

# **THE IMAGO SCHOOL**

## **Curriculum**

**K-8**

# **PHILOSOPHY OF CURRICULUM**

## **Language Arts**

Language and all that it implies about the naming and ordering of all that is around us is one of the chief marks of man in the image of God. As God has used language to communicate truly to us, so we can and should learn to communicate clearly in verbal propositions. We seek, therefore, to teach children to use language correctly, accurately, and beautifully. While it our goal that children learn to read and comprehend whole works of worthwhile literature as early as possible and learn to write clearly and well about a wide variety of subjects, we do not ascribe to the “whole language” philosophy of teaching language. We teach language skills in five basic areas most of which are handled separately. Phonics is taught as the primary tool for reading. English grammar is taught in a systematic way which reveals its internal logic and structure. Composition lessons in all grades stress the ability to put ideas together in a clear, logical way.

## **Literature**

An appreciation of good literature will be taught and encouraged in all grades. In the early grades, children will have classics by Milne, Potter, Lewis, Wilder, E.B. White, and others read to them. As their skills develop, they will be encouraged and assigned to read good books of fiction and biography on their own. They will learn the famous stories of Greek mythology and classic literature inspired by God and written by many different men.

## **History**

History is based upon the ideas and choices of human beings throughout the centuries. The study of history includes a study of the relationship between ideas and events. The Christian can learn from history by evaluating the effects of men’s thinking upon various societies in the light of Biblical truth.

## **Mathematics**

God is a God of order and He has established orderly relationships in His creation. The study of mathematics can heighten an awareness of that order and can also train the mind to work in a logical fashion.

## **Science**

Science is the study of God’s creation, as study of “the book of God’s works”. God has given mankind the responsibility of caring for His creation, and thus we study science in order to appreciate and understand the beauty and the order of what God has made.



# **ACADEMIC CURRICULUM**

# **KINDERGARTEN**

## **LANGUAGE ARTS/ ENGLISH**

### **Book and Print Awareness**

Know parts of a story (for example, title, beginning, end) and their functions

Know that pages turn from left to right, that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces

Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.

Development of library skills, categorization of books, treatment of books

### **Phonemic Awareness**

Develop an awareness that the sound of a word consists of a sequence of smaller individual sounds

### **Decoding and Encoding**

Recognize and name all uppercase and lowercase letters of the alphabet

Match a letter to a spoken sound

Write the correct letters to represent a sound or sequence of sounds

Begin to recognize common words by sight

### **Reading and Language Comprehension**

Understand and follow oral directions

Tell in own words what happened in a story

Distinguish fantasy from realistic text

Listen to and understand a variety of texts, both fiction and nonfiction

### **Writing and Spelling**

Hold the pencil correctly

Correctly position the paper on the desk and “anchor” it with the non-writing hand

Write his or her own name (first and last)

Write all uppercase and lowercase letters of the alphabet with correct formation (where to begin and end each letter in relationship to the lines and spaces on the paper)

Use letter-sound knowledge to write one-syllable words with short vowels

Write simple meaningful sentences

### **Poetry**

Be introduced to a varied selection of poetry with strong rhyme and rhythm (Mother Goose and traditional poems)

### **Fiction Books and Stories**

Develop appreciation of literature by reading aloud to the children from books, stories, fables

Build vocabulary based on words used in books and stories

Become familiar with literary terms (illustrator, author)

### **Sayings and Phrases**

Memorize commonly used sayings and phrases (i.e. “Look before you leap.”)

Use these sayings in classroom interaction.

## **MATH**

### **Patterns, sorting and classification**

Establish concepts of likeness and difference

Define a set by common properties

### **Numbers, counting and number sense**

Using concrete objects to compare sets (equal to, more than, less than, most, least)

Count from 1 to 31, backward from 10, from 1 to 10 by twos, by fives and tens to 50

Recognize and write number 1 to 31

Count and write number of objects in a set up to 31

Interpret simple pictorial charts and graphs

Estimate quantities

### **Computation**

Recognize a plus sign and know what it means

Understand concept of subtraction (taking away)

Recognize a minus sign and know what it means

Add and subtract numbers to 10 using concrete objects

Recognize an equals sign and know what it means

Answer word problems using mental math

### **Measurement**

Identify instruments of measurement (ruler, scale, thermometer)

Compare objects according to linear measurement, weight, capacity and temperature

### **Time**

Sequence events based on before, after, first, last

Compare duration of events

Read a clock face and tell time to the hour

Know the days of the week and months of the year

Orientation in time: today, yesterday, tomorrow

### **Money**

Identify coins and the one-dollar bill

Identify dollar and cent sign

Write money amounts using signs

### **Geometry**

Identify left and right hand  
Know and use terms of orientation and relative position  
Identify and sort basic plane figures  
Recognize shapes in various common objects  
Make shapes using pencil/crayons and by cutting  
Compare size of basic plane figures

## **SCIENCE**

### **Plants and Plant growth**

Know what plants need to grow  
Know that parts of a plant  
Understand farming terms such as cultivation, planting, harvesting  
Develop observation and experimentation skills

### **Animals and their needs**

Know that animals need to live and grow  
Know that animal babies look like their parents  
Understand that pets need care/responsible owners

### **Human Body (Five Senses)**

Understand that we learn about our world by using our five senses  
Understand that taking care of our bodies involves: exercise, cleanliness, healthy foods, rest

### **Seasons and Weather**

Be able to name and recognize key elements of the four seasons  
Be aware of and be able to describe weather changes  
Know that the sun is a source of light and warmth



## **HISTORY AND SOCIAL STUDIES**

### **World**

Be aware of Holidays throughout the year and why they are holidays

Recognize various types of transportation and understand why each type would be best to travel from one place to another

Develop a sense of where they are in “space” - school, town, state, country, continent, world, universe

Develop communication skills as a reporter of events in their world

### **Local and National**

Genealogy (understanding relationships ie - What makes a cousin a cousin? How is an aunt related to a parent?)

Recognize roles of community workers (firemen, policemen)

Know the name of our state (Massachusetts), its capital and be able to locate MA on a map of the world

Know location of own community

Understand roles of mayor, governor, president

Know own address, phone number

Recognize and become familiar with national symbols and figures (American Flag, Statue of Liberty, The White House)

# **GRADE ONE**

## **LANGUAGE ARTS**

### **Goals:**

To develop independence in reading through intensive (explicit) phonics that will take the child beyond the reading of typical “early reader” material.

To develop thinking in reading through discussion of not just the “whats” of the passage but also the “whys” and “hows”.

To develop a love of literature through an exposure to good literature in the form of both prose and poetry which is read to him or which he reads on his own.

To develop the phonetic/spelling/grammar/composition skills and understandings necessary to be able to write what he is thinking.

To present handwriting that is clear, legible, in good form, and considerate of those who will read it.

### **Objectives:**

#### **Reading**

By the end of first grade each child will:

1. be able to read all material that is labeled as first grade, or easy/early reader material with ease (good fluency and expression);
2. be ready to venture into reading materials beyond those mentioned in #1;
3. be able to articulate understanding of what has been read.

#### **Literature**

By the end of first grade each child will:

1. have heard “traditional/classic” children’s poetry read aloud to him;
2. have memorized (with good inflection and expression) at least one selection every two months;
3. have opportunity to hear good prose (short stories, chapter books) through daily “read-aloud” by the teacher.

## **Phonics**

By the end of first grade each child will:

1. be able to see, hear, say, and write the 70 Orton phonograms with only occasional error;
2. be able to use these 70 phonograms to facilitate ease in decoding new reading material.

## **Spelling**

By the end of first grade each child will:

1. have written the words from the “Extended Ayres List”, sections A through P, in his spelling notebook;
2. use these words with at least 85% accuracy in daily written work
3. be able to apply the spelling rules associated with these words.

## **Grammar**

By the end of first grade each child will:

1. recognize a complete sentence;
2. know that a complete sentence must have two parts;
3. recognize the subject (noun) and the predicate(verb) in a sentence (and, in guided exercises be able to diagram a simple sentence);
4. recognize nouns that may appear in the predicate
5. recognize an adjective that describes a given noun;
6. know that a sentence must begin with a capital letter;
7. know that a sentence must end with a period, question mark, or exclamation point;
8. understand the terms synonym, antonym, and homonym and be able to identify them in reading a sentence.
9. understand the terms contraction and compound word and be able to recognize them in reading a sentence;

10. know the correct use of can and may

### **Composition (Written and Oral)**

By the end of first grade each child will:

1. (in most instances) write sentences that are complete and that use correct capitalization and punctuation;
2. be introduced to the concept of a paragraph as a group of sentences about the same topic which has a beginning, a middle, and an end;
3. write 3-5 sentence paragraphs or “stories”;
4. answer a question in writing with a complete sentence;
5. use complete sentences in conversation and when responding orally to a question.

### **Handwriting**

By the end of first grade each child will:

1. properly hold the pencil with the two-finger grip;
2. write all letters of the alphabet in manuscript using proper form and spacing;
3. present written work that is clearly legible and neat;
4. adhere to margins.

### **(Related Study Skills)**

By the end of first grade each child will have had practice with simple sequencing.

### **Materials and resources**

Main: \*The Writing Road to Reading - Romalda Spalding  
\* Spelling and Reading with Riggs - Myrna McCulloch

(These books are used in conjunction with one another and clearly explain the teaching of the Orton phonograms, the spelling rules, and the use of the “Extended Ayres List”.)

\* Harvey's Elementary Grammar & Composition

\* All of these materials may be purchased from:

The Riggs Institute  
4185 S.W. 102nd Avenue  
Beaverton, Oregon 97005  
Order line - (503) 646-9459  
Internet address -  
<http://www.riggsinst.org/~riggs>

**Supplementary:**

The Gold Book- The Open Court Headway Program  
(*out of print*)  
Sing, Spell, Read, and Write  
Raceway books (early phonetic readers)

Primary Phonics - Educator's Publishing Service

Explode the Code - Educator's Publishing  
Service

The Blue Book Method - N.I.L.D.

Alpha-Phonics - Samuel Blumenfeld

Steck-Vaughn Phonics Readers  
Storybooks from Veritas Press  
Various basal readers, old editions -  
Lippincott, etc.

Library books

**GEOGRAPHY**

**Goals:**

To develop a growing awareness of the world in which we  
live - it's shape, it's size, it's make-up;

To develop the understanding that the world is divided into  
landmasses and oceans and that it can be modeled or  
pictured on a globe, or map, and that direction helps us to  
understand the relationship, or proximity, of one place to  
another.

**Objectives:**

By the end of first grade, each child will:

1. know the names of the seven continents and the four oceans;
2. be able to identify the continents by shape;
3. be able to locate the continents and oceans on a globe and on a map;
4. know that the continent on which we live is North America and that there are three countries on North America - the United States, with Canada to the north and Mexico to the south;
5. know the directions - north, south, east and west (when facing north, south is behind you, east is to the right, and west is to the left);
6. know that, in most cases, on a map - north is up, south is down, east is right, and west is left (introduce compass rose);
7. know that the equator is “an imaginary line that goes around the center of the earth”;
8. know and understand why the temperature is very hot at the equator and gets cooler and cooler as you travel in either a northerly or southerly direction from the equator.

**HISTORY****Goals:**

To develop an awareness of some key points of American history through a brief look at a selection of important historical events and/or people as “their dates” occur over the school year.

To begin the understanding that what people in the past thought and did has an effect on us today.

**Objectives:**

By the end of first grade, each child will have moved toward these goals through an overview of the following:

Christopher Columbus  
Veterans' Day  
The Pilgrims and the First Thanksgiving  
Martin Luther King, Jr.  
George Washington  
Abraham Lincoln  
Paul Revere  
Patriots' Day  
Flag Day

**Materials:**

History "story" books and teacher made/gathered resources

**SCIENCE**

Students Study:

1. What is science? Knowing and learning
2. How do we learn about the world around us? 5 Senses
3. How are things in the world grouped? Plants, animals, etc.
4. Can matter change form? Ice, water, steam
5. Seasons of the year. Study changes that occur through observation.

**Materials and resources:**

365 Simple Science Experiments  
Discovering God's World, ABeka Publishing  
Library books by topic

**MATHEMATICS**

**Students learn:**

- 1) addition and subtraction through 18;
- 2) to count and write numerals through 99;
- 3) two-digit place value;
- 4) to tell time;
- 5) measurement;
- 6) money.

**Materials:**

Singapore Math Curriculum

# GRADE TWO

## Goals:

To further develop independence in reading through intensive (explicit) phonics that will take the child beyond the reading of what is typically considered to be “second grade” material.

To further develop thinking in reading through discussion of not just the “whats” of the passage but also the “whys” and “hows”.

To further develop a love of literature through an exposure to good literature in the form of both prose and poetry which is read to him or which he reads on his own.

To further develop the phonetic/spelling/grammar/composition skills and understandings necessary to be able to write what he is thinking.

To present handwriting that is clear, legible, in good form, and considerate of those who will read it.

## Objectives:

### Reading

By the end of second grade each child will:

1. be able to read all material that is labeled as second grade material with ease (good fluency and expression);
2. be reading beyond those materials mentioned in #1 (chapter books, subject content);
3. be able to logically answer questions about material that has been read, both orally and in writing.

### Literature

By the end of second grade each child will:

1. have heard additional selections of “traditional/classic” children’s poetry read aloud to him;
2. have memorized (with good inflection and expression) at least one selection every six weeks;



3. have had continued opportunity to hear good prose (short stories, chapter books) through daily “read-aloud” by the teacher
4. begin to present his “outside reading” in the form of book reports (by last term, do at least three).

## **Phonics**

By the end of second grade each child will:

1. be able to see, hear, say, and write the 70 Orton phonograms with errors being rare;
2. be more readily able to use these 70 phonograms to facilitate ease in decoding new reading material.

## **Spelling**

By the end of second grade each child will:

1. have reviewed the words from the “Extended Ayres List”, sections A through P by including them in his spelling notebook;
2. have advanced in the “Extended Ayres List” (writing words into the spelling notebook) through section S and beyond as time allows;
3. use these words with at least 85% accuracy in daily written work;
4. be able to apply the spelling rules associated with these rules.

## **Grammar**

By the end of second grade each child will:

1. have reviewed and further developed understanding of the concepts from first grade;
2. recognize the four types of sentences;
3. understand the terms subject and predicate and be able to identify these in a simple sentence;
4. define and identify nouns, pronouns, verbs, adjectives, and adverbs;
5. be able (with teacher direction) to do simple sentence diagramming that includes the parts of speech noted in objective #3.

6. distinguish between a common noun and a proper noun;
7. distinguish between action verbs and being verbs;
8. distinguish between past and present tense verbs;
9. recognize verb phrases and some helping verbs;
- 10 use many basic verb forms correctly in sentences;
11. know the correct use of I and me.
12. use apostrophes correctly in contractions and to show possession

### **Composition (Written and Oral)**

By the end of second grade each child will:

1. have reviewed and further developed understanding and use of the concepts and skills learned in first grade;
2. be able to identify the parts of a paragraph - topic sentence, detail sentences and clincher sentence;
3. recognize a detail sentence that does not relate to the topic;
4. practice writing sequential paragraphs, descriptive paragraphs, and simple explanatory paragraphs of about 4-6 sentences utilizing what he has learned about the parts of a paragraph;
5. indent the first word of a paragraph;
6. begin to learn how to proofread and improve his writing;
7. correctly write a friendly letter with a greeting, a body, a closing, and a signature.
8. use complete sentences in conversation and when responding orally to a question.

### **Handwriting**

By the end of second grade each child will:

1. continue with the correct two-finger grip in holding the pencil;
2. develop further proficiency in writing all letters of the alphabet in manuscript using proper form and spacing;
3. continue to present written work that is clearly legible and neat;
4. adhere to margins;
5. learn the correct form in connected (cursive) writing.

### **(Related Study Skills)**

By the end of second grade each child will:

1. be introduced to the skill of skimming for information and afforded opportunity to practice this skill;
2. be introduced to the use of a dictionary (alphabetical order, guide words, etc.).

### **Materials and resources:**

Main: The Writing Road to Reading - Romalda Spalding  
Spelling and Reading with Riggs - Myrna McCulloch  
Harvey's Elementary Grammar and Composition

Supplementary: Open Court Headway readers and  
comprehension workbooks

On a Blue Hill

A Flint Holds Fire

From Sea to Sea

Voyages in English - Loyola University  
Press, 1989 edition

Dictionaries

Library books

Other teacher-gathered resources

## **GEOGRAPHY**

### **Goals:**

To study thoroughly our hemisphere, including the provinces of Canada and the countries of Central and South America.

To become better acquainted with the geography of the world by studying some of the main countries on each of the remaining inhabited continents including identification of those countries on a map of the particular continent and some important facts about each country's climate, terrain, "culture", and historical significance.

**Objectives:**

By the end of second grade each child will:

1. know well the countries and capitols of our hemisphere and Europe;
2. be acquainted with the major countries of Asia and Africa;
3. understand how climate and weather relates to the kinds of food, clothing, and shelter in the various areas of the world (correlate with a study of the water cycle in science);
4. know what kinds of animals live in different areas of the world and how climate and topography is related to where they live.

**HISTORY****Goals:**

To further develop an awareness of American history by beginning to establish an understanding of why and how our country was formed.

To cover the period beginning with the explorers who came to "The New World" through the end of the Revolutionary War.

To continue to develop the understanding that what people in the past thought and did has an effect on us today.

**Objectives:**

By the end of Second Grade each child will:

1. have been involved in the development of a time line so he can "see" the sequence of events
2. recognize the terms Marco Polo, Vikings and Columbus and know how their explorations affected the known world
3. be familiar with explorers such as Henry Hudson, Magellan, Balboa, Coronado and Cortes

4. know about the first colonies- Jamestown and Plymouth- why they were started and what made them flourish
5. know which land areas were claimed by England, France and Spain and how the conflicts arising from these claims affected our development
6. know about the French and Indian War, what caused it and how it paved the way for the Revolutionary War
7. understand the causes of the Revolutionary War and recognize the historical significance of local points of interest
8. study the contributions of important people involved in our struggle for independence such as Ben Franklin, Thomas Jefferson, George Washington, etc.

## **SCIENCE**

### **Students Study:**

1. Natural Environment
2. Weather/Water Cycle/ Air
3. Earth's days/ seasons/ year
4. Stars, Moon and Planets
5. Living things- Plants and Animals

### **Materials and resources:**

Enjoying God's World, ABeka Publishing  
Various teacher-gathered materials

## **MATHEMATICS**

### **Students learn:**

- 1) addition of one, two and three digit numbers with regrouping
- 2) subtraction of one, two and three digit numbers with regrouping
- 3) introduction of multiplication and division
- 4) rounding and estimation
- 5) measurement concepts of length, weight and capacity
- 6) introductory geometry concepts of shape and angle
- 7) the value of coins and practice making change;
- 8) the logic of number families.

### **Materials and Resources:**

Singapore Math Curriculum  
A variety of teacher-gathered materials and resources

# **GRADE THREE**

## **LANGUAGE ARTS**

### **Goals:**

To further develop independence in reading through intensive (explicit) phonics that will take the child beyond the reading of what is typically considered to be “third grade” material.

To further develop thinking in reading through discussion of not just the “whats” of the passage but also the “whys” and “hows”.

To further develop a love of literature through an exposure to good literature in the form of both prose and poetry which is read to him or which he reads on his own.

To further develop the phonetic/spelling/grammar/composition skills and understandings necessary to be able to write what he is thinking.

To present handwriting that is clear, legible, in good form, and considerate of those who will read it.

### **Objectives:**

#### **Reading**

By the end of third grade each child will:

1. be able to read all material that is labeled as third grade material with ease (good fluency and expression);
2. be reading beyond those materials mentioned in #1 (chapter books, subject content);
3. be able to logically answer questions about material that has been read, both orally and in writing.

#### **Literature**

By the end of third grade each child will:

1. have heard more selections of “traditional/classic” children’s poetry read aloud to him;
2. have memorized (with good inflection and expression) a variety of prose and Biblical passages
3. have continued opportunity to hear good prose (short stories, chapter books) through daily “read-aloud” by the teacher;
4. have presented his outside reading in book reports of various forms (oral, written, diagrams, drawings, models)

### **Phonics**

By the end of third grade each child will:

1. be able to see, hear, say and write the 70 Orton phonograms with errors almost “extinct”;
2. be totally at ease in using these phonograms in reading new material.

### **Spelling**

By the end of third grade each child will:

1. have reviewed the words from the “Extended Ayres List”, sections A through S by including them in his spelling notebook;
2. have advanced in the “Extended Ayres List” (writing words into the spelling notebook) through section Z, as time allows;
3. use these words with at least 85% accuracy in daily written work;
4. have mastered the 29 spelling rules.

### **Grammar**

By the end of third grade each child will:

1. have reviewed and further developed understanding of the concepts from the first and second grades;
2. be able to identify possessive pronouns;
3. be able to change singular nouns to plural (in both regular and irregular forms)
4. identify and correctly use regular adjectives in the comparative and superlative forms;
5. know that an adverb can tell when, where, or how about a verb;
6. be introduced to the concept of a preposition;
7. know the correct usage of ... ..  
    good and well  
    to, too, and two  
    their, there, and they're
8. be able to do independent diagramming of the subject and predicate of simple sentences (including adjectives and adverbs) covered over the first three years' study;

### **Composition (Written and Oral)**

By the end of third grade each child will:

1. have reviewed and further developed understanding and use of the concepts and skills learned in the first and second grades;
2. distinguish between a general statement with a detail in it and a general statement without a detail in it;
3. prepare a paragraph plan or outline;
4. give written answers to questions in 2-3 complete sentences;
5. be able to find some ways, on his own, to proofread and improve his writing.
6. use complete sentences in conversation and when responding orally to a question.



## **Handwriting**

By the end of third grade each child will:

1. continue with the correct two-finger grip in holding the pencil;
2. develop further proficiency in writing all letters of the alphabet in manuscript using proper form and spacing;
3. continue to present written work that is clearly legible and neat and considerate of those who will read it;
4. adhere to margins;
5. know the correct form in connected (cursive) writing;
6. clearly and legibly present all written work in connected (cursive) writing.

## **(Related Study Skills)**

By the end of third grade each child will:

1. reinforce the skill of skimming for information and have opportunity for further practice in this skill;
2. be able to find the main idea, topic sentences, and clincher sentences in a written paragraph;
3. be able to make a simple outline of a paragraph just read;
4. further develop skill in the use of a dictionary;
5. be introduced to the use of an encyclopedia.

## **Materials and resources:**

Main: The Writing Road to Reading - Romalda Spalding  
"Spelling and Reading with Riggs" - Myrna McCulloch

## Harvey's Elementary Grammar and Composition

### Supplementary:

Open Court Headway readers and comprehension workbooks

A Place Called Morning  
Cities All About

Catching On - OpenCourt thinking skills workbook

Voyages in English - Loyola University Press, 1989 edition

Handwriting- Basic Skills and Application  
Zaner Bloser Edition

Dictionaries

Encyclopedias

Library Books

## HISTORY

### Goals:

To further develop an awareness American history and begin to create an understanding of how our government works.

To look at the role of government and people groups in the establishment and expansion of our country through a study of the historical period from the writing of the Constitution through the early 1900's.

To look at the culture clashes involved in the movement of people (Europeans/Native Americans, claims of the English, French, Spanish).

To continue to develop the understanding that what people in the past thought and did has an effect on us today.

### Objectives:

By the end of third grade, each child will:

1. have been involved in the development of a time-line so he can “see” the sequence of events;
2. know the make-up of the United States government as established by the Constitution (legislative, judicial, executive);
3. learn about various presidents that have been important in the formation of our country (esp. Washington, Adams, Jefferson, Monroe, Madison..... Andrew Jackson..... Abraham Lincoln);
4. understand that the topography of our country presented some major obstacles to the move westward and to understand how these obstacles were overcome as people began to move west (Wilderness Road - Cumberland Gap, crossing the Appalachian Mountains, Daniel Boone/Boonesborough, rivers/boats - flat, keel, steam, canals - canal boats), train - transcontinental railroad;
5. have been exposed to the major reasons of growth and expansion such as -Louisiana Purchase (explored by Lewis and Clark), War with Mexico (Davy Crockett and the Alamo)The California Gold Rush;
6. have briefly looked at the development of communication during this time period(pony express, telegraph, telephone);
7. know why the War of 1812 was fought (with particular attention to Dolly Madison,the U.S.S. Constitution, and the Writing of the Star Spangled Banner)
8. understand the hardships and challenges of the pioneers as they moved westward;
9. have been exposed to some of the forces that caused the Civil War (economy, geography,culture/lifestyle);
10. have been introduced to these important people of the Civil War era -Abraham Lincoln, Robert E. Lee, Thomas (Stonewall) Jackson, Ulysses S. Grant,General MCClellan, General Sherman, “abolitionists”, Frederick Douglas, Harriet Tubman, Sojourner Truth, John Brown;
11. have an awareness of how the Civil War ushered in the Industrial Revolution, with special attention to the major inventions of the era.

**Materials and Resources:**

The Making of America

Allyn and Bacon Concepts and Inquiry Series

Teacher-gathered materials

**GEOGRAPHY****Goals:**

To know the geography of the United States of America including identification of each state on a map with its capitol city and chief city, the section of the country in which it is located, and some important facts about its climate, terrain, “culture”, and historical significance.

**Objectives:**

By the end of third grade each child will:

1. know the topography of the United States being able to name and locate the Appalachians, Great Plains, Rockies, Sierra, Desert of the Southwest, Great Lakes, and the Mississippi, Columbia, Missouri, and Ohio Rivers;
2. understand that the topography provides “natural divisions”;
3. be able to identify each state on a map;
4. know the capitol city, chief city, and nickname of each state.

**Materials and resources:**

A variety of teacher-gathered materials

Atlases, wall maps, globes

Library books

**SCIENCE**

Students Study:

1. Nutrition: Making appropriate choices and developing eating habits that will ensure good health as an adult
2. Weather and its effect on the environment
3. The forest- utilizing our natural resources- the process of changing sap into syrup
4. Life on the farm- the progression of the development of a chick embryo from fertilization to hatching.

**Materials and resources:**

Exploring God's World 3, ABeka publishing

A variety of teacher-gathered materials

**MATHEMATICS**

**Students Learn:**

- 1) review and drill addition, subtraction, and multiplication facts;
- 2) master the multiplication tables;
- 3) learn multiplication with regrouping;
- 4) learn division;
- 5) learn to regroup place value up to four places;
- 6) continue to develop thinking skills in order to solve word problems;
- 7) learn certain geometric shapes;
- 8) continue to work with fractions and are introduced to Library books
- 9) work with time and money
- 10) learn concepts of measurement

**Materials and resources**

Singapore Math Curriculum

Other teacher-gathered materials

# **GRADE FOUR**

## **LANGUAGE ARTS**

### **Goals:**

To practice and further develop word attack skills through review and application of the phonics learned in grades 1-3 and to further develop the ability to read to an audience in a clear, expressive, and fluid manner.

To develop skills in reading comprehension.

To continue developing dictionary skills and expanding the students' vocabularies.

To continue developing a love of literature through the listening to and the independent reading of good books.

To continue developing grammar, spelling, and composition skills.

To make the use of neat, uniform cursive handwriting habitual.

### **Objectives:**

#### **Grammar**

By the end of fourth grade each child will:

1. be able to identify subjects and predicates in simple sentences;
2. recognize compound subjects and compound predicates;
3. be able to identify direct objects following action verbs;
4. have memorized the personal pronouns;
5. be able to recognize proper adjectives;
6. know the irregular comparative and superlative forms of several adjectives;
7. have memorized the forms of the verb to be;

8. be able to identify the helping verbs and the main verb in a verb phrase;
9. be able to distinguish between being verbs, helping verbs, and linking verbs;
10. be able to recognize some prepositions and understand the concept of a prepositional phrase;
11. be able to diagram simple sentences with direct objects, adjectives, and adverbs.

## **Spelling**

By the end of fourth grade each child will:

1. know the following spelling rules:
  - a. the doubling rule
  - b. the final e rule
  - c. the final y rule
  - d. the ie/ei rule
  - e. the ness-ly rule
2. have gained some proficiency in recognizing when to apply these rules to commonly used words.

## **Reading Comprehension**

By the end of fourth grade each child will:

1. have learned how to produce a paraphrase of a sentence by replacing key words in the sentence with synonyms;
2. have learned how to give written answers to questions comparing characters or situations in different stories by writing one general sentence and several detail sentences;
3. have gained experience in distinguishing between statements of fact and statements of opinion;
4. have had practice in differentiating between main ideas and details in written material.

## **Vocabulary**

By the end of fourth grade each child will:

1. have learned definitions for and had practice using at least 100 words encountered in his reading;
2. have gained experience in recognizing the dictionary definition which fits the way a word is used in a sentence;
3. have gained experience in using a thesaurus to find synonyms.

### **Written Composition**

By the end of fourth grade each child will:

1. have had further practice in writing paragraphs with topic sentences, relevant detail sentences, and clincher sentences;
2. have learned comma rules and had practice applying them in his writing;
3. have gained some proficiency in writing short paragraph answers to questions within a time limit;
4. have been introduced to several ways to plan a composition in writing;
5. have had further practice in proofreading, editing, and rewriting his compositions.

### **Literature**

By the end of fourth grade each child will:

1. know the terms plot, setting, and character for discussing stories;
2. have been introduced to beauty and vocabulary of poetry and recited several in class
3. have been introduced to the terms simile and metaphor and have had practice finding them in poems and stories;
4. have heard several good works of fiction read aloud by the teacher;
5. have read several whole works of literature on his own.



**Materials and resources used:**

Open Court Headway readers and comprehension workbooks

Voyages in English and Exercises in English, Loyola  
University Press, 1989 & 1995 editions

The Grammar of Spelling, Canon Press

Grammar Work Text for Christian School  
ABeka Book Publications  
The Wite Stuff Adventure, Great Expectations Book co.

**HISTORY/ GEOGRAPHY**

The first half of the year is spent studying how people live in agricultural societies with particular reference to the rice-producing countries of Southeast Asia and the wheat-producing regions of North America. A study of the geography of these two areas is included. The second half of the year is spent studying some basic concepts about the Industrial Revolution in the United States in the early 19th century is included. Because of our geographical location, much of this study centers on Lowell, Massachusetts. as an early industrial town and includes field trips to restorations in that area.

**Materials:**

Agriculture: People and the Land  
Allyn and Bacon, Inc.

**SCIENCE**

Units:

1. Plants
2. Ornithology
3. Marine Life

**Materials:**

Understanding God's World

## **MATHEMATICS**

### **Students Learn:**

- 1) review and drill addition, subtraction, multiplication, and division facts;
- 2) practice multidigit addition and subtraction;
- 3) learn place value to one billion;
- 4) learn multiplication with two-digit and three digit factors;
- 5) practice division of large numbers by a one-digit divisor;
- 6) learn to recognize equivalent fractions;
- 7) add, subtract, and multiply with decimals;
- 8) learn basic geometric terms and learn to find perimeter and area of rectangles;
- 9) learn and practice metric measurement;
- 10) practice solving word problems with model drawing.

### **Materials and resources**

Mathematics Curriculum Book 5, Bob Jones Univ. Press  
Singapore Math 4, Marshall Cavendish Edu.

# **GRADE FIVE**

## **LANGUAGE ARTS**

### **Goals:**

To give students continued practice in expressive and accurate oral reading at an appropriate pace and with good attention to punctuation.

To continue developing reading comprehension skills.

To continue expanding the students' working vocabularies and developing their dictionary skills.

To review grammar terms and concepts learned in grades 1-4 and to introduce several new terms and concepts to further the students' understanding of how the English language works.

To continue lessons and practice in writing well organized and clearly written compositions of one or more paragraphs.

To continue developing spelling skills.

To continue practicing legible, uniform cursive writing.

To further the students' recognition and appreciation of good literature.

### **Objectives:**

#### **Reading Comprehension**

By the end of fifth grade each student will:

1. have had further practice in paraphrasing sentences by replacing key words with words or phrases which mean the same thing;
2. have had further practice in comparing characters and situations in different stories and writing up these comparisons in a good general sentence and several specific sentences;
3. have had further practice in distinguishing statements of fact from statements of opinion;

4. have begun to learn to distinguish between information which is stated directly and that which is implied in written material;
5. have had practice drawing conclusions from facts presented in writing;
6. have practiced producing good oral or written summaries of written material.

## **Vocabulary**

By the end of fifth grade each student will:

1. have learned definitions and/or synonyms for and had practice using at least 130 words encountered in his reading;
2. improved his ability to recognize the key word or phrase in a dictionary definition;
3. have begun developing the ability to explain the difference between near synonyms;
4. understand the terms connotation and denotation as they relate to the meanings of words;
5. have gained experience in recognizing sentences which give good context clues about the meanings of vocabulary words and had practice in writing such sentences.

## **Grammar**

By the end of fifth grade each student will:

1. be able to distinguish between simple sentences and compound sentences;
2. be able to identify simple subjects and verbs in both simple and compound sentences;
3. have further developed the ability to identify compound subjects and compound verbs in sentences;

4. have further developed the ability to identify direct objects in sentences;
5. be able to identify predicate nouns and predicate adjectives in sentences;
6. be able to tell whether a noun or pronoun is in the nominative, objective, or possessive case;
7. have further developed the ability to distinguish between action verbs, linking verbs, and helping verbs;
8. be able to identify prepositions, prepositional phrases and objects of prepositions;
9. have further developed the ability to recognize and distinguish between adjectives and adverbs;
10. be able to diagram simple sentences which have compound parts, direct objects or subjective complements, adjectives or adverbs;
11. know the rules for using apostrophes to form possessive nouns.

## **Spelling**

By the end of fifth grade each student will:

1. be able to say and apply the following spelling rules:
  - a. the doubling rule
  - b. the final e rule
  - c. the final y rule
  - d. the ie/ei rule
  - e. the ness/ly rule
2. have memorized a list of words which are exceptions to these rules;
3. have improved his ability to recognize which rule to use when adding suffixes to words.

## **Written Composition**

By the end of fifth grade each student will:

1. have practiced using relevant details to support the main idea of a paragraph;

2. have had practice in using good examples with the right amount of detail to support a point;
3. have been introduced to writing a character sketch based on notes in outline form;
4. have been taught to use certain words or phrases to make good transitions between paragraphs in a multi-paragraph composition;
5. have been introduced to the compare and contrast composition of two or more paragraphs;
6. have had continued practice in revising and improving first drafts.

## **Literature**

By the end of fifth grade each student will:

1. have had continued practice in discussing plot, setting, and character as elements of stories they have read;
2. have been taught to recognize from what point of view a story is told;
3. have memorized at least 6 poems and recited them orally;
4. have had continued practice identifying similes and metaphors in works of literature;
5. have been introduced to the figure of speech personification and the literary terms alliteration and onomatopoeia;
6. have heard several good works of literature read aloud by the teacher.

## **Materials used:**

Open Court Headway readers and comprehension workbooks

Voyages in English and Exercises in English, Loyola University Press, 1989 and 1995 editions

The Grammar of Spelling, Canon Press

## **Supplementary materials:**

Reading and Reasoning, Educators' Publishing Service Inc.

Power Over Words, Educators' Publishing Service Inc.

## **HISTORY/ GEOGRAPHY**

Students receive a survey of world history from the early civilizations in Mesopotamia and Egypt, Mesopotamia, Greece, and Rome are studied. Students also learn about the history and beliefs of the four major world-views of Confucianism, Buddhism, Judeo-Christianity, and Greek humanism. Geography as it is appropriate to the periods covered is studied. A field trip is taken to the Museum of Fine Arts to explore Egyptian art and Mesopotamian art.

### **Materials:**

Ancient Civilization  
Greek and Roman Civilization  
Four World Views  
Allyn and Bacon, Inc.

## **SCIENCE**

Students study:

1. Invertebrates
2. The Universe (Space, stars and light)
3. Structure of the earth and forces that work within the earth

Materials and resources:

Observing God's World, ABeka Publishing

## **MATHEMATICS**

### **Students Learn:**

- 1) continue drill of basic math skills;
- 2) extend multiplication and division skills to multidigit factors and divisors;

- 3) continue to work with measurement using metric and customary units
- 4) learn to add and subtract with fractions and mixed numbers;
- 5) learn to work with averages and ratios;
- 6) are introduced to percents;
- 7) continue to add, subtract, and multiply with decimals;
- 8) learn to solve word problems of increasing complexity;
- 9) continue to learn basic geometry.

**Materials and resources:**

**Math for Christian Schools Book 6**  
**Bob Jones Univ. Press**



# **GRADE SIX**

## **LANGUAGE ARTS**

### **Goals:**

To give students continued practice in expressive and accurate oral reading with good pacing and appropriate attention to punctuation.

To continue developing reading comprehension skills and a working knowledge of certain literary terms.

To continue developing dictionary skills and expanding the students' working vocabularies.

To continue practice with grammar terms and concepts already learned and to introduce new terms and concepts to further the students' understanding of the English language.

To continue lessons and practice in writing clear, well-organized multi-paragraph compositions.

To continue developing spelling skills.

To continue giving practice in neat, uniform, legible cursive handwriting.

To expose students to good literature and further their appreciation of it.

### **Objectives:**

#### **Reading Comprehension**

By the end of the sixth grade each student will:

1.be able to identify several genres of literature including historical fiction, myth and tale, epic and novel, and be able to identify details within each that are indicative of the genre.

2.be able to identify by name (and with some first hand experience of) pieces of literature common to the historical periods discussed in history class.

3.be able to answer in writing probing questions that require analysis and understanding of inferences about characterization and underlying philosophies represented in works being read and discussed in class.

4.be able to discuss in response to leading questions in class insights gleaned from a close reading of textual material.

5.be able to allude to works previously read, or facts previously encountered, that are pertinent to the material being discussed.

Some works covered:

Excerpts from Beowulf, translated by Seamus Heany

Ali Baba and the Forty Thieves and other excerpts from The Arabian Nights

Excerpts from Song of Roland

Excerpts from El Cid

Excerpts from King Arthur and the Knights of the Roundtable

Poetry by John Hollander

Poetry by Robert Browning: The Pied Piper of Hamelin

As a whole: The Last Battle by C.S. Lewis

“On Fairy Stories” by C.S. Lewis

Selected Greek myths

Selected fairy tales from the Grimm Brothers

Oxford Treasury of Classic Poems

Favorite Greek Myths retold by Mary Pope Osborne

The Best of Shakespeare retold by E. Nesbit

## **Composition**

By the end of the sixth grade each student will:

1.have written and followed increasingly detailed outlines of each composition before attempting to produce a work.

2.have produced 5-7 paragraph works which include: character sketches, pro and con arguments, compare and contrast studies, journalistic reports, narrative descriptions of events and physical objects, and factual reports based upon history curriculum.

3.have edited work in response to specific teacher suggestions.

4.have edited work based upon student analysis of their own writing and participated in a daily editing exercise geared to hone editing skills.

5. have made attempts to use clear, precise language with some attempts to control tone and style through vocabulary.

6. have made attempts to control the flow of thought within and between paragraphs that are logical and clear in their unfolding.

## **Vocabulary**

By the end of sixth grade each student will:

1. have learned definitions, synonyms, and, where applicable, antonyms, and know how to use at least 130 words from selections he has read;
2. have had extensive practice in distinguishing between different definitions of the same word in the dictionary;
3. have had continued practice in recognizing sentences which give good context clues for the meanings of vocabulary words and have learned to write such sentences;
4. have had further practice distinguishing between the denotative and the connotative meanings of words.

## **Grammar**

By the end of sixth grade each student will:

1. understand what a clause is and be able to distinguish between independent and dependent clauses;
2. be able to define and recognize simple and compound sentences in terms of how many independent clauses they contain;
3. have had further practice identifying simple subjects and verbs and compound subjects and verbs in simple and compound sentences;
4. be able to identify all nouns and pronouns in a sentence as to their case (nominative, objective, or possessive) and use (subject, direct object, indirect object, object of preposition, subjective complement, appositive, or direct address);

5. be able to identify prepositional phrases as adjectival or adverbial;
6. be able to recognize and distinguish between adjectives and adverbs and be able to recognize and form the comparative and superlative degrees of many adjectives and adverbs;
7. be able to demonstrate his understanding of all of the above by diagramming simple and compound sentences containing them.

## **HISTORY/ GEOGRAPHY**

By the end of the sixth grade each student will:

1. be able to use specific facts relating to the study of world history from the fall of the Roman Empire through the French revolution in a discussion of underlying world views and how they relate to events.
2. be able to explain, in general, the beliefs and history of the development of Islam and how it has impacted western thought.
3. be able to give a general outline of events occurring within the medieval period dealing with its literature, architecture, art and religious thought.
4. be able to describe notable people, technological advancements, and philosophical trends within western Europe that precipitated the age of exploration and the growth of national monarchies.
5. be able to discuss the philosophical underpinnings of the Renaissance and identify famous works of art and explain how they represent Renaissance thought.
6. be able to identify key figures and philosophical trends that led to the Reformation.
7. be able to explain conflicts that arose between Spain, England and France during the 17<sup>th</sup> century in their desire for influence in the New World.
8. be able to discuss Aztec and Maya civilization as it developed in the New World and as it came in contact with European society.

9.be able to discuss events surrounding the French Revolution.

**Materials:**

Medieval Civilization  
The Age of Western Expansion  
New World and Eurasian Cultures  
The Challenge of Change  
Allyn and Bacon, Inc.

**SCIENCE**

By the end of the sixth grade each student will:

- 1.be able to identify weather patterns and explain in some detail how they are formed.
- 2.use precise, scientific language in describing air pressure and its effect on weather patterns.
- 3.observe and graph barometric pressure, temperature and precipitation over a period of time and give written explanations about the connections between these things.
- 4.identify kinds of clouds and be able to discuss what they indicate in terms of weather prediction.
- 5.be able to read a weather map.
- 6.be able to explain four main properties of water molecules and account for them in terms of the atomic make-up of water.
- 7.be able to account for personal use of water within a household and analyze practical conservation methods.
- 8.be able to identify and create ways of purifying water.
- 9.be able to identify why water is necessary for life in plants and animals.

**Materials and Resources:**

Prentice Hall Science Explorer

**MATHEMATICS-See Attached Addendum:  
Imago Mathematics Curriculum**

## **GRADE SEVEN**

### **ENGLISH**

#### **Goals:**

To begin developing skills in reading various kinds of literature with an eye toward character development, conflict, theme, and style of writing.

To provide lessons and practice in writing essays about themes or character development in works of literature.

To continue building the student's vocabulary and dictionary and word usage skills.

To continue giving students a working knowledge of English grammar terms and rules.

#### **Composition**

By the end of seventh grade each student will:

1. be able to write a multi-paragraph essay on an idea or theme from a work of literature using examples from selections read;
2. be able to write a multi-paragraph essay analyzing how a character has developed during the course of a work of literature;
3. be able to paraphrase a passage from a work of literature;
4. be able to do all the work necessary to write a research paper: find sources, make bibliography cards, produce a preliminary outline, take notes and produce a final outline, write a rough draft, write a final copy with footnotes and a bibliography page.

#### **Vocabulary**

By the end of seventh grade each student will:

1. have become familiar with approximately 150 new words;
2. know how to trace word origins in a dictionary.

### **Grammar**

By the end of seventh grade each student will:

1. be able to distinguish between simple, compound, and complex sentences;
2. be able to recognize a dependent clause;
3. be able to identify gerunds, infinitives, and participles;
4. be able to recognize participial phrases and use them correctly in sentences;
5. be able to punctuate compound and complex sentences correctly;
6. be able to diagram complex sentences with adjective clauses or adverb clauses.

### **Materials Used**

Various anthologies and paperback works

Wordly Wise Book 5 - Educators' Publishing Service

Grammar and Composition I - ABeka Publishing

### **Literature (2 year rotation cycle for grades 7 & 8)**

**In year one of a two year rotation cycle, students will follow the syllabus below:**

<b>Title</b>	<b>Writing Assignment</b>
"The Rose Beetle"	Paragraph: What does one learn about Gerald Durrell from this?
"Fabre" (biog excerpt) "The Processionaries" Essay: "Doors of Opportunity"	Essay on quotation: Explain and Illustrate

*Science Fiction Unit*

“Autumntime”

“The Pedestrian”

Flowers for Algernon

Editorial on Charly’s operation

Write one or more entry in Charly’s style

(or) R.U.R.

Essay on Domin’s Utopia and why it failed

Write a futuristic short story

Out of the Silent Planet

Paragraph on key ideas  
Test

*Thematic Unit: Man’s Indomitable Spirit*

“Survival”

“Escape Across the Border”

Endurance

The Small Woman

“If”

Memorize 8 lines of the poem  
Write an essay on Virtus with examples from bio excerpts

Sunrise at Campobello

Diary Entry  
Essay on FDR’s character development

*Thematic Unit: Nationalism*

“Charge of the Light Brigade”

“The Last Lesson”

The Man Without a Country

Essay

“Breathes There a Man”

Memorize Poem

All Quiet on the Western Front

ch. 1

“The Wolves and the Sheep”

Essay on 2 views of war

Animal Farm

Compare and contrast Snowball



and Napoleon  
Test

“Dunkirk”

“The Whistle Blows”

Julius Caesar

Paraphrase Several passages  
Test

**In year two the syllabus follows the guidelines below:**

“A Word is Dead”

Essay: How does a word live?

Courtship of Miles Standish

Character Sketch: John Alden  
or Miles Standish

“I Saw a Slave Ship”

“The Lot of the Redemptioners”

Compare and contrast the  
lives of slaves and redemptioners

“The Mayflower Compact”

Light in the Forest

Letter from True Son to his  
father (in his style)  
Letter to the editor of  
Paxton newspaper on relations  
with Indians  
Add several paragraphs to the  
ending  
Essay: Richter’s view of the Indian

“A Man from Fort Necessity”

April Morning

“Lochinvar”

Write a ballad about George  
Rogers Clark in the style of  
“Lochinvar”

“Surprise at Kaskaskia”

“Give Me Liberty”

Romeo and Juliet

Essay on place of fate or  
coincidence in play (or)  
Essay on Friar Lawrence’s advice

*Short Story Unit*

“The Serial Garden”

“The Tell-Tale Heart”

“Luke Baldwin’s Vow”

To Kill A Mockingbird

Editorial on the Robinson  
case

**Materials and Resources:**

Awake To World’s Unfolding  
Pilot Literature  
Literature (Green Level

Open Court Publishing

McDougal Littell Publishing

**HISTORY/GEOGRAPHY (2 year rotation cycle for grades 7 & 8)**

In year one of a two year rotation under the heading Challenges of Our Time, students study the scientific and industrial revolutions of the 19th and early 20th centuries. They also study the ideologies and economic theories which influenced 20th century history. Major events of the 20th century such as World War I, the Russian Revolution, the Great Depression, and World War II are covered.

In year two students study American history from the Colonial period through the Civil War and Reconstruction. As well as covering the major events of this time, they study the American Constitution and discuss the formation and development of the American system of government.

Students develop research skills. They write a research paper each year. They also continue to develop study skills. Students also give several short oral reports each year on a variety of assigned topics which allow them to look more deeply into the period being studied.

**Materials and resources:**

**Year One:** Technology: Promises and Problems

Choices and Decisions: Economics and Society

Nations in Action: International Tensions

Allyn and Bacon, Inc.

**SCIENCE (2 year rotation cycle for grades 7 & 8)**

**Year One- Life Science**

This course is a life science overview with a focus on introductory biology. Students investigate Creation through a study of cells, the five basic kingdoms of organisms, and systems of the human body. Students learn to

utilize microscopes and to dissect in laboratory experiments, while also appreciating the importance of science in our work through research of current science topics.

**Materials and resources:**

Exploring Creation With General Science

Dr. Jay L. Wile

Apologia Educational Ministries Publishing

Exploring Creation With Biology

Dr. Jay L. Wile with Marilyn Durnell

Apologia Educational Ministries Publishing

**Year Two- Physical Science**

This course is designed to stimulate curiosity in each student about why things happen in our physical world and how things work. It is an introduction to chemistry and physics, helping students to “see” what is inside an atom and understand what happens in solids, liquids and gases; to learn about forces that make things move or keep things from. Lots of hands-on lab experiments help students learn to think and reason scientifically.

**Materials and Resources:**

The Physical World: An Introduction to Physical Science

BJV Press

Laboratory Manual: The Physical World and

Exploring Creation Through Physical Science

By Dr. Jay L. Wile, Apologia Educational Ministries Publishing

**MATHEMATICS-** See attached addendum:

**Imago Mathematics Curriculum**

**LATIN-** See attached Latin curriculum

# GRADE EIGHT

## ENGLISH

### Goals:

To continue developing skills in reading and discussing different types of literature with an emphasis on character development, theme, conflict and style of writing

To provide teaching and practice in writing about themes and characters in works of literature

To continue building vocabulary skills in dictionary and word usage

To continue developing a working knowledge of English grammar terms and rules

### Literature (2 year rotation cycle for grades 7 & 8)

By the end of Eighth grade each student will have read the works listed on the syllabus and will have discussed them in class, written about them and taken tests on one or two whole works.

**In year one of a two year rotation cycle, students will follow the syllabus below:**

Title	Writing Assignment
"The Rose Beetle"	Paragraph: What does one learn about Gerald Durrell from this?
"Fabre" (biog excerpt)	
"The Processionaries"	
Essay: "Doors of Opportunity"	Essay on quotation: Explain and Illustrate
<i>Science Fiction Unit</i>	

“Autumntime”

“The Pedestrian”

Flowers for Algernon

Editorial on Charly’s  
operation  
Write one or more entry in  
Charly’s style

(or) R.U.R.

Essay on Domin’s Utopia and  
why it failed  
Write a futuristic short  
story

Out of the Silent Planet

Paragraph on key ideas  
Test

*Thematic Unit: Man’s Indomitable Spirit*

“Survival”

“Escape Across the Border”

Endurance

The Small Woman

“If”

Memorize 8 lines of the poem  
Write an essay on Virtus  
with examples from bio  
excerpts

Sunrise at Campobello

Diary Entry  
Essay on FDR’s character  
development

*Thematic Unit: Nationalism*

“Charge of the Light Brigade”

“The Last Lesson”

The Man Without a Country

Essay

“Breathes There a Man”

Memorize Poem

All Quiet on the Western Front

ch. 1

“The Wolves and the Sheep”

Essay on 2 views of war

Animal Farm

Compare and contrast Snowball  
and Napoleon  
Test

“Dunkirk”

“The Whistle Blows”

Julius Caesar

Paraphrase Several passages  
Test

**In year two the syllabus follows the guidelines below:**

“A Word is Dead”

Essay: How does a word live?

Courtship of Miles Standish

Character Sketch: John Alden  
or Miles Standish

“I Saw a Slave Ship”

“The Lot of the Redemptioners”

Compare and contrast the  
lives of slaves and redemptioners

“The Mayflower Compact”

Light in the Forest

Letter from True Son to his  
father (in his style)  
Letter to the editor of  
Paxton newspaper on relations  
with Indians  
Add several paragraphs to the  
ending  
Essay: Richter’s view of the Indian

“A Man from Fort Necessity”

April Morning

“Lochinvar”

Write a ballad about George  
Rogers Clark in the style of  
“Lochinvar”

“Surprise at Kaskaskia”

“Give Me Liberty”

Romeo and Juliet

Essay on place of fate or  
coincidence in play (or)

Essay on Friar Lawrence's advice

*Short Story Unit*

"The Serial Garden"

"The Tell-Tale Heart"

"Luke Baldwin's Vow"

To Kill A Mockingbird

Editorial on the Robinson case

**Materials and Resources:**

Awake To World's Unfolding  
Pilot Literature  
Literature (Green Level

Open Court Publishing

McDougal Littell Publishing

**Composition:**

By the end of Eighth grade each student will:

Be able to write a unified multi-paragraph paper on a theme from a work of literature or use several works of literature to illustrate the theme

Be able to write an essay showing how a character has developed during the course of a longer piece of literature

Be able to defend a point of view in writing through arguments and examples

Know the process for researching a topic, taking notes on it, and writing a research paper using information to make a point

**Vocabulary:**

By the end of Eighth grade each student will:

Have familiarity with and some idea how to use about 150 new words

Be able to trace word origins in a dictionary

**Grammar:**

By the end of Eighth grade each student will:

Be able to identify and write simple, compound, complex, and compound-complex sentences

Be able to distinguish between participial phrases, gerund phrases, and infinitive phrases

Be able to tell if a dependent clause is a noun clause, an adjective clause, or an adverb clause

**Materials and resources:**

Wordly Wise Book 6, Educators Publishing Service

Voyages in English 8, Loyola University Press

**HISTORY/ GEOGRAPHY (2 year rotation cycle for grades 7 & 8)**

In year one of a two year rotation under the heading Challenges of Our Time, students study the scientific and industrial revolutions of the 19th and early 20th centuries. They also study the ideologies and economic theories which influenced 20th century history. Major events of the 20th century such as World War I, the Russian Revolution, the Great Depression, and World War II are covered.

In year two students study American history from the Colonial period through the Civil War and Reconstruction. As well as covering the major events of this time, they study the American Constitution and discuss the formation and development of the American system of government.

Students develop research skills. They write a research paper each year. They also continue to develop study skills. Students also give several short oral reports each year on a variety of assigned topics which allow them to look more deeply into the period being studied.

**Materials and resources:**

**Year One:** Technology: Promises and Problems

Choices and Decisions: Economics and Society

Nations in Action: International Tensions

Allyn and Bacon, Inc.

**SCIENCE (2 year rotation cycle for grades 7 & 8)**



## **Year One- Life Science**

This course is a life science overview with a focus on introductory biology. Students investigate Creation through a study of cells, the five basic kingdoms of organisms, and systems of the human body. Students learn to utilize microscopes and to dissect in laboratory experiments, while also appreciating the importance of science in our work through research of current science topics.

### **Materials and resources:**

Exploring Creation With General Science

Dr. Jay L. Wile

Exploring Creation With Biology

Dr. Jay L. Wile with Marilyn Durnell

Apologia Educational Ministries Publishing

## **Year Two- Physical Science**

This course is designed to stimulate curiosity in each student about why things happen in our physical world and how things work. It is an introduction to chemistry and physics, helping students to “see” what is inside an atom and understand what happens in solids, liquids and gases; to learn about forces that make things move or keep things from. Lots of hands-on lab experiments help students learn to think and reason scientifically.

### **Materials and Resources:**

The Physical World: An Introduction to Physical Science

BJV Press

Laboratory Manual: The Physical World and

Exploring Creation Through Physical Science

By Dr. Jay L. Wile, Apologia Educational Ministries Publishing

**MATHEMATICS-** See attached addendum:

**Imago Mathematics Curriculum**

**LATIN-** See attached Latin Curriculum

## **Addendum A**

### **IMAGO MATHEMATICS CURRICULUM**

The goal of the Mathematics Department is to teach mathematical methods, develop number sense and develop problem solving and reasoning. The mathematics program requires that students be able to problem solve and calculate answers facilely. To meet that goal, students in grades 1 – 6 are not permitted to use calculators. Calculators are only permitted in Pre-Algebra and subsequent courses. Recognizing that math facts are necessary tools for solving mathematics problems, students must show proficiency with math facts on speed drills.

Students are grouped homogeneously for most mathematics courses for grades 6 – 8. Although the concepts and mechanics taught in the standard versus the advanced courses are similar, the pace of the advanced course is quicker and the emphasis shifts toward theory. Recommendation for the advanced courses is based upon student achievement, motivation and proficiency.

The majority of students complete Pre-Algebra in grade 7 and Algebra in grade 8.

#### **Grade 6**

Course Text: McDougal Littell *Middle School Math, Course 2*  
(Larsen, Boswell, Kanold, Stiff)

Supplemental Texts: Creative Publications *Math with Pizzazz (Middle School, Pre-Algebra)*

Instructor Developed Worksheets and Exams

Grade 6 math emphasizes proficiency in working with fractions, decimals, ratio and percent. Basic concepts are introduced through the *Middle School Math, Course 2* text but instructor materials require a deeper understanding and proficiency with the concepts. Students work a variety of skills tests designed to increase their facility with mental arithmetic, understanding of operations with decimals and place value, proficiency with negative numbers and percent. In addition, students are introduced to basic algebra concepts including order of operations, variables and variable expressions, solving one and two step equations and solving ratio and percent equations. The class also covers measurement, scale, area and perimeter. Students work a variety of word problems, with applications emphasized as much as possible, at this grade level.

Promotion to Pre-Algebra requires proficiency with fractions, decimals and negative numbers. Students without these minimal requirements must perform remedial work before moving on to Pre-Algebra.

## **Grades 6 & 7 Pre-Algebra**

Course Text: *Pre-Algebra, An Advanced Course* (Dolciani, Sorgenfrey, Graham)

Supplemental Texts: *Math with Pizzazz (Pre-Algebra, Algebra)*

Pre-Algebra lays the foundation for both Algebra and Geometry. The course emphasizes reasoning to solve problems and helps students develop the process of setting up word problems and solving them with an efficient algebraic method. Topics covered include: positive and negative numbers, solving one and two-step equations and inequalities, solving equations requiring the distributive property, ratios, proportion and percent. Application problems involving percent are emphasized. Additional topics covered include: graphing equations and inequalities, geometric concepts such as point, line, plane, and angle, parallel lines, area of circles and polygons, and basic right triangle relationships. An introduction to statistical data analysis and probability are covered when time permits.

Promotion to Algebra requires proficiency with solving one and two step equations, simple word problems and percent. Students without these minimal requirements must perform remedial work before moving on to Algebra.

## **Grades 7 & 8 Algebra**

Course Text: *Algebra* (Larsen, Boswell, Kanold, Stiff)

Supplemental Text: *Algebra Structure and Method* (Dolciani, Sorgenfrey, Kane, Cole)

This course provides a formal introduction to algebra and makes use of deductive reasoning in the presentation of the concepts. Topics covered include: the solution of equations and inequalities, a large variety of word problems, operations with monomials and polynomials, factoring and its application in the simplification of algebraic fractions and equation solving, coordinate graphing, the solution to simultaneous equations in two variables, simplification of radicals, equations involving radicals, the quadratic formula, and graphs of quadratic functions.

In the past several years advanced courses have been taught to meet the needs of exceptional mathematics students. These include the following:

## **Grades 7 & 8      Advanced Algebra**

Course Text:            *Algebra* (Larsen, Boswell, Kanold, Stiff)  
Supplemental Texts: *Algebra* Practice Level C and Challenge Materials  
                              *Algebra Structure and Method* (Dolciani, Sorgenfrey, Kane,  
Cole)  
                              Instructor Developed Materials

The advanced algebra course also covers linear programming, matrix algebra including: adding, subtracting and multiplying matrices, Cramer's rule and  $2 \times 2$  determinants, using inverses to solve simultaneous equations in two variables, completing the square, and introductory topics from probability and statistics.

## **Grades 7 & 8 Geometry**

Course Text:            *Geometry* (Larson, Boswell, Stiff)

This course emphasizes the role of deductive reasoning through geometry problems. Topics covered include: deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, right triangle relationships, circles, solid geometry and coordinate geometry.

## **Grades 7 & 8 Advanced Geometry**

Course Text:            *Geometry* (Jacobs)  
Supplemental Texts: *Geometry for Enjoyment and Challenge* (Rhoad, Milauskas, Whipple)  
                              *Modern School Mathematics Geometry* (Jurgensen, Donnelly, Dolciani)

This course emphasizes the role of deductive reasoning and especially mathematical proof. The exams for the course test both the students' knowledge of the material covered and their ability to apply the concepts to new problems. Topics covered include: deductive and inductive reasoning, parallel lines and planes, congruent and similar polygons, applications of corresponding parts of congruent and similar polygons, right triangle relationships, circles, construction and loci, concurrence theorems, area, solid geometry and coordinate and transformational geometry.

## **Algebra II**

Course Text: *Algebra and Trigonometry Structure and Method*  
(Brown, Dolciani, Sorgenfrey, Kane)

Algebra II reviews and extends the concepts developed in Algebra before introducing new material. Topics include: the solution of equations and inequalities, including those with absolute values, linear equations and inequalities, systems of linear equations and inequalities, matrices, polynomials, factoring, radicals and complex numbers. In addition, methods for solving quadratic functions: graphing, factoring, completing the square and quadratic formula are developed more deeply than in Algebra. Additional topics include: variation and polynomial equations, analytic geometry, exponential and logarithmic functions and right triangle trigonometry.

## **Trigonometry**

Course Text: *Trigonometry, 5<sup>th</sup> Edition* (Larson and Hostetler)

This course is for exceptionally strong math students who have completed Algebra II. It is meant to be a bridge for younger students between Algebra II and Pre-calculus. The course reviews and extends a number of topics from Algebra II including systems of linear equations in three or more unknowns, quadratic functions, polynomial functions and circles. The concept of a function including inverse and composite, is explored both algebraically and graphically. The study of trigonometry includes definitions on a unit circle, right triangle trigonometry, graphing trigonometric functions, inverse trigonometric functions and analytic trigonometry. Additional topics covered include: Law of Sines, Law of Cosines, vectors, complex numbers, and exponential and logarithmic functions. Analytic geometry is covered when time permits.

## **Addendum B**

### **IMAGO LATIN CURRICULUM**

Latin is a required course for all students in 7th and 8th grade. Latin grammar and syntax is taught systematically; memorization of paradigms is stressed. Students keep a vocabulary notebook and memorize from ten to twenty new words each week. Daily homework includes drills and translation of sentences from Latin to English and English to Latin. In class students translate short selections and stories from Latin to English.

#### **LATIN I**

Latin I covers the first three declensions of Latin nouns and the first two conjugations of Latin verbs in the active and passive voice. Many of the uses of six Latin cases are covered. Students also learn the 1st-2nd and 3rd declension adjectives and several kinds of prepositional phrases.

Text: Jenney's First Year Latin, 1987 ed. (Lessons 1 - 20)

#### **LATIN II**

By the end of Latin II students have been taught all five declensions of Latin nouns and most of the uses of the six cases. They have also covered all four conjugations in the indicative and imperative mood, active and passive voice. In addition they have learned several uses of Latin infinitives. They have memorized the various kinds of Latin pronouns and have learned how to form and use adjectives in the comparative and superlative degrees. They have had regular practice translating sentences and selections containing all the forms which they have learned.

Text: Jenney's First Year Latin, 1987 ed. (Lessons 21 - 40)

## **CO-CURRICULAR and STUDENT LIFE**

### **Co-Curricular/ Student Life**

All students in Grades 1-8 have weekly classes in Art, Music, and Physical Education. Drama is taught as a separate subject beginning in 4<sup>th</sup> grade. All grades participate in our Thanksgiving program, Christmas Lessons and Carols service and sing at Commencement.

Chapel Begins the school days with the Lower and Upper Schools meeting separately for 15 minutes except for Wednesday, when the whole student body joins together for 45 minutes. Each class is responsible for leading a Long Chapel during the school year.

*Note: There are some modifications made for Kindergarten*