great Revival in the Southern Armies, A*, one per class
- bg. *Overland in 1846: Diaries and Letters of the California-Oregon Trail*, one per class
- bh. *Partisans, The*, one per class
- bi. *Prairie Traveler*, one per class
- bj. *Revolutions That Never Were, The*, one per class
- bk. *Sabotage*, one per class
- bl. *Slopes of War, The*, one per class
- bm. *Small War of Sergeant Donkey, The*, one per class
- bn. *Snow Treasure*, one per class
- bo. *Soft Rain: A Story of the Cherokee Trail of Tears*, one per class
- bp. *State & Capitals: Songs and Maps*, one per class
- bq. *Statue of Liberty and Ellis Island Coloring Book, The*, one per class
- br. *Story of Inventions, The*, one per class
- bs. *Story of the Trapp Family Singers, The*, one per class
- bt. *Story of the Confederate States*, one per class
- bu. *Streams of Civilization, Vol. 2*, one per class
- bv. *Tale of Western Plains, A*, one per class
- bw. *They're Off! The Story of the Pony Express*, one per class

- bx. *Twenty and Ten*, one per class
- by. *Two Little Knights of Kentucky*, one per class
- bz. *US History for Christian Schools*, one per four students and teacher
- ca. *Usborne Book of Inventors, The*, one per class
- cb. *Usborne History of the Twentieth Century, The*, one per class
- cc. *Watch the Stars Come Out*, one per class
- cd. *Westward Ho! The Story of the Pioneers*, one per class
- ce. *Winged Watchman, The*, one per class
- cf. *Wright Brothers, The* (Landmark), one per class
- cg. *Wright Brothers: How They Invented the Airplane, The*, one per class

B. Primary objectives—the student will be able to:

1. List the 32 events on the flashcards for 1815 to Present series with applicable dates in chronological order.
2. Recite the reasons given for the importance of significant dates or events covered in the study of 1815 to Present.
3. Recall several basic facts related to each event studied.
4. Articulate the implications of significant events studied including the Second Great Awakening, War Between the States, World War I, and World War II.
5. Locate on a map of the world the key places where historical events studied occurred.
6. 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.
7. Sequence Flash Cards (including prior years) in chronological order and describe each historic event represented.

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

D. Primary teaching methods

1. Completion of worksheets and tests from Veritas Press Teacher’s manual.
2. Chant and sing the series of events.
3. Research work by small groups and individuals on specific projects.
4. Integration with art, geography, and music.
5. Build models, make drawings, write stories, play games and make collections and displays.
6. Dedicated memory work time during “memory period.”
7. Study, drill, and review flash cards.
8. Field trips to related sites and museum exhibits.
9. Group discussion.

E. Approximate time per week—four - five hours

**SECOND GRADE LATIN**  
**(Pre-Latin)**

- A. Primary texts and materials
1. *Matin Latin Book I*, teacher's edition and one student text per student
  2. *Vulgate*
  3. *Latina Christiana Book I* teacher's guide (for pronunciation guide only)
  4. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Chant these Latin paradigms:
    - a. sum, present, future and imperfect tense
    - b. first declension nouns
  3. Identify first declension nouns.
  4. Identify the meaning of 150 Latin nouns, verbs and adjectives.
  5. Recite the Lord's Prayer and selected Bible verses in Latin.
  6. Conjugate and decline Latin verbs and nouns orally and in writing.
- C. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Make drawings and play games pertinent to material covered.
  3. Large group instruction
  4. Individual instruction/work
- D. Approximate time per week—30 minutes per day, three days a week

**THIRD GRADE LATIN**  
**(Latin I)**

- A. Primary texts and materials
1. *Latina Christiana Book I*, teacher's edition, pronunciation CD and one student text per student
  2. *Lingua Angelica*
  3. *Ecce Romani, Book I* (for supplemental readings)
  4. *Vulgate*
  5. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Translate 400 words, 250 from *Latina Christiana, Book I* and 150 from *Matin Latin, Book I*, and recognize their corresponding derivatives.
  3. Translate, form and parse 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declension nouns; present, future and imperfect tense.
  4. Identify and parse 1<sup>st</sup> and 2<sup>nd</sup> person personal pronoun forms.
  5. Translate and create simple Latin sentences and stories.
  6. Recite selected Bible verse, prayers and songs.
  7. Sing and memorize numerous songs from *Lingua Angelica*.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings and play games pertinent to material covered.
  4. Large group instruction
  5. Individual instruction/work
- E. Approximate time per week—three - four hours (45 minutes per day)

**FOURTH GRADE LATIN**  
**(Latin II)**

- A. Primary texts and materials
1. *Latina Christiana Book II*, teacher's edition, pronunciation CD and one student text per student
  2. *Lingua Angelica*
  3. *Ecce Romani, Book I* (for supplemental readings)
  4. *Vulgate*
  5. Teacher created materials
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. 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 corresponding derivatives.
  3. Translate, form and parse all noun declensions; present, future and imperfect verbs.
  4. Translate, form and parse adjectives.
  5. Identify and parse 1<sup>st</sup> and 2<sup>nd</sup> person personal pronoun forms.
  6. Translate and create simple Latin sentences and stories.
  7. Recite selected Bible verse, prayers and songs.
  8. Demonstrate a fundamental understanding of Latin grammar.
  9. Translate sentences and passages from Latin into English and vice versa.
  10. Sing and memorize numerous songs from *Lingua Angelica*.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings and play games pertinent to material covered.
  4. Large group instruction
  5. Individual instruction/work
- E. Approximate time per week—three - four hours (45 minutes per day)

**FIFTH GRADE LATIN**  
**(Latin III)**

- A. Primary texts and materials
1. *Wheelock's Latin*
  2. *Wheelock's Latin Workbook*
  3. *38 Latin Stories*, one per class
  4. *Cassell's Latin-English Dictionary*, one per four students and teacher
  5. *Caesaris Bellvm Helveticvm*, one per four students and teacher
  6. *Esopus Hodie, Vol. 1*, one per class
  7. *Vulgate*, one per class
- B. Primary objectives—the student will be able to:
1. Correctly pronounce Latin letters and words using ecclesiastical pronunciation.
  2. Translate over 1,000 Latin words, and recognize their corresponding derivatives.
  3. Master the Latin grammar from *Wheelock's* chapters 1-27.
  4. Translate, form and parse all indicative verbs, all nouns, all pronouns (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
  5. Translate sentences and passages from original Latin texts into English and vice versa.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chant, sing and write Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings, play games and write stories pertinent to material covered.
- E. Approximate time per week—three - four hours (45 minutes per day)

**SIXTH GRADE LATIN**  
**(Latin IV)**

- A. Primary texts and materials
1. *Wheelock's Latin*
  2. *Wheelock's Latin Workbook*
  3. *38 Latin Stories*, one per class
  4. *Cassell's Latin-English Dictionary*, one per four students and teacher
  5. *Caesaris Bellvm Helveticvm*, one per four students and teacher
  6. *Cattus Petasatus*, one per class
  7. *Esopus Hodie, Vols. 1 & 2*, one per class
  8. *Latin Poetry for the Beginning Student*, one teacher text and one student text
  9. *Quomodo Invidiosulus Nomine Grinchus Christi Natalem Abrogaverit*, one per class
  10. *Vulgate*, one per class
- B. Primary objectives—the student will be able to:
1. Pronounce correctly Latin letters and words.
  2. Translate over 1,500 Latin words, and recognize their corresponding derivatives.
  3. Master the Latin grammar from *Wheelock's* chapters 28-40.
  4. Translate, form and parse all verbs, all nouns, all pronouns (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
  5. Translate sentences and passages from original Latin texts into English and vice versa.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Chant, sing and write Latin paradigms, passages, phonemes and vocabulary.
  2. Contextualize the study of Latin by means of integration with art, Bible, history, literature, music, etc.
  3. Make drawings, play games and write stories pertinent to material covered.
- E. Approximate time per week—three - four hours (45 minutes per day)

## SECOND GRADE LINGUISTICS

- A. Primary texts and materials
1. *Grammar of Spelling Grade 2* AND/OR
  2. *Phonetic Zoo, Level A*
  3. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. 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*.
  2. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work.
  3. Demonstrate adequate improvement in spelling skills and correct use of spelling rules (e.g., adding *s*, *es*, *ing*, *er*, *est*, *ed* to words).
  4. Understand a compound word.
  5. Correctly spell the days of the week, months of the year and numbers one to twenty.
  6. Accurately spell his complete name (first, middle and last).
  7. Begin to integrate linguistics with other subjects.
- C. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- D. Approximate time per week—two hours (½ hour, four times per week)



## THIRD GRADE LINGUISTICS

- A. Primary texts and materials
1. *Phonetic Zoo, Level B*
  2. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Learn and apply the following rules found in *Phonetic Zoo, Level B*:
    - a. The “ie” Rule
    - b. Radio “o-u-g-h-”
    - c. Long “o” or “o-w”
    - d. Two Families
    - e. The Steely E’s
    - f. The Babysitters
    - g. Voiced & Whispered Consonants
    - h. The Syllable “E”
    - i. The Four Sounds of “Y”
    - j. “o-o” and “u-i”
    - k. The Tricky “E’s”
    - l. “ew”
    - m. “qu” and “gu”
    - n. “o-o”
    - o. Consonant Blends
    - p. The Poker E
    - q. Six Consonants Rock I
    - r. Six Consonants Rock II
    - s. The Talkative Vowels
  2. 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.
  3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- E. Approximate time per week—two hours (½ hour, four times per week)

## FOURTH GRADE LINGUISTICS

- A. Primary texts and materials
1. *Phonetic Zoo, Level B*
  2. Elementary Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Learn and apply the following rules found in *Phonetic Zoo, Level B*:
    - a. “ai” and “ay”
    - b. The First Vowel Talks
    - c. Homonyms I
    - d. “o-u” and “o-w”
    - e. “o-w” and exceptions
    - f. “a-w” and “a-u”
    - g. “ur” and “ir”
    - h. Homonyms II
    - i. “ph”
    - j. No Job “E”
    - k. The Magic “E”
    - l. The Decorative “E”
    - m. “oi” and “oy”
    - n. Plurals
    - o. Rhino Words
    - p. The Three “Shuns”
    - q. Homonyms III
    - r. Jail Words
  2. Accurately spell, alphabetize, and use all words included in the spelling lists found in *Phonetic Zoo, Levels A & B*.
  3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction
  2. Individual instruction
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- E. Approximate time per week—two hours (½ hour, four times per week)

## **FIFTH GRADE LINGUISTICS**

- A. Primary texts and materials
1. *Phonetic Zoo, Level C*
  2. Intermediate Dictionaries, one per four students (minimum)
- B. Primary objectives—the student will be able to:
1. Learn and apply the rules found in *Phonetic Zoo, Level C*. (It is entirely review of levels A & B.)
  2. Accurately spell, alphabetize, and use all words included in the spelling lists found in *Phonetic Zoo, Levels C*.
  3. Satisfactorily (75% or more) and consistently apply spelling rules in assigned work (including other disciplines).
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Individual instruction
  2. Use of audio materials
  3. Use of weekly spelling list
  4. Spelling Bees
  5. Integration with other subjects
  6. Chanting of linguistic rules
  7. Classroom games and activities
- E. Approximate time per week—two hours (½ hour, four times per week)

## KINDERGARTEN MATH

- A. Primary texts and materials
1. *Saxon 1* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. Kindergarten reproducible math worksheets
  3. Variety of manipulatives
- B. Primary objectives—the student will be able to:
1. State that God gave us numbers and systems of math to help us.
  2. Explore new ways of manipulating materials, e.g., counting, sorting, comparing sizes and shapes, and making designs and patterns.
  3. Properly form written numbers.
  4. Consistently arrange items to form predictable patterns.
  5. Correctly organize items according to their distinctive properties or characteristics; i.e., practice noticing small details and distinctions to aid in classifying.
  6. Consistently and correctly count forward and backward.
  7. Make correct comparisons between items according to length, quantity, weight, volume, and duration (more or less conception).
  8. After gaining adequate knowledge through practice, graph basic comparison information.
  9. Correctly identify basic geometric shapes; e.g., triangle, square, circle, etc.
  10. Count by ones, twos, fives and tens to one hundred. (Grasp basic base ten system.)
  11. Correctly recall the days of the week and the months of the year.
  12. Explore and correctly use basic (1-20) addition and subtraction through repeated combinations of numbers.
  13. Identify and state the values of a penny, a nickle, and a dime.
  14. Identify the half-hour and hour markings on a clock.
  15. Work independently to complete written and oral story problems.
  16. Describe correctly fractions of  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ .
- C. Primary teaching methods
1. Large group instruction: using manipulatives and/or integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- D. Approximate time per week—four and a half to five hours

## **FIRST GRADE MATH**

- A. Primary texts and materials
1. *Saxon 2* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
  3. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete each assigned math work/worksheets satisfactorily (75%+).
  3. Demonstrate ability to use number line concepts (numbers before and after) and count to 400 by ones and 1,000 by hundreds.
  4. Work independently to complete written and oral story problems after identifying correct function to use.
  5. Correctly count by 2's, 3's, 4's, 5's, 10's, and 25's.
  6. Skip count in order to count money. Recognize and count denominations.
  7. Correctly add and subtract two digit numbers, with 70% accuracy.
  8. Describe and use correctly fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ; including comparing sizes of fractions.
  9. Correctly tell time in five minute intervals with 90% accuracy.
  10. Comprehend the concept of multiplication and multiply 0 to 5 sums.
  11. Correctly identify and use  $\frac{1}{2}$ " markings on a ruler or yardstick.
  12. Comprehend and decode simple graphs and scales with 70% accuracy.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using manipulatives and/or integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- E. Approximate time per week—four and a half to five hours

## SECOND GRADE MATH

- A. Primary texts and materials
1. *Saxon 3* worksheets, teacher's manual and one meeting book, workbook and flashcard set per student
  2. A variety of manipulatives (including materials from Saxon's affiliate and Math-U-See, play money, clocks, etc.)
  3. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete each assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0 -12 with +, -, x.
  4. Begin to solve basic division problems.
  5. Complete written story problems (using time, temperature, calendar, etc.) involving 3 or 4 steps.
  6. Solve beginning-level division, algebra, and geometry problems.
  7. Use math skills to correctly recognize and use money.
  8. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  9. Correctly tell time to the minute with 90% accuracy.
  10. Design, comprehend, and decode simple graphs and scales with 75% accuracy.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, manipulatives, integration with other subjects
  2. Individual and small group work using Saxon materials
  3. Math chalkboard work, centers, games
  4. Use of play money, clocks, computer to reinforce skills/concepts
- E. Approximate time per week—five hours

## THIRD GRADE MATH

- A. Primary texts and materials
1. *Saxon 54*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly, with at least 75% accuracy, mentally solve math problems using 0 - 12 with all four functions.
  4. Complete written story problems (using a variety of subjects) involving 3 or 4 steps.
  5. Solve beginning-level division, algebra, and geometry problems.
  6. Use math skills to correctly recognize and use money.
  7. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  8. Correctly add and subtract simple fractions.
  9. Accurately describe and use standard and metric measurements.
  10. Accurately estimate numbers to solve and check problems.
  11. Recall all twelve months of the year.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Small group work and individual instruction, work stations, flash cards
  3. Games, creating/solving story problems
  4. Set individual goals for accuracy/speed
  5. Timed tests, various worksheets for enhancement
- D. Approximate time per week—five hours

## FOURTH GRADE MATH

- A. Primary texts and materials
1. *Saxon 65*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Promptly and correctly solve math problems with 90% accuracy using numbers 0-12 and all four functions.
  4. Complete written story problems (using a variety of subjects) involving 1-4 steps.
  5. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
  6. Use math skills to correctly solve money problems.
  7. Apply math skills to other subject areas (e.g., Bible, history, etc.) as can naturally occur.
  8. Correctly add and subtract fractions with identical and different denominations.
  9. Accurately describe and use standard and metric measurements.
  10. Accurately estimate (round) numbers to solve and check problems.
  11. Recall all twelve months of year and cardinal directions.
  12. Correctly identify basic geometric figures and calculate perimeter/area of rectangles.
  13. Correctly add and subtract mixed numbers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—five hours



## **FIFTH GRADE MATH**

- A. Primary texts and materials
1. *Saxon 76*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
  3. A variety of manipulatives and flashcards (including materials from Saxon's affiliate and Math-U-See, etc.)
- B. Primary objectives—the student will be able to:
1. 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.
  2. Complete all assigned math work/worksheets satisfactorily (75%+).
  3. Complete written story problems (using a variety of subjects) involving 1-4 steps.
  4. Solve at least 75% of all given addition, subtraction, multiplication (3 digits), division (two digits) problems using whole numbers and decimal numbers.
  5. Use math skills to correctly solve money problems.
  6. Apply math skills to other subject areas (e.g., Bible, history, etc.) as applicable.
  7. Correctly add and subtract three fractions with identical and different denominators.
  8. Correctly use four operations on fractions.
  9. Identify reciprocals of fractions and make improper fractions.
  10. Accurately estimate (round) numbers to solve and check problems.
  11. Correctly reduce fractions to lowest terms, write decimals as fractions and write decimals as percentages, and fractions as percentages.
  12. Correctly identify basic geometric figures and calculate perimeter/area of same.
  13. Correctly add, subtract, multiply and divide mixed numbers.
  14. Correctly determine Greatest Common Factor (GFC) and Least Common Multiple (LCM) when given two numbers.
  15. Correctly average whole numbers.
  16. Solve at least 75% of all given problems.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games/applications, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—five hours

## SIXTH GRADE MATH

- A. Primary texts and materials
1. *Saxon Algebra 1/2*, teacher's edition, answer key and tests and one text per student
  2. Various math-related worksheets for each student
- B. Primary objectives—the student will be able to:
1. 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.
  2. Understand and use formulas for perimeter, area, and volume of various geometric figures and shapes (e.g., triangles, parallelograms, circles, etc.).
  3. Convert decimals to fractions and percentages, fractions to decimals and percentages, and percentages to fractions and decimals, understanding the equivalency among the three.
  4. Measure angles in degrees, understanding the relationships among the three angles in a triangle, and complementary angles.
  5. Define the statistical terms mean, median, mode and range.
  6. Solve equations and transform formulas by performing the same operation on both sides of an equation.
  7. Plot points in rectangular coordinates and graph simple linear functions.
  8. Solve simple proportions by cross-multiplication.
  9. Solve complex word problems involving ratios.
  10. Calculate simple interest and sales tax.
  11. Perform basic operations on signed numbers.
  12. Understand and use the Pythagorean theorem.
  13. Calculate simple and compound probabilities.
  14. Classify various polygons according to distinguishing characteristics (e.g., quadrilaterals, triangles, etc.).
  15. Find fractions/percentages of whole numbers and whole numbers when fractions/percentages are known.
  16. Demonstrate improving mental computation abilities.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction: using daily drills, integration with other subjects, problems on chalkboard
  2. Games/applications, creating/solving story problems
  3. Timed tests, various worksheets for enhancement
- E. Approximate time per week—six hours

## KINDERGARTEN MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Discriminate between high and low.
  3. Identify pitch direction.
  4. Match pitches in vocal range.
  5. Identify and echo clear, focused head-tones.
  6. Locate high and low sounds on pitched instruments.
  7. Recognize steady beat or no beat.
  8. Identify repeated rhythm patterns.
  9. Distinguish between no beat, steady beat and melodic rhythm.
  10. Discriminate between melody alone and melody with accompaniment.
  11. Recognize and identify sections of music as same or different.
- C. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- D. Approximate time per week—thirty minutes (excluding integration)

## FIRST GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Melody Lane*
  4. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs.
  3. Discriminate between high and low.
  4. Identify pitch direction.
  5. Echo and sing clear, focused head-tones (in vocal literature and songs).
  6. Match pitches in vocal range.
  7. Locate high and low sounds on pitched instruments.
  8. Recognize steady beat or no beat.
  9. Identify repeated rhythm patterns.
  10. Distinguish between no beat, steady beat and melodic rhythm.
  11. Discriminate between melody alone and melody with accompaniment.
  12. Recognize and identify sections of music as same or different.
  13. Create sound patterns with the body, voice or with instruments.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- E. Approximate time per week—one hour (excluding integration)

## SECOND GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. bass bar
    - b. glockenspiel
    - c. piano
    - d. metallophone
    - e. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Discriminate between high and low.
  4. Identify pitch direction.
  5. Match pitches in vocal range.
  6. Locate high and low sounds on pitched instruments.
  7. Recognize steady beat or no beat.
  8. Identify repeated rhythm patterns.
  9. Distinguish between no beat, steady beat and melodic rhythm.
  10. Discriminate between melody alone and melody with accompaniment.
  11. Recognize and identify sections of music as same or different.
  12. Identify melodic direction as up, down or repeat.
  13. Respond to accents and changing meters.
  14. Determine if music moves in twos or threes.
  15. Perceive differences in even and uneven, long and short rhythmic duration.
  16. Sing in tune, using clear free tone and correct breath support, alone or with others.
  17. Demonstrate pulse and pitch direction of music with locomotor and non-locomotor movements.
  18. Recognize and create symbols to notate musical sounds.
  19. Create sound patterns with the body, voice or with instruments.
  20. Describe musical selections.
  21. Use listening skills to describe the elements of music.
  22. Identify the style of music of the period being studied in history through exposure to it.
  23. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## THIRD GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. Other
  3. *Kodaly Methods*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Identify and describe sounds and methods of changing sounds.
  4. Categorize sounds by method of sound reproduction.
  5. Identify and demonstrate pitch from musical notation.
  6. Perform melodic patterns (melodies) from notation.
  7. Identify steady beat in musical examples.
  8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
  9. Interpret basic notation symbols for rhythm and melodic contour.
  10. Identify the style of music of the period being studied in history through exposure to it.
  11. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction and demonstration
  2. Individual attention to skill development
  3. Integration with other subject areas (Bible, history, reading, etc.)
  4. Guest artists
  5. Participation in musical productions.
  6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
- E. Approximate time per week—one hour (excluding integration)

## FOURTH GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. *Classical Music Start-Up Kit, Vol. 1*
    - c. Other
  3. *Kodaly Methods*
  4. *Mr. Pipes and Psalms and Hymns of the Reformation*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Identify and describe sounds and methods of changing sounds.
  4. Categorize sounds by method of sound reproduction.
  5. Identify and demonstrate pitch from musical notation.
  6. Perform melodic patterns (melodies) from notation.
  7. Identify steady beat in musical examples.
  8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
  9. Interpret basic notation symbols for rhythm and melodic contour.
  10. Recognize relationship of accents to meter.
  11. Identify chord changes, counter melodies, monody, homophony, and polyphony.
  12. Identify introduction, interlude, cadence, and coda (simple forms AB, ABA, and Rondo).
  13. Identify common musical terms related to tempo and dynamics.
  14. Play an accompaniment.
  15. Demonstrate elements of space, energy, and time through expressive movement.
  16. Identify, by listening, a basic repertoire of standard instrument and vocal compositions.
  17. Identify the style of music of the period being studied in history through exposure to it.
  18. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods



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

E. Approximate time per week—one hour (excluding integration)

## FIFTH GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. *Classical Music Start-Up Kit, Vol. 1*
    - c. Other
  3. *Coloring Book of Earlier Composers*
  4. *Coloring Book of Great Composers*
  5. *Kodaly Methods*
  6. *Mr. Pipes and The British Hymn Makers*
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Identify and describe sounds and methods of changing sounds.
  4. Categorize sounds by method of sound reproduction.
  5. Identify and demonstrate pitch from musical notation.
  6. Perform melodic patterns (melodies) from notation.
  7. Identify steady beat in musical examples.
  8. Sing expressively a repertoire of familiar songs from varied styles, including rounds, partner-songs, and two-part-songs with or without accompaniment.
  9. Interpret basic notation symbols for rhythm and melodic contour.
  10. Discriminate and identify major and pentatonic tonalities.
  11. Recognize relationship of accents to meter.
  12. Identify and discriminate duple and triple meter including syncopation.
  13. Identify chord changes, counter melodies, monody, homophony, and polyphony.
  14. Identify introduction, interlude, cadence, and coda (simple forms AB, ABA, and Rondo).
  15. Identify common musical terms related to tempo and dynamics.
  16. Play an accompaniment.
  17. Demonstrate elements of space, energy, and time through expressive movement.
  18. Improvise and compose rhythmic phrases.
  19. Identify, by listening, a basic repertoire of standard instrument and vocal compositions.
  20. Identify the style of music of the period being studied in history through exposure to it.
  21. Increasingly identify and appreciate timeless pieces of music and their composers.

- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
  
- D. Primary teaching methods
  - 1. Large group instruction and demonstration
  - 2. Individual attention to skill development
  - 3. Integration with other subject areas (Bible, history, reading, etc.)
  - 4. Guest artists
  - 5. Participation in musical productions.
  - 6. Regular listening in foreground and background of appropriate musical pieces with emphasis on pieces that have stood the test of time.
  
- E. Approximate time per week—one hour (excluding integration)

## SIXTH GRADE MUSIC

- A. Primary texts and materials
1. Instruments
    - a. glockenspiel
    - b. piano
    - c. metallophone
    - d. xylophone
  2. CD's & Tapes
    - a. Classical Kids Series
    - b. *Classical Music Start-Up Kit, Vol. 2*
    - c. Other
  3. *Coloring Book of American Composers*
  4. *Coloring Book of Great Composers*
  5. *Kodaly Methods*
  6. Master of Music Series
- B. Primary objectives—the student will be able to:
1. Express that music is given by God and should be done to His glory.
  2. Sing increasingly more difficult songs including songs in Latin and Psalms.
  3. Demonstrate an understanding of the science of sound (musical acoustics).
  4. Distinguish between major and minor scales.
  5. Identify and recognize changes in meter by sight and sound.
  6. Identify from notation melody with accompaniment.
  7. Identify tonal and atonal composition, descants, and polyphonic, homophonic, and monophonic textures.
  8. Identify forms such as theme and variations, minuet, sonata-allegro.
  9. Identify changes in tempo, dynamics and timbre with appropriate musical terms.
  10. Sing a varied repertoire of music written in three or more parts with age appropriate registrations.
  11. Demonstrate basic level of instrumental proficiency.
  12. Compare and notate music with harmonic accompaniment.
  13. Describe stylistic characteristics of musical examples.
  14. Respond appropriately with correct etiquette in a variety of concert situations (for performing in and attending concerts).
  15. Begin to discuss and enjoy musical styles, idioms and forms of music from many historical periods, e.g., Baroque, Classical, Romantic, etc.
  16. Identify the style of music of the period being studied in history through exposure to it.
  17. Increasingly identify and appreciate timeless pieces of music and their composers.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods

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

E. Approximate time per week—one hour (excluding integration)

## **KINDERGARTEN READING AND HANDWRITING**

- A. Primary texts and materials
1. Veritas Press Phonics Museum, Level K
  2. *Phonics Fundamentals, Vol. I* (as needed for reinforcement)
  3. Reproducible Phonics Worksheets (as needed for reinforcement)
- B. Primary objectives—the student will be able to:
1. Understand that God gave us language and the Bible.
  2. Correctly identify upper and lower case letters of the alphabet.
  3. Correctly identify consonants and vowels.
  4. Correctly and consistently vocalize the most frequently used sound of each letter of the alphabet.
  5. Demonstrate the ability to blend sounds together in short vowel words.
  6. Correctly identify and vocalize short vowel sounds to decode words.
  7. Use decoding skills to beginning reading primers.
  8. Recall specific, important details from stories and books read aloud by them or to them.
  9. Share favorite books with others; either by reading them aloud or describing them.
  10. Correctly form upper- and lower-case letters using modern manuscript.
- C. Primary teaching methods
1. Large group instruction.
  2. Individual and small group instruction (based on reading ability).
  3. Use of art and drama to encourage a love of books.
- D. Approximate time per week—five hours

## **FIRST GRADE READING AND HANDWRITING**

- A. Primary texts and materials
1. Veritas Press Phonics Museum, Level 1
  2. *Phonics Fundamentals, Vol.2* (as needed for reinforcement)
  3. *Modern Manuscript Daily Handwriting Practice*
  4. The school's literature program and adopted titles (see current list)
- B. Primary objectives—the student will be able to:
1. Recognize and use:
    - a. The beginning sounds of the alphabet
    - b. The short vowel sounds
    - c. The long vowel sounds
    - d. Consonant digraphs
    - e. “ing,” “ang” and “ong”
    - f. Beginning consonant blends
    - g. The two sounds of “y”
    - h. Vowel digraphs
    - i. Broad “o”
    - j. “sion” and “tion”
  2. Read all primers in the *Phonics Museum*.
  3. Read from the literature program (to supplement learning).
  4. Successfully comprehend the details and the inferences in a given book.
  5. Demonstrate noticeable improvement in the number of words understood and used correctly.
  6. Consistently form upper- and lower-case letters from memory in modern manuscript.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Large group instruction.
  2. Individual and small group instruction (based on reading ability).
  3. Use of art and drama to encourage a love of books.
- E. Approximate time per week—five hours (not including integration)

## FIRST GRADE LITERATURE LIST

This list of titles for the first grade reading program is in addition to the 21 primers in the Phonics Museum that the student will read. Although certain titles are assigned to specific grades, teachers may, when necessary, use titles above or below their grades. Additional outside recreational reading is highly encouraged for the students. However, the following literature list has been designed to be studied only with the close supervision and guidance of the teacher.

<u>TITLE</u> <sup>3</sup>	<u>AUTHOR</u>	<u>DIFFICULTY</u>
<i>Amelia Bedelia</i> <sup>1,2</sup>	Parish	3
<i>Bears on Hemlock Mountain, The</i>	Dalgliesh	3
<i>Biggest Bear, The</i> <sup>1</sup>	Ward	2
<i>Billy and Blaze</i> (series) <sup>1,2</sup>	Anderson	3
<i>Birthday for Francis, A</i> <sup>1</sup>	Hoban	2
<i>Blueberries for Sal</i> <sup>1</sup>	McCloskey	2
<i>Caps for Sale</i> <sup>1</sup>	Slobodkina	2
<i>Cat in the Hat, The</i> (series) <sup>2</sup>	Seuss	1
<i>Chair for My Mother, A</i> <sup>1</sup>	Williams	2
<i>Corduroy</i> <sup>1</sup>	Freeman	1
<i>Curious George</i> (series) <sup>1,2</sup>	Rey	2
<i>Egg, The</i>	Robertson	2
<i>Floss</i> <sup>1</sup>	Lewis	2
<i>Frederick</i>	Lionni	2
<i>Frog and Toad</i> (series) <sup>1,2</sup>	Lobel	3
<i>Harry the Dirty Dog</i> <sup>1</sup>	Zion	2
<i>Henry and Mudge</i> (series) <sup>1,2</sup>	Rylant	2
<i>If You Give a Mouse a Cookie</i> <sup>1</sup>	Numeroff	2
<i>If You Give a Pig a Pancake</i>	Numeroff	2
<i>Keep the Lights Burning, Abbie</i>	Roup	2
<i>Little Bear</i> (series) <sup>1,2</sup>	Minarik	2
<i>Little Engine That Could</i> <sup>1</sup>	Piper	2
<i>Little House, The</i> <sup>1</sup>	Burton	2
<i>Madeline</i> <sup>1</sup>	Bemelmans	2
<i>Magic Fish, The</i> <sup>1</sup>	Littledale	2
<i>Mike Mulligan and His Steam Shovel</i>	Burton	3
<i>Miss Nelson is Missing!</i> (series) <sup>1,2</sup>	Allard	2
<i>Mouton's Impossible Dream</i>	McGrory	3
<i>Mr. Putter &amp; Tabby</i> (series) <sup>1,2</sup>	Rylant	2
<i>Nate the Great</i> (series) <sup>1,2</sup>	Sharmat	3
<i>New Coat for Anna, A</i> <sup>1</sup>	Ziefert	2
<i>Original Mother Goose, The</i>	unknown	3
<i>Ox-Cart Man</i> <sup>1</sup>	Hall	2
<i>Stone Soup</i> <sup>1</sup>	Brown	2
<i>Story About Ping</i>	Flack & Wiese	2
<i>Tale of Peter Rabbit</i> <sup>1</sup>	Potter	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>The difficulty is graded on a three point scale—one being easiest and three the hardest at this grade level.



## SECOND GRADE READING

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  7. Recognize and identify story types, e.g., fantasy, fiction, mystery, non-fiction, poetry, by the style and pictures in the literature.
  8. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  9. Regularly participate in a schedule of oral reading and silent reading of literature.
  10. Demonstrate a love of reading that manifests itself by showing interest in and ability to comprehend and enjoy books with increasing levels of difficulty and complexity.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.
  4. 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.
  5. Provide time for silent reading and teacher or guest reading to students.
  6. Integrate with art, Bible, grammar, history, Latin, etc.

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

## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u> <sup>4</sup>	<u>AUTHOR</u>	<u>DIFFICULTY</u>
<i>Babar</i>	DeBrunhoff	2
<i>Box Car Children, The</i> (series) <sup>2</sup>	Warner	2
<i>Child's Garden of Verses, A</i>	Stevenson	2
<i>Doctor DeSoto</i>	Steig	1
<i>Emperor's New Clothes, The</i>	Gross	2
<i>Encyclopedia Brown</i> (series) <sup>2</sup>	Sobol	2
<i>Great Wonder, The</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>Millie-Mollie-Mandy Storybook, The</i>	Brisley	1
<i>Mummies Made in Egypt</i> <sup>1</sup>	Aliki	2
<i>Owls in the Family</i>	Mowat	2
<i>Pharaohs in Egypt, The</i> <sup>1, 3</sup>	Payne	3
<i>Pinocchio</i> <sup>3</sup>	Collodi	3
<i>Railway Children, The</i>	Nesbit	3
<i>Senefer: A Young Genius in Old Egypt</i> <sup>1</sup>	Lumpkin	2
<i>Tirzah</i>	Travis	3
<i>Tutankhamen's Gift</i>	Sabuda	2
<i>Tut's Mummy: Lost and Found</i> <sup>1</sup>	Donnelly	2
<i>Ugly Duckling, The</i>	Moore	1
<i>Velveteen Rabbit, The</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.

## THIRD GRADE READING

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  7. Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  8. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  9. Regularly participate in a schedule of oral reading and silent reading of literature.
  10. 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.
  11. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.

4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.

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

## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u> <sup>4</sup>	<u>AUTHOR</u>	<u>DIFFICULTY</u>
<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>Children's Homer, The</i>	Colum	3
<i>Chronicles of Narnia (series)</i> <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	2
<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>	McCloskey	1
<i>Lion, the Witch, and the Wardrobe, The</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>Silver Branch, The</i>	Sutcliff	2
<i>Story of the Treasure Seekers, The</i>	Nesbit	2
<i>Stuart Little</i>	White	1
<i>Trojan Horse, The</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.

## **FOURTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate adequate knowledge and use of phonic fundamentals, applied in his day-to-day reading (including decoding skills).
  2. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  3. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  4. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  5. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  6. 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.
  7. Read and do comprehension work on independent reading.
  8. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  9. Recognize and identify story types, e.g., comedy, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  10. Show where to find the author, title, publisher, title page, content page, and dedication page in a book.
  11. Regularly participate in a schedule of oral reading and silent reading of literature.
  12. 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.
  13. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.

2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
3. Discussion about the book, in large or small group, and answering oral and written questions.
4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.
7. Provide required oversight of independent reading.

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



## 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

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

<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.

## **FIFTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  2. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  3. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  4. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  5. Evaluate characters and ideas in a limited way as to determine whether they are in line with basic biblical values and principles. This includes being able to determine whether a character is worthy of imitation by the student.
  6. Skim various readings with an appropriate level of comprehension.
  7. Identify the setting, characters, and basic plot of a given story or book.
  8. 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.
  9. Read and do comprehension work on independent reading.
  10. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  11. Express a worthwhile opinion for why he likes or dislikes a particular book.
  12. Recognize and identify story types, e.g., comedy, drama, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  13. Find the ISBN in a book and know its purpose.
  14. Regularly participate in a schedule of oral reading and silent reading of literature.
  15. 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.
  16. 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.
- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.

D. Primary teaching methods

1. Small reading groups where students read orally, listen, and follow along with other students.
2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
3. Discussion about the book, in large or small group, and answering oral and written questions.
4. 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.
5. Provide time for silent reading and teacher or guest reading to students.
6. Integrate with art, Bible, grammar, history, Latin, etc.
7. Provide required oversight of independent reading.

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

## FIFTH 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u> <sub>3</sub>	<u>AUTHOR</u>	<u>DIFFICULTY</u>
<i>Anne of Green Gables</i>	Montgomery	2
<i>Cricket in Times Square, The</i>	Selden	1
<i>Duel in the Wilderness</i>	Farley	2
<i>Eight Cousins</i>	Alcott	2
<i>Gentle Ben</i>	Morey	1
<i>Gulliver's Travels</i>	Swift	3
<i>Guns for General Washington</i>	Wright	1
<i>Heidi</i>	Spyri	2
<i>Hero Tales</i>	Roosevelt	2
<i>Homes in the Wilderness</i> <sup>1</sup>	Brown	2
<i>Huckleberry Finn</i>	Twain	3
<i>Johnny Tremain</i>	Forbes	1
<i>Lad: A Dog</i>	Terhune	1
<i>Landing of the Pilgrims</i>	Daugherty	1
<i>Little Men</i>	Alcott	2
<i>Little Women</i> <sup>2</sup>	Alcott	2
<i>Mourt's Relation</i> <sup>2</sup>	Heath	3
<i>Of Plymouth Plantation</i>	Bradford	3
<i>Old Yeller</i>	Gipson	1
<i>Potomac Captive</i>	Umhau	2
<i>Robinson Crusoe</i>	Defoe	3
<i>Sarah Bishop</i>	O'Dell	2
<i>Seaman</i>	Karwoski	1
<i>Secret Garden, The</i> <sup>2</sup>	Burnett	1
<i>Swallows and Amazons</i>	Ransome	2
<i>Swiss Family Robinson</i> <sup>2</sup>	Wyss	2
<i>Traitor: The Case of Benedict Arnold</i>	Fritz	1
<i>Treasure Island</i> <sup>2</sup>	Stevenson	3
<i>Voyage to Freedom</i>	Gay	2
<i>Where the Red Fern Grows</i> <sup>1</sup>	Rawls	1
<i>Witch of Blackbird Pond, The</i> <sup>1</sup>	Speare	1
<i>Yankee Doodle Boy</i> <sup>1</sup>	Martin	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>Reading this book is mandatory in this grade.

<sup>3</sup>The difficulty is graded on a three point scale—one being easiest and three the hardest at this grade level.

## **SIXTH GRADE READING**

- A. Primary texts and materials
1. The school's literature titles (see literature list)
  2. Literature guides (see literature list)
- B. Primary objectives—the student will be able to:
1. Demonstrate an adequate improvement in his reading skills through the level of comprehension apparent in normal reading through written and oral comprehension exercises.
  2. Apply a satisfactory number of new vocabulary words to his written and oral presentations.
  3. Gain understanding of the meaning of new words through the application of contextual clues, derivation of words found (and known) with Latin roots and frequent use of the dictionary.
  4. Correctly comprehend the literal and inferential meaning in a written work through group discussions and practicing contextual study.
  5. Evaluate characters and ideas in a limited way as to determine whether they are in line with basic biblical values and principles. This includes being able to determine whether a character is worthy of imitation by the student.
  6. Skim various readings with an appropriate level of comprehension.
  7. Identify the setting, characters, and basic plot of a given story or book.
  8. 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.
  9. Read and do comprehension work on independent reading.
  10. Recall the qualities of the characters in stories and recognize those that are worth admiring, e.g., God-fearing, generous, kind, etc.
  11. Express a worthwhile opinion for why he likes or dislikes a particular book while differentiating fact from opinion.
  12. Recognize and identify story types, e.g., comedy, drama, fantasy, fiction, legends, myths, mystery, non-fiction, poetry, by the style of the literature.
  13. Identify setting, major and minor characters, introduction, conflict, climax, and resolution of a particular work.
  14. Find the ISBN in a book and know its purpose.
  15. Regularly participate in a schedule of oral reading and silent reading of literature.
  16. 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.
  17. 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.
  18. Show an increased desire for reading and be able to identify authors and titles he finds particularly enjoyable.

- C. Review objectives—it is understood that all “primary objectives” from prior years will be taught/reviewed as necessary.
- D. Primary teaching methods
1. Small reading groups where students read orally, listen, and follow along with other students.
  2. Individual oral reading to the teacher, teacher's aide or parent volunteer.
  3. Discussion about the book, in large or small group, and answering oral and written questions.
  4. 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.
  5. Provide time for silent reading and teacher or guest reading to students.
  6. Integrate with art, Bible, grammar, history, Latin, etc.
  7. Provide required oversight of independent reading.
- E. Approximate time per week—five hours (not including integration and independent reading)

## SIXTH 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. It is desired that, if a student completes his entire elementary experience at the school, he will have read at least 10 adopted books each year. Outside recreational reading is highly encouraged for the students.

<u>TITLE</u> <sup>4</sup>	<u>AUTHOR</u>	<u>DIFFICULTY</u>
<i>Animal Farm</i>	Orwell	3
<i>Anne Frank</i>	Frank	2
<i>Around the World in Eighty Days</i> <sup>3</sup>	Verne	2
<i>Boy in the Alamo</i>	Cousins	1
<i>Call of the Wild, The</i>	London	1
<i>Carry a Big Stick</i> <sup>1</sup>	Grant	1
<i>Christmas Carol, A</i> <sup>3</sup>	Dickens	2
<i>Co. Aytch</i>	Watkins	2
<i>Diary of Anne Frank, The</i>	Frank	2
<i>Fahrenheit 451</i> <sup>3</sup>	Bradbury	3
<i>Great Expectations</i>	Dickens	3
<i>Hiding Place, The</i> <sup>1</sup>	Ten Boom	1
<i>If You Traveled West on a Covered Wagon</i> <sup>1</sup>	Stewart	1
<i>Journey to America</i>	Levitin	1
<i>Jungle Book, The</i>	Kipling	2
<i>Kidnapped</i> <sup>3</sup>	Stevenson	2
<i>Lord of the Rings Trilogy (series)</i> <sup>2</sup>	Tolkien	3
<i>Martian Chronicles, The</i>	Bradbury	2
<i>My Antonia</i>	Cather	2
<i>Pioneers Go West, The</i> <sup>1</sup>	Stewart	1
<i>Shadow, The (series)</i> <sup>2</sup>	Prins	1
<i>Stonewall</i>	Dwyer	2
<i>Story of the Trapp Family Singers</i>	Trapp	2
<i>Watership Down</i>	Adams	2
<i>White Fang</i>	London	2
<i>With Lee in Virginia</i> <sup>1</sup>	Hente	2
<i>Yearling, The</i>	Rawlings	1

<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.