

The Educational Plan of St. Regis Academy

This plan is adapted from St. Jerome Academy in Hyattsville, Maryland

This is a working document and subject to changes, revisions and modifications



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Part I: Blueprint



VISION

By the Grace of God, St. Regis Academy seeks to be a locally recognized leader in graduating young men and women who are spiritually and academically prepared for a lifetime of discipleship.

MISSION

St. Regis Academy in partnership with parents, as the primary educators of their children, seeks to provide a Classical Catholic Liberal Arts Education centered on Christ. We seek to cultivate an environment that fosters a student's natural desire for Truth, Beauty, and Goodness.

St. Regis Academy prepares students to think critically, reason logically, articulate clearly, and engage others persuasively. Our enrollment includes racial, ethnic, and economic diversity within the Body of Christ, providing a wealth of opportunity for students to grow in virtue by pursuing spiritual, emotional, and academic excellence.

True education has always rested on two presuppositions. The first is that truth is desirable for its own sake. It is good not for what it does, but for what it is. The second is that knowledge consists not in bending the truth to ourselves, but in conforming ourselves to truth. We can only conform ourselves to truth by freely embracing and loving it, and we can only love truth if we are enticed by its beauty. Love of beauty has therefore always been integral to the discovery of truth and true education has always sought to form the heart and mind, reason and will, desire and knowledge. In short, education forms the whole person in light of truth, beauty, and goodness.

(St. Jerome's School Document)

Our Vision Statement represents our reliance on the Blessed Trinity as our Guide in all endeavors. We seek to present our precious Faith as a compelling and beautiful vision of reality that is attainable through God's grace. The Catholic reality becomes personal and is intended to govern every facet of the student's life. Our approach will be to first, communicate a certain

body of knowledge; and second, to cultivate a certain kind of person, to develop as far as possible what is uniquely human in him, and so to equip him with the skills, habits, and aptitudes necessary to embrace truth and to become the person he was truly created to be for our Lord. Immediately, it becomes clear that no aspect of a school's life is truly 'extra-curricular' or falls outside of its core mission of education, because every aspect of its life—from the way the school prays, to the dress code of students and staff, the arrangement of furniture in the classroom, the paint and posters on the wall, the activities during recess, the way technology is used, and the songs the children sing—reflects the school's judgments and priorities about the meaning of its mission. The family environment created in St. Regis Academy supports every aspect of this mission by nurturing the development of a truly Catholic culture in our school. Everything a school does teaches something, but the important thing is to be sure that a good and coherent education works to transform hearts and minds to create enthusiastic disciples. Our staff is committed and excited to effectuate this vision within our St. Regis Academy family.

Curriculum, pedagogical methods, and all the details of the school's life should therefore be constantly assessed both in light of the conviction that knowledge and love of truth, beauty, and goodness are ends in themselves and in light of the formation of young men and women ready and excited to offer their lives to Christ. Every activity, program, policy, method, or proposal should be tested by the following criteria, which follow from this vision, though not all are equally applicable to each of these facets of the school's life.

1. Is it beautiful?
2. Are we doing this because it is inherently good, or as a means to an end? If the latter, what end?
3. Does it encourage the student to think of education itself as a high and noble enterprise, or does it cheapen education?
4. Is it excellent? Does it demand the best students and teachers have to offer, and hold them to the highest standard they are capable of achieving? Or does it give in to the gravitational pull of mediocrity? Is excellence the highest standard, or is excellence subordinate to lower standards such as convenience, popularity, or marketing considerations (i.e., consumer appeal)?
5. Does it encourage reverence for the mystery of God and the splendor of His creation?
6. Does it encourage reverence for the mystery of the human person and respect for the student's own human dignity?
7. Does it encourage him to desire truth, to understand such virtues as courage, modesty, prudence, and moderation and to cultivate these within himself?
8. Does it help the student to see what difference God makes to all the facets of the world, or does it make God's existence seem irrelevant, trivial, small or private?
9. Does it assist in passing on the received wisdom of the Christian tradition, or does it create obstacles to reception of the tradition?
10. Does it encourage real searching and thinking? Does it provoke the student to ask 'why?' Does it stir up a desire for understanding?

11. Does it encourage conversation between and across generations or does it hinder it?
12. Does it help to develop to the fullest extent what is uniquely human in the student: the powers of attending, deliberating, questioning, calculating, remembering, and loving?
13. Does it encourage the student to become patient, to take time, and if necessary, to start over
in order to achieve excellence, or does it subordinate excellence to speed, ease, and efficiency?
14. Does it encourage the student to value rigor and discipline?
15. Does it deepen the role of the family in the life of the school and the role of education in the life of the family, or does it erect a barrier between family and school?

Part II: Subject Integration



Image from embedded Getty

Many disciplines come together to form an extraordinary whole.

An Integrated Curriculum: The Building Blocks of Learning and the Shape of the Soul

The goal of education is the student himself, to form his mind and his character in such a way that he can live his whole life, so far as possible, in a way that is consistent with the truth about himself as a human being created in the image and likeness of God. We often say that we aim to achieve this through an integrated curriculum. But what does this mean? And how is the curriculum integrated?

Just as there were two complementary dimensions to our vision of education—conveying a definite body of knowledge and forming certain aptitudes, qualities of character, and habits of mind in the student—so too is the curriculum integrated in a similar, twofold way.

The first is through the content of a historically based curriculum, rooted in an understanding of the human person as a creature, created in the image and likeness of God. From this starting point, the curriculum presents history as a coherent story propelled by the human desire for God and God's coming to meet, inflame and satisfy that desire in Christ. This is what is meant by "incorporating our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts." This means placing special emphasis on the Greek, Roman, Jewish, and other ancient Near East cultures that make up the Western tradition. This understanding of the person as a creature provides a basis for exploring and appreciating these and other pre-Christian cultures in their own right, for seeking to understand them as they understood themselves. But rooting history in the understanding of the human person as a creature with a natural desire for God also orients those cultures toward the coming of Christ, after which they are taken up, transformed, into a new Christian culture in which the deepest of human longings and the highest of human aspirations are met by a gift from God which surpasses all these. Other subjects such as literature, art, and music and even math and nature studies complement this understanding and deepen it. For instance, a class studying Greek culture in the Grammar stage might read and discuss stories from Greek mythology to think along with the Greeks 'from the inside'. A class studying the Middle Ages in the Logic stage might learn Gregorian chant in music, or consider the symbolism of Gothic architecture in art or the symbolism of shapes in medieval stained glass in conjunction with their introduction to geometry.

The students will twice cycle through the history of the world. In grades K-5, they will devote one year of study to Egypt and the Ancient Near East, Greece, Rome, the Middle Ages, the Modern Age, and America respectively. In grades 6-8, they will recapitulate this history by studying the ancient civilizations, then the Middle Ages, and ending with the New World. By completing these two cycles, students will reinforce what they have previously learned as well as penetrate the meaning of history more deeply.

The second dimension integrates the curriculum in the student himself, by cultivating in the student aptitudes, habits, and qualities that shape his approach to all subjects, and bind them together in unity. Our Vision states, "By the Grace of God, St. Regis Academy seeks to be a locally recognized leader in graduating young men and women who are spiritually and academically prepared for a lifetime of discipleship." For instance, the curriculum emphasizes observation and rendering in subjects as varied as art, music, and nature studies. The purpose of this emphasis is also to cultivate within the students habits and powers of looking, seeing, and noticing the development of which makes us most human and most alive. These, in turn, imply a capacity for concentration, whole-hearted attention, silence, and stillness of both body and soul. The study of music seeks to cultivate the same power of attention and understanding with the sense of hearing, as observation does with the sense of sight. In this way, the qualities and habits needed to read beyond the surface level of a story, to notice mathematical patterns in nature, to distinguish one bird from another, to hear parts of a harmony in music, or to recognize how shadows are cast in a painting by lines, geometrical shapes, and gradations of color are not unlike the qualities needed to recognize the presence of God which, like light, always invisibly surrounds us. Approached in this way, the study of nature, music and art is a kind of preparation for contemplative prayer and adoration, and these in turn, prepare the student to study the world and to live in it in a fully human way.

In these two ways, this approach to education forms a unified whole. The core subjects studied at each stage of the curriculum each have peculiar objectives which, taken together, combine for building up the whole. We will look at each of these in very general terms, asking in each case what skills, aptitudes, and knowledge we want our students to come away with at the end of their time at St. Regis, in order to see how each subject combines with the others to serve the overall vision and its twofold aim.

History

- Students should understand human culture and history itself as the lived answer to fundamental human questions and the human desire for God.
- Within history, “Christ has reconciled all things to himself” (Col. 1:20, see also Col. 1:16, Rom. 11:36, Heb. 2:10, I Cor. 8:6, Rev. 4:11). Students should understand that the coming of Christ is the decisive act of God in history and that this has enormous historical and cultural ramifications.
- The coming of Christ and the Church is central to history. As Christ reconciled all things to himself, His Church, and the culture to which it gives rise, takes up and transforms all that is beautiful, good, and true in pre-Christian culture and becomes a decisive reference point for all world cultures thereafter. Understanding the human person as a creature and seeing all of history and all cultures as expressions of the human desire for God and as lived answers to ultimate human questions, students should learn to appreciate the great cultures of history on their own terms, seeking to understand them as they understood themselves and resisting the prejudice that equates the newest with the best.
- However, they should understand history neither as a story of constant progress culminating in the present, nor as a series of disconnected events lying side by side in time, but as the story of the world’s anticipation of and longing for the truth and happiness revealed in Christ and the events his incarnation sets in motion.
- They should, therefore, have a special understanding of those classical cultures—Greek, Jewish, Roman—which become ingredients of Christian culture. They should read those portions of the Bible that are contemporaneous with the historical period they are studying and appreciate the window that the Bible provides into the development of this history. And, they should seek to understand the birth of modern culture as an event within Christianity, as simultaneously a development of Christian culture and a reaction against a Christian view of reality.
- Students should thus come to understand American history as a chapter in this larger story. American history should be studied in the same spirit of love for truth, goodness, and beauty that animates the rest of the curriculum, and American history and culture should therefore be viewed through the same lens as other historical cultures: as a lived answer to these fundamental human questions. American history should therefore form in students a love of their country and its ideals, but it should also encourage them to subject that love and those ideals to the still higher love for the truth of God and the human person revealed in Jesus Christ and through his Church. In this way, the study of history should prepare students to become both virtuous and responsible citizens and faithful Catholics and begin to equip them with the tools of discernment necessary to live deeply Catholic and deeply human lives amidst increasingly challenging times.
- The study of history in these terms is central to “incorporating our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts.” Students

are incorporated into the received wisdom of the Christian tradition in two ways: first, by understanding themselves as products and heirs of a culture which represents the deepest of human longings, the highest of human aspirations, and the most profound of human artistic and cultural achievements; and second, by making the desires and questions that have animated and propelled that history their own—Who am I? Who is God? How am I to live? What is goodness? What is truth?

- The proper presentation of history should therefore further cultivate the art of questioning, as an expression of their innate desire for the happiness found in God.

Religion

- Religion is not just one subject within the curriculum, but the key to its unity and integration. The cosmos is an ordered, unified whole because it is created in Christ “in whom all things hold together” (Col. 1:17). Belief in God as our Father and the world as His beautiful and rational creation, binds faith and reason, nature and culture, art and science, morality and reality into a coherent and integrated unity. This unified view reaches its summit in worship, which is the highest form of knowledge and thus the end and goal of true education. This understanding should be made explicit in religion as a subject, in the curriculum as a whole, and in the life of the school. Most of all, it should be reflected in the Sacred Liturgy and the Holy Sacrifice of the Mass, the source and summit of the school’s life. Religious education should therefore have as its ultimate goal the life of prayer and a deep, reverent participation in God’s own life through the Sacrifice of the Mass.
- “God is love” (1 Jn. 4:8). This is at the heart of what it means to say that God is Trinity, a communion of persons. If God is the source of cosmic order, then that means love is at the root of this order, a key to its meaning, and essential to our meaning as persons. Students should come to a deeper understanding of the meaning of love, both divine and human. They should begin to understand that love is at the root of reality and what this implies for civilization and for the meaning of their own nature as embodied persons.
- Students should understand that God’s love in the Incarnation gives rise to a distinctive Christian civilization which is their birthright. Students should learn Scripture and be familiar with the treasures of Christian culture, art, architecture, music, literature, and great deeds, all of which give expression to a Catholic view of reality. Students should begin to learn the ‘symbolic language’ of these treasures and learn how to ‘read’ religious paintings and architecture. And they should understand how a true civilization of love reaches its summit in the Mass, where our desire for God is anticipated and surpassed by God’s love for us.

- Students should be introduced to such treasures as we have here in Missouri: the Cathedral of the Immaculate Conception, the Cathedral St. Joseph, Little Sisters of the Poor, St. Philomena Chapel (KS), Divine Mercy Shrine. They should be made to understand and appreciate that St. Regis is a part of this rich Christian heritage and that this heritage represents the very height of human culture and aspiration.
- Students should understand how his vocation to love informs our very meaning as persons, soul and body. The curriculum should reflect on how men and women live out this vocation differently in marriage, religious, and consecrated life. Upper school religion courses should therefore contemplate the ‘theology of the body’, not primarily from the point of view of ‘sex education’ or even sexual morality (though both of these remain important), but from the truth about the human person as a sexually differentiated unity of body and soul created in and for love. The goal here is not to moralize, but to provide students with a beautiful, more compelling vision of life and love that they can desire and appropriate as their own.
- The study of religion should fulfill the role of basic catechesis, conveying what the Church teaches. By approaching catechesis in light of a broader vision of God and the human person, students are helped to understand not only what the church teaches but why this teaching is true. Students see what these teachings have to do with the basic questions of the human heart, how they matter to their lives, and how they have mattered in the lives of whole cultures.
- The study of religion is both the conveying of a definite body of knowledge and the cultivation of habits and qualities in the soul of the student. It should incorporate silence, adoration, mystery, and the experience of beauty through adoration, music, and the school’s observation and study of the liturgy and the liturgical calendar.
- Religious instruction, above all, should seek to draw the student more deeply into the life of God. To that end, the school’s liturgical observances should not condescend or ‘speak down’ to children in order to ‘reach them where they are’. Children who are given an infantile form of the faith are not likely to grow in it. Rather these observances should stress the mystery by emphasizing “the beauty of holiness” (Ps 29:2). They should seek to draw the child ever more deeply into this mystery by appealing to the student’s natural wonder. They should be child-like without being childish.
- For this reason, students should come to understand the meaning of the parts of the Mass and given the opportunity to be trained as acolytes.

Art

- The study of art should focus on both art appreciation and rendering, preferably in different media (chalk, paint, charcoal, etc.), since art is tactile.

- Art study in both senses should foster an appreciation of beauty, not merely as a subjective preference, as pretty or pleasant, but as an objective feature of reality that expresses the deep truth of what things are. Students should understand this objective beauty as desirable for its own sake. They should be able to identify its features and think about its effect on the soul, for example, why it is desirable or how it can be profound. Students should be able to explain this with respect to certain works of art (e.g. by being able to say why Cezanne's apples are important).
- Art studied in both senses should therefore be understood not as amusement nor as individualistic creativity, but as aiming for a real, objective beauty. It is, though, appropriate to study how changed understandings of what art is (away from this notion) are reflected in works of art themselves and reveal differing cultural attitudes about the nature of the human person and the objectivity of truth, goodness, and beauty.
- The study of art should therefore complement the study of history and be a part of it. It should consider how the art of a culture provides that culture's answers to the deep human questions and how changes in art reflect changed understandings (e.g., by appreciating the differences between Byzantine iconography and the paintings of Giotto).
- The study of art and the practice of rendering should be used to train children how to attend closely to detail, to study shape and proportion, in short, how to see both art itself and the objects depicted by it. The study of art is also training in the art of attention and adoration.

Language Arts

We want students to “read well, speak well, communicate well, and think well.” This means that we want them to understand and internalize how language works both at the level of individual words (their roots, conjugations and declensions), but also the parts of speech. These are the building blocks of argument.

- Reading well therefore means reading efficiently, but it also means reading insightfully. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the right literature, even young students can be made to consider the ‘worthiness’ of a character's choices, the consequences of their actions, and the importance of truth. They can be asked to consider whether a story or a character is fair or just, whether it is beautiful and why. What are the elements of this and its effect? Does it make the student happy or sad? Can a story be beautiful and sad? They can begin to recognize the significance of symbols and foreshadowing.
- The study and recitation of poetry should be used to cultivate memory and the skills that go along with recitation, but poetry should also be treated as a form of vision and a window into truth

- The study of language and literature should complement the study of history and culture by providing a window into them, e.g., in showing how the theme of life as a dangerous journey ‘home’ in Homer and Virgil is decisively taken up and transformed in Christianity and expressed in a millennium of Christian literary and visual art.
- The ability to communicate effectively and well both orally and in the written word should be developed with careful attention to intelligent oration and beautiful penmanship.

Latin

St. Regis Academy students are introduced to a Latin program beginning in Pre-Kindergarten. From this year on, students memorize Latin prayers such as the *Agnus Dei*, phrases, and vocabulary. In the Third Grade and up, students begin to receive more formal instruction in the language with Latin grammar and vocabulary, conjugating verbs in their various tenses, declining Latin nouns, reciting prayers in Latin, reading using Latin texts, and writing sentences

- Instruction in the Latin language provides the gateway to a more comprehensive understanding of the English language and grammar
- Provides a foundation for expanding vocabulary through etymology
- Facilitates greater accessibility to other languages and cultures
- Enriches student participation in the rich heritage of his Catholic faith..
- The study of Latin should complement the study of history, religion, and English grammar.

Nature Studies

- The study of nature must be integrated into a comprehensive vision of reality as God’s creation. Otherwise the human person who is at the foundation of the curriculum becomes unintelligible and the truth about him becomes a matter of private opinion.
- The study of nature therefore begins from the presupposition that all of reality is God’s creation, though the implications of this are easily misunderstood. The act of creation is not an alternative to natural processes; nor is the doctrine of creation an alternative to natural explanations. The act of creation is not something done to the world, since prior to creation there is nothing to act upon. The doctrine of creation therefore does not explain how the world came to be, but what the world is. And to treat nature as creation is not to confuse science with theology or to divert attention from nature to prove God’s existence, but to behold nature differently in a way that is at once deeper and more comprehensive, but no less rigorous, than modern scientific materialism.
- It is to recognize that we do not arbitrarily impose meaning upon a meaningless material world, but that meaning is inherent in the world itself. It is reflected in a rational order that penetrates to the depths of the natural order and can be apprehended by reason.

- It is to see the infinite generosity of God reflected in the mysterious uniqueness of every living thing.
- It is to recognize that this mysterious uniqueness can never be exhaustively explained or understood and can only be fully appreciated through the eyes of love.
- It is to recognize that what things are is not exhausted by how they work or how they came to be. Therefore, living things are wholes, irreducible to the interaction of their parts or the history of causes that produced them. They are wholes that transcend their parts.
- It is to recognize that living things differ essentially from non-living machines because:
 - Unlike a machine that acquires its identity only at the end of a manufacturing process, living things have a nature, and therefore a unity, that precedes and guides their development. (This is partly what is meant by soul. It is also why a fetus is a person from the moment of conception and why it eventually matures into an adult: because it is already human.)
 - Unlike a machine, an organism is not a means to an end and its purpose is not imposed from the outside. An organism's end or 'good' is internal to it and is that for the sake of which it develops and acts. Maturity and health are the ends for which organisms ordinarily develop and grow as they do.
 - Machines and other inanimate objects have an environment which surrounds them but is basically external to them. Living things have a world which they assimilate to themselves through metabolism and within which they move themselves and act. This world is not just the organism's physical surroundings, but the whole order, including past, future, and other creatures, which makes up the organism's 'action space'.
 - Higher organisms are characterized by having a larger world in this comprehensive sense. Man has the largest world of all, since he can deliberate about his future, since his world includes God, and since he can respond to God's call.
 - There is therefore an essential difference between the living and the nonliving, between procreation and mechanical reproduction, between what is born and what is made.
 - No aspect of the human body or of human biology is ever merely material or purely biological, but personal. All human biology is personal biology, the biology of persons.

- It is to recognize that science alone, which is preoccupied with the causal history and mechanical aspects of the natural world, is not sufficient to understand what nature, living things, and human persons are. Philosophy, and ultimately theology, are also required.
- The study of nature should train the student above all to see nature through the eyes of love and to respect its inner integrity. This must be the foundation on which all further specialized study in the sciences is based.
- Coursework should emphasize the observation, classification and rendering of living things (as in a nature notebook). Students should consider the unique characteristics of different kinds of plants and animals and their ways of life, be able to recognize and appreciate the unique characteristics and classify them accordingly. They should understand what distinguishes human beings from other animals and the relation between human biology or morphology (e.g., upright posture, primacy of sight, opposable thumbs, etc.) and the uniquely human way of living.
- From the study of living wholes, students should then move to the study of their parts through the study of anatomy, physiology, and related disciplines.
- From this foundation students should proceed through the relevant sub-disciplines in science—chemistry, geology, astronomy, etc., with special attention to how these various aspects of nature combine to make Earth a home suitable for life, but also in a way that prepares the student for the study of these subjects in high school.
- Students should have experience in both inductive and deductive methods and know the difference between them.
- Students should complete their study of nature at St. Regis with a keen eye for nature, a deeper wonder and love for the natural world, a greater awe at the mystery of living things, and a deep appreciation of how the world, in providing a home fit for life, reflects the wisdom and generosity of its Creator.

Mathematics:

- The study of mathematics should instill in students an ever-increasing sense of wonder and awe at the profound way in which the world displays order, pattern and relation. Mathematics is studied not because it is first useful and then beautiful, but because it reveals the beautiful order inherent in the cosmos.
- Mathematics stands in a unique position at the intersection of induction and deduction, and as it flowers, it enables the student not only to appreciate more deeply its own subject matter, but also every other discipline since it lends its own intelligibility to their study. This is readily apparent in logic and analytical reasoning, but is no less true for art, music, poetry, history, sports, experimental science, philosophy, and language.

- Mathematics can engage all the senses, particularly in the early years, with the direct manipulation of simple objects that illustrate number and counting, similarity and difference, belonging and exclusion, progression, proportion, and representation. Along with this direct experience, students can be coached in observation and taught not only to recognize but to question the relationship of countable to uncountable, unity to plurality, and repetition to progression. They can gradually be introduced to ways in which we quantify the world by applying dimension, magnitude, duration, measure and rank, and also ways in which the world may be analyzed and modeled through mathematical representation, including geometric and algebraic expressions. To the extent possible, students can be encouraged to ‘construct mathematics’ (such as building Platonic solids) as well as work it out on paper, and come to understand that the symbolic writing of mathematics enables us to describe accurately and therefore to predict the outcomes of many real-world events.
- The study of mathematics should emphasize its foundational contribution to aesthetics (the study of beauty). The “mathematics of beauty” can be discerned in every subject.
 - In history, for example, students can begin to understand the meaning of the architectural design and sacred geometry of classical buildings, in which not only shape, pattern and placement convey meaning, but number also is used to encode philosophical and theological truths.
 - The mathematical foundations of music can be introduced from the mono-chord to tone relations, and then to the understanding of harmonics and series. In the upper grades, students can be introduced to the mathematics of the fugue and the canon, and taught to hear the voices in their relationship.
 - In the study of visual art, students can be trained in the geometric and numeric relationships that are at the basis of representational drawing, particularly for creating the illusion of depth through the application of transformation and projection, and can be taught the visually pleasing and dynamic ratios that appear in great art and photography. This visual training can be extended to a broad discussion of dimensionality in the context of iconography and nonrepresentational art.
 - In the language arts, the mathematics of rhyme and meter can be discussed and practiced, at first through recitation but eventually through imitation. Also, the discovery of the numerological meanings written into great literature can begin with the Bible and advance historically through the various periods studied.
 - In nature studies, the mathematics of nature can unveil the mysterious occurrences of transcendental constants such as pi and the natural logarithm, the recurrence of biological geometry such as the spiral of Archimedes, and the myriad ways in which relation is communicated in the branches of a tree, the strands of an orb web, or the convergence of streams into a river. Individual plants and animals can

be introduced as the basis for understanding growth, and direct observation and measurement can be the basis for understanding numerical and visual representation of change through time. Individuals and populations can be used to illustrate the concepts of rate of change, large numbers, and eventually infinity. Measurement and the mathematical representation of natural systems can become the entry point for a discussion of estimation and precision, order and entropy, probability, and eventually chaos. This can include a discussion of how to represent things numerically, which presupposes an understanding of Aristotle's four forms of causality, and can culminate in understanding that mathematically representing and quantifying the world depends on philosophical choices.

- A love of mathematics naturally leads not only to the development of analytical and critical reasoning skills, but deep creativity. Most importantly, it fosters a sense of profound reverence for the cosmos and our place within it, and the infinite depth of intelligibility woven into creation. This love is a spontaneous response that arises when a child first discovers math in the world, and must be nourished so that the work of solving math problems does not become tedium. Puzzles, codes, riddles, games, and the direct observation and experience of mathematics in our world are important ways to keep the intrigue and enchantment of mathematics alive while building necessary skills.

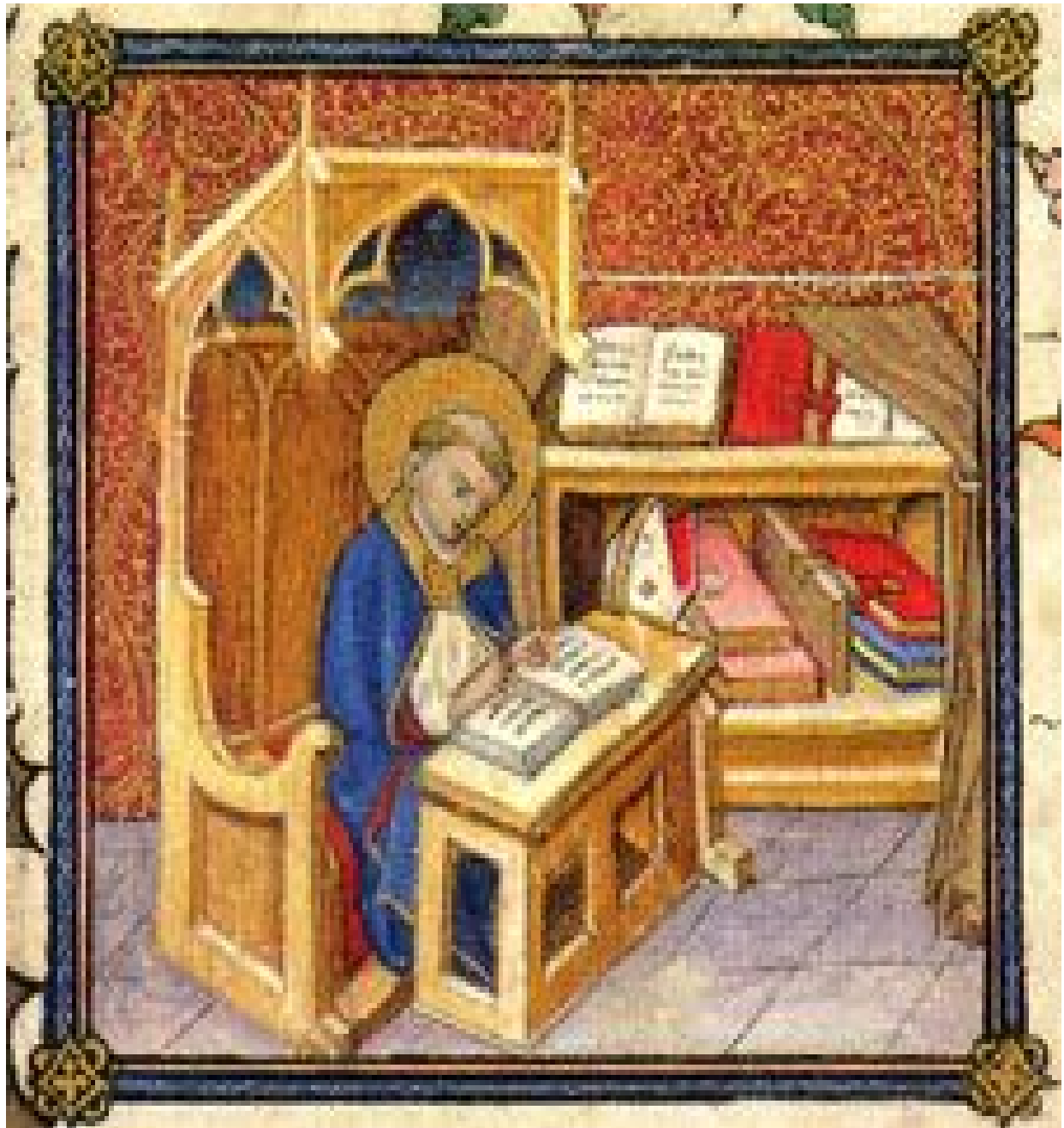
Music

- The study of music should be to the sense of hearing what the study of art is to the sense of sight. It should cultivate the power of that form of attention known as listening.
- The study of music should complement the study of history, e.g., in the movement from Gregorian chant to polyphony.
- Children should learn the 'aesthetics of number' and learn to 'hear number' through learning harmony and measure.
- Students should learn and experience how music expresses the mystery of God, and the spirit of adoration should be cultivated through acquaintance with the tradition of sacred music, chants and hymnody. Students should be able to sing the Salve Regina, the Regina Caeli, and other prayers that are appropriate to different liturgical seasons.
- Students should learn the language of music, both in terms of musical notation and the ability of different instruments and notes to 'tell stories'.
- If possible, students should participate in a schola cantorum and, if possible, learn to play an instrument in order to internalize music, appreciate its beauty, and foster creativity and discipline.

Physical Education

- Play, like joy, is its own end. In the sheer joy of play and playing well, one becomes an 'amateur' in the true sense, that is, a 'lover'. Developing this sense of 'amateurism' is perhaps the most important contribution that physical education makes to classical education. This is because the amateur, though he always strives to play well, plays out of love and delight for the game itself. Genuine amateurism thus reinforces the classical conviction that there are things worth doing well simply because they are good.
- But physical education is vital to classical education in other ways as well. Physical education offers students an opportunity to train their minds, hearts, and bodies into unified expressions of gracefulness. Accordingly, the physical education program should strive to train the minds, hearts, and bodies of the students.
- Students should develop concentration, self-discipline, and mental stamina through repetition, practice, and competitive play. They should come to recognize the excellence and gracefulness of beautiful physical achievements. They should also learn the rules as well as the proper techniques and strategies for playing all major sports.
- Students should practice sportsmanship and fair play; they should learn to win and lose with grace. They should participate in games and sports in which they can both lead and be led, subordinating their own role to the good of the team. A spirit of healthy competition as well as an attitude of perseverance, commitment, and excellence should be the norm.
- Students should participate in a variety of physical activities that promote strength, agility, coordination, speed, and endurance. They should be encouraged to form healthy living habits, which include getting the appropriate exercise, diet, and rest.

Part III: Laying the Foundation



Laying the Foundation: Pedagogy

A Catholic classical education seeks both to incorporate students into the wisdom of the Catholic tradition and to form certain habits and dispositions in the souls of students. This endeavor requires a distinct pedagogical approach, though it will obviously take a more developed form in the higher grades. It will fall to teachers in their expertise to tailor this approach to particular subjects and situations in age-appropriate ways. The following guidelines will help to cultivate those habits and dispositions. By working creatively within their parameters, teachers in the lower grades will lay a solid foundation for future work in the upper grades, while teachers in the upper grades will build upon this solid foundation.

What You Don't Know Won't Hurt You. (But What You Don't Want to Know Will.) Very few people teaching today are the beneficiaries of a classical education, and nowadays even those with some classical training have holes in their knowledge of the tradition. So it is natural to feel overwhelmed or intimidated at the prospect of such a demanding and ambitious approach, so foreign to common experience. The nature studies program, for example, differs markedly from conventional introductions to science, and there are few resources in this area that are complete and ready-made for this approach. Teachers in this as well as other areas will have to be thoughtful and creative in bending imperfect materials to fit this approach. But the most important ingredient in teaching a classical curriculum is not command of the tradition, though this is a worthy and desirable goal and should come with time. Rather the most important thing is that 'you become like this child', that teachers begin to think of themselves as students, that they fall in love with thinking and are gripped by the same fundamental human questions that animated our forebears in the tradition and created the greatness of Western and Christian culture. Regardless of what 'information' a student may acquire, classical education has only truly succeeded when this desire, having become contagious, is passed from teachers to students. When this happens, teachers and students are incorporated into the 'great conversation' together and bound by a common love and common desire to discover the truth and make it one's own.

What They Don't Know Won't Hurt Them. (Yet.) Remember that a classical education lays a foundation for future learning both by developing skills and by incorporating students into the great conversation of the tradition. The themes and texts introduced in the early years (e.g., Greek characters and themes) are foundational for the subsequent tradition. They will appear again frequently in later art and literature, and they will be covered again in the upper school. It is therefore vital to introduce these texts and themes in the early grades even if students do not fully comprehend them. In doing so, you will be cultivating dispositions, contributing to the culture and atmosphere of the school, and a common knowledge base that will be developed further later on in the curriculum. This knowledge, in turn, will deepen and perfect what is sometimes only imperfectly grasped at earlier stages.

Practice the Art of Memory. To cultivate memory, confidence, and good speaking, heavy and regular emphasis should be placed on memorization and recitation of phonics rules, math facts,

and the narration and dictation of short poems, stories, and even history lessons. These skills and facts are the foundation for later work.

Homework: A Game the Whole Family Can Play. Because in the early grades memorization and narration precede the child's ability to read, and because class sizes will not always allow children to perform their narrations and recitations in school, children will often have to practice narration at home with the help of a family member. Parents should be informed of this expectation in orientation prior to the start of classes, and teachers should remind parents of this responsibility at the onset of classes. This will help to achieve the additional goals of raising standards and expectations and involving parents more deeply in the education of their children.

Stretching Minds by Stretching Language. From a very early age, we want to establish a standard of excellence and promote the command and love of language. We want to nurture the ability to think about and discuss stories. We want to foster a capacity to remember and sustain attention and cultivate a love for what is noble and high. A good deal of instruction in the early grades will therefore consist in teachers reading great works of literature (e.g., children's versions of Homer) to students over the course of a number of days. Often 'age appropriate' texts are less challenging (and inspiring) than great works which seem slightly out of reach. But when these texts are read slowly, with the teacher pausing to explain or discuss difficult phrases and ideas, children begin to discover the wonders of language, the power of big ideas, and to improve their own vocabulary. And they acquire a foundation for understanding most of the great Western art and literature they will encounter later in their studies and in life.

What Would Plato Do? 'Socratic' discussions should begin in the earliest grades and teach students to begin questioning and discussing stories, pictures, fables or proverbs according to four rules:

- 1. Read the text carefully.
- 2. Listen to what others say and don't interrupt.
- 3. Speak clearly.
- 4. Give others your respect.

Thinking With the Mind of the Ancients. As students advance in their ability, they should be encouraged to place themselves imaginatively within the historical period they are discussing in order to understand how that culture thought about the True, the Good, and the Beautiful, and the nature of God and man. The assignments, included at the end of every chapter in Eva March Tappan's *The Story of the Greek People*, provide a good example that could be adapted to oral or written work.

Is There a Text in This Class? The use of textbooks should be minimized. This is for several reasons:

- to provide students a coherent history
- to produce a more integrated curriculum
- to introduce them to 'primary sources'

- to develop memory and a capacity for sustained attention
- to prepare them for reading great works of literature in later grades

Teachers may choose to use textbooks or other reference books for themselves in order to develop a narrative of historical continuity tailored to the school's characteristic emphases, and some subjects (e.g., math) may require greater reliance on textbooks from students. Still, teachers should strive so far as possible for 'textbook independence' and to devise an oral presentation of historical material in 'lecture' form, as a thread on which to hang more targeted readings in primary source material, ideally, whole books.

History and the Restless Heart. Teachers in the humanities should strive to integrate history, literature, religion and the arts so as to provide a comprehensive and coherent history which addresses the basic human questions: Who is God? Who and what is man? What is true, good, and beautiful?

Forming the Soul One Sense at a Time. Developing what is peculiarly human in the souls of students means developing the art of noticing and the habit of attention. By definition, this means developing one concentrated sense or capacity—seeing, listening, and reading— at a time. This allows students who excel at one particular 'learning style' to succeed, while also giving them opportunities to develop in weaker areas. Teachers should seek methods for cultivating these capacities one at a time, avoiding as far as possible multimedia presentations which dilute and diffuse attention. Instead, they should rely on a diverse range of activities (e.g., looking at artwork, listening to music, reading of books) that develop concentration in diverse ways, 'one sense at a time'.

Humanizing Technology. Education develops what is most human in students: the capacity for wisdom and love which requires insightful reading, depth of thought, and the autonomy that comes from virtuous self-command. These, in turn, require disciplined habits of patience, attentiveness, memory and concentration and a desire for what is truly good and beautiful. The role of computers and information technologies should be critically assessed in light of these goals, and prudence should govern their use in instruction and the completion of assignments. These technologies are both a fact of contemporary life and a wonderful resource, providing access to sources of knowledge otherwise unavailable. They should be utilized when appropriate and students should be taught to use them responsibly. However, premature or excessive use of these technologies undermines the very qualities and skills education seeks to cultivate: it inhibits the development of reading comprehension, alters the very processes of composition and calculation, and creates dependence on the technologies themselves. It also hampers the transmission of tradition by isolating students from previous generations and instilling the prejudice that new equals better. Furthermore, it isolates students from one another. Real education therefore requires a space where children can experience a measure of freedom from these technologies and develop independently of them. Our pedagogy should help create this space by stressing personal interaction in instruction and 'manual labor' (e.g. handwriting) in the completion of assignments. We should encourage students to take time, attend patiently to detail, and correct mistakes. We should prioritize the insightful reading of

books over the collection and manipulation of data and should use 'instructional videos' and other media sparingly after evaluating their quality and their effect on school culture. Lastly, we should promote communal activity over computer games or movies during leisure time. The truly liberating answer to the problem of children's immersion in technology is not just a more responsible use of technology; it is to give them something better to love.

Curriculum Objectives Stage by Stage

Each of the core disciplines has its role to play in the building up of the whole and each has its own more specific set of objectives for the different stages at which it is being taught. Quite simply, at each stage there are things we want children to know, things they ought to be able to do, and habits, dispositions, or aptitudes they ought to have acquired or be acquiring. Considering these in detail and in light of the general objectives of each subject, and considering each subject in light of the overall end, teachers in specific subjects and at specific stages can see how each stage builds upon the previous stage, how their work contributes to the 'finished product', and how they can tailor specific classes and methods to serve these ideals more effectively.

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

Lower Grammar Stage

Kindergarten: The Cradle of Civilization Year

Grade 1: The Greek Year

Grade 2: The Roman Year

Upper Grammar Stage

Third Grade: The Medieval Year

Fourth Grade: The Modern Year

Fifth Grade: The American Year

Logic Stage

Sixth Grade: The Ancient Year

Seventh Grade: The Christendom Year

Eighth Grade: The New World Year

Lower Grammar Stage Objectives

Kindergarten: The Cradle of Civilization Year

Grade 1: The Greek Year

Grade 2: The Roman Year

History

Knowledge

- Understand history and culture as human desire for goodness, truth, and ultimately God
- Develop basic knowledge of ancient civilizations in ancient Near East and their relationship to one another
- Develop basic knowledge of history of Israel through the Bible and in context of ancient Near East
- Develop basic knowledge of the geography of the ancient Near East, including Mesopotamia, Canaan, and Egypt
- Develop more detailed understanding of Greek civilization: people, places, geography, religion, government, economics, art, architecture, music, technology, and culture
- Understand how Greek civilization contributed to Christianity
- Develop better understanding of Roman civilization: people, places, geography, religion, government, economics, art, architecture, music, technology, and culture
- Understand how Rome became the home of the Roman Catholic Church
- Begin to see how Christianity transformed the Roman Empire
- Begin to see Greek and Roman contributions to culture
- Learn to identify the basic geography of Greece, Rome, and their neighbors

Skills

- Memorization of key historical facts
- Beginning map reading and recognition
- Use a globe
- Understand a timeline
- Ability to narrate historical stories
- Begin to see connections between historical events and themes
- Beginning ability to formulate and discuss philosophical questions
- Artistically render historical scenes from imagination

Aptitudes

- Develop memory
- Develop ability to listen and recall
- Develop an interest in history
- See relevance of past to present
- Appreciate Greek philosophical ideals
- Begin to see an integrated conception of the world on which the beliefs of Western Civilization are based

Religion

Knowledge

- Begin to recognize how Christianity becomes incarnate in culture through art, music, architecture, literature, and the liturgical calendar
- Appreciate the historical setting of the Bible
- Learn the traditions of the Church and the mysteries of the faith through beauty, beautiful liturgy, and adoration
- Become acquainted with the tradition of sacred music as a form of prayer
- Acquire basic catechetical instruction in the meaning of the Incarnation, the Creeds of the Church, familiarity with the Old and New Testament and the difference between them, the meaning of the Mass, the liturgical calendar, basic prayers and practices of the church, etc.

Skills

- Memorize and recite Scripture, Bible facts, catechism, prayers, and hymns
- Learn to pray liturgically, intercessory, and contemplatively
- Learn to regard and participate in sacred music as a form of prayer

Aptitudes

- Cultivate longing for God
- Develop habits of stillness and adoration
- Begin to develop a habit of prayer, a love for the mysteries of the faith, and a desire for God's beauty and truth
- Develop a habit of noticing the presence of God

Art

Knowledge

- Learn how to look at and begin to interpret paintings
- Study and give rudimentary explanation of Christian art and iconography
- Study and give rudimentary explanation of art related to Egypt, Greece, and Rome
- Begin to know properties, characteristics, and qualities of beauty
- Begin to recognize how art expresses cultural ideals

Skills

- Learn how to look at, examine, and see a painting and other works of art
- Learn to tell the story of a painting
- Begin to render as well as draw imaginatively
- Learn basics of drawing, painting, and sculpting
- Learn to copy according to established rules

Aptitudes

- Acquire habits of attending, noticing, sitting still, and concentrating
- Learn discipline from following simple projects through to completion
- Begin to develop eye and appreciation for beauty

- Begin to question art works for their meaning

**Language: Literature, Grammar, Composition, Latin and Drama
(Diocesan Standards Correlation)**

Knowledge

- Alphabet
- Phonics and reading
- Spelling
- Beginning writing
- Beginning grammar
- Beginning poetic understanding
- Latin roots (chants), early vocabulary, phrases, prayers

Skills

- Learn to read proficiently a wide variety of texts (EL1-LA-RL, 08-10)
- Develop reading comprehension and fluency, use of context clues, identify inflectional forms, affixes
(EL1-LA-L,04A-C; EL1-LA-RF,04)
- Understand relationships between words and phrases (EL1-LA-L,05A-D; EL1-LA-L,06)
- Employ correct grammar in writing and speech
- Learn good penmanship, focusing on proper technique using the *D'Nealian* style which is designed to ease the learning of cursive in the next stage.(EL1-LA-L, 01,A)
- Recognize and write complete sentences (EL1-LA-RF,01,A)
- Memorize and recite the definition of the parts of speech
- Understand and identify parts of speech and the four different types of sentences
(EL1-LA-L,01,B-J)
- Say and write the days of the week, the seasons, the months of the year, their home address, titles of respect, abbreviations, dates
- Understand and use beginning punctuation, beginning spelling and phonics concepts, contractions, capital letters, synonyms, antonyms (EL1-LA-L,02A-E;EL1-LA-RF,02,A-D; EL1-LA-RF,03,A-G)
- Be able to order simple ideas, to form paragraphs, and to copy the final work
- Narrative: retell stories in detail, with vocal clarity, poise, and eye contact; eventually, retell the narrative thread of a story (EL1-LA-RF, 04,A-C; EL1-LA-RI,01-02; EL1-LA-RL,02)
- Act out stories with other students as characters
- Develop ability to identify main idea, characters, setting, point of view (EL1-LA-RL, 03-07)
- Answer detailed comprehension questions about a reading passage in complete sentences (EL1-LA-RI,03-10; EL1-LA-RL,01)
- Copywork: copy sentences from works of history, the Bible, or literature

- Dictation: listen to an oral recitation and write down a sentence(s) from works of history, the Bible, or literature
- Recitation: recite poems or psalms from memory with vocal clarity, poise, eye contact
- Conversation: 'Socratic' discussions should teach students to begin questioning and discussing stories, pictures, fables or proverbs according to four rules:
 - 1. Read the text carefully.
 - 2. Listen to what others say and don't interrupt.
 - 3. Speak clearly.
 - 4. Give others your respect
 (EL1-LA-SL,01,A-C; EL1-LA-SL, 02-06)
- Write opinion pieces with reasons (EL1-LA-W,01)
- Perform a play and memorize lines

Aptitudes

- Develop capacity for listening
- Develop memory
- Appreciate playfulness in language
- Develop habits of concentration, stillness, memory
- Learn to ask questions about the moral or meaning of stories and symbols
- Learn to speak directly and confidently
- Memorize Latin prayers, hymns, and phrases

Nature Studies

Knowledge

- Understand difference between basic animal groups
- State and 'catalogue' animals of certain species by their differences
- Recite key characteristics of the way of life for certain select animals or animal groups
- Understand basic divisions within the plant kingdom and the distinguishing characteristics of each
- Learn to identify flora, fauna, and wildlife indigenous to the region
- Begin to develop an elementary understanding of the human body
- Begin to understand the 'body-soul unity' of the human person, and the specific characteristics and capacities distinguishing humans from other animals
- Understand basic regional geography and seasons

Skills

- Be able to narrate the above knowledge
- Develop skill of observing, rendering, and cataloguing this knowledge in a 'nature notebook'

Aptitudes

- Develop a capacity to attend to and notice nature
- Develop wonder and appreciation for the natural world

Mathematics

Knowledge

- Acquire basic numeracy
- Understand equivalent forms of the same number using diagrams, objects, and numbers
- Recognize basic geometrical shapes and parts of shapes
- Solve word problems

Skills

- Count, read, write, and compare numbers up to 1,000, both symbolically and through physical construction
- Acquire facility with basics of place value
- Perform basic addition and subtraction functions of one-, two-, and three-digit numbers
- Understand basic fraction concepts
- Count by 2s, 3s, 4s, 5s, 10s
- Identify and construct circles, squares, rectangles, triangles, ovals, cubes, tetrahedral pyramids, cylinders, cones, spheres, and rectangular prisms
- Recognize and describe the appearance of basic patterns in nature
- Recognize equivalency in number, shape, pattern, and other physical characteristics
- Construct basic sets and groupings of objects in the environment and nature and be able to articulate the criteria for inclusion and exclusion
- Recognize and solve simple replacement codes
- Solve simple geometric puzzles
- Recognize the relationship of tone to the size, length, shape, and material of the object being sounded (e.g., bells of different size being rung or the length or thickness of a string being plucked)
- Take linear measurement and be able to articulate changes in measurement over time; introduce basic means of recording measurement
- Tell and record time and changes in time in seconds, minutes, hours, days, weeks, months, and years
- Recognize and calculate basic currency; introduce coin-tossing scenarios as an introduction to probability

Aptitudes

- Recognize the ubiquity of number and shape in the world around us
- Develop a sense of wonder at recognizing how the world can be expressed mathematically
- Develop a love for constructing math, numerically and geometrically
- Written by Teachers: *Eureka Math* was written by a team of teachers and mathematicians who took great care to present mathematics in a logical progression from grades PK-12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, *Eureka Math* will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math (<https://greatminds.org/math>).

Music

Knowledge

- Know elements of music: melody, harmony, rhythm, pitch, tone
- Begin to think about what music means and why it is or is not beautiful
- Know instruments of the orchestra by sound and sight
- Be introduced to tradition of sacred music
- Begin to understand the symbols in music

Skills

- Begin to read music
- Begin to acquire some musical skill singing and playing elementary instruments
- Begin to be able to concentrate on, listen to, and discuss a piece of music

Aptitudes

- Begin to develop a love and appreciation of beautiful music and its power
- Begin to understand the relationship between music, prayer, and liturgy
- Acquire the habit and develop their powers of patient, attentive listening

Physical Education

Knowledge

- Understand their bodies and physical abilities as a gift
- Begin to learn the rules of major sports and races

Skills

- Begin to acquire facility in throwing, catching, hitting, and kicking
- Begin to learn basic dance steps
- Begin to deliberately coordinate body to physical activity

Aptitudes

- Practice teamwork and good sportsmanship

Upper Grammar Stage Objectives

Third Grade: The Medieval Year

Fourth Grade: The Modern Year

Fifth Grade: The American Year

History

Knowledge

- Understand key figures and events of Medieval, Modern, and American history
- Appreciate how the lives of the saints shaped the respective historical periods
- Know how people in the Middle Ages understood God and man
- Recognize how Medieval culture exhibits an understanding of truth, goodness, and beauty
- Know that Christianity has shaped the world and that the expansion of Christianity has brought increasing liberty, reason, and culture
- Distinguish how the Modern period differs from the past in its understanding of God and man, and truth, goodness, and beauty
- Understand how America understands God and man
- Recognize how American culture exhibits an understanding of truth, goodness, and beauty
- Understand history of America in the context of Catholic and world history
- Appreciate the novelty of America in relation to its European origins
- Understand what it means to be a good citizen
- Understand difference between Medieval and Modern political forms
- Understand key technological developments of the historical periods they are studying
- Recognize basic geography (major world land masses and bodies of water; European and U.S. states and capitals)
- Memorize songs and chants for relevant kings and queens, states and capitals, original 13 colonies, etc.
- Recognize major periods of history using timelines
- Understand how the differences between these periods and cultures are reflected in art

Skills

- Compare, contrast, and explain the essential characteristics of cultures, governments, and figures in different historical periods
- Memorize significant dates and be able to build timelines from them
- Recognize correlation between “secular” history and Biblical/Church history
- Explain cause and effect of historical events
- Discuss philosophical and theological questions which arise from history
- Narrate historical stories
- Read and recognize symbols on maps
- Recognize how geography contributes to historical events
- Write biographical reports and do basic research on important figures in history

- Understand the contribution of major historical figures

Aptitudes

- Continue to develop an interest in history
- See the relevance of past to present
- Develop love of country
- Develop a desire to be both a good citizen and a faithful Catholic
- Begin to understand themselves and their culture as historical
- Continue developing curiosity to know how things came to be and why people acted as they did
- Appreciation of the beauty of saints and integrity and courage of heroes
- Cultivate a desire to imitate the good qualities of these saints and heroes

Religion

Knowledge

- Begin to recognize how the Christian culture of the Middle Ages is reflected in art, music, architecture, literature, the liturgical calendar, the structure of cities, organization of labor, and the code of chivalry and how this is transformed in the Modern period
- Begin to understand importance of the Trinity and Incarnation
- Know they belong to God's chosen people and are part of his family, the Church
- Know they are made for heaven and that creatures and the created world exist to help them get there
- Memorize books of the Bible, important verses, Apostles, Beatitudes, basic prayers of the Mass in English and Latin, sacraments, major events of salvation history
- Know the parts of the Mass
- Know the major moments of salvation history from creation to Pentecost
- Understand basic teachings on Confession and Eucharist
- Understand sin, grace and the sacraments
- Know the Creed and understand each of its tenets
- Know lives of the major saints of the periods of history they are studying
- Know how to pray the Rosary

Skills

- Give more advanced theological explanations of Church doctrines
- Learn how to "assist" at Mass through acolyte training
- Memorization and recitation of Scripture, Bible facts, catechism, prayers, and hymns
- Learn to pray liturgically, intercessory, and contemplatively
- Learn to regard and participate in sacred music as a form of prayer

Aptitudes

- Cultivate longing for God
- Develop personal relationship with Christ as friend and Mary as mother
- Begin to value silence
- Have favorite saints and relationships with them
- Examine conscience, go to Confession, "offer up" a sacrifice

- Strengthening of the conscience to begin to love God's will and wish to avoid sin
- Take responsibility for faults or failure and apologize sincerely
- Acquire a spirit of service, collaboration and genuine friendship

Art

Knowledge

- Understand the significance of the Christian contribution to art
- Begin to appreciate an art history perspective in addition to a cultural history perspective
- Study and give explanations of art of relevant time periods, especially Medieval and Renaissance
- Begin to give more complex explanation and interpretation of works of art
- Continuation of rendering
- Develop an understanding of and be able to apply the following principles in artistic work (drawing, painting, and other media): line, shape, texture, color, value, and form
- Recognize and employ basic elements of space and perspective

Skills

- Continue to learn how to look at, examine, and see a painting and other works of art
- Learn to tell the story of a painting
- Learn how to justify why something is beautiful or not
- Begin to reflect on experience of beauty
- Develop drawing, painting, and sculpting skills
- Copy more complex images according to rules

Aptitudes

- Deepen the habits of attending and noticing
- Sit still and carefully observe art and whatever is the subject of rendering
- Deepen love and appreciation of beauty
- Begin to look at art contemplatively
- Deepen appreciation of art and beauty in the life of faith
- Be able to question art works for their meaning

Language: Literature, Grammar, Composition, Latin, and Drama

Knowledge

- Acquire familiarity with classic folklore and literature of the historical periods they study
- Begin to master grammar
- Begin to analyze and diagram sentences
- Write complete sentences and paragraphs
- Acquire facility in spelling and vocabulary
- Have a repertoire of light verse, Psalms, ballads and historical mnemonic devices committed to memory
- Memorize the fundamentals of Latin: primary declensions, conjugations, and vocabulary
- Memorize Latin prayers, hymns, and phrases

Skills

- Be able to use prefixes, suffixes, and root words as clues to meaning
- Be able to read chapter books without help
- Recognize plot, theme, symbolism, and other literary elements
- Evaluate characters in stories
- Ability to identify the main idea of a story
- Write complete sentences and construct coherent paragraphs
- Continue study of English mechanics and usage
- Read and write summaries of readings
- Practice good penmanship transitioned to cursive exclusively in all work
- Write paragraphs and recognize topic sentences
- Identify conflict, climax, and resolution in a story
- Write an organized, multi-paragraph composition in sequential order with a central idea
- Research a topic using multiple books
- Ability to understand more complex poetry
- Narration: re-tell more complex stories in detail, with vocal clarity, poise, and eye contact
- Construct simple stories
- Be able to read aloud with good inflection and diction
- Recitation: students recite poems, speeches, psalms from memory with vocal clarity, poise, eye contact
- Conversation: students should understand and be able to follow rules for 'Socratic' discussions; students should be questioning and discussing various texts.
- Follow four rules of discussion: 1. Read the text carefully. 2. Listen to what others say and don't interrupt. 3. Speak clearly. 4. Give others your respect.
- Perform a play: memorize lines and help design costumes, props, set, etc.

Aptitudes

- Listen attentively to peers and instructor
- Read and concentrate for long periods of time
- Learn to ask questions about the moral or meaning of stories and symbols
- Learn to speak directly and confidently
- Be basically truthful and dependable

Touchstones

Every month students in grades 3-8 will engage in a Touchstone discussion. The readings will occasionally integrate nicely with the time period being studied, though the primary purpose of Touchstones is to develop the habits of Socratic inquiry. Teachers and students will engage in close study of philosophical and literary texts and will learn, over time, to speak clearly and listen attentively. The skills acquired in Touchstones will be carried over into all aspects of school and home life. Students and teachers will:

- Acquire the habit of asking questions
- Learn to seek understanding together through group discussion

- Think more deeply about fundamental human matters
- Learn to read a text carefully
- Learn to respect and listen to their peers
- Relate texts to issues in classroom and life
- Be exposed to samples of good writings of literature, philosophy, art, math, and science from many different cultures
- Exhibit manners and respect for others

Nature Studies

Knowledge

- Recognize the study of nature as part of the human endeavor to understand the world
- Understand science as one aspect of the study of nature which must be integrated into a more comprehensive vision of reality as God's creation and thus behold nature in a different way
- Recognize persons and animals not as historical accidents or the sum of their mechanical parts, but as living wholes that transcend their parts and are irreducible to them
- Understand that as living wholes, organisms possess an inexhaustible depth and are worthy of our awe, wonder and affection
- Understand that nature is therefore hierarchically arranged according to capacity for self-transcendence:
 - All organisms, including plants, exhibit some form of metabolism that relates them to the world through appetite
 - Animals exhibit metabolism as well, but also a capacity for self-movement and an awareness through the senses
 - Human beings, in addition to these, move and transcend themselves through reason and will, are able to contemplate God and the world, and can offer themselves in love
- Beginning with the study of living things, students should be able to:
 - Render detailed observations of different organisms
 - Distinguish between genera in the plant and animal kingdoms
 - Specify essential differences between species
 - Identify unique characteristics in different forms of animal life
 - Explain what these characteristics mean in the life of the animal
 - Identify essential differences distinguishing human beings from other animals
- From this basis, students should proceed to the interior world of plants and animals:
 - Botany
 - Anatomy
 - Physiology

- Students should then proceed to the external world, understanding Earth as home for life:
 - Ecosystems
 - Natural processes which support life (e.g. weather, soil formation, water cycles)
 - Earth's place in the solar system: the finely-tuned astronomical factors necessary to support life

Skills

- Continue to develop the skill of observing, rendering, and cataloguing this knowledge in a 'nature notebook'
- Narrate the above knowledge
- Begin to ask philosophical and scientific questions of nature
- Gain detailed, first-hand experience of nature through growing things and recording the various stages of growth
- Follow directions carefully when carrying out scientific experiments

Aptitudes

- Acquire reverence for nature as God's creation
- Be able to attend to and notice nature
- Have a sense of wonder and appreciation for the natural world and the mystery of living things
- Have an enthusiasm for examining nature and acquire the habit of curiosity regarding the physical world
- Acquire a desire to experiment with what they are studying and observing

Mathematics

Knowledge

- Deploy numeracy/counting: whole numbers into the millions; decimal place value
- Recognize geometric shapes and calculation of perimeter and area
- Have facility in addition, subtraction, multiplication, division whole number operations
- Add, subtract, multiply, and divide decimals up to the thousandths place
- Use fractions (reducing, adding, subtracting, multiplying, dividing)
- Measure accurately using both customary and metric systems
- Estimate measurement when measurement tools are not available by comparison of surrounding or similar objects
- Solve word problems
- Count money and basic decimals
- Acquire basic algebra skills (looking for unknowns)
- Begin to understand proportions
- Comprehend basic averages and ranks (median and mode; mean by grade 5)
- Introduce classical geometric and architectural design (choose a building from historical time period being studied and analyze its geometric and proportional properties)

- Analyze rounds and simple canons to identify simple progressions
- Recognize and construct fundamental shapes in plane geometry: points, lines, rays, angles, parallels, perpendiculars, quadrilaterals and regular and irregular polygons
- Analyze composition and use of light in art in relation to geometry
- Analyze perspective in art in relation to angle measurement
- Construct Platonic and Archimedean solids
- Use Euler's formula for the number of vertices, faces, and edges of polyhedra
- Solve more complex codes such as a single replacement and translation code
- Apply numeric methods in describing natural phenomenon—for example, estimate the number of leaves on a tree by modeling the splits in a branch

Skills

- Memorize and master addition/subtraction tables (0-10)
- Memorize and master of multiplication tables and division (0s-12s)
- Use mental arithmetic
- Multiply single- and multi-digit numbers
- Divide multi-digit numbers by one-digit numbers
- Tell time to the quarter- and half-hour and to five minutes and one minute
- Add and subtract decimals, and compare decimals and fractions
- Multiply multi-digit numbers by two-digit numbers
- Divide larger multi-digit numbers by one-digit numbers
- Find the area of two-dimensional shapes
- Reason mathematically both orally and in writing through word problems
- Use problem-solving strategies to solve real-world math problems
- Add and subtract fractions and decimals
- Identify and describe three-dimensional shapes, and find their volumes and surface areas
- Use long division to divide large numbers by multi-digit numbers
- Recognize numerical patterns in music and nature and geometrical patterns in nature and art
- Solve simple probabilities, including independent and dependent events and simple truth tables for conjunctions, disjunction, negation, and implication
- Read and use bar, line, and circle graphs
- Measure shape and position over time, such as tracking the phases of the moon and simple astronomy, including solar measurements (measuring shadows and angles at different times of the year)
- Count back change up to \$100
- Recognize basic Biblical numerology

Aptitudes

- Acquire a foundation for logical reasoning through math
- Be attuned to the relevance and significance of number and shape
- Begin to appreciate the 'aesthetics' of number through recognition of patterns

Music

Knowledge

- Understand the concepts of melody, harmony, and rhythm
- Be able to recognize beautiful music and be able to explain why it is beautiful
- Recognize instruments by sight and sound
- Be able to sing and, if possible, play an instrument
- Be able to read music
- Memorize lyrics and know how to sing liturgical music
- Sing carols, ballads and authentic folk music from periods of history they are studying
- Sing the Hail Mary and Our Father in plain chant
- Recognize forms of music from the periods of history they have studied

Skills

- Acquire some musical skill singing and/or playing an instrument
- Be able to concentrate, listen, and discuss a piece of music
- Begin to learn how to sing/play various parts of a musical piece (applying their understanding of melody, harmony, and rhythm)

Aptitudes

- Develop a love and appreciation of beautiful music and its power
- Understand the relationship between music, prayer, and liturgy
- Acquire the habit of patient, attentive listening, and active participation

Physical Education

Knowledge

- Understand their bodies and physical abilities as gifts
- Learn the rules of major sports and races
- Recognize importance of discipline for achieving bodily excellence
- Understand dynamics of competition

Skills

- Acquire facility in throwing, catching, hitting, and kicking
- Learn to work as a team in order to achieve a goal
- Compete against other students of similar skill level
- Learn basics of contra, square, and ballroom dancing

Aptitudes

- Practice teamwork and good sportsmanship
- Aspire to physical gracefulness
- Admire excellent athletic performances, especially their aesthetic qualities

Logic Stage Objectives

Sixth Grade: The Ancient Year

Seventh Grade: The Christendom Year

Eighth Grade: The New World Year

History

Knowledge

- Understand the Incarnation as the decisive act of God in history
- Appreciate how the coming of Christ transforms history
- Understand history and culture as the human desire for goodness, truth, and God Himself
- Understand themselves as part of the Israel, Egypt, Greek, Roman, Catholic story
- Understand how the differences between these time periods and cultures are reflected in their civilizations: religion, philosophy, government, economics, art, architecture, music, technology, and culture
- Understand key figures and events of Ancient, Medieval, Modern, and American history
- Understand difference between Ancient, Medieval and Modern political forms
- Understand how the lives of the saints shaped the respective historical periods within which they lived
- Understand how people in the Ancient, Medieval, and Modern periods differ in their concept of God and man
- Understand how the respective time periods pursue and express truth, goodness, and beauty
- Know how Christianity has shaped the world and how the expansion of Christianity has brought increasing liberty, reason and culture
- Understand the historical and philosophical roots of modern materialist atheism
- Understand history of America in the context of Catholic and world history
- Understand the novelty of America in relation to its European origins
- Understand key technological developments of the different historical periods
- Recognize basic geography
- Recognize major periods of history by using timelines
- Acquire familiarity with primary sources characteristic of each period

Skills

- Acquire facility in reading primary sources of various kinds
- Discuss philosophical and theological questions which arise from history
- Recognize correlation between “secular” history and Biblical/Church history
- Explain cause and effect of historical events
- Compare, contrast, and explain the essential characteristics of cultures, governments, and figures in different historical periods
- Think and write imaginatively from within the mindset of different historical periods

- Analyze the importance of significant new ideas as they emerge in history
- Memorize significant dates and be able to build timelines from them

Aptitudes

- Deepen appreciation of history as an expression of man's desire for God and his pursuit of goodness, truth, and beauty
- Evaluate world events and historical characters from a Catholic perspective
- Draw on past ideas to evaluate present assumptions and deepen self-knowledge
- Appreciate the beauty of saints and the integrity and courage of heroes
- Develop a desire to be both a good citizen and a faithful Catholic
- Develop a sense of inquiry
- Develop a comprehensive and ordered sense of the world
- Cultivate a desire for wisdom

Religion

Knowledge

- Know that God made us for Himself and that our hearts are restless until they rest in Him
- Understand history as oriented to Christ before his Incarnation and flowing from Christ after his Incarnation
- Know the major moments of salvation history from creation to the modern day
- Recognize the competing claims about God (or the gods) offered by pagans and philosophers and how the Christian understanding of God is radically different
- Recognize how Christianity transforms the classical inheritance
- Recognize how the Christian culture of the Middle Ages is reflected in art, music, architecture, literature, the liturgical calendar, the structure of cities, organization of labor, and the code of chivalry; and how this is transformed in the Modern period
- Recognize relevance of Christian faith and teachings of Church to fundamental human questions and aspirations that have animated every culture
- Begin to understand how the Trinity and Incarnation reveal both God and man
- Know the teachings of select books of the Bible
- Begin to know the theological tradition
- Begin to understand the art of apologetics and how the teachings of the Church flow from the truth about God and man
- Begin to understand the claims of the Protestant Reformers, modern atheists, and moral relativists and how the Church defends the truth in the face of these claims
- Begin to understand the Mass: its structure, its meaning, and its place in God's plan for the world
- Understand the basic teachings on the sacraments, especially Confirmation
- Begin to understand and appreciate that a person is a unity of body and soul, created in God's love and called to love and truth, and thus to understand the true personal meaning of their own bodies.
- Begin to understand how the Christian vision of love and Catholic sexual morality flow from the truth about God and man

Skills

- Give more advanced theological explanations of Church doctrine
- Defend the tenets of the faith against heresy and atheism, as well as the major moral teachings against confusion
- Begin to think theologically
- Memorization of Scripture and scriptural arguments

Aptitudes

- Cultivate and reflect on longing for God
- Deepen the habit of contemplative prayer
- Deepen the familiarity with and participation in the liturgical life of the Church
- Deepen appreciation of silence
- Examine conscience, go to Confession, "offer up" a sacrifice
- Strengthening of the conscience to begin to love God's will and wish to avoid sin
- Heed the double commandment to love God and neighbor
- Cultivate friendships based on virtue

Art

Knowledge

- Begin to understand how truth is expressed in the beauty of art
- Understand the significance of the Christian contribution to art and how art reveals the depth of the Christian mystery
- Compare and contrast pagan and Christian art, and how Christians incorporate or transform pagan themes in their art
- Appreciate the development of art in its historical, philosophical, and stylistic dimensions
- Give more complex explanations and interpretations of works of art
- Understand how art is the expression of a culture's desire for truth, goodness, and beauty
- Continue rendering
- Deepen understanding of the elements that constitute a work of art

Skills

- Continue to learn how to look at, examine, and see a painting and other works of art
- Give more complex explanations of artwork
- Learn how to justify why something is beautiful or not
- Reflect on the experience of beauty and its relation to longing
- Develop drawing, painting, and sculpting skills
- Develop creativity on the basis of imitation, tradition, and discipline, not in opposition to them

Aptitudes

- Deepen the habits of attending and noticing
- Sit still and observe carefully works of art and subjects to be rendered
- Deepen love and appreciation of beauty
- Deepen reflection on the experience of beauty and its effect on the soul

- Begin to look at art contemplatively as revealing objective beauty and truth
- Deepen appreciation of art and beauty in the life of faith
- Be able to question artworks for their meaning

Language Arts: Literature, Grammar, Composition, Logic, Latin, and Drama

Knowledge

- Understand literature as a reflection of history and culture
- Understand literature and poetry as vehicles for the revelation of truth
- Understand literature as culture's way of seeking and manifesting truth, goodness, and beauty
- Learn to think poetically
- Know the elements of good speaking in order to speak truthfully, persuasively, beautifully, and well
- Possess a command of English grammar, mechanics and usage
- Recognize a variety of writing styles and how to employ them
- Understand the elements of argument
- Acquire a basic facility in reading, praying, and translating Latin
- Ponder the relationship between the Word of God (Christ), the word of God (Scripture), and the words we use

Skills for Literature

- Make connections to related topics, especially history and religion
- Identify and evaluate the effectiveness of tone, style, and use of language
- Analyze the effects of elements such as plot, theme, characterization, style, mood, and tone
- Discuss the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism
- Analyze and evaluate themes and central ideas in literature
- Recognize relevance of literary themes to contemporary problems and one's own life
- Analyze relationships between characters, ideas, and experiences
- Discern an implied main idea, draw an inference, and recognize how different texts address the same fundamental human questions
- Deepen the ability to question the text and characters
- Develop ability to discuss literature intelligently and insightfully with proper grammar and diction

Skills for Grammar and Composition

- Master all facets of English grammar, demonstrable through the ability to diagram sentences
- Master use of correct English mechanics and usage in all written work
- Master cursive penmanship and use exclusively in all work

- Properly express the relationship of ideas in a sentence, paragraph, and essay
- Recognize and correct stylistic errors such as sentence fragments and run-on sentences
- For Narrative Writing:
 - Write original narrative and descriptive passages
 - Write coherent and logical prologues, epilogues, sequels, dialogues or alternative endings for fiction and nonfiction
 - Incorporate effective narrative techniques into a short story focusing on the following:
 - Point of view (first person, third person)
 - Setting, including time and place
 - Character development
 - Elements of plot structure
- For Descriptive Writing:
 - Write descriptive passages focusing on one of the following: person, place, object, event, works of art, plants and animals
 - Use evocative imagery (vivid words, active voice verbs, colorful modifiers)
 - Use figurative language (e.g., simile, metaphor, personification, allusion)
- For Persuasive Writing:
 - Develop a rhetorically persuasive, logical writing style
 - Develop a thesis that makes a disputable claim
 - Support a thesis with logically organized and relevant evidence
 - Develop and logically support a position addressing reader concerns and counterarguments
- For Analytical/Expository Writing:
 - Develop interpretations exhibiting careful reading, understanding, and insight
 - Organize interpretations around several clear ideas, premises, or images
 - Develop a thesis that makes a disputable claim
 - Make an argument for the thesis providing reasons, details, and examples
 - Write a response to literature demonstrating a comprehensive understanding of the text and justifying the interpretation through use of examples and textual evidence
 - Begin to explore the connections among characters, incident, setting, symbol, and conflict
 - Write a character analysis

Skills for Logic:

- Learn the basics of logical reasoning
- Learn and identify logical structures, logical fallacies, and biases in speeches and various non-fiction texts
- Express own arguments logically and clearly through speech and the written word

Skills for Latin:

- Master basic declensions, conjugations, and simple grammar
- Possess a solid vocabulary
- Memorize Latin prayers, hymns, and liturgical responses
- Know how to translate complex sentences and short stories from Latin to English
- Compose sentences in Latin

Skills for Drama:

- Perform a play, preferably Shakespeare or a Greek tragedy
- Analyze and discuss characters and their motivations
- Design costumes, props, and set

Aptitudes

- Develop a love of reading and of language
- Appreciate the beauty, playfulness, and logical possibilities of language
- Explore own ideas through writing
- Draw on literature for deeper self-knowledge
- Habitually look to poetry and literature as vehicles of truth
- Deepen love for listening to stories
- Deepen habits of concentration, stillness, and memory
- Develop ability to penetrate literature and plumb the depths of its meaning
- Nurture the habit of listening
- Foster sustained concentration

Touchstones

Every month students and teachers in Grades 3-8 will engage in a Touchstones discussion. The readings will occasionally integrate nicely with the time period being studied, though the primary purpose of Touchstones is to develop the habits of Socratic inquiry. Teachers and students will engage in close study of philosophical and literary texts and will learn, over time, to speak clearly and listen attentively. The skills acquired in Touchstones will be carried over into all aspects of school and home life. Students and teachers will:

- Acquire the habit of asking questions
- Learn to seek understanding together through group discussion
- Think more deeply about fundamental human matters
- Learn to read a text carefully
- Learn to respect and listen to their peers
- Relate texts to issues in classroom and life
- Be exposed to samples of good writings of literature, philosophy, art, math, and science from many different cultures
- Exhibit manners and respect for others

Nature Studies

Knowledge

- Contemplate important questions, such as: What is life? What is nature? How does 'world' differ from 'environment'? What makes a human distinct from other animals?
- Be familiar with different historical answers to these questions
- Name and employ the Four Causes of Aristotle in the explanation of nature
- Understand more deeply the relation between science and philosophy in the study of nature
- Recognize the study of nature as part of the human endeavor to understand the world
- Understand science as one aspect of the study of nature which must be integrated into a more comprehensive vision of reality as God's creation
- Acknowledge nature as God's creation and so behold nature in a different way
- Recognize persons and animals not as historical accidents or the sum of their mechanical parts, but living wholes that transcend their parts and are irreducible to them
 - Understand how this wholeness is exhibited in the relation between the parts of an animal
 - Understand how this wholeness is visible in animal form and patterns, whose meaning in the animal's life is not reducible to utility or survival value
- Understand that as living wholes, organisms possess an inexhaustible depth and are worthy of our awe, wonder and affection
 - The human organism is always a person: an indivisible unity of body and soul
 - Human beings, because they are made in the image of God, possess a unique dignity among creatures
- Understand that nature is therefore hierarchically arranged according to a capacity for self-transcendence:
 - All organisms, including plants, exhibit some form of metabolism that relates them to the world through appetite
 - Animals exhibit metabolism as well, but also a capacity for self-movement and an awareness through the senses
 - Human beings, in addition to these, move and transcend themselves through reason and will, are able to contemplate God and the world, and can offer themselves in love
- Beginning with the study of living things, students should be able to:
 - Successfully grow and tend to plants, recording the stages of development
 - Render detailed observations of different organisms
 - Distinguish between genera in the plant and animal kingdoms
 - Specify essential differences between species
 - Identify unique characteristics in different forms of animal life
 - Identify essential differences distinguishing human beings from other animals

- From this basis, students should proceed to the interior world of plants and animals:
 - Botany
 - Anatomy
 - Physiology and biological processes
 - Human anatomy: the correlation between the physical structure of the human body (e.g., upright form, opposable thumbs, etc) and uniquely human characteristics associate with the soul (e.g. desire to know, longing for God, human craft, etc.)
 - Fetal development o Beginning organic chemistry
 - Heredity and genetics
 - Evolutionary development
- Students should then proceed to the external world, understanding the Earth as home for life:
 - Ecosystems o Natural processes which support life (e.g. weather, soil formation, water cycles, atmosphere)
 - Geological processes (e.g., plate tectonics, volcanoes, erosion)
 - Earth's place in the solar system: the finely-tuned astronomical factors necessary to support life
 - Astronomy

Skills

- Ask philosophical and scientific questions of nature
- Describe various creatures using Aristotle's Four Causes
- Observe animals and plants in their natural habitats
- Render animals and plants through art
- Employ scientific method
- Continue to develop the skill of observing, rendering, and cataloguing this knowledge in a 'nature notebook'
- Relate different parts and systems of nature to comprehensive whole
- Explain and defend the distinction between the animate and the inanimate

Aptitudes

- Appreciate the wholeness of animals and plants
- Develop wonder and appreciation of the natural world and the mystery of living things
- Recognize beauty of creation
- Develop enthusiasm for examining nature and acquire the habit of curiosity regarding the physical world
- Desire to inquire into the lived life of organisms and the world that sustains them
- Acquire reverence for nature as God's creation

Mathematics

Knowledge

- Master arithmetic necessary for algebra: order of operations; fraction, decimal, and integer operations
- Develop more advanced number sense (integers, irrational numbers, percentage, scientific notation, absolute value, exponents, roots and radicals)
- Understand factors and multiples; find greatest common factor and least common multiple/denominator
- Understand measurement concepts
- Master developmentally appropriate algebra and geometry
- Read and use a coordinate plane
- Recognize mathematical and geometrical patterns in nature and art
- Begin to understand the philosophical and theological history of mathematical symbolism

Skills

- Think algebraically and geometrically
- Use logic and hands-on experience to solve problems
- Convert fractions, decimals, and percents
- Rewrite fractions using factors and multiples
- Solve problems using rate, proportion, common formulas, and percentage applications
- Use estimation techniques
- Use mental arithmetic
- Use and convert customary and metric measurements
- Solve developmentally appropriate functions, equations and inequalities and graph them on a coordinate plane
- Calculate slope
- Write and use formulas to solve problems
- Combine like terms
- Add, subtract, multiply, divide, and factor polynomials
- Represent simple quadratic functions
- Identify properties of and congruence between angles, parallel lines, triangles, quadrilaterals, other polygons, and common three-dimensional figures
- Calculate area and perimeter or circumference of two-dimensional figures
- Calculate surface area and volume of three-dimensional figures
- Use the Pythagorean Theorem to solve problems
- Use a coordinate plane to translate, rotate, and reflect a given image
- Calculate simple probability
- Read and create bar graphs, line graphs, circle graphs, and stem-and-leaf plots representing data; make predictions from statistical data
- Analyze musical compositions for mathematical properties, particularly Baroque music (Bach, Vivaldi, Pachelbel, Albinoni, etc.)
- Understand Christian iconography in relation to dimension
- Analyze poetic meter
- Recognize sacred number in writing and art

Aptitudes

- Appreciate mathematics as one way humans give an account of reality
- Appreciate relevance of math to music, art, science, and architecture
- Enhance logical reasoning
- Acquire a foundation for logical reasoning through math
- Be attuned to the relevance and significance of number and shape
- Begin to appreciate the 'aesthetics' of number through recognition of patterns

Music

Knowledge

- Understand the elements of music
- Understand the essential differences between genres of music, especially within classical and sacred music
- Appreciate the theology inherent in sacred music
- Recognize the characteristic differences between different composers
- Be able to recognize beautiful music and explain why it is beautiful
- Be able to sing and, if possible, play an instrument
- Be able to read music
- Memorize lyrics and know how to sing liturgical music and traditional Catholic hymnody
- Appreciate carols, ballads, and authentic folk music from different historical periods and cultures
- Sing plain chant in Latin and English
- Deepen understanding of the mathematics of music

Skills

- Acquire some musical skill singing and/or playing an instrument
- Be able to concentrate on, listen to, and discuss a piece of music
- Sing or play various parts of a musical piece (applying an understanding of melody, harmony, and rhythm)

Aptitudes

- Deepen love and appreciation of beautiful music and its power
- Appreciate the profundity and playfulness of music
- Understand the contemplative and mystical dimension of sacred music
- Acquire the habit of patient, attentive listening, and active participation

Physical Education

Knowledge

- Understand embodiment and physical excellence as a gift
- Recognize unity of psychic and physical powers in playing well
- Know and be able to regulate the rules of major sports and races

- Recognize importance of discipline for achieving bodily excellence
- Understand dynamics of competition

Skills

- Achieve facility in throwing, catching, hitting, and kicking
- Be able to transfer these skills to new sports and activities
- Learn to work as a team in order to achieve a goal
- Compete against other students of similar skill level
- Learn basics of contra, square, and ballroom dancing

Aptitudes

- Practice teamwork and good sportsmanship
- Aspire to physical gracefulness
- Admire excellent athletic performances, especially their aesthetic qualities

Integration Plan

for Student Texts in Select Subjects by Year

Latin Plan:

Grade K-2: *Song School Latin Bk 1* (Classical Academic Press)

Grade 3: *Prima Latina* (Memoria Press)

Grade 4: *Latina Christiana* (Memoria Press)

Grade 5: *First Form Latin* (Memoria Press)

Grade 6: *Second Form Latin* (Memoria Press)

Grade 7: *Third Form Latin* (Memoria Press)

Grade 8: *Fourth Form Latin* (Memoria Press)

Year 1 - 3rd grade: *Prima Latina*

4th Grade and up: *Latina Christiana*

Year 2 – 3rd Grade: *Prima Latina*

4th Grade: *Latina Christiana*

5th Grade and up: *First Form Latin*

Year 3 – 3rd Grade: *Prima Latina*

4th Grade: *Latina Christiana*

5th Grade: *First Form Latin*

6th Grade and up: *Second Form Latin*

Handwriting Plan:

Grade K : *D'Nealian Manuscript - Psalms*

Grade 1: *D'Nealian Manuscript - The Lord's Prayer*

Grade 2: *D'Nealian Manuscript - Matthew 5:1-20 Beatitudes*(semester one)

New American Cursive 1 (semester two)

Grade 3: *New American Cursive 1* (Memoria Press)

Grade 4: *New American Cursive 2 - Scripture* (Memoria Press)

Grade 5: *New American Cursive 2 - Famous Americans* (Memoria Press)

Grades 6-8: *New American Cursive 3 - Famous Quotes & Lessons on Manners* OR
Scripture & Lessons on Manners (Memoria Press)

Year 1 - Grades K-3: as above

Grades 4-8: *New American Cursive 1*

Year 2 - All grades as above

Year 3 - Grades 6-8 instruction only as remediation; Grades K-5 as above

Spelling Plan:

Grades K-2: spelling per reading program

Grade 3: *Traditional Spelling 1* (Memoria Press)

Grade 4: *Traditional Spelling 2* (Memoria Press)

Grade 5: TBD

Year 1 - Grades K-4: as above

Grades 5: *Traditional Spelling 2*

Year 2 - Grades K-4: as above

Grades 5: TBD

Composition and Grammar Recitation Plan:

Grades K: per reading program

Grades 1-2: *Primary Language Lessons* (use over two years)

Grade 3: *Introduction to Composition* (Memoria Press), *Intermediate Language Lessons*

Grade 4: *Classical Composition I: Fables, English Grammar Recitation I* (Memoria Press)

Grade 5: *Classical Composition II: Narrative, English Grammar Recitation II* (Memoria Press)

Grade 6: *Classical Composition III: Chreia/Maxim, English Grammar Recitation III*
(Memoria Press)

Grade 7: *Classical Composition IV: Refutation/Composition, English Grammar Recitation IV*
(Memoria Press)

Grade 8: *Classical Composition V: Common Topic, English Grammar Recitation V*
(Memoria Press)

Year 1 - Grades K-4: as above

Grade 5: *Classical Composition II, English Grammar Recitation I*

Grade 6: *Classical Composition II, English Grammar Recitation II*

Grade 7: *Classical Composition III, English Grammar Recitation III*

Grade 8: *Classical Composition III, English Grammar Recitation III*

Year 2 - Grades K-4: as above

Grade 5: *Classical Composition II, English Grammar Recitation II*

Grade 6: *Classical Composition III, English Grammar Recitation III*

Grade 7: *Classical Composition IV, English Grammar Recitation IV*

Grade 8: *Classical Composition IV, English Grammar Recitation IV*

Year 3 - Grades K-7: as above

Grade 8: *Classical Composition V, English Grammar Recitation V*

Kindergarten: The Cradle of Civilization Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>The First Kingdom</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1</i> <i>Ancient Times</i> (ch 13,16,17,21) and <i>Activity Book</i> <i>New Catholic Picture Bible</i> (pp. 74-92) by Lawrence Lovasik <i>The Usborne Internet-Linked Ancient</i> <i>World</i>, Fiona Chandler <i>Deluxe Then and Now Bible Maps</i>, Rose Publishing</p> <p><u>Supplemental Texts</u> <i>The Pharaohs of Ancient Egypt</i> by Elizabeth Payne <i>Ancient Egypt</i> (DK Eyewitness) <i>Ancient Egyptians and Their Neighbors:</i> <i>An Activity Guide</i> by Marian Broida <i>Mummies Made in Egypt</i> by Alike <i>Pyramid</i> by David MacAulay</p>	<p><u>Literature Related to History</u> <i>Gods of Ancient Egypt</i> (Dover Classic Stories Coloring book) by Bruce LaFontaine <i>The Well of Truth: A Folktale from Egypt</i> Martha Hamilton</p> <p><u>Supplemental</u> <i>Tales of Ancient Egypt</i> by Roger Lancelyn Green</p>
Quarter Two: <i>The Ancient Middle East</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1</i> <i>Ancient Times</i> (ch 5,7, 8) and <i>Activity</i> <i>Book</i> <i>New Catholic Picture Bible</i> (pp. 20-47) by Lawrence Lovasik <i>The Usborne Internet-Linked Ancient</i> <i>World</i> <i>Deluxe Then and Now Bible Maps</i>, Rose Publishing</p> <p><u>Supplemental Texts</u> <i>Mesopotamia</i> (DK Eyewitness)</p>	<p><u>Literature Related to History</u> <i>Lugalbanda</i>, Kathy Henderson <i>The City of Rainbow: A Tale of Ancient</i> <i>Sumer</i>, Karen Foster <i>Gilgamesh the King</i>, Ludmila Zeman</p> <p><u>Supplemental</u> The following are the 2nd and 3rd books of the Ludmila Zeman Trilogy: <i>The Last Quest of Gilgamesh</i>, Ludmila Zeman <i>The Revenge of Ishtar</i>, Ludmila Zeman</p>
Quarter Three: <i>Kingdoms at War</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1</i> <i>Ancient Times</i> (ch 12,15,16,17) and</p>	<p><u>Literature Related to History</u> <i>Tales of Ancient Egypt</i>, Roger Lancelyn Green</p>

	<p><i>Activity Book</i> <i>New Catholic Picture Bible</i> (pp. 48-73) by Lawrence Lovasik <i>The Usborne Internet-Linked Ancient World</i> <i>Deluxe Then and Now Bible Maps</i>, Rose Publishing</p> <p><u>Supplemental Texts</u> <i>The Pharaohs of Ancient Egypt</i> by Elizabeth Payne <i>Ancient Egypt</i> (DK Eyewitness) <i>Mesopotamia</i> (DK Eyewitness)</p>	
<p>Quarter Four: <i>Revolutions and Returns</i></p>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1</i> <i>Ancient Times</i> (ch 13,16,17,21) and <i>Activity Book</i> <i>New Catholic Picture Bible</i> (pp. 74-92) by Lawrence Lovasik <i>The Usborne Internet-Linked Ancient World</i>, Fiona Chandler <i>Deluxe Then and Now Bible Maps</i>, Rose Publishing</p> <p><u>Supplemental Texts</u> <i>The Pharaohs of Ancient Egypt</i> by Elizabeth Payne <i>Ancient Egypt</i> (DK Eyewitness) <i>Ancient Egyptians and Their Neighbors: An Activity Guide</i> by Marian Broida</p>	<p><u>Literature Related to History</u> <i>Tales of Ancient Egypt</i>, Roger Lancelyn Green <i>The Legend of the Persian Carpet</i>, Tomie de Paola</p>

Literature Related Thematically

Books with Classical Themes

St. George and the Dragon, Margaret Hodges

The Wicked Prince, Hans Christian Andersen

The Clown of God, Tomie de Paola

Books, Fairy and Folk Tales, Rhymes, and Verse

English Fairy Tales, Flora Annie Steel

Little Dermot and the Thirsty Stones, and Other Irish Folk Talks, Richard Bennett

The King's Drum and Other Stories, Harold Courlander (African)

The Blue Fairy Book, The Orange Fairy Book, The Green Fairy Book, Andrew Lang

The Story of Peter Rabbit, Beatrix Potter

Mother Goose Rhymes, Traditional

Winnie the Pooh, A.A. Milne

The Wheel on the School, Meindert De Jong

Far Out the Long Canal, Meindert De Jong

The Velveteen Rabbit, Margery Williams

The Mousehole Cat, Antonia Barber

Time of Wonder, Robert McCloskey

The Wind in the Willows, Kenneth Grahame

Frog and Toad (series), Arnold Lobel

The Empty Pot, Demi

Pinocchio, Carlo Collodi

Picture Books This is a non-exhaustive list of good picture books that will lead students to an appreciation of art, history, geography, nature, human relationships, and writing.

The Story About Ping, Marjorie Fleck and Kurt Wiese

A Pair of Red Clogs, Masako Matsuno
The Story of Peter Rabbit, Beatrix Potter
Lentil, Robert McCloskey
Winnie the Pooh, A.A. Milne
Madeline, Ludwig Bemelmans
Cranberry Thanksgiving, Wende and Harry Devlin
Papa Piccolo, Carol Talley
Clown of God, Tomie DePaola
Storm in the Night, Mary Stolz
Stopping by Woods on a Snowy Evening, Robert Frost
Mirette on the High Wire, Emily Arnold McCully
The Story of Ferdinand, Munro Leaf
Harold and the Purple Crayon, Crockett Johnson
Owl Moon, Jane Yolen
Wee Gillis, Munro Leaf
Andy and the Circus, James Daugherty
The Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese
Blueberries for Sal, Robert McCloskey
Make Way for Ducklings, Robert McCloskey

Language Arts

Little Angel Readers (<http://www.stonetabletpress.com/>) only reader A
D'Nealian Handwriting (<http://www.dnealian.com/>)

Latin

Song School Latin Bk 1 (<https://classicalacademicpress.com/>)

Religion

Alive in Christ K (<http://aliveinchrist.osv.com>)

Nature Studies

ZooEd - Meet the (Animal), Nature study units: (ideas - seasons, regional geography, human body, humans vs. animals)
Nature Notebook (for students to draw in)
Teacher Resource
Handbook of Nature Studies, Anna Botsford Comstock

Mathematics

Eureka Math K (<https://greatminds.org/math>)

First Grade: The Greek Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Early Greece</i>	<u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 18-19) and <i>Activity Book</i> , <i>The Story of the Greek People</i> (ch 1-3), Eva March Tappan Zechariah, 1-4 <i>Classical Kids: An Activity Guide to Life in Ancient Greece and Rome</i> , Laurie Carlson (all quarters) <u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Greece</i>	<u>Literature Related to History</u> D'Aulaires' <i>Book of Greek Myths</i> , Ingri and Edgar Parin D'Aulaire <i>Aesop's Fables</i>
Quarter Two: <i>The Virtues of Greek Life</i>	<u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 20,22,23) and <i>Activity Book</i> <i>The Story of the Greek People</i> (ch 4,5,7), Eva March Tappan Zechariah, 5-8 <u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Greece</i>	<u>Literature Related to History</u> D'Aulaires' <i>Book of Greek Myths</i> , Ingri and Edgar Parin D'Aulaire <i>Aesop's Fables</i> <i>Black Ships Before Troy: The Story of the Iliad</i> , Rosemary Sutcliff <u>Supplemental</u> <i>Herodotus and the Road to History</i> , Jeanne Bendick <i>Archimedes and the Door of Science</i> , Jeanne Bendick
Quarter Three: <i>Art and Politics</i>	<u>Teacher Texts</u> <i>The Story of the Greek People</i> (ch 13), Eva March Tappan Zechariah, 9-11 <u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Greece</i>	<u>Literature Related to History</u> D'Aulaires' <i>Book of Greek Myths</i> , Ingri and Edgar Parin D'Aulaire** <i>Aesop's Fables</i> <i>The Wanderings of Odysseus</i> , Rosemary Sutcliff <i>The Adventures of Odysseus</i> , Hugh Lupton, Daniel Morden, Christina Balit
Quarter Four: <i>Greece at War</i>	<u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 24-25) and <i>Activity</i>	<u>Literature Related to History</u> D'Aulaires' <i>Book of Greek Myths</i> , Ingri and Edgar Parin D'Aulaire

	<p><u>Book</u> <i>Story of the Greek People</i> (ch 9, 14, 19, 20), Eva March Tappan <i>Zechariah, 12-14; 1st and 2nd Maccabees</i></p> <p><u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Greece</i></p>	<p><i>The Librarian who Measured the Earth</i>, Kathryn Lasky</p> <p><u>Supplemental</u> <i>The Legend of the Persian Carpet</i>, Tomie de Paola <i>In God's Hands</i>, Lawrence Kushner and Gary Schmidt <i>Hershel and the Hanukkah Goblins</i>, Eric Kimmel</p>
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Literature Related Thematically

Books with Classical Themes

St. George and the Dragon, Margaret Hodges
The Wicked Prince, Hans Christian Andersen
The Clown of God, Tomie de Paola

Books, Fairy and Folk Tales, Rhymes, and Verse

English Fairy Tales, Flora Annie Steel
Little Dermot and the Thirsty Stones, and Other Irish Folk Talks, Richard Bennett
The King's Drum and Other Stories, Harold Courlander (African)
The Blue Fairy Book, The Orange Fairy Book, The Green Fairy Book, Andrew Lang
The Story of Peter Rabbit, Beatrix Potter
Mother Goose Rhymes, Traditional
Winnie the Pooh, A.A. Milne
The Wheel on the School, Meindert De Jong
Far Out the Long Canal, Meindert De Jong
The Velveteen Rabbit, Margery Williams
The Mousehole Cat, Antonia Barber
Time of Wonder, Robert McCloskey
The Wind in the Willows, Kenneth Grahame
Frog and Toad (series), Arnold Lobel
The Empty Pot, Demi
Pinocchio, Carlo Collodi

Picture Books This is a non-exhaustive list of good picture books that will lead students to an appreciation of art, history, geography, nature, human relationships, and writing.

The Story About Ping, Marjorie Fleck and Kurt Wiese
A Pair of Red Clogs, Masako Matsuno
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Winnie the Pooh, A.A. Milne
Madeline, Ludwig Bemelmans
Cranberry Thanksgiving, Wende and Harry Devlin
Papa Piccolo, Carol Talley
Clown of God, Tomie DePaola
Storm in the Night, Mary Stolz
Stopping by Woods on a Snowy Evening, Robert Frost
Mirette on the High Wire, Emily Arnold McCully
The Story of Ferdinand, Munro Leaf
Harold and the Purple Crayon, Crockett Johnson
Owl Moon, Jane Yolen
Wee Gillis, Munro Leaf
Andy and the Circus, James Daugherty
The Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese
Blueberries for Sal, Robert McCloskey
Make Way for Ducklings, Robert McCloskey

Language Arts

Little Angel Readers (<http://www.stonetabletpress.com/>) Readers B & C

Primary Language Lessons (<http://www.primarylanguagelessons.com/>) downloadable

D'Nealian Handwriting (<http://www.dnealian.com/>)

Latin

Song School Latin Bk 1 (<https://classicalacademicpress.com/>)

Religion

Alive in Christ 1 (<http://aliveinchrist.osv.com>)

Nature Studies

ZooEd - Meet the (Animal), Nature study units: (ideas - seasons, regional geography, human body, humans vs. animals)

Nature Notebook (for students to draw in)

Teacher Resource

Handbook of Nature Studies, Anna Botsford Comstock

Mathematics

Eureka Math 1 (<https://greatminds.org/math>)

Second Grade: The Roman Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>The Beginnings of Rome</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 27-29) and <i>Activity Book</i> https://susanwisebauer.com/ <i>The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan <i>Classical Kids: An Activity Guide to Life in Ancient Greece and Rome</i>, Laurie Carlson (all quarters)</p> <p><u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Rome</i></p>	<p><u>Literature Related to History</u> <i>In Search of Homeland: The Story of the Aeneid</i>, Penelope Lively</p> <p><u>Supplemental</u> <i>Gladiators</i>, Minna Lacey and Susanna Davidson</p>
Quarter Two: <i>The Roman Empire</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 34-36) and <i>Activity Book</i> https://susanwisebauer.com/ <i>The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>City: A Story of Roman Planning and Construction</i>, David MacAulay <i>Dk Eyewitness: Ancient Rome</i></p>	<p><u>Literature Related to History</u> <i>History News: The Roman News</i>, Andrew Langley</p> <p><u>Supplemental</u> <i>Julius Caesar</i>, William Shakespeare, (Saddleback's Illustrated Classics) <i>Galen and the Gateway to Medicine</i>, Jeanne Bendick</p>
Quarter Three: <i>The Life of Jesus</i>	<p><u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 37-38) and <i>Activity Book</i> https://susanwisebauer.com/ <i>The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan Gospel of Luke Acts of the Apostles</p>	<p><u>Literature Related to History</u> <i>Parables of Jesus</i>, Tomie de Paola</p>

Quarter Four: <i>Fall of Rome, Rise of the Church</i>	<u>Teacher Texts</u> <i>The Story of the World: Vol. 1 Ancient Times</i> (ch 39-42) and <i>Activity Book</i> https://susanwisebauer.com/ <i>The Story of the Roman People: An Elementary History of Rome</i> , Eva March Tappan <u>Supplemental Texts</u> <i>DK Eyewitness: Ancient Rome</i>	<u>Literature Related to History</u> <i>History News: The Roman News</i> , Andrew Langley
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Literature Related Thematically

Books with Classical Themes

St. George and the Dragon, Margaret Hodges
The Wicked Prince, Hans Christian Andersen
The Clown of God, Tomie de Paola

Books, Fairy and Folk Tales, Rhymes, and Verse

English Fairy Tales, Flora Annie Steel
Little Dermot and the Thirsty Stones, and Other Irish Folk Talks, Richard Bennett
The King's Drum and Other Stories, Harold Courlander (African)
The Blue Fairy Book, The Orange Fairy Book, The Green Fairy Book, Andrew Lang
The Story of Peter Rabbit, Beatrix Potter
Mother Goose Rhymes, Traditional
Winnie the Pooh, A.A. Milne
The Wheel on the School, Meindert De Jong
Far Out the Long Canal, Meindert De Jong
The Velveteen Rabbit, Margery Williams
The Mousehole Cat, Antonia Barber
Time of Wonder, Robert McCloskey
The Wind in the Willows, Kenneth Grahame
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The Empty Pot, Demi
Pinocchio, Carlo Collodi

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Papa Piccolo, Carol Talley
Clown of God, Tomie DePaola
Storm in the Night, Mary Stolz
Stopping by Woods on a Snowy Evening, Robert Frost
Mirette on the High Wire, Emily Arnold McCully
The Story of Ferdinand, Munro Leaf
Harold and the Purple Crayon, Crockett Johnson
Owl Moon, Jane Yolen
Wee Gillis, Munro Leaf

Andy and the Circus, James Daugherty
The Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese
Blueberries for Sal, Robert McCloskey
Make Way for Ducklings, Robert McCloskey

Language Arts

Little Angel Readers (<http://www.stonetabletpress.com/>) Reader D
Primary Language Lessons (<http://www.primarylanguagelessons.com/>) downloadable
D'Nealian Handwriting (<http://www.dnealian.com/>)
transitioning to *New American Cursive 1* (<https://www.memoriapress.com/>) in the second semester

Latin

Song School Latin Bk 1 (<https://classicalacademicpress.com/>)

Religion

Alive in Christ 2 (<http://aliveinchrist.osv.com>)

Nature Studies

ZooEd - Meet the (Animal), Nature study units: (ideas - seasons, regional geography, human body, humans vs. animals)
Nature Notebook (for students to draw in)
Teacher Resource
Handbook of Nature Studies, Anna Botsford Comstock

Mathematics

Eureka Math 2 (<https://greatminds.org/math>)

Third Grade: The Medieval Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Rise of Christendom</i>	<u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 3)</i> , Trevor Cairns, ed. <i>The Old World & America</i> , Philip Furlong <u>Read Aloud or Student Text</u> <i>Heroes of the Middle Ages</i> , Eva March Tappan <u>Supplemental Texts</u> <i>St. Patrick & Irish Christianity</i> , Tom Corfe	<u>Student Text</u> <i>Farmer Boy</i> by Laura Ingalls Wilder <u>Literature Related to History (Read Aloud)</u> <i>King Arthur & His Knights of the Round Table</i> , Roger Lancelyn Green <i>The Hidden Treasure of Glaston</i> , Jewett & Chapman <i>Son of Charlemagne</i> , Barbara Willard <i>St. Benedict, Hero of the Hills</i> , Mary Fabyan Windeatt
Quarter Two: <i>Monasteries and Christian Culture</i>	<u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 3-4)</i> , Trevor Cairns, ed. <i>The Old World & America</i> , Philip Furlong <i>Building the Medieval Cathedrals</i> , Percy Watson <u>Supplemental Texts</u> <i>Life in a Medieval Village</i> , Gwyneth Morgan <i>Medieval Castle</i> , Phil Wilson (3D castle model) DK Eyewitness: <i>Medieval Life</i> <i>The Duke & the Peasant: Life in the Middle Ages</i> , Sr. Wendy Beckett	<u>Student Text</u> <i>Charlotte's Web</i> by E. B. White <u>Literature Related to History</u> <i>The Chaucer Story Book</i> , Eva Tappan March <i>Clown of God; The Song of Francis; The Holy Twins</i> , Tomie de Paola <u>Supplemental</u> <i>Making of a Knight: How Sir James Earned His Armor</i> , Patrick O'Brien <i>The Big Book of Nobles, Knights & Knaves</i> , Chretien de Troyes (includes abridged versions of <i>Robin Hood & Song of Roland</i>) <i>St. Dominic & the Rosary</i> , Catherine Beebe <i>Clare & Francis, Saints of Assisi</i> , Helen Walker Homan <i>The Weight of A Mass</i> , Josephine Nobisso
Quarter Three: <i>Knights and Crusades</i>	<u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 3-4)</i> , Trevor Cairns, ed. <u>Read Aloud Text</u> <i>When Knights Were Bold</i> , Eva March	<u>Student Text</u> <i>The Moffats</i> , Eleanor Estes <u>Literature Related to History (choose)</u> <i>Angels in Iron</i> , Nicholas Prata <i>Blood Red Crescent</i> , Henry Garnett

	<p>Tappan</p> <p><u>Supplemental</u> <i>Medieval Knights</i>, Trevor Cairns</p>	<p><i>St. George and the Dragon</i>, Margaret Hodges <i>St. Joan, The Girl Soldier</i>, Louis De Wohl <i>A Door in the Wall</i>, Marguerite De Angeli</p>
<p>Quarter Four: <i>The University and the Bible</i></p>	<p><u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 3-4)</i>, Trevor Cairns, ed. <i>The Old World & America</i>, Philip Furlong</p> <p><u>Supplemental</u> <i>St. Thomas Aquinas for Children & the Child-like</i>, Raissa Maritain</p>	<p><u>Student Text</u> <i>Mr. Popper's Penguins</i>, Richard Atwater <i>A Bear Called Paddington</i>, Michael Bond</p> <p><u>Literature Related to History</u> <i>Johann Gutenberg & the Amazing Printing Press</i>, Bruce Koscielniak <i>Marguerite Makes a Book</i>, Bruce Robertson <i>Thomas Aquinas & the Preaching Beggars</i>, Lerner, Lomask & Fisher</p>

Language Arts

Introduction to Composition (<https://www.memoriapress.com/>)

These literature selections accompany the text:

Farmer Boy by Laura Ingalls Wilder

Charlotte's Web by E.B. White

The Moffats by Eleanor Estes

Mr. Popper's Penguins by Richard and Florence Atwater

A Bear Called Paddington by Michael Bond and Peggy Fortnum

Intermediate Language Lessons (<http://www.intermediatelanguagelessons.com/>)

Traditional Spelling 1 (<https://www.memoriapress.com/>)

New American Cursive 1 (<https://www.memoriapress.com/>) Continue w/ level 1 in subsequent years after initial instruction

Latin

Prima Latina (<https://www.memoriapress.com/>)

Religion

Alive in Christ 3 (<http://aliveinchrist.osv.com/>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

Insect Life

Food Chains and Webs

Plants and Animal Cycles

Mathematics

Eureka Math 3 (<https://greatminds.org/math>)

Fourth Grade: The Modern Year

1453 AD - 1850 AD (also World Wars)



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Renaissance and Exploration</i>	<p><u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 5)</i>, Trevor Cairns, ed.?? <i>The Old World and America</i>, Philip Furlong</p> <p><u>Student Text</u> <i>Story of the World: Vol 3 Early Modern Times and Activity Book</i>.</p> <p><u>Supplemental Texts</u> <i>DK Eyewitness: Renaissance</i> <i>DK Eyewitness: Giotto</i> <i>DK Eyewitness: Raphael</i> <i>DK Eyewitness: Michelangelo</i> <i>DK Eyewitness: Johannes Gutenberg</i> <i>Who was Leonardo da Vinci</i>, Edwards & Kelly <i>A Long and Uncertain Journey</i>, Tom McNeely (Vasco da Gama) <i>Meet Christopher Columbus</i>, deKay & Edens <i>Cortez & the Conquest of Mexico by the Spaniards</i>, Herzog & Brown <i>Pizarro & the Incas</i>, Nicholas Saunders <i>Ferdinand Magellan</i>, Katherine Bailey <i>Sir Francis Drake</i>, Hook & Pearson</p>	<p><u>Student Text</u> <i>Madeleine Takes Command</i>, Ethel C. Brill</p> <p><u>Literature Related to History</u> <i>St. Isaac & the Indians</i>, Milton Lomask <i>St. Rose of Lima</i>, Mary Fabyan Windeatt <i>Treasure Island</i>, Robert Louis Stevenson (read aloud)</p>
Quarter Two: <i>Reformation and Counter - Reformation</i>	<p><u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 6)</i>, Trevor Cairns, ed.?? <i>The Old World and America</i>, Philip Furlong</p> <p><u>Student Text</u> <i>Story of the World: Vol 3 Early Modern Times and Activity Book</i>, https://susanwisebauer.com/</p> <p><u>Read Aloud Texts</u> <i>St. Ignatius & the Company of Jesus</i>,</p>	<p><u>Student Text</u> <i>The Cricket in Times Square</i>, George Selden</p> <p><u>Literature Related to History</u> <i>Tales from Shakespeare</i>, Charles and Mary Lamb <i>St. Francis of the 7 Seas</i>, Albert Nevins; <i>St. Thomas More of London</i>, Elizabeth Ince <i>St. Teresa of Avila, Joyful in the Lord</i>, Susan Helen Wallace <i>St Philip of the Joyous Heart</i>, Francis</p>

	<p>Derlith & Lawn <i>Edmund Campion, Hero of God's Underground</i>, Harold Gardiner</p>	<p><i>St. Ignatius Loyola, In God's Service</i>, Peggy Sklar</p> <p><u>Poetry</u> Thomas Kyd, Christopher Marlowe, Robert Southwell, Edmund Spenser</p>
<p>Quarter Three: <i>Empires: British, Napoleon, Ottoman</i></p>	<p><u>Teacher Texts</u> <i>Cambridge Introduction to the History of Mankind (Bk 9)</i>, Trevor Cairns, ed. ?? <i>The Old World and America</i>, Philip Furlong</p> <p><u>Student Text</u> <i>Story of the World: Vol 3 Early Modern Times and Activity Book</i>,</p> <p><u>Supplemental Texts</u> <i>The Navy that Beat Napoleon</i>, Walter Brownlee</p>	<p><u>Student Text</u> <i>Les Miserables</i>, (A Stepping Stone Book), Monica Culling</p> <p><u>Literature Related to History</u> <i>In the Reign of Terror: Adventures of a Westminster Boy</i>, G.A. Henty <i>Victor Hugo By Conduct & Courage</i>, A Story of the Days of Nelson, G.A. Henty <i>The Jungle Book</i>, Rudyard Kipling <i>Just So Stories</i>, Rudyard Kipling <i>Patriotic Song: A Book of English Verse : Being an Anthology of the Patriotic Poetry of the British Empire from the Defeat of the Spanish Armada Till the Death of Queen Victoria</i>, Arthur Stanley <i>The Hungry Coat, A Tale from Turkey</i>, Demi</p>
<p>Quarter Four: <i>World Wars</i></p>	<p><u>Teacher Texts</u> <i>The Little Book of War</i>, Eva March Tappan</p> <p><u>Student Text</u> <i>The Little Book of War</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>DK Eyewitness: World War I</i> <i>DK Eyewitness: World War II</i> <i>The Good Fight: How WWII was Won</i>, Stephen Ambrose</p>	<p><u>Student Text</u> <i>Number the Stars</i>, Lois Lowry</p> <p><u>Literature Related to History</u> "In Flanders Fields," Lt. Col. John McCrae <i>In Flanders Fields, The Story of the Poem</i>, Linda Granfield <i>Where Poppies Grow, A WWI Companion</i>, Linda Granfield <i>Hero Over Here</i>, Kathleen Kudlinski</p> <p>Service Songs: Army, Air Force, Navy, Marines</p>

Language Arts

Classical Composition I (Fables) (<https://www.memoriapress.com/>)

English Grammar Recitation I (<https://www.memoriapress.com/>)

Traditional Spelling 2 (<https://www.memoriapress.com/>)

New American Cursive 1 (<https://www.memoriapress.com/>)

Use Level 2 (Scripture) the year after initial instruction

Latin

Latina Christiana Bk 1 (<https://www.memoriapress.com/>)

Religion

Alive in Christ 4 (<http://aliveinchrist.osv.com/>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

Earth Movements

Water Cycle

Solar System

Nature Notebook

Mathematics

Eureka Math 4 (<https://greatminds.org/math>)

Fifth Grade: The American Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Colonization and Colonial Life</i>	<p><u>Teacher Texts</u> <i>Our United States</i>, Woodburn, Moran & Hill</p> <p><u>Student Texts</u> <i>An Elementary History of Our Country</i>, Eva March Tappan <i>American Hero Stories</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>Leonard Calvert and the Maryland Adventure</i>, Ann Jensen <i>American Colonial Life: Eyewitness Accounts</i>, Albert B. Hart <i>American History Stories</i>, Mara Pratt <i>Catholics in America</i>, James T. Fisher <i>DK Eyewitness: North American Indian</i></p>	<p><u>Student Text</u> <i>Song of the Swallows</i>, Leo Politi <i>Kateri Tekakwitha</i>, Evelyn Brown</p> <p><u>Literature Related to History</u> <i>An American Book of Golden Deeds</i>, James Baldwin <i>The Children's Book of America</i>, William Bennett <i>Fr. Marquette & the Great River</i>, August Derleth <i>Juanita; Pedro</i>, Leo Politi <i>Story of Junipero Serra</i>, Florence White</p> <p>Music: American folk songs & ballads (Wee Sing America!), spirituals, Scott Joplin, John Jacob Niles, John Henry Clay Work</p>
Quarter Two: <i>From Declaration to Constitution</i>	<p><u>Teacher Texts</u> Source material: <i>Declaration of Independence</i> <i>Articles of Confederation</i> <i>Constitution</i></p> <p><u>Student Texts</u> <i>An Elementary History of Our Country</i>, Eva March Tappan <i>American Hero Stories</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>Vindicating the Founders</i>, Thomas West <i>DK Eyewitness: American Revolution</i> <i>Our Country's Founders: Words of Advice to Young People</i>, William Bennett <i>American History Stories, Volumes 1-4</i>, Mara Pratt</p>	<p><u>Student Text</u> <i>King George, What Was His Problem?</i>, Steve Sheinkin</p> <p><u>Literature Related to History</u> <i>Johnny Tremain</i>, Esther Forbes <i>Meet George Washington (Landmark Books)</i>, Joan Heilbroner <i>Meet Thomas Jefferson (Landmark Books)</i>, Marvin Barrett and Pat Fogarty <i>*Ben Franklin of Old Philadelphia (Landmark Books)</i>, Margaret Cousins</p>
Quarter Three: <i>Civil War</i>	<p><u>Teacher Texts</u> Source Material: <i>Letters & Speeches of Abraham Lincoln</i></p>	<p><u>Student Texts</u> <i>Harriet Tubman & The Underground Railroad</i>, Michael Martin</p>

	<p><i>Slaves Who Dared: The Stories of 10 African American Heroes</i>, Mary Garrison</p> <p><u>Student Texts</u> <i>An Elementary History of Our Country</i>, Eva March Tappan <i>American Hero Stories</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>Mr. Lincoln's High-Tech War</i>, Thomas B. Allen <i>DK Eyewitness: Civil War</i></p>	<p><i>Meet Abraham Lincoln</i>, Barbara Cary</p> <p><u>Literature Related to History</u> <i>Frederick Douglass Fights for Freedom</i>, Adler & Byrd <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe (excerpts)</p>
<p>Quarter Four: <i>Westward Expansion to Roosevelt</i></p>	<p><u>Teacher Texts</u> Same as student</p> <p><u>Student Text</u> <i>An Elementary History of Our Country</i>, Eva March Tappan <i>American Hero Stories</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u> <i>How We Crossed the West: The Adventures of Lewis & Clark</i>, Rosalyn Schanzer</p>	<p><u>Student Texts</u> <i>John Henry</i>, Julius Lester <i>The Wright Brothers</i>, Quentin Reynolds</p> <p><u>Literature Related to History</u> <i>Little House on the Prairie</i>, Laura Ingalls Wilder <i>A Penny's Worth of Character</i>, Jesse Stuart <i>Paul Bunyan and other Tall Tales</i>, Jane B. Mason <i>Johnny Appleseed</i>, Steven Kellogg <i>The Story of Thomas Alva Edison</i>, Margaret Cousins <i>Lewis & Clark in Their Own Words</i>, George Sullivan <i>Mother Seton & the Sisters of Charity</i>, Alma Power Waters <i>Mother Cabrini</i>, Frances Parkinson Keyes <i>Saint Katharine Drexel, Friend of the Oppressed</i>, Ellen Terry <i>Carry On, Mr. Bowditch</i>, Jean Lee Latham <i>Molly Bannaky</i>, Alice McGill <i>What Are You Figuring Now? A Story about Benjamin Banneker</i>, Jeri Ferris</p>

Language Arts

Classical Composition II (Narratives) (<https://www.memoriapress.com/>)

English Grammar Recitation I (<https://www.memoriapress.com/>) Level II after initial year

Traditional Spelling 2 (<https://www.memoriapress.com/>)

New American Cursive 1 (<https://www.memoriapress.com/>) Use Level 2 (*Famous Americans*) the year after initial instruction

Latina Christiana Bk 1 (<https://www.memoriapress.com/>)

Use *First Form Latin* starting year 2

Religion

Alive in Christ 5 (<http://aliveinchrist.osv.com>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

Oceans

Weather Forecasting

Color and Light

Nature Notebook

Mathematics

Sixth Grade: The Ancient Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Cradle Civilizations</i>	<p><u>Student Text</u> Bible: Creation, Adam and Eve, Noah, Abraham, Isaac, Jacob, Joseph, Moses and the flight from Egypt, Joshua and conquering of Canaan, Samuel, Saul, David, Elijah and Elisha, the Assyrian and Babylonian captivities, Daniel, the rebuilding of the Temple (Ezra, Nehemiah) The Pharaohs of Ancient Egypt, Elizabeth Payne Greek Mythology Activities, Marcia Worth-Baker</p> <p><u>Supplemental Texts</u> <i>DK Eyewitness: Pyramid</i> <i>Pyramid</i>, David Macaulay <i>DK Eyewitness: Mesopotamia</i> Bible: Esther (Queen of Persia), Tobit, Judith</p>	<p><u>Student Texts</u> God King: A Story in the Days of King Hezekiah, Joanne Williamson Victory on the Walls: A Story of Nehemiah, Frieda Clark Hyman</p> <p><u>Literature Related to History</u> <i>Tales of Ancient Egypt</i>, Roger Lancelyn Green <i>The Golden Goblet</i>, Eloise McGraw <i>Mara, Daughter of the Nile</i>, Eloise McGraw (read during summer)</p> <p><u>Thematically Related: Creation</u> <i>Perelandra</i>, C.S. Lewis <i>Magician's Nephew</i>, C.S. Lewis</p>
Quarter Two: <i>Greece</i>	<p><u>Student Texts</u> The Story of the Greek People, Eva March Tappan Bible: Ancient stories continued, Maccabees <u>Teacher Text</u> Sundiata: An Epic of Old Mali, D.T. Niane</p> <p><u>Supplemental Texts</u> <i>Famous Men of Greece</i>, Cyndy Shearer and Robert Shearer <i>DK Eyewitness: Ancient Greece</i></p>	<p><u>Student Texts</u> Black Ships Before Troy, Rosemary Sutcliff The Wanderings of Odysseus, Rosemary Sutcliff</p> <p><u>Literature Related to History</u> <i>D'Aulaires' Book of Greek Myths</i>, Edgar and Ingri D'Aulaire "Allegory of the Cave," Plato (source material)</p> <p><u>Additional titles if time</u> "Pericles" in <i>Tales from Shakespeare</i>, Charles and Mary Lamb <i>Herodotus and the Road to History</i>, Jeanne Bendick <i>Archimedes and the Door of Science</i>, Jeanne Bendick</p>

Quarter Three: <i>Pagan Rome</i>	<u>Student Texts</u> <i>The Story of the Roman People</i> , Eva March Tappan <i>Bible</i> : Gospel of Luke <u>Supplemental Texts</u> <i>City: A Story of Roman Planning and Construction</i> , David Macaulay <i>Famous Men of Rome</i> , Cyndy Shearer and Robert Shearer, revised edition	<u>Student Texts</u> <i>Defectives in Togas</i> , Henry Winterfeld <i>Shakespeare's Julius Caesar for Kids</i> , Brendan P. Kelso <u>Literature Related to History</u> <i>The Aeneid for Boys and Girls</i> , Alfred J. Church <u>Additional titles if time</u> <i>Roman Mystery Series</i> , Caroline Lawrence <i>Augustus Caesar's World</i> , Genevieve Foster
Quarter Four: <i>*Christian Rome</i>	<u>Student Texts</u> <i>The Story of the Roman People</i> , Eva March Tappan <i>The First Christians: The Acts of the Apostles</i> , Marigold Hunt <u>Supplemental Texts</u> <i>A Life of Our Lord for Children</i> , Marigold Hunt <i>Saint Paul the Apostle</i> , Mary Fabyan Windeatt <i>Famous Men of Rome</i> , Cyndy Shearer and Robert Shearer	<u>Student Texts</u> <i>The Bronze Bow</i> , Elizabeth George Speare <i>City of the Golden House</i> , Madeleine Polland <u>Literature Related to History</u> <i>The Spear: A Novel of the Crucifixion</i> , Louis De Wohl <i>The Living Wood</i> , Louis de Wohl (St. Helena and Constantine) <u>Thematically Related and Read Aloud Literature</u> <i>Alice's Adventure in Wonderland</i> , Lewis Carroll <i>Phantom Tollbooth</i> , Norton Juster <i>A Wrinkle in Time</i> , Madeleine L'Engle <i>Pinocchio</i> , Carlo Collodi <i>The Little Prince</i> , Antoine Saint-Exupery

Language Arts

Classical Composition II (Narratives) (<https://www.memoriapress.com/>) Level III after initial year

English Grammar Recitation II (<https://www.memoriapress.com/>) Level III after initial year

New American Cursive 1 (<https://www.memoriapress.com/>)

Use Level 3 (Scripture and Manners) the year after initial instruction

Latin

Latina Christiana Bk 1 (<https://www.memoriapress.com/>)

First Form Latin year 2; Second Form Latin starting year 3

Religion

Alive in Christ 6 (<http://aliveinchrist.osv.com/>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

Simple Machines

Electromagnetism

Matter and Change

Mathematics

Eureka Math 6 (<https://greatminds.org/math>)

Seventh Grade: The Christendom Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Rise of Christendom</i>	<u>Student Texts</u> <i>Heroes of the Middle Ages: Alaric to Columbus</i> , Eva March Tappan <i>Bible: Gospel of John</i> <u>Supplemental Texts</u> <i>Art Through Faith</i> , Seton Press <i>The Age of Chivalry</i> , National Geographic	<u>Student Texts</u> <i>Beowulf</i> , Rosemary Sutcliff <i>King Arthur and the Knights of the Round Table</i> , Roger Lancelyn Green (Puffin Classics 2008) <u>Literature Related to History</u> <i>Saint Benedict: The Story of the Father of the Western Monks</i> , Mary Fabyan Windeatt <i>The Life of St. Patrick: Enlightener of the Irish</i> , Zachary Lynch <i>Augustine Came to Kent</i> , Barbara Willard <i>Son of Charlemagne</i> , Barbara Willard <i>Magna Charta</i> , James Daugherty
Quarter Two: <i>Life in the Middle Ages</i>	<u>Student Texts</u> <i>Heroes of the Middle Ages: Alaric to Columbus</i> , Eva March Tappan <i>When Knights Were Bold</i> , Eva March Tappan <i>The Compact History of the Catholic Church</i> , Alan Schreck <u>Supplemental Texts</u> <i>A Medieval Feast</i> , Alike <i>Castle</i> , David Macaulay <i>Cathedral: The Story of Its Construction</i> , David Macaulay <i>DK Eyewitness: Castle</i> <i>DK Eyewitness: Knight</i> <i>DK Eyewitness: Medieval Life</i> <i>DK Eyewitness: Arms and Armor</i>	<u>Student Texts</u> <i>Francis and Clare: Saints of Assisi</i> , Helen Walker Homan <i>Romeo and Juliet</i> , Shakespeare <u>Literature Related to History</u> <i>The Divine Comedy</i> (selections), Dante
Quarter Three: <i>Crusades and Decline of the Middle Ages</i>	<u>Student Texts</u> <i>Heroes of the Middle Ages: Alaric to Columbus</i> , Eva March Tappan <i>When Knights Were Bold</i> , Eva March Tappan <i>The Compact History of the Catholic</i>	<u>Student Texts</u> <i>The King's Shadow</i> , Elizabeth Alder <i>Saint Joan: The Girl Soldier</i> , Louis de Wohl <u>Literature Related to History</u>

	<p>Church, Alan Schreck</p>	<p><i>The Boy Knight: A Tale of the Crusades</i>, G.A. Henty <i>The Blood Red Crescent and the Battle of Lepanto</i>, Henry Garnett</p> <p><u>Teacher Resources</u> <i>Personal Recollections of Joan of Arc</i>, Mark Twain <i>The Last Crusader</i>, Louis de Wohl “Lepanto,” G.K. Chesterton (used with “Lepanto: The Battle That Saved the West” (audio), Christopher Check)</p> <p><i>*The Merry Adventures of Robin Hood</i>, Howard Pyle (Read during the summer)</p>
<p>Quarter Four: Renaissance and Reformation</p>	<p><u>Student Texts</u> <i>Heroes of the Middle Ages: Alaric to Columbus</i>, Eva March Tappan <i>When Knights Were Bold</i>, Eva March Tappan <i>The Compact History of the Catholic Church</i>, Alan Schreck</p> <p><u>Supplemental Texts</u> <i>The Golden Book of the Renaissance</i>, Golden Press <i>Shakespeare: His Work and His World</i>, Michael Rosen <i>Welcome to the Globe: The Story of Shakespeare's Theater</i>, Peter Chrisp (DK Readers)</p>	<p><u>Student Texts</u> <i>St. Thomas More of London</i>, Elizabeth Ince <i>Edmund Campion: Hero of God's Underground</i>, Harold Gardiner</p> <p><u>Literature Related to History</u> <i>The Tempest</i>, Shakespeare <i>Tales from Shakespeare</i>, Charles and Mary Lamb <i>Sonnets</i> (Selections), Shakespeare</p> <p><u>Poetry</u> Marlow, Jonson, Donne, Herbert, and Milton</p> <p><u>Thematically Related and Read Aloud Literature: Medieval Sentiments</u> <i>Fairy Tales</i>, Hans Christian Andersen <i>Wind in the Willows</i>, Kenneth Grahame <i>Grimm's Fairy Tales</i>, Brothers Grimm <i>Redwall</i>, Brian Jacques <i>The Hobbit and Lord of the Rings</i>, J.R.R. Tolkien</p>

Language Arts

Classical Composition III (Chreia/Maxim) (<https://www.memoriapress.com/>) Level IV after initial year

English Grammar Recitation III (<https://www.memoriapress.com/>) Level IV after initial year

New American Cursive 1 (<https://www.memoriapress.com/>) Use Level 3 (Scripture and Manners) the year after initial instruction

Latin

Latina Christiana Bk 1 (<https://www.memoriapress.com/>)

First Form Latin year 2; Second Form Latin year 3

Religion

Alive in Christ 7 (<http://aliveinchrist.osv.com>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

You and Your Body

DNA: Genes and Proteins

Plants in Our World

Mathematics

Eureka Math 7 (<https://greatminds.org/math>)

Eighth Grade: The New World Year



Highlight indicates ordered texts

	History and Religion	Literature
Quarter One: <i>Explorers, Missionaries, Colonizers</i>	<p><u>Teacher Text</u> <i>From Sea to Shining Sea</i>, Catholic Textbook Project</p> <p><u>Student Text</u> <i>Story of the World Vol 4</i></p> <p><u>Supplemental Texts</u> <i>The Log of Christopher Columbus' First Voyage</i> <i>Columbus and Cortez</i>, John Eidsmore <i>The Earliest Americans</i>, Helen Roney Sattler <i>Native American Shipwrecks</i>, James P. Delgado <i>North American Indians</i> (DK Eyewitness) <i>The Landing of the Pilgrims</i>, James Daugherty (Landmark) <i>Mourt's Relation</i>, Anonymous (Pilgrim Journal) <i>The Witchcraft of Salem Village</i>, Shirley Jackson (Landmark) <i>Slavery</i> (DK Eyewitness)</p>	<p><u>Student Texts</u> <i>The First Voyage to America: From the Log of the "Santa Maria"</i>, Christopher Columbus <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare</p> <p><u>Literature Related to History</u> <i>Explorers I</i>, Juan de Pareja, Elizabeth Borten de Treviño <i>Christopher Columbus</i>, Ingri and Edgar D'Aulaire <u>Missionaries</u> <i>Saint Juan Diego and Our Lady of Guadalupe</i>, Josephine Nobisso <i>Saint Martin de Porres</i>, Mary Fabyan Windeatt <i>Saint Martin de Porres: Humble Healer</i>, Elizabeth Marie DeDomenico (easier/cheaper) <i>The Man Who Founded California: The Life of Blessed Junipero Serra</i>, M.N.L. Couve De Murville <i>Isaac Jogues: With Burning Heart</i>, Christine Virginia Orfeo <i>Kateri Tekakwitha: Mystic of the Wilderness</i>, Margaret Bunson (copy) <i>Kateri Tekakwitha: Mohawk Maid</i>, Evelyn Brown</p> <p><u>Colonies</u> <i>The Crucible</i>, Arthur Miller <i>The Scarlet Letter</i>, Nathaniel Hawthorne</p>
Quarter Two: <i>American Revolution</i>	<p><u>Teacher Text</u> <i>From Sea to Shining Sea</i>, Catholic Textbook Project</p> <p><u>Student Text</u> <i>Story of the World Vol 4</i></p> <p><u>Supplemental Texts</u> <i>Declaration of Independence</i> <i>Articles of Confederation</i></p>	<p><u>Student Texts</u> <i>The Scarlet Pimpernel</i>, Baroness Orczy <i>Island of the Blue Dolphins</i>, Scott O'Dell</p> <p><u>Literature Related to History: Pre-Revolution America</u> <i>Sally Wister's Journal</i>, Sally Wister <i>Priest on Horseback: Father Farmer</i>, Eva K. Betz</p>

	<p><i>Federalist Papers #10</i>, James Madison <i>Constitution of the United States</i> "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" Frederick Douglass</p> <p><i>Common Sense</i>, Thomas Paine <i>The Federalist Papers</i> (selections) <i>The Anti-Federalist Papers</i> (selections) <i>Black Heroes of the American Revolution</i>, Burke Davis <i>American Revolution</i> (DK) <i>George Washington</i> (DK) <i>The Oregon Trail</i>, Francis Parkman</p>	<p><u>Revolution Heroes</u> <i>The Autobiography of Benjamin Franklin</i>, Benjamin Franklin <i>Poor Richard</i>, James Daugherty (B. Franklin) <i>Abigail Adams and Her Times</i>, Laura E. Richards <i>George Washington's World</i>, Genevieve Foster <i>Rules of Civility and Decent Behavior in Company and Conversation</i>, George Washington <i>Johnny Tremain</i>, Esther Forbes</p> <p><u>Comparing the French Revolution</u> <i>A Tale of Two Cities</i>, Charles Dickens <i>Les Misérables</i>, Victor Hugo</p> <p><u>Native Americans Role</u> <i>The Deerslayer</i>, James Fenimore Cooper <i>The Last of the Mohicans</i>, James Fenimore Cooper <i>Calico Captive</i>, Elizabeth George Speare <i>Giant of the Western Trail: The Life of Father Peter de Smet</i>, Michael McHugh</p> <p><u>Westward Expansion</u> <i>Life of David Crockett</i>, David Crockett <i>Bold Journey: West with Lewis and Clark</i>, Lewis and Clark <i>The Captain's Dog</i>, Roland Smith (Lewis and Clark) <i>The Call of the Wild</i>, Jack London</p>
<p>Quarter Three: Civil War and Reconstruction</p>	<p><u>Teacher Text</u> <i>From Sea to Shining Sea</i>, Catholic Textbook Project</p> <p><u>Student Text</u> <i>Story of the World Vol 4</i></p> <p><u>Supplemental Texts</u> <i>First and Second Inaugural Address</i>, Gettysburg Address, Abraham Lincoln <i>The Story of Christianity</i>, Michael Collins and Matthew Price "Ain't I a Woman?" Sojourner Truth <i>The Lincoln-Douglas Debates</i>, Lincoln and Douglas <i>Lincoln: A Photobiography</i>, Russell Freedman <i>Undying Glory: The Story of the Massachusetts 54th Regiment</i>, Clinton Cox (cf. the movie Glory) <i>The Forgotten Heroes: The Story of the Buffalo Soldiers</i>, Clinton Cox <i>The Souls of Black Folk</i>, W.E.B. DuBois <i>Up From Slavery</i>, Booker T. Washington <i>State by State Atlas</i> (DK Eyewitness) <i>Children's Encyclopedia of American History</i> (DK Eyewitness)</p>	<p><u>Student Texts</u> <i>Anthony Burns: The Defeat and Triumph of a Fugitive Slave</i>, Virginia Hamilton <i>Across Five Aprils</i>, Irene Hunt</p> <p><u>Literature Related to History: Slavery</u> <i>Miles' Song</i>, Alice McGill <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe</p> <p><u>Civil War</u> <i>Little Women</i>, Louisa May Alcott <i>The Perilous Road</i>, William O'Steele <i>The Killer Angels</i>, Michael Shaara</p> <p><u>After the War</u> <i>Souder</i>, William Armstrong <i>The Adventures of Tom Sawyer</i>, Mark Twain <i>The Adventures of Huckleberry Finn</i>, Mark Twain <i>The Virginian</i>, Owen Wister</p> <p><u>19th Century Saints</u> <i>Father Damien and the Bells</i>, Arthur and Elizabeth Sheehan <i>Mother Cabrini: Missionary to the World</i>, Frances Parkinson Keyes</p>

	<p>Slavery (DK Eyewitness) Civil War (DK Eyewitness) Abraham Lincoln (DK Eyewitness)</p>	<p><u>19th Century Poetry</u> Poetry of Whitman, Poe, Longfellow, Dickinson</p>
<p>Quarter Four: <i>Twentieth Century</i></p>	<p><u>Student Text</u> <i>The Little Book of War</i>, Eva March Tappan <i>Maximilian Kolbe: Saint of Auschwitz</i>, Elaine Murry Stone</p> <p><u>Teacher Texts</u> <i>World War I (First Book)</i> Tom McGowen (T) <i>World War II (First Book)</i> Tom McGowen (T)</p> <p><u>Supplemental Texts</u> Civil Rights <i>Letter from Birmingham Jail</i>, Martin Luther King, Jr. <i>Martin Luther King</i>, Amy Pastan (DK Biography)</p> <p><i>World War I</i> (DK) <i>Everyday Life: World War I</i> (Good Year Books) <i>Where Poppies Grow: A World War I Companion</i>, Linda Granfield Leon's Story, Leon Walter Tillage (Black Sharecropper, 1940's) <i>World War II</i> (DK) <i>Everyday Life: World War II</i> (Good Year Books) <i>The Scarlet and the Black: The True Story of Monsignor Hugh O Flaherty</i>, Hero of the Vatican Underground, J.P. Gallagher <i>The Trapp Family Singers</i>, Maria von Trapp <i>Escape from Warsaw</i>, Ian Serraillier</p> <p>Summer Reading: <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank</p>	<p><u>Student Texts</u> <i>No Promises in the Wind</i>, Irene Hunt <i>Roll of Thunder, Hear My Cry</i>, Mildred Taylor</p> <p><u>Literature Related to History World War I</u> <i>All Quiet on the Western Front</i>, Erich Maria Remarque</p> <p><u>Great Depression</u> <i>Grapes of Wrath</i>, John Steinbeck <i>Of Mice and Men</i>, John Steinbeck <i>To Kill a Mockingbird</i>, Harper Lee</p> <p><u>World War II</u> <i>Guns of Navarone</i>, Alistair Maclean <i>The Winged Watchman</i>, Hilda van Stockum <i>Number the Stars</i>, Lois Lowry <i>Twenty and Ten</i>, Claire Bishop</p> <p><u>Civil Rights</u> St. Katharine Drexel: Friend of the Oppressed, Ellen Tarry <i>The Watsons Go to Birmingham – 1963: A Novel</i>, Christopher Paul Curtis</p> <p><u>20th Century Poetry</u> Poetry of Robert Frost, T.S. Eliot, and Langston Hughes</p> <p><u>Thematically Related and Read Aloud Literature</u> <i>Treasure Island</i>, Robert Louis Stevenson The novels of Jane Austen <i>Jane Eyre</i>, Charlotte Bronte <i>A Christmas Carol</i>, Charles Dickens <i>David Copperfield</i>, Charles Dickens <i>Oliver Twist</i>, Charles Dickens <i>Bleak House</i>, Charles Dickens <i>The Count of Monte Cristo</i>, Alexandre Dumas <i>The Adventures of Sherlock Holmes</i>, Sir Arthur Conan Doyle <i>Around the World in Eighty Days</i>, Jules Verne</p>

Language Arts

Classical Composition III (Chreia/Maxim) (<https://www.memoriapress.com/>)

Level IV year 2; Level V year 3

English Grammar Recitation III (<https://www.memoriapress.com/>)

Level IV year 2; Level V year 3

New American Cursive 1 (<https://www.memoriapress.com/>)

Use Level 3 (Scripture and Manners) the year after initial instruction

Latin

Latina Christiana Bk 1 (<https://www.memoriapress.com/>)

First Form Latin year 2; Second Form Latin year 3

Religion

Alive in Christ 8 (<http://aliveinchrist.osv.com>)

Nature Studies

Delta Science Kits (<http://www.deltaeducation.com/>)

Earth Processes

Earth, Moon, Sun

Astronomy

Mathematics

Eureka Math 8 (<https://greatminds.org/math>)

Resources for Music, Art, and PE

These are just suggested resources to give you ideas for incorporating time periods/Masters/cultures into your program.

Music:

VOX Music Masters: Story of Chopin in Words and Music, Story of Bach, etc. (Amazon)
Gregorian Chant for Kids: Volume 1 & 2 (ChantedCD.com)
Ready to Use Music Reading Activities Kit by Loretta Mitchell (Amazon)
Music of the Great Composers by Patrick Kavanagh (Amazon)
Top 100 Masterpieces of Classical Music (Amazon)

Art:

Mommy, It's a Renoir (we ordered)
Sister Wendy's Story of Painting by Wendy Beckett (Amazon)
Sister Wendy on the Art of Saints by Wendy Beckett (Amazon)
She has many others as well
Metropolitan Museum of Art Catalogue (Amazon)

Drawing Textbook by Bruce MacIntyre
Art for Young Catholics series (setonbooks.com)
How to Draw and Paint People by Angela Gair (Amazon)
Drawing from Nature by Jim Arnosky (Amazon)
Landscapes in Pencil by Gene Franks
Land and Landscapes: Views of American History by Tony Lewis
(Office of Educational Programs
National Museum of American Art
Smithsonian Institution
Washington D.C. 20560)

PE:

Games from different cultures - include religious feasts
Hoops (rolling), Hobby Horses - make and ride
Spinning tops, jacks, jump ropes, hopscotch, string games
Recreate ancient Olympics
Dances from different cultures

Gameskidsplay.net

www.pyfp.org - President's Physical Challenge

Part V: Picking Out Colors



***Beauty of style and harmony and grace and good
rhythm depend on Simplicity.***

-- Plato

Beauty in the Life of the School

Beauty is praiseworthy and desirable for what it is, not merely for what it does. In this way it is like truth; indeed beauty is the very splendor of truth (*veritatis splendor*) that makes knowledge desirable for its own sake. This is why there can be no desire for truth without beauty, without the love of what is good in itself and not merely good for us (useful). It is precisely this objective quality of beauty that makes it a source of real joy and delight. And it is why education that culminates in wisdom culminates in worship.

Education, like wisdom, is comprehensive. Everything a school does is education of some sort. Every detail of its life speaks to its own view of education and to what it regards as good and true. A school that seeks beauty in its pursuit of truth should strive at the same time to be beautiful and to reflect the best, noblest, and highest—what is good in itself and desirable for its own sake—in all aspects of its life. ‘Beauty in all things’ thus testifies to the splendor and the ordered unity of God’s creation, making it possible for a student to live a wiser and more integrated life.

Classical Education and Our Surroundings

Classical philosophy teaches that beauty has unity, harmony, proportion, wholeness, and radiance. In considering how a classical classroom should look, one should keep in mind these principles. As a Catholic classical school, we should recognize the supreme beauty of the Church and incorporate her rich tradition into the daily lives of our students, regardless of what subject area we teach. Thus, our classrooms should contain images and objects that, first of all, meet the criteria of the beautiful, but also reveal the Catholic faith.

It is also important to recognize that in creating us in his image, God implanted in us a natural desire for beauty. Dolores Flessner, in her “Creating a Catholic Culture in Your Home,” points out that “History and archeology have shown us that the making of things, and the attempt to make them beautiful, has characterized human activity from the beginning. Man not only created the pot that he needs to eat from;; he decorated it and made it lovely.”

Bearing in mind that everything a school does is education of some sort, we should carefully consider the aesthetic components of the school building and our classrooms. Here are some areas of consideration followed by some ideas on how to implement them:

The Spiritual: In “The Holy See’s Teaching on Catholic Schools,” Archbishop Michael Miller says, “The Incarnation, which emphasizes the bodily coming of God’s Son into the world, leaves its seal on every aspect of Christian life. The very fact of the Incarnation tells us that the created world is the means chosen by God through which He communicates His life to us. What is human and visible can bear the divine. If Catholic schools are to be true to their identity, they should try to suffuse their environment with this delight in the sacramental.”

With a little effort, our classrooms can celebrate the sacramental. Here are some thoughts on how to do so:

- Crucifixes and statues should be beautiful and realistic, not cheap-looking.
- Icons are windows into the divine and are a simple, traditional way to invite young people to contemplate God.
- Copies of high-quality paintings or drawings of Catholic edifices (such as St. Peter's) are readily available and inexpensive; they serve to acquaint students with the Church's cultural treasury.
- Religious objects particular to the Church calendar, such as an Advent wreath or Nativity scene, are traditional and beautiful ways of teaching the faith.

The Beautiful: Josef Pieper has said that in its original sense beauty is “the glow of the true and good irradiating from every ordered state of being.” Flessner elaborates on this thought: “Our longing for beauty, and our deep joy in the moments we encounter beauty, is because it is a vestige of paradise and a foretaste of heaven.” It is important that the school display religious art because it represents the cultural treasury of the Church and the highest aspirations of human art and because it is important for children’s understanding of the faith. But because God is the Creator and because he embraces the whole of his creation in the Incarnation, art that is truly beautiful need not be ‘religious’ in order to be Catholic. In fact, it is essential that beautiful ‘non-religious’ art be present if students are to appreciate that all creation and all beauty come from God, which is essential for seeing the relevance of faith to life.

- Beautiful art, both religious and non-religious, can be purchased and framed at low cost. Art beautifies the classroom and reflects God’s goodness and truth. It can also serve as an explicit teaching tool.
- For younger children, choose simple scenes that they would be naturally interested in; hang artwork at their eye level.
- Consider choosing art related to the themes for the year.
- God is the first and best Artist! Incorporate God’s creation into the classroom in organic and tasteful ways. For example:
 - Plants help create a more peaceful and attractive environment. Orchids, for example, are surprisingly easy to care for and the blooms last a long time.
 - Animals, such as hamsters, tortoises, and fish provide delight and fun for children.
 - The remains of animals, such as taxidermist-stuffed birds, bones, or fossils, provide an opportunity for wonder and inquiry.
 - Seashells and interesting rocks can be creatively incorporated into decorating the classroom, and also serve as learning tools.

A Warm and Inviting Atmosphere: Archbishop Miller suggests that “since the school is rightly considered an extension of the home, it ought to have some of the amenities which can create a pleasant and family atmosphere.” Students spend almost half their waking hours in school; it behooves us to make our classrooms as welcoming and comfortable as possible.

- Aim to create an overall homey atmosphere
- Arrange the furniture in such a way as to create open spaces for gathering and corners for “going on retreat.”
- Paint walls a warm-tinted color. Avoid industrial or overly stimulating colors.
- While plenty of natural light is ideal, adding some accent lighting can help create a more intimate feeling in the classroom.

Questions to Consider:

- Is this a warm and inviting atmosphere?
- Does the room evoke peace? Does it inspire?
- What does the arrangement of the furniture say about the classroom?
- Are the walls decorated thoughtfully? Are they crowded or too sparse?
- Are the objects and pictures on display ones that I would enjoy gazing at? Are they beautiful? Do they have unity, harmony, and proportion? Are they radiant? Are works from master artists included?
- Have I brought elements of the natural world into my classroom?
- Are there images of the Catholic faith? A crucifix that is centrally placed? Images of the Church, Mary, and the saints?
- Is the room neat, orderly, and clean? Do I make an effort to keep it tidy and clutter-free?
- Is there student work on display? Is it presented in an organized and professional manner? Is it a selection of superior work?

Classical Education and School Culture

The same spirit that informs the organization of the classroom should animate the entire culture of the school. This is important because beauty and truth are good in themselves and are the principles that bind things together in a natural order. Only by revering truth for its own sake can students discover this order, conform themselves to it, and truly understand their own inherent dignity.

- The same concern for beauty that animates the organization of the classroom should govern the arrangement and decoration of common areas such as hallways, the cafeteria, and the library. The criteria of unity, harmony, proportion, wholeness, and radiance should prevail, and these areas should feature a tasteful combination of religious and ‘non-religious’ art, as well as beautiful natural objects.

- Great care should be taken to see that events usually thought of as 'extra-curricular' are in keeping with the ideals and mission of the school, and the school should strive for excellence in these areas as well. Such events should be planned with an eye toward both the liturgical season and the historical emphasis of the curriculum.
- Because education is formation in both knowledge and love, one of these goals is to make the school more of an extension of the family and to involve families more deeply in education and the life of the school. To that end, the school should strive as much as possible to include families in its festive and liturgical life. It should sponsor intergenerational events such as lectures, reading groups, and discussion groups to involve the entire family more deeply in the educational process.
- The school should seek to hold a number of formal events such as banquets and balls. These encourage interaction between families and generations and provide a supervised, fun, and wholesome context for boys and girls to mingle outside of the structure of the classroom. Such events encourage a love of beauty. They encourage the modesty that belongs to dignity and self-regard and the beauty of modesty which is elegance.
- There should be a clear dress code for students, faculty, and staff. A dress code teaches students that their bodies matter. It encourages self-respect, respect for the educational enterprise and reverence for God by teaching that God and the truth deserve the best they have to offer. A dress code for faculty and staff communicates this common vision to the students and elevates the overall culture of the school.
- Charity and respect should prevail between students, teachers, and other staff as they address each other. The school should consider using formal titles or forms of address (Mr., Ms., etc.) for teachers and students. This exhibits self-respect, mutual respect, and respect for the common endeavor of education. Sarcasm and belittlement are to be avoided always.
- A code of conduct that emphasizes charity, honor, nobility, and dignity should be operative for all school events such as extra-curricular festivals, assemblies, liturgical celebrations, and sporting events.



Holy Spirit Above the Chair of Peter, St. Peter's Basilica

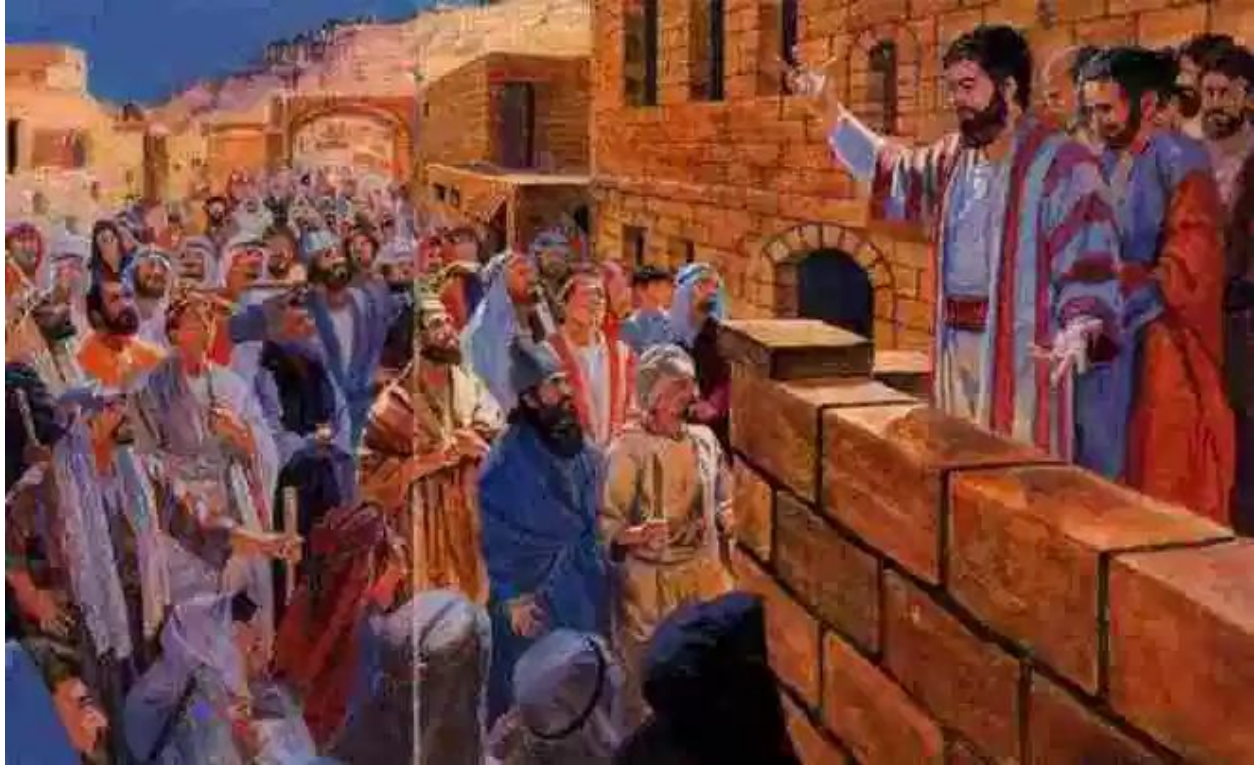
Liturgy

The Sacred Liturgy is the heart of the school's life and its most solemn activity. The Sacred Liturgy is not a means to an end, even a worthy end such as moral instruction, but is itself the end to which all true education is ordered. For in worship we acknowledge the goodness of truth by surrendering to it, offering ourselves in Christ to the Father. And it is in worship, by God's gracious initiative, that our longing for beauty and truth finds its rest in the mystery of God who is beauty and truth. Contemplation and adoration, prayer and praise are therefore the highest form of knowledge and are foreshadowed by all others, even if this knowledge adores a mystery that is beyond our comprehension. Sacred Liturgy should thus be central to the life of the school, and this understanding should be made incarnate and explicit.

- Beauty in liturgy is important because it is 'pointless' and extravagant, like the costly perfume with which Mary Magdalene anointed the head of Jesus. Liturgy should be beautiful because without 'pointless' beauty, we forget that the worship of God is its own end—indeed the highest end—and that the Church is His mystical body. Other goals, such as building up the community, moral formation, and social action, all follow from the liturgy, but the liturgy itself must be ordered to the worship of God who both transcends and dwells among us.
- Liturgy is beautiful and reveals the mystery of God when it is celebrated with solemnity and reverence. Silence and stillness should be observed before, during, and after the liturgy. The lectors should be competent and well prepared. The movements of the servers should be solemn, graceful, and deliberate. Musical selections should be beautiful and appropriate to the occasion.

And the church itself should be beautifully and tastefully adorned in ways appropriate to the liturgical season. (Graduating classes could emphasize this by making a modest gift to the parish, e.g., crucifixes, icons, vestments, thuribles, etc.). The school should thus seek to ‘worship the Lord in the beauty of Holiness’ and to understand that holiness is beautiful.

- Because the worship of God is its own end, because it is the gift of God’s own life and the highest expression of our humanity, it should evoke a sense of wonder and gratitude and call forth the very best we have to offer—which is everything, ourselves, our souls and bodies. This means that students should present themselves at their best, appearing groomed and well-dressed. They should seek to love God with the whole of their being, soul and body. Children should have the intricacies of the Mass explained to them and learn a proper posture for prayer as well as to perform bodily gestures such as genuflecting, bowing, and crossing themselves. They should also understand why these are appropriate at certain moments in the Mass. Not only does this allow for a fuller and more comprehending participation in the Mass, it allows children to worship God with their bodies and their souls and reinforces that they themselves are persons who are a unity of body and soul.
- Masses for children should be child-like without being childish. They should be full of wonder, awe, and mystery, but Mass should never be sentimental or 'cute', even when the occasion is a defining moment in the children's lives. When Mass is cute the children themselves become the focus of our adoration, whereas the true purpose of these occasions is to induct the children into the adoration of Christ. Therefore when Mass is arranged to 'feature' the children, the true meaning of both the occasion and the Mass is lost. Children should be taught to participate in a spirit of wonder, love, and praise and they should be fully involved in as lectors, altar servers, and members of the schola.



Apostles Preaching to the Crowd on Pentecost

Multicultural Connections Related to Time Periods

The Incarnation is the center of history. Thus, it touches on every world culture and provides a distinct vantage point from which to study them. Insofar as all cultures are animated by a natural desire for God, we are obliged to appreciate them on their own terms, seeking to discover their inherent beauty and goodness and to understand them as they understood themselves. Insofar as this natural desire finds its fulfillment in Christ, we are obliged to study these cultures in reference to him and their (sometimes tragic) historical encounter with Christian culture. Below are suggested topics for organically and effectively integrating the study of pre-Christian, non-Christian, and non-Western cultures into the history curriculum.

Ancient Greece – Archaic Period, Classical Greece, Hellenistic Greece, Roman Greece

- *Persia* – Greco-Persian wars; Hellenistic expansion
- *Judea* – The Maccabean rebellion; Hellenistic expansion
- *Egypt* – Hellenistic expansion
- *India* – Hellenistic expansion; Indo-Greek kingdom

Ancient Rome – Founding and Roman Kingdom, Republic, Empire

- *Greece* – Rome inherited the Hellenistic Empire
- *Near-East and Asia Minor* – Judaism and Christianity
- *North Africa* – Expansion of empire; importance of North African Christianity, especially Sts. Augustine and Monica; Ethiopia and Coptic Christianity (cf. Acts of the Apostles)
- *Europe and Slavic Europe* – Gaul (France), Britain, Hispania (Spain); Barbarian invasions, Huns, Visigoths

Middle Ages – Early Middle Ages, High Middle Ages, Late Middle Ages

- *Byzantium* – Asia Minor and Near East
- *Islam* – Crusades

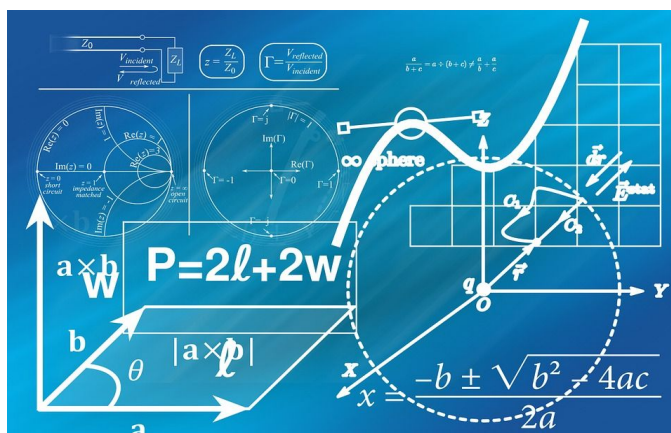
Early Modern – Renaissance, Exploration and Colonization, Reformations, Revolutions

- *China* – the journeys of Marco Polo; missionary activity
- *Peru* – Incas; Spanish colonization; missionary activity
- *Mexico* – Mayans and Aztecs; Spanish colonization; missionary activity
- *India* – British colonization; East India Company
- *North America* – Native Americans; French/Spanish/English colonies; missionaries
- *Africa* – Slave trade; colonization of New World

Modern and American History

- *French and Spanish Colonies* – Catholic missionaries in America; Louisiana Purchase; California and the Southwest
- *Mexico* – Mexican-American War; Texas
- *African-Americans* – Slavery in America; Abolition & Civil War; Segregation and Civil Rights Movement
- *Globalization and Decolonization* – Middle East and Israel; Africa; India and Pakistan; China (Cultural Revolution)

A Daily, Weekly, Quarterly, Yearly Schedule for Mathematics



Daily

- Math warm-ups: drills, Mad Minutes, brain-teasers, or reinforcement problems (e.g., Round Robin)
- For Grammar Stage, chant number and formula sequences, such as area formulas or counting by 2s, 3s, 4s, etc., as appropriate to learning objectives
- Eureka Math lesson

Weekly or Bi-Weekly

- Engage in an activity that shows the wonder, beauty, or fun of math, such as:
 - Constructing the Universe Activity Book, Michael S. Schneider
 - Teacher-guided manipulative or hands-on activity
 - A story about mathematics (such as *40 Fabulous Math Mysteries Kids Can't Resist*, *Math Curse*, or books from the Scholastic math series)
 - A game requiring the use of mathematical operations (both numerical and geometric)
- These activities should preferably initiate or reinforce current learning objectives, including and especially in cross-curricular instruction, though they can also be enrichment activities.

Quarterly

- For the Upper Grammar and Logic stages, students should engage in a more extended math project. These projects can be class-wide or individual, but should put the students in touch with the beauty of math in a deeper and more personal way.
- Students should be encouraged to explore topics that interest them, such as the math found in art, music, architecture, science, astronomy, etc. Investigating the Fibonacci sequence, Archimedean spiral, stained-glass windows or beautiful architecture are all possible ways of engaging students in the profundity and pervasiveness of math.

Yearly

- Students should engage in math unit related to the historical period they are studying that year. This would take the place of one of the quarterly projects.
- For example, students in the fifth grade could read *Carry On, Mr. Bowditch* by Jean Lee Latham (a Newbery Medal winner), which tells the true story of Nathaniel Bowditch, a self-taught early American, sailor, and mathematical genius who discovered and corrected thousands of mathematical errors in nautical books, saving the lives of sailors all over the world. While reading the novel, students could also learn the history of the math and tools necessary for safe nautical travelling.

Teacher Enrichment Reading for Mathematics

Nature and Sacred Number Nature's Numbers:

The Unreal Reality of Mathematics, Ian Stewart

Beauty for Truth's Sake, Stratford Caldecott

Li: Dynamic Form in Nature, David Wade

Sacred Geometry, Miranda Lundy

Math Fundamentals

Vision in Elementary Mathematics, W.W. Sawyer

Number Theory

The Book of Numbers, John Conway and Richard Guy

Algebra

Algebra Survival Guide: A Conversational Guide for the Thoroughly Befuddled, Josh Rappaport

Geometry

Platonic & Archimedean Solids, David Sutton

Mathematical Quilts: No Sewing Required! Diana Venters and Elaine Krajenke Ellison

Education and Development

Math: Facing an American Phobia, Marilyn Burns

Math Power: How to Help Your Child Love Math, Even if You Don't, Patricia Clark
Kenschaft

The Number Sense: How the Mind Creates Mathematics, Stanislas Dehaene

Modern Mathematics

From Here to Infinity, Ian Stewart

History of Math

Journey Through Genius: The Great Theorems of Mathematics, William Burnham

Mathematical Apocrypha: Stories and Anecdotes of Mathematicians and the Mathematical,
Steven G. Krantz

The Mathematical Universe: An Alphabetical Journey Through the Great Proofs and Personalities,
William Dunham

Of Men and Numbers: The Story of the Great Mathematicians, Jane Muir

Math and Music

Math and Music: Harmonious Connections, Trudi Hammel Garland and Charity Vaughan Kahn

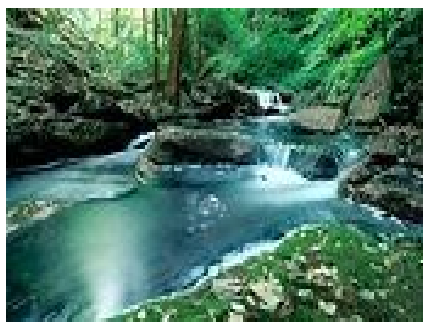
Harmonograph: A Visual Guide to Mathematics of Music, Anthony Ashton

Economics

Economics in One Lesson: The Shortest and Surest Way to Understand Basic Economics,
Henry Hazlitt

The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers,
Robert Heilbroner

A Note on the Teaching of Nature Studies



There is no existing science curriculum for primary and middle school students that perfectly fulfills the approach we want to take for the study of nature: an approach that is at once experiential, observational, scientific, and philosophical, that grants centrality to life, treats life in a non-reductive fashion, and recognizes both the philosophical dimension of science and the necessity of other disciplines such as philosophy, theology, and literature for an adequate understanding of nature. Anna Botsford Comstock's *Handbook of Nature Study* approaches nature in this spirit; the *Delta Science Modules* allow one to arrange an experimental and scientific examination of the 'parts' of nature according to these emphases; the literature selections from C.S. Lewis and Leon Kass' *Being Human* provide the occasion for reflecting philosophically on the nature of life and humanity and the inadequacy of science alone for answering such questions. Christopher T. Baglow's *Faith, Science, and Reason* reflects on the relationship between religious faith, theology, and scientific reason and provides helpful clarification about the history of their interaction. This is an important book for addressing the historical and theological dimensions of nature study. But as with other subjects such as history, it will fall to the science teacher to develop a thoughtful and integrated picture of the whole in accordance with our objectives for this subject. And this will require thinking of nature not simply from the point of view of experimental or technological science, but in 'philosophical' ways that may not come naturally. The following is a partial bibliography of sources to assist the teacher in that endeavor.

Baglow, Christopher T. *Faith, Science, and Reason: Theology on the Cutting Edge* (Midwest Theological Forum, 2009).

Burt, E.A. *The Metaphysical Foundations of Modern Science* (Dover, 2003).

Enuresis. *The Earth: A Human Habitat: The Exceptional Features of Our Small Planet* (The Human Adventure Corporation, 2009).

Jonas, Hans. *The Phenomenon of Life: Toward a Philosophical Biology* (Northwestern University Press, 2001).

Kass, Leon. "The Meaning of Life—in the Laboratory," and "The Permanent Limitations of Biology," in *Life, Liberty, and the Defense of Dignity: The Challenge of Bioethics* (Encounter Books: 2002).

Kass, Leon. *The Hungry Soul: Eating and the Perfection of our Nature* (University of Chicago: 1999).

Lewontin, R.C. *Biology as Ideology: The Doctrine of DNA* (Harper, 1991).

Portmann, Adolf. *Animal Forms and Patterns: A Study of Animal Appearances* (Schocken, 1967).

Suggestions for Further Reading

What is Catholic Education?

The Holy See's Teaching on Catholic Schools, by Archbishop J. Michael Miller. Archbishop Miller summarizes the magisterial writings directed to Catholic schools from the time of Vatican II. Also see his lecture, "A Summary of Holy See's Teaching on Catholic Education."

<http://www.catholiceducation.org/articles/education/ed0269.html>

"Toward a Distinctively Catholic School," by Stratford Caldecott. A concise and compelling vision of Catholic education with important suggestions for how classical education should be modified to cope with the problems presented by modern culture. <http://www.secondspring.co.uk/articles/scaldecott17.htm>

The Spirit of the Liturgy, by Joseph Ratzinger. If liturgy is central and not extracurricular to the life of the school, and if the whole curriculum is directed toward the cultivation of prayer and adoration, then this is indispensable.

"The Teaching Role of the Sacred Liturgy," Vancouver Synod Study Commission on Teaching the Faith. The Synod offers six recommendations for how to think about and cultivate the liturgy in Catholic schools. <http://catholiceducation.org/articles/education/ed0137.html>

Called to Love: Approaching John Paul II's Theology of the Body, Carl Anderson and José Granados. This book is about much more than the Theology of the Body. It is about wonder, love, and fundamental human questions which are the foundation of education both classical and Catholic. Readers will recognize our approach to education mirrored and deepened in this book.

The Beauty of Faith: Using Christian Art to Spread the Good News, by Jem Sullivan. Sullivan urges us to recover Christian art as an integral way of evangelizing our image-saturated culture.

Recovering a Catholic Philosophy of Elementary Education, by Curtis Hancock. Dr. Hancock presents the goals of elementary education grounded in a Catholic view of the human person and his powers.

The Crisis of Western Education, Christopher Dawson. Dawson analyzes the crisis facing contemporary education at all levels and shows why classical education must be accompanied by a historical approach to the story of Christian culture.

What is Classical Education?

Beauty for Truth's Sake: On the Re-enchantment of Education, by Stratford Caldecott. A powerful meditation on the form, content, and goal of Catholic education in the midst of secular culture that provides rich and clear explanations of the importance of beauty in education and the role it plays in Christian culture. Caldecott emphasizes math and science as a way of recreating a sense of beauty and wonder.

"The Lost Tools of Learning," by Dorothy Sayers. The essay that launched the classical school movement in the twentieth century. Sayers charmingly discusses the need for classical education, what it is, and how well it accords with the natural development of young people.

<http://www.gbt.org/text/sayers.html>

Trivium, by Sr. Miriam Joseph. This is an incredibly lucid account of grammar, logic, and rhetoric.

An Introduction to Classical Education: A Guide for Parents, by Christopher Perrin. A handy introduction to classical education written by a school master of a Protestant classical school. It is not perfect and entirely suitable to St. Regis Academy's vision, but it does offer a brief and clear explanation of and justification for classical education.

The Classical Education You Never Had

A Student's Guide to the Core Curriculum and A Student's Guide to the Liberal Arts, by Mark Henrie and James Schall (respectively). These two books come in one volume. Henrie shows college students (and us!) how to construct a traditional core curriculum with minimal resources, while Fr. Schall discusses what an authentic liberal arts education looks like and surveys some of the major ideas and books from the tradition.

"On the Reading of Old Books," by C.S. Lewis. In this delightful little essay, Lewis tells us why we should not leave the reading of "old books" to the experts. If we try, we can understand much more than we think we can.

http://jollyblogger.typepad.com/jollyblogger/2005/10/c_s_lewis_on_th.html

The Well-educated Mind: A Guide to the Classical Education You Never Had, by Susan Wise Bauer. If one is interested in how to 'train her own mind' and get an insider's view, this is a good introduction.

Socrates Meets Jesus, by Peter Kreeft. Western civilization is the result of the Christian appropriation of Greek and Roman culture. In this fun Socratic dialogue, Kreeft has Socrates come back to life in the twentieth century to seek the truth about this fellow Jesus. A great introduction to philosophical questioning, Christianity, and the modern problems we face.

Aristotle for Everyone, by Mortimer Adler. Adler argues that "philosophy is everybody's business." It is not the special concern of a few University professors, but is the very stuff of our humanity. All people ask fundamental questions and seek answers to them. Adler introduces us to Aristotle, another human who asked fundamental questions and offered some pretty good answers.

A Father Who Keeps His Promises: God's Covenant Love in Scripture, by Scott Hahn. In times past, Christians were educated not only in grammar, logic, and rhetoric, but also in the Scriptures. This book presents a very accessible entryway into understanding the Bible.

Greek Myths and Christian Mystery, by Hugo Rahner (preface, Part 1: chs. 1-3, Part 3: introduction, chs. 6-7). A beautiful book written in a profound spirit of Christian humanism which is indispensable for understanding the world significance of Greek culture and the relationship of Greek and Christian culture in the light of Christ. The chapters on Holy Homer are particularly illuminating.

How to Read a Book, by Mortimer Adler. The title says it all.

A Student's Guide to Philosophy, by Ralph McInerny. A good introduction to the major thinkers and ideas in the history of philosophy.

The Pocket Guide to the Meaning of Life, by Peter Kreeft. If you cannot answer the question, "What is the meaning of life?" then you might want to pick up this handy little book which walks us step by step (question by question) to the answer of this most fundamental question.

What Does Classical Education Look Like?

Everyone a Teacher, by Mark Schwehn. This anthology contains readings from Plato, Augustine, Mark Twain, the Bible, Pericles, Abraham Lincoln, Vivian Paley, and Miss Manners. The book takes up the

question, “What is teaching?” and offers a variety of images and examples which involve us in the process of learning about teaching by thinking through what these images and examples mean for us.

Spitwad Sutras: Classroom Teaching as Sublime Vocation, by Robert Inchausti. This book is one of the most insightful accounts of what it means to say that teaching is a vocation. It is an honest, funny, and penetrating account of the mysterious experience of teaching day to day.

White Teacher, by Vivian Paley. Vivian Paley is the Socrates of kindergarten teachers. In this, her first book, she probes the dynamics of being a white teacher in an all-black school.

Wally’s Stories, by Vivian Paley. Paley, as Socrates, questions the kids and herself about how to deal with the “problem child,” Wally, who has an extraordinary imagination.

The Marva Collins Way, by Marva Collins. This is the story of how Marva Collins used classical education to transform inner-city schools.

Why Do We Need Classical Education Anyway?

Pope Benedict’s University of Regensburg Lecture. Benedict traces the consequences of the modern rejection of the Hellenistic (Greek) basis of Western civilization.

<http://cwnews.com/news/viewstory.cfm?recnum=46474>

The Abolition of Man, by C.S. Lewis. Lewis discusses how notions of relativism have slipped into our common thought (as revealed in a child’s language arts textbook!) and attempts to show the reality and importance of universal values, such as courage and honor.

“Relationships,” by Allan Bloom in Kass and Kass (eds.), *Wing to Wing, Oar to Oar: Readings on Courting and Marrying* (pp. 45-76). While the relevance of this may not be immediately obvious, Bloom discusses the relationship between the demise and sorry state of education, the decline of the family, and the demise of courtship. He argues that all this results from the loss of beauty and nobility in education and a diminution of the desire or yearning for transcendence. It testifies to the importance of the classical tradition and beauty in education.

Classical Multimedia

The Teaching Company. This company provides lectures by college professors on various subjects, including philosophy and history. The library may have many of these for checkout, but you can also buy them www.teach12.com. One that comes particularly recommended is Thomas Noble’s “The Foundations of Western Civilization.”

Movie: *The Emperor’s Club*. Kevin Klein stars as a classics teacher in a boy’s Catholic prep school. The movie beautifully portrays the enduring value of a classical education in the life of a teacher and his students. It also provides a nice contrast to *Dead Poets Society*, a movie depicting the Romantic ideal of education which burns brightly but does not last.



Consummatum est