



# HOLY CHILD CATHOLIC SCHOOL

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19 CAMINO DE SANTO NINO • TIJERAS, NM 87059 • 505.281.3077

## Holy Child Catholic School Curriculum Cycle- Developed from St. Jerome's Academy-Hyattsville, Maryland

The curriculum is divided into the following developmental and historical segments:

As classes are combined, an A/B Cycle is utilized.

2017-18-Year A Cycle

2018-19-Year B Cycle

2019-20 Year A Cycle

*Lower Grammar Stage*

Kindergarten-Cradle of Civilization Year

First Grade-Greek Year (A)

Second Grade-Roman Year (B)

*Upper Grammar Stage*

Third Grade-The Medieval Year (A)

Fourth Grade-The Modern Year (B)

*Logic Stage*

Fifth Grade-The American Year (A)

Sixth Grade-The Ancient Year (B)

Seventh Grade-The Christendom Year (A)

Eighth Grade-The New World Year (B)

## **Overall: Philosophy/Study Skills Methods**

*“You shall teach them to your children, talking of them when you are sitting in your house, and when you are walking by the way, and when you lie down, and when you rise”. Deuteronomy 11:19*

### **Ignatian Method**

For the first three years, our school has sought to prioritize the Ignatian Method of Learning. This is a highly desirable, idealistic program for instruction and for instilling a purpose to one’s learning. It serves us well to remind us of these ideals. To reiterate:

As advocates of the Ignatian philosophy of education, there are certain characteristics of approach we can aspire to and hold ourselves accountable toward attaining:

1. Religion is the supreme integrating principle –our character is formed as Christians if we approach all learning in accordance with right reason illumined by the supernatural lights of the example and teachings of Christ.

Practical applications for teachers for each of these items 1-4, are listed in the appendix

2. Students are inspired by the teacher to be pro-active in their learning, they are guided by the teacher in the method of study, and they are prepared to give public proof of mastery in the recitation that follows.
3. In the method of study/plan of attack, the student will be introduced to the various traditional methods of inquiry and they will acquire study habits that will be a lifetime asset. Clearly defining goals and processes are a key part of this stage of learning.
4. Imitation, repetition, memorization and emulation are the key learning methods that will lead to the student being able to express his/her thoughts both orally and in writing.

## **The Trivium**

***“It is through the use of the natural inclinations that the intellect is formed at every stage of development”.*** Laura Berquest *The Harp and the Laurel Wreath*

The next major contributor to our philosophy is the Trivium.

Grammar, Logic, Rhetorical stage: The most concise way to understand this is by breaking down the education of a child into three stages\*. Grammar, the first stage (until the child is 8 or 9) can be nicknamed the poll-parrot stage. This derives from the observation that primary students’ minds are like sponges (as they can repeat so much of what they hear or see). At this stage of education, we want to fill each child’s mind with the best language, the best of Western ideas, and the so-called “grammar of learning” (properly written, meaningful content, English, Latin, Reading, Phonics, Music, etc). When the child reaches the intermediate years, curiosity gets the best of them: they want to know why things work and with their superior background in the grammar of learning they can now learn to analyze and think logically (the logical stage of learning). This stage lasts at least until about the end of 6<sup>th</sup> grade. As we all know, Mid-School students like to debate. Here is a time for abstract thought to be introduced and the art of rhetoric to take hold (thus called the rhetorical stage of learning).

\* this is taken from Dorothy Sayers’ *The Lost Tools of Learning*, which is a much referred to essay on education that is cited often by classical educators (easily googled)

Beyond the Ignatian Method and the Trivium, a school needs a practical, tangible way of doing things as well.

**Religion**: Religion will be the most important subject in the school (daily Mass, devotions, promotion of the sacraments, the catechism, the Magisterium of the Church, life of prayer, Missions, retreats, adoration (Children of Hope), and public witnessing to others. Religion will be integrated into all subject areas. We use the Faith Our Life series by Ignatius Press. The Religion Curriculum will follow the Diocesan requirements and curriculum guide.

## **Language Arts**

***“If you create a language-rich home, limit TV and videos, and teach systematic phonics, you will produce readers”.*** – *Susan Wise Bauer*

Objective: A child who becomes accustomed to reading great literature at an early age will learn to like it. This idea can be hijacked when we say that the child must simply learn to love reading and therefore is encouraged to read only what they find likeable—no matter how banal or deleterious. Another error would be to emphasize above all else the 2<sup>nd</sup>, or technical, aspect of reading. Even with great literature, being able to only decode words, read fluently, and to use reading comprehension strategies---without making a calculated effort to inspire the student to actually want and like to read valuable literature-- will not instill in the child the joy of reading (and, through reading, learning).

## **Language Arts cont.**

At Holy Child, we recognize that good content is our core objective. However, good content will not be enjoyed by a student who does not have the technical skills necessary to read well. Hence our Language Arts Reading strategy is two-tiered with the following main goals:

1. Provide classical thematic instruction where the student is taken in by grand ideas (such as truth, goodness, beauty, poetic imagery) and is exposed to rich, alluring language patterns.
2. Allow the student to express themselves poetically (by emphasizing poetry memorization) and episodically (by emphasizing the story-and the telling and retelling of it in creative ways).
3. Provide a very strong foundation in phonics and with phonemic awareness. Parlay this foundation into excellent decoding and reading fluency skills. Assess these skills often and work with parents to implement strategies that will result in great improvement.
4. Provide the student chances to express themselves analytically, persuasively, and humorously, and find ways to assess all three.
5. Keep God at the forefront. Relate everything to God and to the Truth and His plans for us to seek it through seeking to do everything for the Greater Glory to Him.

## **Writing Curriculum**

In the early years, the Writing Curriculum will center on the Mother of Divine Grace program of retelling of stories. The Institute of Excellence in Writing's program will be used in the latter years. Both programs emphasize modeling writing after great writing. Writing often times takes the backburner in schools because of its difficulty and its time-consuming nature. However, constant attention must be devoted to developing these skills and the curriculum must direct the students towards sophisticated projects requiring the student to utilize writing skills that have been learned. We will also use eclectic approaches to teaching writing such as 6-trait, Writer's Express, incorporating literary techniques and assigning quality and numerous reading materials (good reading is the gateway to good writing).

## **Poetry Memorization Program**

Memorizing poetry both exposes the student to the beautiful imagery, language patterns and story telling of great writers as well as provide the student with an opportunity to expand their capacity to retain and memorize intellectual content. Recitation skills help with public speaking and learning to intone words and sentences with emphasis on the author's intended emphasis. Communication (good writing, reading comprehension, and oral communication) is dependent on this knowledge. Right from the very beginning of school (Pre-school), Holy Child Catholic School students will memorize and recite great poetry at least monthly. Motivation will be provided through a reward system.

## **1000 Good Books Program**

We have spent a good portion of time going over what constitutes a “great” or “good” novel list. John Senior’s list of 1000 Good Books is no list at all. It is assumed the teacher or parent will know a good book when they see one. There are many good, classical lists of books available through various sources. All or any of these books will constitute our 1000 Good Book list. Obviously, a student cannot read one-thousand good books. It is our desire for our students to read as many good (and great) books as possible. See the attached, short list in Appendix 2 as an example.

## **Study Skills Philosophy**

Homework: Homework should be daily, progressively higher for each grade (daily including Math practice (Science as necessary) and some form of Language Arts acquisition (English, Latin, and Religion). Skills learned in these latter subjects should lead to the student being able to complete an integrated project at each quarter’s end. Homework in the beginning of the quarter should allot time for reading (much reading) and at the end of the quarter should allot time for the integrated project.

While study halls and a schedule conducive to learning should allow the students to complete some of their guided practice during school, parents are expected to play an active role in studying for tests and quizzes as well as in assisting the student in pursuing a healthy amount of reading and quality work completion/studying for tests.

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## **Math**

Objective: Numeracy: is the ability to understand the language of Math: number manipulation, word problem solving, calculation, geometry, math operations and logic.

Time spent on task is the great equalizer with Math comprehension. Therefore, a major goal of Holy Child’s program is to provide each student with the requisite amount of time on each of the identified skill areas in Math.

What is lost from the days of old is the bold notion that the student should actually be well-versed on and retain a multitude of math facts and math concepts. At the earlier ages, this will require daily drill and testing by both the parent and teacher. What used to be the weekly math drill in which the student would stand up and answer Sister’s question needs to be reestablished. To do so would be liberating to the student whose math phobia is learned not innate.

In order for this liberation to take place, a well-designed curriculum needs to be implemented. Singapore Math is the best problem-solving-oriented curriculum for teaching a deep conceptual understanding.

## **Math cont.**

### **Goals:**

1. Every student will achieve at least a mastery of the Diocesan Curriculum.
2. Parents will be properly trained and cultivated to institute an effective facts memorization program using flash cards, timed hw assignments and learning aides (manipulatives, memorization strategies, etc) and teachers will institute an assessment program that evaluates, rewards and provides remediation on a consistent basis,
3. Students will show work and will be able to identify the necessary steps to solve problems out of memory.

## **School-wide Math Assessment Program**

Retention of Math facts is a prerequisite to higher level thinking skills in Math (problem solving and Math concepts). Therefore, basic Math facts will be emphasized and tested monthly (with students progressing to more challenging levels) thus providing motivation and accountability to easily be able to perform these basis operations.

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## **History**

History: Outlining, reading and writing about what is read should take up an ever-longer portion of the student's day. A classical curriculum is great because of the increased focus on historical ideas contained within original works and related to real-life drama in man's pursuit of Truth.

Although the idea of entering into Socratic dialogue (even with oneself) about the world's greatest historical works contains great benefit on its own merit, there needs to be an overarching process by which History is studied. Cycling in and out of the great periods of History will provide some of the cohesiveness and continuity that is required for it all to make sense for the student.

Approaching History from the perspective of a timeline and geographic regions (as well as geopolitical) allows students to accrete macro ideas and knowledge about the long flow of History, especially as it relates to the Christian tradition.

Therefore using timelines and a constant study of geography allows students to develop the basic knowledge of historical periods. Integrating History with Literature, Religion and other subjects gives the student the focus necessary to build a true understanding of God's Providential care for us.

## **Science**

We will call Science “Nature Studies” in the early years. We will study great Scientists in the course of History and the nature and effects of their discoveries. Science in the 3<sup>rd</sup>-8<sup>th</sup> grade should be directed at teaching the scientific method, leading to an ever-more sophisticated ability to participate in Science Fairs, engineering seminars and experimentation (Science tests should assess an ability to inference, deduce, analyze, and conclude). The new diocesan Science Standards are great scope and sequence checklist (as well as ideas for lesson planning) which we will utilize k-8.

### SCIENCE SKILLS (primary years)

#### OBSERVE.

Use your five senses to help you learn.

See Touch Smell Taste Hear

COMPARE. Tell how things are alike and different.

#### SEQUENCE.

Put things in time order to show changes.

#### CLASSIFY

Sort objects into groups to show how they are alike.

#### INFER.

Use what you know to make a good guess about why something is happening.

You have seen ice melt. You know if you put ice in the sun it will melt.

#### FORM A HYPOTHESIS.

Make a statement that tells what will happen. You must be able to test the statement.

#### MAKE MODELS.

Make something to show what a thing is like or how it works.

#### MEASURE.

Use tools to find out how far or how much.

#### PREDICT.

Use what you know to make a good guess about what will happen.

#### DRAW CONCLUSIONS.

Use all the information you have gathered to make decisions.

#### COMMUNICATE.

Share what you know by telling or showing others.

## **Pre-School**

### Areas of Emphasis

- Nurturing children's relationships with God
- Introducing Scientific Methods
- Enhancing language and pre-reading skills
- Encouraging creativity
- Exploring Mathematical Concepts
- Facilitating organizational skills
- Facilitating organizational skills
- Developing social awareness and appropriate behavior
- Actively promoting the development of fine and gross motor skills
- Fostering a positive attitude toward school and learning

### Sample Lesson Plan (skills taught by March—Pre-K-4)

1. Phonological Awareness and multi-sensory letter recognition
2. Letter, number, shape, and/or color recognition
3. Fine motor skills/Hand-eye coordination: writing, cutting, and coloring/painting
4. Patterns, Matching, Sorting
5. Gross Motor Skills
6. Estimation, Predictions
7. Fractions, graphing, counting
8. Making inferences, listening, comprehension
9. Vocabulary
10. Geometry, measurement
11. Music—sound, volume, tempo, and rhythm

Holy Child Catholic School offer Dial 3 Assessment screenings at the end of the pre-school 4 year. Screening the three main areas for Kindergarten readiness (Gross/Fine Motor Skills, Concepts and Phonemic Awareness) allows parents to be pro-active in seeking early intervention or advancement for their children. Preschoolers are welcome to take part in the Parent Nights and Family Gatherings. Valuable knowledge can be gained by knowing ahead of time what skills should be emphasized to create classical scholars.



**Primary Grades**

Overall Goals:

- grow in love for and knowledge of our faith
- read and understand what we are reading;
- hone our memory and speaking skills through memorization;
- modeling writing skills and developing the ability to retell stories
- write and manipulate language
- become great listeners

**k-1 Grade Integrated History, Religion, and Literature: Rome and Greece**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarters One and Two: Greece</b>	<p><b><u>Student Texts:</u></b>  <b>History: Student Texts</b>  <b>The History of the Ancient World</b></p> <p><b>The Story of the Ancient Roman People</b> Eva March Tappan</p> <p><b>Religion: Faith and Life Series:</b>  <b>*1<sup>st</sup> Our Heavenly Father</b>  <b>(Kindergarteners do a series borrowed from our PSR program: On Liturgy and a Bible study)</b>  <b>Bible Study: <u>The Children’s Golden Bible</u></b></p> <p><b>Map Skills (tracing, understanding, using)</b>  <b>Geography (finding places on the Globe)</b></p> <p><b>Timelines</b></p>	<p><b>Many books are provided by the teacher from the library and the students in Kindergarten who are learning to read either get the books read to them (and in addition get beginning readers through their reading program which we can sometimes relate to the historical theme).</b></p> <p><b>D’Aulaires’ Book of Greek Myths</b>  <b>Aesop’s Fables</b></p> <p><b>Literature related to history:</b></p> <p><b><u>Supplemental Readings</u></b></p> <p><b>Childcraft Series</b></p> <p><b>St. George and the Dragon</b>  <b>Frog and Toad Series</b></p>

<b>Quarters Three &amp; Four :Rome</b>	<p><b><u>Student Texts:</u></b></p> <p><b><u>History: Student Texts</u></b>  <b><u>The History of the Ancient World</u></b>  <b><u>Part I</u></b></p> <p><b><u>Religion: Faith and Life Series:</u></b>  <b><u>*1st Our Heavenly Father</u></b></p> <p><b><u>Bible Study: The Children's Golden Bible</u></b></p>	<p><b>Roman Myths</b>  <i>In Search of a Homeland, The Story of Aeneid, Penelope Lively</i>  <i>Julius Caesar, William Shakespeare</i>  <b>Saddleback Illustrated Classics</b></p> <p><i>An Illustrated Treasury of Read Aloud Myths and Legends Including Greek, Roman, Celtic, Scandinavian, Indian, Mexican and many more.</i></p> <p><b>Childcraft Series</b></p>

**Language Arts**

Phonics/Spelling/ Riggs  
 Comprehension: Riggs/ Independent Reading

**Math:**

Singapore Earlybird K Math  
 Singapore 1A 1B Textbook and WB (some students will progress to 2A or 2B)  
 Singapore 100 Word Solving Problems  
 Singapore Math Practice 1A-2B  
**Several teacher made resources**

**Latin:**

Sing School Latin  
 Build Latin Vocabulary

## **Science**

### **K (from the diocesan Curriculum Guide)**

**recognize basic landforms**  
**observe physical characteristics of rocks**  
**describe and chart weather from day to day**  
**identify objects in the sky**  
**build a adobe or drywall structure out of graham crackers**  
**build with tangrams**

### **1<sup>st</sup> Grade**

**know the concepts, principles, and processes of scientific inquiries**  
**characteristics of organisms: basic structures of in plants and animals and the function they serve**  
**life cycles identify the stages of human life**  
**compare habitats like the desert, prairie, water, mesa, underground and forest**  
**use the food chain to understand how plants and animals depend on each other**  
**recognize heat can be produced in many ways**  
**vibrating objects and sound**  
**gravity makes things fall**  
**identify forces and describe the motion of objects**  
**earth science: describe the earth's materials, water, rocks and soil: the effects of erosion**  
**space: study the solar system and the sun**  
**engineering: make adobe bricks and compare them to bricks, wood, cement and steel**

**2<sup>nd</sup>/3<sup>rd</sup> Grade Integrated History, Religion, and Literature: Birth of Christianity**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarters One Saints in the Early Church</b>	<p><b><u>Student Texts:</u></b>  <b>History: Student Texts</b>  <b>The History of the Ancient World</b></p> <p><b>The Story of the Ancient Roman People</b> Eva March Tappan</p> <p><b>Religion: Faith and Life Series:</b>  <b>*2<sup>nd</sup> Jesus Our Life (Ignatius Press)</b>  <b>*3<sup>rd</sup> Our Life with Jesus</b></p> <p><b>Bible Study: <u>The Children’s Golden Bible</u></b></p> <p><b>Map Skills (tracing, understanding, using)</b>  <b>Geography (finding places on the Globe)</b></p> <p><b>Timelines</b></p>	<p><b>Literature related to history:</b></p> <p><b><u>Supplemental Readings</u></b></p> <p><b>Childcraft Series</b></p> <p><b>50 Famous Stories Retold by James Baldwin</b>  <b>30 More Famous Stories Retold (Baldwin)</b></p>

<b>Quarters Three &amp; Four : Medieval</b>	<b>Student Texts:</b>	<b>Literature related to history:</b>
		<b><u>Supplemental Readings</u></b>
	<b>History: Student Texts</b> <b>The History of the Ancient World</b> <b>Part II From the Fall of the Roman Empire to the New World</b>	<b>Beorn the Proud</b> <b>Once Upon A Time Saints Stories</b> Ethel Pochocki <b>St. Joan the Girl Angel</b> <b>St. Thomas Aquinas for Children &amp; the Child-like</b> <b>St. Patrick</b> <b>Supplemental and Enrichment:</b>
	<b>Religion: Faith and Life Series:</b> *2 <sup>nd</sup> <b>Jesus Our Life (Ignatius Press)</b> *3 <sup>rd</sup> <b>Our Life with Jesus</b>  <b>Bible Study: <u>The Children's Golden Bible</u></b>	<b>Childcraft Series</b>

### **Language Arts Texts**

Phonics/Spelling/ Riggs  
 Comprehension: Riggs/ Independent Reading  
 Handwriting: modified block/ 2<sup>nd</sup> semester cursive  
 English Grammar: Loyola Press "Exercises in English"  
 Vocabulary: Sadlier: Vocabulary Workshop  
 SRA

### **Scope and Sequence Language Arts Curriculum**

See Diocesan Curriculum Guide

### **Major Skills:**

Word Attack skills  
 Reading Fluency  
 Reading for Information  
 Decoding and Reading Fluency  
 Comprehension (main idea, author's purpose, summarizing, retelling)

## **Math**

Singapore: 2A 2B Textbook and WB  
WB 3A Text 3A  
WB 3B Text 3B (some students will advance to 4A)

Singapore Math Word Problem Solving Need to Know  
Singapore Math Practice 2A-4A  
School-wide Math Assessment Program

Diocesan Curriculum Guide

Scope and Sequence Math Curriculum

See Diocesan Curriculum Guide

### **Major Skills**

Math Facts  
Problem Solving  
Concepts  
Ability to maintain and apply what one has learned

## **2<sup>nd</sup> /3<sup>rd</sup> Grade Integrated Science**

Science : the Handbook of Nature Studies: Anna Botsford  
Themes 2011-12: Birds, Mammals,  
Harcourt Brace: Science  
Scientific Method and concepts  
Skills: 2<sup>nd</sup> :color absorption analysis  
Scientific Method  
animal structure  
digestive and respiratory systems  
life cycles  
ecosystems  
magnetism and buoyancy  
conductors/insulators  
natural energy  
light waves  
sound waves  
forces and motions: attraction/repel  
Earth Science: weather  
Space  
Engineering: build bridge  
3<sup>rd</sup>: pattern analysis  
Scientific method: magnetism

**2<sup>nd</sup> /3<sup>rd</sup> Grade Integrated Science cont.**

animal life cycles  
 adaptations  
 diorama  
 matter:physical properties: state, density, magnetism, solubility  
 model: night and day  
 engineering: aerodynamic  
 energy: temperature;kinetic/potential  
 motion and simple machines  
 light and sound  
 earth's systems: fossils, weathering, erosion, air pressure, water cycle

**2<sup>nd</sup>/3<sup>rd</sup> Latin**

Latin: Latina Christiana/ Prima Latina (Memoria Press)

**4th-5th Grade Integrated History, Religion, Literature, Creative Writing and Latin  
 (Late Renaissance/Discovery of the New World/Early Americas)**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarters One &amp; Two: Renaissance and Reformation</b>	<b>Student Texts:</b>	<b>St. Rose of Lima</b> <b>St. Isaac and the Indians</b> <b>Tales from Shakespeare</b> <b>St. Thomas More of London</b>  <b>Advanced:</b> <b>The Hobbit JR Tolkien</b> <b>Kidnapped, Robert Louis Stevenson</b>
	<b>Religion: Faith and Life Series:</b> <b>4<sup>th</sup> Jesus Our Life (Ignatius Press)</b>	

<b>Quarters Three and Four: Age of Discovery</b>	<b>Student Texts:</b>	<b>Literature related to history:</b>
	<b>History: Student Texts</b> <b>The History of the Ancient World</b> <b>Part II From the Fall of the Roman Empire to the Discovery of the New World</b>	<b>Number the Stars</b>  <b>A Long Uncertain Journey, Vasco de Gama</b> <b>The Prince and the Pauper, Mark Twain</b> <b>Les Miserable, A Stepping Stone Book</b>
	<b>Latin Cambridge Latin Book 1</b> <b>Spanish: Supplement Latin</b>  <b>Religion: Faith and Life Series:</b> <b>*4<sup>th</sup> Jesus Our Guide</b> <b>*5<sup>th</sup> Credo: I Believe</b>  <b>Memorize 10 Commandments (in order and understand them)</b> <b>Mysteries of the Rosary</b> <b>Apostles Creed, St. Michael's prayer, others</b>	<b>Supplemental and Enrichment:</b>

## Language Arts

### Language Arts Texts

Phonics/Spelling: Riggs (as necessary)  
 Basal Series Riggs Independent Reading  
 Writing: essay, Institute for Excellence in Writing, 6 traits, Writer's Express  
 Handwriting: Cursive  
 English Grammar: Loyola Press "Exercises in English"  
 Spelling 5 Riggs  
 Spelling 4 Riggs  
 Vocabulary: Sadlier: Vocabulary Workshop

Major Skills: (see Diocesan Curriculum Guide for full listing)

Reading for Information  
 Decoding and Reading Fluency  
 Comprehension (main idea, author's purpose, summarizing, retelling, inferring, analysis, deducing, summarizing, text structure, comparison and contrast, etc)  
 Building Thinking Skills  
 Literary Terms: Metaphor, Simile, Figurative Language, Personification, Idiom, etc.



## **Math**

Sing:

WB 4A Text 4A  
WB 4B Text 4B  
WB 5A Text 5A  
WB 5B Text 5B

Singapore Math Word Problem Solving Need to Know  
Singapore Math Practice 4A-5B  
Building Thinking Skills  
School-wide Math Assessment Program

## **Major Skills**

Scope and Sequence Math Curriculum (See Diocesan Curriculum Guide)

## **Nature Study Science :**

The Handbook of Nature Studies: Anna Botsford  
Units

4<sup>th</sup> Grade

Patterning: Design a puzzle poster representing the water and rock cycles

Build a model of a solar system according to a given scale

Scientific Method: Develop questions regarding a pendulum

Create a model of an animal cell and plant cell: compare and contrast

Create food webs

Plant growth experiment varying conditions

Identify adaptations

Write a report about an endangered animal

Classification: heredity

Vertabrates/Intervertabrates

Human Body: digestive, muscular, and skeletal systems

Matter and its Interaction: states, mass, physical and chemical changes

Motion and Stability: gravity, friction, magnetism, push and pull

Energy: forms:solar, heat, electrical, chemical, potential, kinetic, biomass

Conduction

Earth Science: Demonstrate the orbit of the earth, sun and moon systems

Identify star patterns

Telescopic images  
Define minerals/Identify minerals

Rock Composition: sedimentary, metamorphic, igneous

Atmosphere and weather

Engineering: Design an aluminum foil boat

5<sup>th</sup> Design a model demonstrating the blood flow of the heart

Construct a model of a body system: circulatory, respiratory, and excretory system

Energy and Matter: transport capsule for an egg to be safely dropped

Design a food chain and distinguish the impact of each organism

Scientific Method: Why is there tooth decay?

Design a model of a plant and animal cell

Construct a habitat made of plastic to support life on another planet

Engage in argument from evidence (complete an experiment and research report for a Science Fair)

Plants and fungi: monocot, dicots, and fungi

Physical changes from birth to maturity

Identify physical adaptations that help plants survive

Photosynthesis

Animal classification

Cells

Ecosystems:

Human Body: model the nervous, respiratory, and circulatory system

Physical Science: Matter and interaction: molecules

Identify multiple elements on the periodic table

Describe the relative location and motion of the particles (molecules) in each state of matter

Motion and stability (forces and interaction)

**Mid-School**

**6th Grade Integrated History, Religion, and Literature The Ancient Year**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarter One: Cradle of Civilization</b>	<p><b>Student Texts:</b>  <b>History:</b>  <u>*All Ye Lands: World Cultures &amp; Geography</u>                      (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>  <u>*Following Christ</u>                      (Ignatius Press)</p> <p><b>Bible Study: <u>Stories from the Old Testament</u></b></p>	<p><b>Literature related to history:</b>  <b>Choose from:</b>  <b>Supplemental and Enrichment:</b>                      The Golden Fleece, Padraic Colum</p> <p><b>Thematically related: Creation</b></p> <p><i>Magician's Nephew, C.S. Lewis</i></p>
<b>Quarter Two: Greece</b>	<p><b>Student Texts:</b>  <b>History:</b>  <u>*All Ye Lands: World Cultures &amp; Geography</u>                      (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>  <u>*Following Christ</u>                      (Ignatius Press)</p> <p><b>Bible Study: <u>Stories from the Old Testament</u></b></p>	<p><b>Literature related to history:</b></p> <p><u>D'Aulaires' Book of Greek Myths,</u>                      Edgar and Ingri D' Aulaire  <u>Archimedes and the Door of Science,</u>                      Jeanne Bendick  <u>Pericles in Tales from Shakespeare,</u>                      Charles and Mary Lamb</p> <p><b>Supplemental and Enrichment:</b></p> <p><i>Black Ships Before Troy, Rosemary Sutcliff</i>  <i>The Wanderings of Odysseus,</i>                      Rosemary Sutcliff  <i>Herodotus and the Road to History,</i>                      Jeanne Bendick</p>

**6th Grade Integrated History, Religion, and Literature: The Ancient Year**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarter Three: Pagan Rome</b>	<p><b>Student Texts:</b>  <b>History:</b>  <u>*All Ye Lands: World Cultures &amp; Geography</u>                      (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>  <u>*Following Christ</u>                      (Ignatius Press)</p> <p><b>Bible Study: <u>Gospel of Luke</u></b></p>	<p><b>Literature related to history:</b>  <u>The Aeneid for Boys and Girls,</u>                      Alfred J. Church  <u>Galen and the Gateway to Medicine,</u>                      Jeanne Bendick</p> <p><b>Supplemental and Enrichment:</b></p>
<b>Quarter Four: Christian Rome</b>	<p><b>Student Texts:</b>  <b>History:</b>  <u>*All Ye Lands: World Cultures &amp; Geography</u>                      (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>  <u>*Following Christ</u>                      (Ignatius Press)</p> <p><b>Bible Study: <u>Acts of the Apostles</u></b></p>	<p><b>Literature related to history:</b>  <u>The Bronze Bow,</u> Elizabeth George Speare  <u>Life of St. Ignatius of Loyola,</u> F.A. Forbes</p> <p><b>Supplemental and Enrichment:</b></p>

<p><b>Student Texts:</b> <b>History:</b> <b>*<u>Light to the Nations: Part 1 The Development of Christian Civilization</u></b> (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b> <b>*<u>The Life of Grace</u></b> (Ignatius Press)</p> <p><b>Bible Study: <u>The Gospel of John</u></b></p>	<p><b>Literature related to history:</b></p> <p><b><u>The Living Wood</u>, Louis de Wohl</b> (a novel about Constantine and St. Helen and the true cross) <b><u>Citadel of God</u>, Louis de Wohl</b> (novel about St. Benedict)</p> <p><b>Supplemental and Enrichment:</b></p> <p><i>Beowulf</i>, Rosemary Sutcliff <i>Magna Charta</i>, James Daugherty</p>
<p><b>Student Texts:</b> <b>History:</b> <b>*<u>Light to the Nations: Part 1 The Development of Christian Civilization</u></b> (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b> <b>*<u>The Life of Grace</u></b> (Ignatius Press)</p>	<p><b>Literature related to history:</b></p> <p><b><u>King Arthur and the Knights of the Round Table</u>, Roger Lancelyn Green</b></p> <p><b><u>St. Francis and Clare of Asissi</u>, Mary Fabyan Windeatt</b></p> <p><b><u>Macbeth</u>, Shakespeare</b></p> <p><b>Supplemental and Enrichment:</b></p> <p><i>The Divine Comedy</i>, Dante (selections) <i>The Chaucer Story Book</i>, Eva March Tappan <i>Romeo and Juliet</i>, Shakespeare <i>Francis and Clare: Saints of Assisi</i>, Helen Walker Homan <i>The Little Flowers of St. Francis</i>, Brother Ugolino (selections)</p>

**8<sup>th</sup> Grade Integrated History, Religion, and Literature: The Christendom Year**

	<b>History and Religion</b>	<b>Literature</b>
<b>Quarter One: Rise of Christendom</b>	<p><b>Student Texts:</b>  <b>History:</b>            *<u><b>Light to the Nations: Part 1 The Development of Christian Civilization</b></u>            (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>            *<u><b>The Life of Grace</b></u>            (Ignatius Press)</p> <p><b>Bible Study: <u>The Gospel of John</u></b></p>	<p><b>Literature related to history:</b></p> <p><u><b>The Living Wood</b></u>, Louis de Wohl            (a novel about Constantine and St. Helen and the true cross)  <u><b>Citadel of God</b></u>, Louis de Wohl            (novel about St. Benedict)</p> <p><b>Supplemental and Enrichment:</b></p> <p>Tales From Shakespeare, Charles and Mary Lamb            Personal Recollections of Joan of Arc, Mark Twain</p>
<b>Quarter Two: Life in the Middle Ages</b>	<p><b>Student Texts:</b>  <b>History:</b>            *<u><b>Light to the Nations: Part 1 The Development of Christian Civilization</b></u>            (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>            *<u><b>The Life of Grace</b></u>            (Ignatius Press)</p>	<p><b>Literature related to history:</b></p> <p><u><b>King Arthur and the Knights of the Round Table</b></u>, Roger Lancelyn Green</p> <p><u><b>St. Clare and Francis of Assisi</b></u>, Mary Fabyan Windeatt</p> <p><u><b>Macbeth</b></u>, Shakespeare</p> <p><b>Supplemental and Enrichment:</b></p> <p><i>The Divine Comedy</i>, Dante (selections)            Utopia, Thomas More</p>

**8<sup>th</sup> Grade Integrated History, Religion, and Literature: The Christendom Year**

	<b>History and Religion</b>	<b>Literature</b>
	<p><b>Student Texts:</b>  <b>History:</b>            *<b><u>Light to the Nations: Part 1 The Development of Christian Civilization</u></b>            (Catholic Textbook Project)</p> <p><b>Religion: Faith and Life Series:</b>            *<b><u>The Life of Grace</u></b>            (Ignatius Press)</p> <p><b>Bible Study: <u>The Gospel of John</u></b></p>	<p><b>Literature related to history:</b></p> <p><b><u>Personal Recollections of Joan of Arc</u>, Mark Twain</b></p> <p><b><u>The Merry Adventures of Robin Hood</u>, Howard Pyle (Audio)</b></p> <p><b>Supplemental and Enrichment:</b></p> <p><i>Lepanto: The Battle that Saved the West</i>, Christopher Check (Audio)  <i>Lepanto : GK Chesterton</i></p>

**7<sup>th</sup> Grade Integrated History, Religion, and Literature: United States History**

<p><b>Quarters 1&amp;2 American Revolution and Civil War</b></p>	<p><b>Histor Student Texts:</b>  <b>History: From Sea to Shining Sea</b></p> <p><b>Religion: Faith and Life Series:</b>  <b>*<u>The Life of Grace</u></b>  <b>(Ignatius Press)</b></p> <p><b>Bible Study: <u>The Gospel of John</u>  <b>y and Religion</b></b></p>	<p><b>Literature</b>  <b>Johnny Tremain</b>  <b>The Autobiography of Ben Franklin</b></p> <p><b>Literature related to history:</b></p> <p><b>Uncle Tom’s Cabin</b>  <b>The Red Badge of Courage</b>  <b>Across Five Aprils</b></p>
<p><b>Quarter Three :19<sup>th</sup> Century</b></p>	<p><b>Study of Philosophy of St. Thomas Aquinas</b></p>	<p><b>Literature related to history:</b></p> <p><b>The Adventures of Hucklebury Finn</b></p> <p><b>Advanced Books:</b></p> <p><b>Oliver Twist</b></p>
<p><b>Quarter Four: 20<sup>th</sup> Century</b></p>	<p><b>Student Texts:</b>  <b>History:</b></p> <p><b>Religion: Faith and Life Series:</b>  <b>*<u>The Life of Grace</u></b>  <b>(Ignatius Press)</b></p>	<p><b>Screwtape Letters</b>  <b>Blessed Miguel Pro</b></p>



## **Language Arts**

### TextBooks

Sadlier Vocabulary  
Grammar: Loyola Voyages  
Intro Rhetoric: Debate

Major Skills: (see Diocesan Curriculum Guide for full listing)

Reading for Information

Decoding and Reading Fluency

Comprehension (main idea, author's purpose, summarizing, retelling, inferring, analysis, deducing, summarizing, text structure, comparison and contrast, ,etc)

Building Thinking Skills

Literary Terms: Metaphor, Simile, Figurative Language, Personification, Idiom, Genres,

## **Logic**

6<sup>th</sup> Grade: building critical thinking skills  
7<sup>th</sup> Traditional Logic 1

## **New Mexican History**

NM.I. History: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

I-A. New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

**I-A.1a.** Identify the customs, celebrations, and holidays of various cultures in New Mexico. 8

Suggested Titles for [New Mexico Social Studies State Standard I-A.1a.](#)

## **Teacher Resources**

### Christendom

#### Topics to be Covered:

- History's Beginnings (time before Christ)
- A Light to the Nation (the birth of Christ and beginning of the Church)
- Emperors and Madmen (the ruling power during the early Church)

- The Blood of the Martyrs (how the Church grew despite persecution and won recognition of the ruling Roman emperor)
- The Christian Empire (the Church as the official religion of the Roman Empire)
- Germanic Kingdoms in the West (the importance of German culture in understanding medieval western Europe)
- Founders of Christendom- A.D. 500-700 (the transformation of Germanic and Celtic cultures into Western Christian Europe)
- The Rise of Islam- A.D. 624-800 (Islam as the chief rival to Christendom throughout the Middle Ages)
- The Defense and Building of Christendom (the perils of Christendom- both from without and within- and the establishment of Charles the Great's Frankish Roman Empire)
- The Achievements of Feudalism- A.D. 800-1008 (workings of feudalism as a key to understanding later parts of history)
- The Medieval Reformation (the Church comes out of anarchy and decay to establish herself as the leader of Christendom)
- The New Nations: Spain, England, and France (the development of the nation state as the early form of what we have today)
- The Crusades (the peril of the rise of the Turks and the understanding of the "Crusades" as a defensive war against "infidel" aggression)
- The Great Century (the 13th century as the high point of the middle ages regarding science and the establishment of the mendicant orders)
- Decline and Decay of the Middle Ages (the 14th century- Christendom turns toward secularism and the weakening of the papacy)
- Two Centuries of Conflict (the growth of a nationalist sense in western Europe, following the germ of Russia)
- The Birth of a New World (the discovery of America and the Renaissance of western Europe)
- The Protestant Reformation (a turning point in Western Europe and what brought it about)
- Catholic Renewal and Religious War (the Church's answer to Protestantism and how this turned to war)
- Europe Before the Flood (the political state of Europe before the "Flood" of the French Revolution)

Main Text: "Light to the Nations: The History of Christian Civilization" by Catholic Schools Textbook Project

Supplementary Texts: The Bible, Shakespeare's Historical Plays, "The History of Christendom" by Warren Carroll, "Map Skills: The World" by Milliken, "The Story of Christianity: 2000 Years of Faith" by Collins & Price, ABC's of Christian Culture

## **Math**

6,7,8

Math Glencoe Mathematics: Applications and Connections 1,2,3

Mathematics: Applications and Connections is “a comprehensive, well-balanced, three course program that prepares middle school students for success in algebra and geometry. Through a carefully planned scope and sequence of mathematical topics, students encounter, practice, and extend their knowledge of mathematics to promote confidence and mastery”.

“Integration of mathematical topics helps students to see mathematics as a whole. Algebra lessons prepare students for first-year algebra. Other integrated topics are:

- geometry
- measurement
- statistics
- probability
- proportional reasoning”

Problem solving activities and applications are integrated into every chapter.

### **Glencoe 1 Grade Level Math Program 6<sup>th</sup> Grade**

#### Scope and Sequence

- Problem Solving, Numbers and Algebra
- Statistics: Graphing Numbers
- Adding and Subtracting Decimals
- Multiplying and Dividing Decimals
- Using Number Patterns, Fractions and Ratios
- Adding and Subtracting Fractions
- Multiplying and Dividing Fractions
- Exploring Ratio, Proportion and Percent
- Geometry: Investigating Patterns
- Geometry: Understanding Area and Volume
- Algebra: Investigating Integers
- Algebra: Exploring Equations
- Using Probability

#### Supplemental Texts

Singapore Math Word Problem Solving Need to Know  
Building Thinking Skills  
School-wide Math Assessment Program  
Diocesan Curriculum Guide

## **Glencoe 2 Above Grade Level Math Program 6<sup>th</sup> Grade**

### Scope and Sequence

- Problem Solving, Numbers and Algebra
- Applying Decimals
- Statistics: Analyzing Data
- Using Number Patterns, Fractions and Percents
- Algebra: Using Integers
- Applying Fractions
- Using Proportional Reasoning
- Geometry: Investigating Patterns
- Geometry: Exploring Area
- Applying Percents
- Geometry: Finding Volume and Surface Area
- Exploring Discrete Math and Probability

### Supplemental Texts

Singapore Math Word Problem Solving Need to Know  
Building Thinking Skills  
School-wide Math Assessment Program  
Diocesan Curriculum Guide

## **Glencoe 3 Grade Level Math Program 7<sup>th</sup> Grade (8<sup>th</sup> Grade Text)**

### Scope and Sequence

- Problem Solving and Algebra
- Algebra: Using Integers
- Using Proportion and Percents
- Statistics Analyzing Data
- Geometry: Investigating Patterns
- Exploring Number Patterns
- Algebra: Using Rational Numbers
- Applying Proportional Reasoning
- Algebra: Exploring Real Numbers
- Algebra: Graphing Functions
- Geometry: Using Area and Volume
- Investigating Discrete Math and Probability
- Algebra: Exploring Polynomials

### Supplemental Texts

Singapore Math Word Problem Solving Need to Know  
Building Thinking Skills  
School-wide Math Assessment Program  
Diocesan Curriculum Guide

## **Mathematics 7/8: Pre-Algebra Advanced 7<sup>th</sup> Grade Text**

### Scope and Sequence

- Algebra & Integers- The Tools of Algebra, Integers, Equations
- Algebra & Rational Numbers- Factors & Fractions, Rational Numbers, Ratio, Proportion and Per Cent
- Linear Equations, Inequalities, & Functions- Equations & Inequalities, Functions & Graphing
- Applying Algebra to Geometry- Real Numbers & Right Triangles, Two-Dimensional Figures, Three-Dimensional Figures
- Extending Algebra to Statistics & Polynomials- More Statistics & Probability, Polynomials & Nonlinear Functions

Main Text- “Pre-Algebra” by Glencoe Mathematics

## **8<sup>th</sup> Grade Algebra I Structure and Methods (Houghton Mifflin) Advanced 8<sup>th</sup> Grade Text** Scope and Sequence TBI (To Be Inserted Soon)

### **Latin: Latin Alive 1**

### **Debate** Quarterly Integrated Project

Latin After Cambridge Book 1 in 6<sup>th</sup>, students will progress to Latin is Fun. /

### **Science 6: Integrated Science**

#### Topics to be Covered:

- Science in Our World (Science & Scientists, Scientific Methods & Models, Tools & Measurement)
- Weathering and Soil Formation (Weathering, From Bedrock to Soil, Soil Conservation)
- The Flow of Fresh Water (The Active River, Stream and River Deposits, Water Underground, Using Water Wisely)
- Agents of Erosion and Deposition (Erosion and Deposition by the Shore, Wind, Ice, and Gravity)
- The Atmosphere (Characteristics of the Atmosphere, Atmospheric Heating, Global and Local Winds, Air Pollution)
- Understanding Weather (Water in the Air, Air Masses and Fronts, Severe Weather, Forecasting Weather)
- Climate (What is Climate, Tropics, Temperate and Polar Zones, Changes in Climate)
- A Family of Planets (Our Solar System, The Inner Planets, The Outer Planets, Moons, Small Bodies in the System)

## **Science 6: Integrated Science cont.**

- It's Alive!! Or Is It? (Characteristics of Living Things, Necessities of Life)
- Cells: The Basic Units of Life (Diversity of Cells, Wukaryotic Cells, Organization of Living Things)
- Classification (Domains and Kingdoms)
- Bacteria and Viruses (Bacteria and Archaea, Bacteria's Role in the World, Viruses)
- Protists and Fungi (Kinds of Protists and Fungi)
- Introduction to Plants (What is a Plant, Seedless Plants, Seed Plants)
- Introduction to Animals (The Animal Kingdom, Invertebrates, Vertebrates)
- Interactions of Living Things (Types of Connections, Need for Energy)
- Cycles in Nature (Cycles of Matter, Ecological Succession)
- Properties and States of Matter (Properties of Matter, Physical & Chemical Changes, States of Matter)
- Matter in Motion (Measuring Motion, Force, Friction, Gravity)
- Forces and Motion (Gravity and Motion, Newton's Laws, Momentum)
- Forces and Fluids (Fluids and Pressure, Buoyant Force, Fluids and Motion)
- Work and Machines (Work & Power, What is a Machine?, Types of Machines)
- Energy and Energy Resources (What is Energy?, Energy Conversions, Conservation of Energy, Energy Resources)
- Heat and Heat Technology (Temperature, What is Heat?, Matter and Heat, Heat Technology)

Primary Text: "Integrated Science" by Holt Science & Technology

Supplementary Texts: "God's Marvelous Works" by Rod & Staff

In order to get hands on experience, there will be a lab class once a week based off of the main topic studied during that week.

## **Science 7/8: Earth Science (Physical Science will rotate with Earth Science in the child's 7<sup>th</sup>/8<sup>th</sup> Grade Years)**

### Main Topics to be Covered-

- The World of Earth Science (Branches of Earth Science, Scientific Models and Methods, Measurements)
- Maps as Models of the Earth (You Are Here, Mapping the Earth's Surface, Topographic Maps)
- Minerals of the Earth's Crust (Identifying Minerals, Formation, Mining, and Use of Minerals)
- Rocks: Mineral Mixtures (The Rock Cycle, Igneous Rock, Sedimentary Rock, Metamorphic Rock)
- Energy Resources (Natural Resources, Fossil Fuels, Alternative Resources)
- The Rock and Fossil Record (The Earth's Story and Those Who First Listened, Relative Dating, Absolute Dating, Fossils)

**Science 7/8: Earth Science (Physical Science will rotate with Earth Science in the child's 7<sup>th</sup>/8<sup>th</sup> Grade Years) cont.**

- Plate Tectonics (Inside the Earth, Restless Continents, Theory of Plate Tectonics, Deforming the Earth's Crusting)
- Earthquakes (What are Earthquakes?, Earthquake Measurement, Earthquakes and Society)
- Volcanoes (Volcanic Eruption, Its Effects, and Causes)
- Weathering and Soil Formation (Weathering and Its Rates, From Bedrock to Soil, Soil Conservation)
- The Flow of Fresh Water (The Active River, Stream & River Deposits, Water Underground, Using Water Wisely)
- Agents of Erosion and Deposition (Erosion and Deposition by Shore, Wind, Ice, and Gravity)
- Exploring Oceans (Earth's Oceans, The Ocean Floor, Life in the Ocean, Resources of the Ocean, Pollution)
- The Movement of Ocean Water (Currents, Climate, Waves, Tides)
- The Atmosphere (Characteristics, Atmospheric Heating, Global and Local Winds, Air Pollution)
- Understanding Weather (Water in the Air, Air Masses and Fronts, Severe Wind, Forecasting)
- Climate (Tropics, Temperate & Polar Zones, Changes in Climate)
- Studying Space (Astronomy, Telescopes, Mapping Stars)
- Stars, Galaxies, and the Universe (Stars and Their Life Cycles, Galaxies, Formation of the Universe)
- Formation of the Solar System (A Solar System is Born, Our Sun, The Earth Takes Shape, Planetary Motion)
- A Family of Planets (The Nine Planets, The Inner & and The Outer Planets, Moons, Small Bodies in the System)

Main Text- "Earth Science" by Holt Science & Technology

Supplementary Texts- "Science Place" by Scholastic Press

In order to get hands on experience, there will be a lab class once a week based off of the main topic studied during that week.

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**Technology**

In our newly adopted Strategic Plan, we state that "all students will complete an age-appropriate computer curriculum course by the end of the school year". We are currently working on a bid to get Microsoft Office on the computers in the computer lab. We envision students being able to learn Microsoft Office (especially work, power point, and publisher) and to use technology to research and investigate as well as to produce finished products).

## **Technology cont.**

A major component of 4<sup>th</sup>-8<sup>th</sup> grade curriculums is a keyboarding course: Type to Learn 4. With this program, students could progress at home as well as at school (mostly at home, due to the nature of our classical schedule). It would cost \$24.99 to purchase this for our home computers.

## **Fine Arts/Music/PE**

Our music program will include singing, learning to read rhythm and pitch notation, and practice sight singing with solfege. will also be listening to great music and learning a little about composers

### **k-2 Music**

Skills: developing an ear for music  
learning about initial vocal concepts  
music appreciation  
music history

Text: Work with Instrumental (Violin Enrichment program or keyboard)

Famous nursery rhymes to Music (Peter and the Wolf)

Sacred Music

### **3,4,5 Music**

developing an ear for music  
learning about initial vocal concepts  
music appreciation  
music history  
solfege

### **Mid School Music**

Choral opportunities  
Parts  
Read Music  
Sacred Music

Music Appreciation and History

**Art**: All Students should be given opportunities to develop their skills and apply are to their studies.

**Drama**: we should have drama instruction and at least one opportunity for acting in a play or musical (per year)



**PE:** All efforts will be made to provide students opportunities to develop their fine and gross motor skills, bodily integration, and body agility. Learning games and skills will be the primary focus of the PE curriculum. The school will promote health in whatever ways possible. It is important for students to integrate exercise and appreciation of the natural world into their lifestyles. We will try to pursue these opportunities as time permits.

## **Appendix 1**

As advocates of the Ignatian philosophy of education, there are certain characteristics of approach we can aspire to and hold ourselves accountable toward attaining:

3. Religion is the supreme integrating principle –our character is formed as Christians if we approach all learning in accordance with right reason illumined by the supernatural lights of the example and teachings of Christ.

### Practical applications for teachers

- Prayer before classes for fortitude and wisdom from the Holy Spirit to understand the lesson
  - Curriculum is adopted which presents history, Science, Literature, all subjects from a Christocentric perspective.
  - Attitude of the teacher of Faith, Hope and Charity: awestruck by God's magnificence and constantly striving to know, love and serve him better.
4. Students are inspired by the teacher to be pro-active in their learning, they are guided by the teacher in the method of study, and they are prepared to give public proof of mastery in the recitation that follows

### Practical applications for teachers:

- This is what was coined in modern times as the anticipatory set; however, with Classical education, the anticipatory set is way of life, not bait for learning the next lesson; what we want is to impact the will through the desire to unleash our God -given potential to serve Him by carrying out His will for us; which involves knowing His world; done correctly, this can be exciting for a student
  - Instruction is such an integral part of this process; well-thought out lesson plans which creatively seek to get the student to get it (light bulb goes off) are necessary and will be a part of the supervisory and evaluative process.
  - Inspiring someone means getting them to do something that they thought they could never do: read, we will have meaningful grading and testing programs and that when we publicly proclaim something we will be able to do it in a way of which we are proud.
5. In the method of study/plan of attack, the student will be introduced to the various traditional methods of inquiry and they will acquire study habits that will be

## Appendix 1 cont.

lifetime asset. Clearly defining goals and processes are a key part of this stage of learning.

### Practical applications for teachers:

- Just as much planning has to go into the study skills and organizational methods as does into the teaching of the actual concept; systems need to be developed by the teachers and implemented consistently across the board to ensure that each student is given every means and motivation from which to be prepared for success and be proactive in the pursuit of scholarship.
6. Imitation, repetition, memorization and emulation are the key learning methods that will lead to the student being able to express his/her thoughts both orally and in writing.

### Practical applications for teachers:

- Within our Math curriculum, we will emphasize numeracy and knowledge of facts intensely in the primary grades. We will adhere strictly to the Saxon and Singapore curriculums only for K-5 Math. There will be an emphasis on Math facts knowledge (directly driven by the Principal at the Parent Pot-Luck dinners.
- Poetry recitation will also be a priority and there will be a club with competition for lines memorized; great Literature will be read and heard by the students daily.
- Our writing curriculum will center around the Mother of Divine Grace method of rehashing what has been read to you; a comprehension and writing style preparatory procedure. English diagramming and vocabulary will be stressed, supplemented by the study of Latin

Appendix 2 Good Books Listing (example)

ANGELICUM ACADEMY GOOD BOOKS PROGRAM  
READING LIST

FIRST GRADE

THE AESOP FOR CHILDREN	AESOP
JUST SO STORIES	RUDYARD KIPLING
WATER BABIES	CHARLES KINGSLEY
JUNGLE BOOK	RUDYARD KIPLING
THE CRIMSON FAIRY BOOK	ANDREW LANG
ALICE'S ADVENTURES IN WONDERLAND	LEWIS CARROLL
THROUGH THE LOOKING GLASS	
THE GREY FAIRY BOOK	ANDREW LANG
THE PIED PIPER OF HAMLIN	ROBERT BROWNING

SECOND GRADE

THE ARABIAN NIGHTS	EDITED BY ANDREW LANG
SMOKY	WILL JAMES
LITTLE HOUSE IN THE BIG WOODS	LAURA INGALLS WILDER
LITTLE HOUSE ON THE PRAIRIE	LAURA INGALLS WILDER
ON THE BANKS OF PLUM CREEK	LAURA INGALLS WILDER
BY THE SHORES OF SILVER LAKE	LAURA INGALLS WILDER
THE LONG WINTER	LAURA INGALLS WILDER
LITTLE TOWN ON THE PRAIRIE	LAURA INGALLS WILDER
THESE HAPPY GOLDEN YEARS	LAURA INGALLS WILDER
HEIDI*	JOHANNA SPYRI
LITTLE LORD FAUNTLEROY	FRANCES HODGESON BURNETT

THIRD GRADE

THE SWISS FAMILY ROBINSON*	JOHANN WYSS
LOG OF THE COWBOY	ANDY ADAMS
FLOWER FABLES	LOUISA MAY ALCOTT
TREASURE ISLAND*	ROBERT LOUIS STEVENSON
THE SECRET GARDEN*	FRANCES HODGESON BURNETT
BLACK BEAUTY *	ANNA SEWELL
HILAIRE BELLOC'S CAUTIONARY VERSES	HILAIRE BELLOC
THE LOST WORLD	SIR ARTHUR DOYLE
THE PRINCESS AND THE GOBLIN	GEORGE MacDONALD
TALES FROM SHAKESPEARE	CHARLES AND MARY LAMB

FOURTH GRADE

LITTLE WOMEN *	LOUISA MAY ALCOTT
LITTLE MEN	LOUISA MAY ALCOTT
EIGHT COUSINS	LOUISA MAY ALCOTT
CAPTAINS COURAGEOUS*	RUDYARD KIPLING
THE MERRY ADVENTURES OF ROBIN	HOWARD PYLE

## HOOD

OTTO OF THE SILVER HAND	HOWARD PYLE
AROUND THE WORLD IN 80 DAYS	JULES VERNE
KIPNAPPED!*	ROBERT LOUIS STEVENSON
A PRINCESS OF MARS	EDGAR RICE BURROUGHS
THE GODS OF MARS	EDGAR RICE BURROUGHS
THE WARLORD OF MARS	EDGAR RICE BURROUGHS
THUVIA, MAID OF MARS	EDGAR RICE BURROUGHS
THE CHESSMEN OF MARS	EDGAR RICE BURROUGHS
THE KNIGHT OF THE WHITE CROSS	G.A. HENTY
STORY OF A BAD BOY	THOMAS BAILEY ALDRICH
THE CAT OF BUBASTES	G.A. HENTY
THE PRINCE AND THE PAUPER	MARK TWAIN
A TALE OF THE WESTERN PLAINS	G.A. HENTY
ROBINSON CRUSOE*	DANIEL DEFOE
CALL OF THE WILD, WHITE FANG AND OTHER STORIES	JACK LONDON
THE COMPLETE CHRONICLES OF NARNIA*	C.S. LEWIS

## FIFTH GRADE

AN OLD FASHIIONED GIRL	LOUISA MAY ALCOTT
ROSE IN BLOOM	LOUISA MAY ALCOTT
20,000 LEAGUES UNDER THE SEA*	JULES VERNE
FROM THE EARTH TO THE MOON	JULES VERNE
HANS BRINKER	MARY MAPES DODGE
TARZAN OF THE APES	EDGAR RICE BURROUGHS
THE RETURN OF TARZAN	EDGAR RICE BURROUGHS
THE BEASTS OF TARZAN & THE SON OF TARZAN	EDGAR RICE BURROUGHS
JUNGLE TALES OF TARZAN	EDGAR RICE BURROUGHS
THE SONG OF HIAWATHA	HENRY WADSWORTH LONGFELLOW
UNDER THE LILIES	LOUISA MAY ALCOTT
WELLS BROTHERS: THE YOUNG CATTLE KINGS	ANDY ADAMS

## FIFTH GRADE (CON'T)

HOSPITAL SKETCHES	LOUISA MAY ALCOTT
IN FREEDOM'S CAUSE	G.A. HENTY
THE HOBBIT*	J.R. R. TOLKIEN
THE RANCH AND THE BEAVER	ANDY ADAMS

## SIXTH GRADE

JO'S BOYS	LOUISA MAY ALCOTT
JACK AND JILL	LOUISA MAY ALCOTT
SKETCHBOOK	WASHINGTON IRVING
A CHRISTMAS CAROL	CHARLES DICKENS
MOODS	LOUISA MAY ALCOTT
WORK	LOUISA MAY ALCOTT
IN THE REIGN OF TERROR	G.A. HENTY

WON BY THE SWORD  
 UNDER DRAKE'S FLAG  
 MYSTERIOUS ISLAND  
 MAIN-TRAVELLED ROADS  
 MICHAEL O'HALLORAN  
 WITH WOLFE IN CANADA  
 EVANGELINE  
 CRICKET ON THE HEARTH  
 A GIRL OF THE LIMBERLOST  
 THE LORD OF THE RINGS\*  
 COLLECTOR'S EDITION

G.A. HENTY  
 G.A. HENTY  
 JULES VERNE  
 HAMLIN GARLAND  
 GENE STRATTON-PORTER  
 G.A. HENTY  
 HENRY WADSWORTH LONGFELLOW  
 CHARLES DICKENS  
 GENE STRATTON-PORTER  
 J.R.R. TOLKIEN

SEVENTH GRADE

JOURNEY TO THE CENTER OF THE EARTH JULES VERNE

KIM	RUDYARD KIPLING
UNCLE TOM'S CABIN*	HARRIET BEECHER STOWE
WULF THE SAXON	G.A. HENTY
FOR THE TEMPLE	G.A. HENTY
THE SILVERADO SQUATTERS	ROBERT LOUIS STEVENSON
TWO YEARS BEFORE THE MASK	RICHARD HENRY DANA
OLIVER TWIST*	CHARLES DICKENS
COMEDY OF ERRORS	WILLIAM SHAKESPEARE
FRECKLES	GENE STRATTON-PORTER
THE PATHFINDER	JAMES FENIMORE COOPER
THE HARVESTER	GENE STRATTON-PORTER
THE LAST OF THE MOHICANS	JAMES FENIMORE COOPER
WITH LEE IN VIRGINIA	G.A. HENTY

SEVENTH GRADE (CON'T)

PENROD	BOOTH TARKINGTON
IN THE HEART OF THE ROCKIES	G.A. HENTY
THE COMPLETE STALKE AND CO.	RUDYARD KIPLING
SCREWTAPE LETTERS*	C.S. LEWIS
ACROSS THE PLAINS	ROBERT LOUIS STEVENSON

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HUCKLEBERRY FINN	MARK TWAIN
TOM SAWYER*	MARK TWAIN
A DAUGHTER OF THE LAND	GENE STRATTON-PORTER
AT THE FOOT OF THE RAINBOW	GENE STRATTON-PORTER
THE TWO ADMIRALS	JAMES FENIMORE COOPER
THE DEERSLAYER	JAMES FENIMORE COOPER
DAVID COPPERFIELD	CHARLES DICKENS
THE WING AND WING	JAMES FENIMORE COOPER
THE PRAIRIE	JAMES FENIMORE COOPER
A TALE OF TWO CITIES*	CHARLES DICKENS
BARNABY RIDGE	CHARLES DICKENS
GREAT EXPECTATIONS	CHARLES DICKENS
IVANHOE	SIR WALTER SCOTT

ROB ROY	SIR WALTER SCOTT
THE PIONEERS	JAMES FENIMORE COOPER
KENILWORTH	SIR WALTER SCOTT
MR. MIDSHIPMAN EASY	FREDERICK MARRYAT
THE HOUND OF THE BASKERVILLES	SIR ARTHUR DOYLE

\*ALSO ON KOLBE LIST (READING LEVEL MAY NOT BE COMPARABLE)