

Acacia Academy Curriculum Guide

Revised SEP, 2023



Acacia Academy cultivates character, faith, and knowledge by means of an excellent classical Christian education.

Philosophy and Background

Our Mission: Acacia Academy cultivates character, faith, and knowledge by means of an excellent classical Christian K-8 education.

Acacia Academy’s Portrait of a Graduate

Each student will possess:

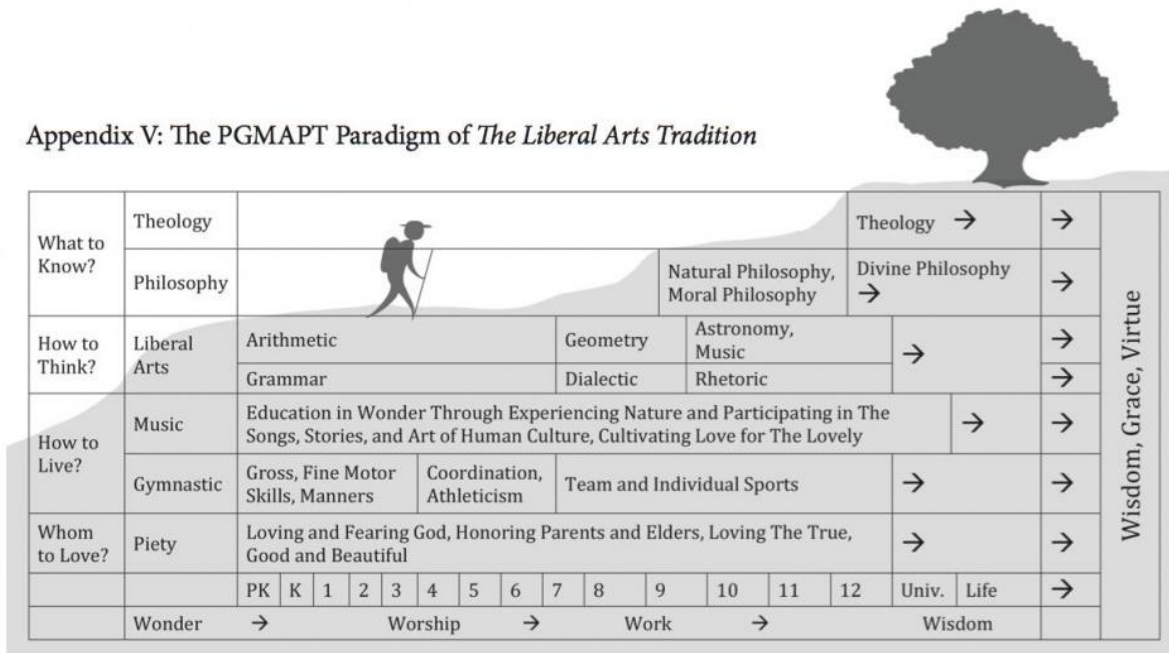
Academic excellence and tools for a life of learning

Knowledge, appreciation, and love of truth, beauty, and goodness

A character marked by grace and virtue

A well-reasoned biblical worldview

Appendix V: The PGMAPT Paradigm of *The Liberal Arts Tradition*



“The Liberal Arts Tradition: A Philosophy of Christian Classical Education” by Ravi Jain and Kevin Clark

Eight Essential Principles of Classical Pedagogy

1. *Festina Lente* (Make Haste Slowly, diligence and patience)
2. *Multum Mon Multa* (Much Not Many)
3. *Repetitio Mater Memory* (Repetition Is the Mother of Memory)
4. Embodied Learning
5. Songs, Chants, and Jingles
6. Wonder and Curiosity
7. Virtue Education (love, humility, courage, temperance, perseverance, diligence, constancy, zealous, eager)
8. *Scholé* (restful learning) and Contemplation
9. Integration of faith, subject, context



“The Seven Laws of Teaching”

A paraphrase of *The Seven Laws of Teaching*, an 1886 manual for teachers by professor John Milton Gregory (Circe Institute):

1. Master the subject to be taught
2. Keep the student’s attention
3. Use a common language
4. Proceed from the known to the unknown
5. Demand a repetition of the lesson
6. Require reviews of the lesson
7. Make the student the discoverer of truth

Acacia Academy’s Scope and Sequence

[Curriculum Scope & Sequence \(squarespace.com\)](https://www.squarespace.com)

Bible

Kindergarten

Objectives/Skillsets

Understand God gave us the Bible as His precious, perfect written word
Correctly identify the two parts of the Bible: Old and New Testaments
Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Memorize the Lord's Prayer
Catechisms 1-15
Memorize the Acacia prayer
Knows the main events (Christmas, Good Friday, Easter, Pentecost) of the church calendar
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Children's Illustrated Bible
Westminster Shorter Catechism for Children ([The Kid's Catechism – The Westminster Standard](#))

First Grade

Objectives/Skillsets

Know the books of the Bible
Know the order of God's creation story and man's special place in that story
Recall major Bible characters: Adam and Eve, Noah, Abraham, Isaac, Jacob, Joseph, Moses, Joshua, David, Solomon, Elijah, Esther, Ruth, Jesus, Peter, Paul
Demonstrate the ability to consistently memorize Bible verses and recite for the teacher including: John 3:16, Philippians 4:8, I Corinthians 13, Galatians 5:22-23, Ephesians 6:10-18, I John 1:9, Ephesians 2:10
Review/add catechisms
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

The Child's Story Bible (Vos)
Westminster Shorter Catechism for Children ([The Kid's Catechism – The Westminster Standard](#))

Second Grade

Objectives/Skillsets

Locate book, chapter, and verse in Bible
Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Review/add catechisms
Recite the Ten Commandments
Recall major events of the Old Testament (Genesis – Joshua)
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Veritas Cards
NIV Adventure Bible (Zondervan)
Westminster Shorter Catechism for Children ([The Kid's Catechism – The Westminster Standard](#))

Third Grade

Objectives/Skillsets

Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Review/add catechisms
Recall major events of the Old Testament (Judges through II Kings)
Identify the covenants of God and the cycle of sin
Memorize Apostles' Creed
Identify biblical lands on a map
Relate biblical events to secular history timeline
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Veritas Cards

NIV Bible

Westminster Shorter Catechism for Children ([The Kid's Catechism – The Westminster Standard](#))

Fourth Grade

Objectives/Skillsets

Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Review/add catechisms
Recall major events of the Old Testament (Kings - Esther)
Develop a biblical understanding of nature of God & Man
Sort the books of the Old Testament into their proper divisions: Law, History, Poetry/Wisdom, and Prophets
Draw and label model of Temple
Identify the cycle of sin:

- (1) Israel falls into sin and idolatry, and does "what was evil in the sight of the Lord" (Jgs 6:1);
- (2) God allows his people to fall into bondage as a consequence of their disobedience;
- (3) realizing the errors of their ways, Israel cries out to God for help;
- (4) God raises up a judge to rescue them;
- (5) Israel is delivered from their oppressors;
- (6) peace is restored in the land and Israel again serves the Lord

Identify that the Law is powerless to change the hearts of people
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Veritas Cards

NIV Bible

Westminster Shorter Catechism for Children ([The Kid's Catechism – The Westminster Standard](#))

Fifth Grade

Objectives/Skillsets

Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Discuss Dr. Greeley's catechism
Recall major events of the New Testament (Gospels, Life of Christ)
Review creation and the results of the fall
Explain the need for the life, miracles, teaching, death, resurrection, and ascension of Jesus

Connect the symbolism of the Passover with the Lord's Supper
Connect the prophecy of Isaiah with the life of Jesus
Overview of Psalms
Review Apostle's Creed
Read *The Pilgrim's Progress* and consider the personal journey of every Christian
Know The Great Commission
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Veritas Cards
NIV Bible
[Westminster Shorter Catechism for Children \(The Kid's Catechism – The Westminster Standard\)](#)
Dr. Greeley's 50 catechism questions
The Bible Project videos
Dangerous Journey -

Sixth Grade

Objectives/Skillsets

Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Review Greeley's catechisms
Recall major events of the New Testament (Acts - Revelation)
Compare and contrast the Temple and the Christian Church (who, what, where, God's dwelling)
Compare and contrast old covenant and new covenant (Law and sacrifice versus grace and faith)
Know the essential habits of the Christian Church (Acts 2:42)
Identify key ways the Church influenced culture (sanctity of life, hospitals, universities, abolish slavery, representative government)
Draw and label the missionary journeys of Paul on a map
Identify key themes of the epistles
Overview of Proverbs
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Veritas Cards
NIV Bible
[Westminster Shorter Catechism for Children \(The Kid's Catechism – The Westminster Standard\)](#)
Dr. Greeley's 50 catechism questions
The Bible Project videos

Seventh/Eighth Grade

Objectives/Skillsets

Demonstrate the ability to consistently memorize Bible verses and recite for the teacher
Review all catechisms
Outline Romans including author, purpose, and Roman Road of salvation
Study "Letter from Birmingham jail" as a persuasive writing with a Christian worldview and model for constructive conflict resolution
Study Augustine's [Confessions](#) and his view of God, faith, and learning
Study Hebrews and survey the connections between Old Testament and New Testament

Complete Apologetics/Worldview training based on “The Faith” (Colson)
Write statements of faith
Prepare and present lessons for chapel

Resources (Curriculum, References, Assessments)

Westminster Shorter Catechism for Children ([The Kid’s Catechism – The Westminster Standard](#))

Westminster Shorter Catechism ([WSC - The Westminster Shorter Catechism in Modern English \(matt2819.com\)](#))

Mere Christianity

Confessions

“Letter from Birmingham Jail”

“For the Life of the World”

Worldview outline with literature compiled by Hoshaw

Language Arts

Overview

Writing

Writing with Ease (Notes from a lecture based on the book) By Susan Wise Bauer

Expository writing = non-fiction, exposing, explains, records -> method of thinking

Ages: K-4

Emphasis: Basic grammar & style, sentence structure, paragraphs

Primary tools: grammar practice, copy work, dictation, (in addition to reading, penmanship, spelling, vocabulary)

Two steps to writing

1. Inarticulate idea -> Idea in words (narration)
2. Idea in words -> Words on paper (dictation)

Writing is an unnatural activity – individual skills must be taught, modeled, and practiced

Creative writing is much different from expository writing

Expository writing -> Necessary, can be instructed

Creative writing -> Not as critical, requires an additional gift (creativity). Creative writing is done without the help of a written model that provides content.

Putting ideas into words

Narration across curriculum - Model the writing

1. Narrate to teacher
2. Narrate to teacher, take dictation
3. Narrate to recorder

Always turn into complete sentences and let the student see, hear, read, ...and eventually write

Goal: Develop original expression without demanding content. Use words to make original sentences...not original ideas.

Guided narration

What are two things you remember about what we read?

What was the most important thing we read?

What was the most interesting thing we read?

What happened?

Putting Words on Paper

Dictation across curriculum. Restating questions and providing answers in complete sentences.

1. Copy sentences every day from good writers
2. Write single sentences from dictation
3. Write 2-3 sentences at a time for dictation
4. Write a paragraph from dictation

Goals: Create visual memory, Form visual picture from speech, Hold words in head

Great masters learn by copying the great masters then imitating the masters. Skill takes time and patience.

3rd Grade

1. Copy work
2. Dictation
3. Narration
4. Complex sentences
5. Simple paragraphs

4th/5th Grade

1. Copy work
2. Dictation
3. Write narrative summaries
4. Outline (one level)
5. Paragraphs
6. Write literary essays on regular basis

6th Grade

1. Copy work
2. Dictation
3. Narrative summaries
4. 2-level outlines
5. Literary essays, explore other genres besides non-fiction

7th-8th Grade

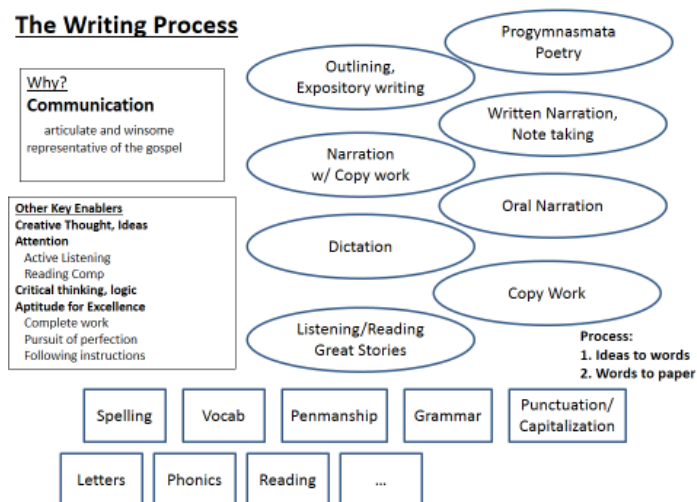
1. Copy work
2. Dictation
3. Narration
4. 3-level outlines
5. Re-writing from an outline
6. Solid, meaningful, logical essays free from errors
7. Research paper process

Not doing...

- Long papers
- Required creative writing
- Development of original topics

Years 1-2	Years 3-4	Years 5-8
<p>IDEA IN WORDS</p> <p>Guided Narration... Narration in complete sentences</p>	<p>Narration -> Teacher -> Dictation... Narrative thoughts in <u>correct</u> sentences</p>	<p>Organize sentences into short compositions</p>
<p>WORDS ON PAPER</p> <p>Copywork (look & feel of properly written language)</p> <p>Dictation (picture sentence before writing)</p>		<p>ORDER</p> <p>Sentences -Diagramming</p> <p>Compositions -Outlining -Notetaking</p> <p>Write from outline</p>
Reference: <i>Writing with Ease</i> by Susan Wise Bauer		

The Writing Process



- **Expose**
 - Listen to great stories
 - Analyze good paragraphs and sentences
 - Identify main ideas
- **Copy**
 - Copy work
 - Develop building blocks of writing
 - Outlining and notetaking
 - Guided written narration
- **Imitate**
 - Understand writing concepts: sentence structure, main ideas, Paragraph structure: topic sentence, supporting sentences, conclusion
 - Pull good paragraphs apart and put them back together
 - Coached sentence and paragraph construction
 - Develop an appropriate sense of order within a sentence, paragraph, and composition
 - Utilize writing concepts
 - Write paragraphs and essays based on given outlines
- **Create**
 - Original sentences
 - Original paragraphs
 - Expository essays based on original outlines
 - Original ideas
 - Creative writing, poetry

Scope is going beyond words and grammar to effective/logical structures of essays. The basics (grammar, spelling, handwriting) need to be diligently practiced at all levels. Literature, History, and Wordly Wise provide ample opportunities to practice narration, dictation, outlining, and writing. Answers should restate the question and be complete sentences. Any writing assignments should be done with excellence and discipline (complete sentences with proper construction) and accountability (graded according to standards).

Reading

Reading is the skill that unlocks the mysteries of all other academic subjects. The mastery of decoding, fluency, expression, comprehension, and understanding should be pursued by every teacher and student. Reading should not only be embraced as an essential skill, but also the God-given gift by which we become connected to the virtues that can make us more fully human. Reading can be a catalyst of love, wonder, imagination, action, habits, and virtues. Literature shows us more than we can see (behold) and fuels imagination. The best of books allow us to practice virtue through the lives of others and cultivate desire for the good life. Most importantly reading allows us to become winsome representatives of grace and truth as we discover the revealed mysteries of the Gospel and the loving Father revealed by His living word.

Since the reading of great books causes us to live out the instructions of Philippians 4:8, discretion should be exercised when selecting literature. The “1000 Good Book List” is a helpful resource for this discernment ([Classical Christian Education Support Loop: 1000 Good Books List \(biblicalhomeschooling.org\)](http://Classical Christian Education Support Loop: 1000 Good Books List (biblicalhomeschooling.org))).

Kindergarten

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Logic of English Scope
- Five strands of reading: phonemic awareness, systematic phonics, fluency, vocabulary development, reading comprehension skills
- Can identify letters and recite the alphabet
- Can say the sounds of the letters
- Recognizes like and different letter sounds
- Can identify 11 basic colors
- Can identify rhyming words
- Can identify frequency words including colors and numbers
- Recognizes name in print
- Can read CVC words
- Knows basics of alphabetizing
- Can follow printed words as a story is read aloud

Grammar

- Basic understanding of what a sentence is
- Presents information orally using complete sentences
- Write a sentence with a capital letter at the beginning, a complete thought, and a period at the end
- Capitalizes names in a sentence
- Understands the purpose of quotation marks

Spelling

- Logic of English scope
- Introduce the top 100 Fry words and begin to know, practice, and spell these words

Vocabulary

- Logic of English scope

Handwriting

- Logic of English scope
- Properly hold pencil with good writing posture
- Consistently and properly form the upper and lower case versions of each letter of the alphabet and each number (1-20)
- Use appropriate spacing between letters, words, and sentences.
- Consistently and correctly write name on all papers.

Composition

- Can sequence picture cards to tell a story
- Can tell the favorite part of a story
- Listens to a short passage and recalls information
- Can read/spell/write/copy dictation sentences with 3-8 words from the board or verbal commands

Literature

- Focuses attention for the duration of a story
- Can define author and illustrator
- Recites poetry from memory
- Recognizes the difference between fiction and non-fiction stories
- Can tell parts of a story: beginning, middle, and end
- Can tell problem and solution of a story
- Can describe characters and setting in a story
- Compares and contrasts books with Venn diagram

Resources (Curriculum, References, Assessments)

- Logic of English Foundations A and B
 - Scope and Sequence
https://drive.google.com/open?id=1-HLI7KBEU22cvbZLrPnZeVpn4HsVDO72&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

First Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Logic of English scope
- Be able to give the corresponding sound for each single grapheme and consonant blend graphemes.
- Know Fry's First 300 words
- Know how to sound out a word.
- Have the habit of finger tracking while reading.
- Be able to read nonsense words at the appropriate reading level.

- Understand rhyming.
- Understand opposite and same (antonyms and synonyms).
- Comprehension focus on main idea, details, and sequencing

Grammar

- Know that a sentence has a subject and verb and be able to identify them
- Formulate a 4-word sentence
- Begin every sentence with a capital letter
- Know what a question is
- Know what an exclamatory sentence is
- End every sentence with the correct end punctuation

Spelling

- Logic of English scope
- Know which letters are vowels and which are consonants.
- Be able to spell Fry's 1st 100 words and easier red words.
- Be able to write the graphemes for all the single consonant, short vowel, and consonant blend sounds.
- Understand every word must have a vowel.
- Be able to segment words into individual sounds, tell how many sounds are in a word, and manipulate sounds.
- Satisfactorily and consistently spell assigned words on tests and in daily work

Vocabulary

- Logic of English scope

Handwriting

- Logic of English scope

Composition

- Accurately copy sentences from the board and learn to create their own
- Identify characteristics of a good writer (e.g. writing makes sense, re-reads what he/she has written, fixes mistakes, content is true/good/beautiful, etc.)
- Capture key writing assignments in a project notebook

Literature

- Read/listen to a variety of great, living books

Resources (Curriculum, References, Assessments)

- Logic of English Foundations B and C
 - Scope and Sequence
https://drive.google.com/open?id=1-HLI7KBEU22cvbZLrPnZeVpn4HsVDO72&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

Second Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Logic of English scope
- 75 phonograms and 31 spelling rules
- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction
- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information

Grammar

- Identify basic sentence structure.
- Identify declarative and interrogative sentences.
- Identify nouns, verbs in simple sentences
- Introduce adverbs, adjectives, prepositions, and pronouns.
- Properly use article adjectives a, an, and the.
- Consistently use correct capitalization and punctuation in a sentence.
- Consistently use correct end marks.
- Begin learning how to use apostrophes and quotation marks.
- Use a comma between a series of words, in addresses, dates, etc.
- Demonstrate clear understanding of past and present tenses of simple verbs in written and oral work.
- Identify prefixes, suffixes, antonyms, synonyms, homonyms, and abbreviations.
- Categorize and alphabetize words.
- Identify and form contractions

Spelling

- Logic of English scope

Vocabulary

- Logic of English scope
- Wordly Wise
- Begin learning how to use a dictionary and thesaurus.

Handwriting

- Logic of English scope

Composition

- Copy work

- Dictation
- Narration
- Main Idea
- Sentences
- Keep a writing folder/notebook and write in it 2-3 times a week.
- 2-point expository paragraphs:
- narrative paragraphs
- descriptive paragraphs, time-order paragraphs, friendly letter, thank you note
- Development of public speaking skills through recitations, presenting independent writing to the class, and show and tell

Literature

- identify and use the 5 story elements: setting, character, plot, conflict, and resolution
- Narrates the appropriate highlights of a story
- Confident reading out loud for the class
- Beginning to understand what makes a good book and exercises discernment in book selection
- Read/listen to a variety of great, living books

Resources (Curriculum, References, Assessments)

- Shurley Grammar
 - Easy Grammar
 - Daily Reading Comprehension Grade 2 (Evan-Moor)
 - Wordly Wise
 - Logic of English Foundations D
 - Scope and Sequence
- https://drive.google.com/open?id=1-HLI7KBEU22cvbZLrPnZeVpn4HsVDO72&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

Third Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction
- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information
- Recall and apply phonics skills while reading.
- Read passages out loud fluently with comprehension.

- Read passages silently with comprehension.

Grammar

- Identify and use the eight parts of speech (noun, verb, adjective, adverb, pronoun, preposition, interjection, and conjunction) in simple and compound sentences.
- Recognize an independent clause (declarative, interrogative, imperative, or exclamatory)
- Use correct capitalization and punctuation in simple and compound sentences.
- Identify direct objects, indirect objects, prepositional phrases, compound subjects, compound verbs, and helping verbs in sentences.
- Use quotations and contractions correctly.
- Shurley Jingles 1-16: Memorize helping verbs, Memorize prepositions

Spelling

- Memorize and recite all spelling rules.
- Apply spelling rules to given base words on spelling lists and in written work across all subjects.
- Begin the habit of looking up uncertain words to confirm correct spelling.
- Identify base words, suffixes, and prefixes
- Practice and participate in spelling bee

Vocabulary

- Use a dictionary and thesaurus.
- Demonstrate an increased vocabulary through exposure to new vocabulary words in literature
- Explain the differences between homophones, synonyms, and similes
- Wordly Wise
- Story of the World

Handwriting

- Consistent, high-quality cursive writing on all assessed work
- Correctly form all letters in manuscript and cursive.

Composition

- Writing and Rhetoric 1: Fables
- Book Reports
- Keep a writing folder/notebook and write in it 2-3 times a week.
- Write 3-point expository paragraphs
- narrative paragraphs
- descriptive paragraphs, friendly letter, thank you note
- identify and use the 5 story elements: setting, character, plot, conflict, and resolution
- Develop key word outlines from assigned passages of reading from literature, history, science, or the Bible.
- Use key word outlines to compose succinct and coherent paragraphs.
- Development of public speaking skills through recitations, presenting independent writing to the class, and show and tell.
- Gain confidence in appearing before an audience.
- Learn to bring selections to life using tone, volume, speed, projection, and voicing.
- Orally present information in a complete organized and sequential manner.

Literature

- Identify biblical virtues, habits, and choices demonstrated by characters and the consequences
- Recognize and identify fiction, nonfiction, and poetry
- Identify the elements of a story: Character, Setting, Plot, Conflict, Resolution, Theme, Point of view
- Proficient written and oral book reports
- Show an increased interest in reading.
- Identify authors and titles of particular interest
- Understands what makes a good book and exercises discernment in book selection
- Read/listen to a variety of great, living books

Resources (Curriculum, References, Assessments)

- Well-Ordered Language 1
- Shurley Grammar chants
- Easy Grammar and Daily Grams
- Daily Reading Comprehension Grade 3 (Evan-Moor)
- Wordly Wise
- Writing with Ease – Bauer, Susan
- Writing and Rhetoric 1: Fables
- The Grammar of Spelling
- Logic of English spelling rules

Fourth Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction
- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information
- Use consistently word attack skills and knowledge in reading.
- Read fluently, with ease and comprehension, a given selection
- Read passages silently with comprehension.
- Comprehend unfamiliar words and phrases through the use of context and dictionary definitions.
- Recognize and discuss poems, ballads, historical biographies, fiction, nonfiction, fantasy, legends, et cetera.
- Demonstrate understanding of and use predictive skills while reading.

Grammar

- Identify and use correctly declarative, interrogative, imperative, and exclamatory sentences.
- Identify and use the eight parts of speech (noun, verb, adjective, adverb, pronoun, preposition, interjection, and conjunction) in simple and compound sentences.
- Use correct capitalization and punctuation in simple and compound sentences.
- Identify direct objects, indirect objects, prepositional phrases, compound subjects, compound verbs, and helping verbs in sentences.
- Use quotations and contractions correctly.
- Know how to use correct verb tense with regular and irregular verbs.
- Form regular and irregular plural nouns.
- Form and use possessive nouns.
- Use correctly to, two, and too; there and their; and other homonyms as directed.
- Learn to choose and use high quality adjectives, adverbs, and verbs in writing.
- Learn to use complex sentence structure in writing.
- Edit work as well as the work of peers.
- Begin sentence diagramming.

Spelling

- Memorize and recite all spelling rules.
- Apply spelling rules to given base words on spelling lists and in all subjects.
- Spell words accurately in all written work across the curriculum.
- Check uncertain words before submitting work
- Identify base words, suffixes, and prefixes
- Prepare and participate in spelling bee

Vocabulary

- Wordly Wise
- Story of the World
- Actively uses new vocabulary in writing
- Know the differences and give examples of synonyms, antonyms, and homonyms.
- Demonstrate an increased vocabulary through exposure to new vocabulary words in literature across the curriculum
- Identify Latin derivatives found in reading selections

Handwriting

- Consistent, high-quality cursive writing on all assessed work

Composition

- Writing and Rhetoric 2: Narrative
- Solid understanding of the purpose and content of a paragraph
- Structure paragraphs with topic sentence, relevant details, transition words, closing sentence
- Logically connected sentences in paragraphs
- Logically connect paragraphs in essays
- Well-formed narratives with a beginning that sets the stage, a middle that develops the action, and an end that provides a conclusion
- Keep a writing folder/notebook and write in it 2-3 times a week.
 - 3-point expository paragraphs

- narrative paragraphs
- story sequels, book reports, summaries of assigned reading, friendly letter, thank you note
- Prepare a project on a person or event.
- Develop key word outlines from assigned passages of reading from literature, history, science, or the Bible.
- Use key word outlines to compose succinct and coherent paragraphs.
- Development of public speaking skills through recitations and presenting independent writing to the class.
- Gain confidence in appearing before an audience.
- Learn to bring selections to life using tone, volume, speed, projection, and voicing.
- Orally present information in a complete organized and sequential manner.
- Use a dictionary, thesaurus and other reference books to derive, paraphrase and use specific information.
- Use Latin vocabulary and grammar to derive meanings of unknown English words.

Literature

- Recall the qualities of characters in literature and recognize those worth admiring
- Identify biblical values and Acacia habits in literature.
- Identify and use the 5 story elements: setting, character, plot, conflict, and resolution.
- Show an increased interest in reading.
- Identify authors and titles of particular interest
- Read/listen to a variety of great, living books

Resources (Curriculum, References, Assessments)

- Well-Ordered Language 2
- Writing and Rhetoric 2: Narrative
- Shurley Grammar chants
- Easy Grammar and Daily Grams
- Daily Reading Comprehension Grade 4 (Evan-Moor)
- Wordly Wise
- Writing with Ease – Bauer, Susan
- Writing with Skill – Bauer, Susan
- The Grammar of Spelling
- Logic of English spelling rules

Fifth Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction

- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information

Grammar

- Strong working knowledge of the eight parts of speech
- Correctly diagram a simple sentence.
- Comprehend basic sentence and paragraph structures, using God's Word and other literature.
- Demonstrate a consistent, correct usage of all parts of speech: nouns, verbs, adjectives, prepositions and prepositional phrases, conjunctions, compound subjects, past and present tenses in verbs, interjections; identifying them in complete sentences.
- Consistently use correct capitalization and punctuation (. , ' ; : ") in written sentences
- Demonstrate correct usage of grammar elements through proofreading and editing his own and others' written work.
- An understanding of the correlation between English and Latin noun jobs: predicate nominative, predicate adjective, possessive, direct object, indirect object, prepositional phrases, and object of the preposition

Spelling

- Demonstrate adequate improvement in spelling skills. Have correct usage of spelling rules
- Correct spelling in all written assignments
- Errors corrected and added to weekly spelling lists as appropriate
- Warriner's spelling lists and words from other subjects
- Habit of finding the correct spelling (dictionary) if uncertain
- Prepare and participate in spelling bee

Vocabulary

- Wordly Wise
- Story of the World
- Actively uses new vocabulary in writing

Handwriting

- Consistent, high-quality cursive writing on all assessed work
- Demonstrate consistent neatness standards in written assignments

Composition

- Writing and Rhetoric 3/4: Narrative, Chreia & Proverb
- Understand the parts of an outline
- Know how to properly create an outline
- Be able to write a paragraph from an outline
- Deconstruct a paragraph into an outline
- Understand each paragraph has a topic sentence, relevant supporting details, and conclusion statement
- Utilize transition words within a paragraph
- Effectively dress up sentences and paragraphs with thoughtful nouns, verbs, adjectives, and adverbs

- Practice different types of paragraphs: narrative, expository, descriptive, compare and contrast, persuasive, opinion, and definitive
- Write up to two page length short stories, book reports, and letters. Letters should have a beginning, middle, and end. Use the above skills correctly.
- Present oral information on a regular basis using complete sentences, i.e., Bible, literature, history, science reports or book reports.
- Take basic notes from a speaker's presentation.
- Confidently use a dictionary, encyclopedia and other basic research materials.
- Demonstrate satisfactory completion of all assigned work from the texts.
- Develop basic journaling skills

Literature

- Understand various author purposes and target audiences: describe, explain, inform, persuade, entertain
- Know what a good book is, and consistently use healthy discernment in the selection of books
- Narrate paragraphs or chapters orally or in written paragraphs, retelling important details in sequence
- Read/listen to a variety of great, living books

Resources (Curriculum, References, Assessments)

- Well-Ordered Language 3
- Writing and Rhetoric 3/4: Narrative, Chreia & Proverb
- Shurley Grammar chants
- Easy Grammar and Daily Grams
- Daily Reading Comprehension Grade 5 (Evan-Moor)
- Wordly Wise
- Writing with Ease – Bauer, Susan
- Writing with Skill – Bauer, Susan
- The Grammar of Spelling
- Warriner's English Grammar and Composition

Sixth Grade

Objectives/Skillsets

Decoding, Fluency/Expression, Comprehension/Understanding

- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction
- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information
- Questioning

- Connections
- Symbolism
- Summary and conclusions

Grammar

- Basic knowledge of punctuation
- Write in complete sentences
- Understanding of noun jobs: SN, PrN, DO, IO, OP
- Mastery of the parts of speech and the questions each answers
- Proper use of verb tenses and helping verbs
- Identification of prepositional phrases
- Comprehend basic sentence and paragraph structures, using God's Word and other literature.
- Recognize and consistently compose a complete sentence; avoid sentence fragments or run-ons.
- Demonstrate a consistent, correct use of nouns, verbs, adjectives, adverbs, prepositional phrases, conjunctions, compound subjects, past and present tenses in verbs, interjections; identify them in complete sentences.
- Consistently use correct capitalization and punctuation (!, " ?.) in a written sentence.
- Demonstrate correct use of grammar elements through proofing and editing his own and others written work.
- Correctly diagram sentences.

Spelling

- Accurate spelling in all written work with habit of dictionary verification
- Errors corrected and added to weekly spelling lists as appropriate
- Warriner's spelling lists and words from other subjects
- Prepare and participate in spelling bee

Vocabulary

- Wordly Wise
- Story of the World
- Actively uses new vocabulary in writing

Handwriting

- Consistent, high-quality cursive writing on all assessed work

Composition

- Writing and Rhetoric 5/6: Refutation, Confirmation & Commonplace
- Exercise sound structure and style in all writing assignments
- Effectively dress up sentences and paragraphs with thoughtful nouns, verbs, adjectives, adverbs, and figurative language
- Confidently use a dictionary, encyclopedia, and other basic research materials
- Exposure to Progynasmata writing forms
- Orally present information, using complete sentences, e.g. in regularly scheduled oral presentations.
- Write creative short stories, poetry, book reports (fiction and non-fiction), 5-part essays, and letters, using the above skills correctly; up to five pages. Describe and use introduction, body, and conclusion.
- Take legible and accurate notes from a speaker's presentation

Literature

- Begin to search for deeper meaning and understanding utilizing the Socratic method and dialog
- Read/listen to a variety of great, living books
- Demonstrate the ability to read for understanding

Resources (Curriculum, References, Assessments)

- Well-Ordered Language 4
- Writing and Rhetoric 5/6: Refutation, Confirmation & Commonplace
- Shurley Grammar chants
- Easy Grammar and Daily Grams
- Daily Reading Comprehension Grade 6 (Evan-Moor)
- Wordly Wise
- Writing with Ease – Bauer, Susan
- Institute for Excellence in Writing Structure and Style
- Fix it! Grammar: Level 3 Robin Hood
- Warriner's English Grammar and Composition

Seventh and Eighth Grade

Objectives/Skillssets

Decoding, Fluency/Expression, Comprehension/Understanding

- Main Idea and Details
- Sequence
- Cause and Effect
- Fact and Opinion
- Compare and Contrast
- Make Inferences
- Prediction
- Character and Setting
- Fantasy and Reality
- Author's Purpose
- Nonfiction Text Features
- Visual Information
- Questioning
- Connections
- Symbolism
- Summary and conclusions

Grammar

- Identify, practice, and employ basic sentence and paragraph structures, using the Bible, classic literature, and textbooks as models.
- Utilize complete sentences which thoroughly convey ideas and meaning. Employ a variety of sentence types to create a smooth flow of thought expressed in the written word.
- Demonstrate mastery of the elements of writing, including sentence structure, grammar, capitalization, punctuation, vocabulary, word usage, and spelling.

- Will use consistent verb tense, person, pronouns, prepositions...
- Demonstrating various ways to express the same thought, discussing how to indicate the relationship between thoughts, showing the use of transitions and cohesiveness between paragraphs
- Intentional connection of English and Latin grammar
- Confirm habit of correcting work for excellence

Spelling

- Accurate spelling in all written assignments
- Errors corrected and added to weekly spelling lists as appropriate
- Warriner's spelling lists and words from other subjects
- Prepare and participate in spelling bee

Vocabulary

- Wordly Wise
- Story of the World
- Actively uses new vocabulary in writing
- Increase vocabulary through working in vocabulary exercises, creating annotated spelling lists, reading books written with a high literary tone, discussing word roots and affixes.
- Continue using a dictionary, thesaurus, encyclopedia; learn to use other basic reference materials

Handwriting

- Consistent, high-quality cursive writing on all assessed work

Composition

- Complete the research project process
- Develop expressive skills by means of oral and written narration
- Understand the value of planning, proofreading, and editing every written work and develop these strategies as positive habits.
- Recognize and practice strategic uses of phrases, verbals, voice, etc. in concise, artful, and intentional conveyance of ideas
- Become acquainted with how to seek and use reliable and authentic primary references in research, and assess for sound reasoning.
- Identify main ideas in a passage, organize ideas in outline form, construct written passage with original sentences based on an outline
- Be familiar with basic structure and planning of the research process, including library and electronic skills, thesis development, outlining, note taking (using note cards), and documenting (using parenthetical citations).
- Become acquainted with both creative and expository writing as well as the descriptive and narrative elements used within each.
- Practice taking notes from a speaker's presentation.
- Orally present information from research in front of peers.
- Recognize excellent writing through such experiences as writing copywork and dictation and memorizing great poetry and historic speeches.
- Written exercises in descriptive, narrative, and dialogue forms
- Three research assignments per year – one formal report, two display boards with text
- Rubrics addressing overall writing mechanics as well as particular expectations

Literature

- Be introduced to literary forms and devices.
- Assigned independent reading within the boundaries of limited choice of books
- Class readings of more difficult short works; read three separate times and discuss the process of absorbing meaning
- Read/listen to a variety of great, living books
- Demonstrate the ability to read for understanding

Resources (Curriculum, References, Assessments)

- Shurley Grammar chants
- Easy Grammar and Daily Grams
- Daily Reading Comprehension Grade 7/8 (Evan-Moor)
- Wordly Wise
- Writing with Ease – Bauer, Susan
- Writing with Skill – Bauer, Susan
- The Grammar of Spelling
- Warriner’s English Grammar and Composition
- Grammar of Poetry – Whittling
- Patriotic Penmanship

History

Kindergarten

Objectives/Skillsets

- Explain that God is sovereign in their lives, families, and the world
- Can explain why rules and laws are necessary
- Describe their family tree
- Recall address and phone number
- Identify United States on a world globe
- Recall name of home state and identify on US map
- Identify home city on an Indiana map
- Know the capital of Indiana
- Recall what Kokomo is historically known for
- Recite the Pledge of Allegiance
- Know meaning of major holidays
- Recognize basic traffic signs
- Know the basic tasks of community helpers
- Describe the Pilgrim story
- Know basic story of George Washington
- Know basic story of Abraham Lincoln
- Know basic story of Mr. Martin Luther King Jr.

Resources (Curriculum, References, Assessments)

First Grade

Objectives/Skillsets

- Identify features of their neighborhoods and communities
- The students will be able to compare their neighborhoods and communities with others.
- The students will understand the relationship between their house, neighborhood, city, state, country and continent.
- The students will have practice creating and interpreting basic maps.
- The students will be able to identify the 7 continents, the 4 oceans, the U.S., Mexico, Canada, the states near Indiana, the Great Lakes, and major Indiana cities on a map.
- The students will explore the climates, cultures, and biodiversity of different regions of the world (God's creation)
- Know U.S. states and capitals (*Geography Songs- States & Capitals*)
- Know names of presidents (song)

Resources (Curriculum, References, Assessments)

Second Grade

Objectives/Skillsets

- The students will learn the symbols of Indiana and of the United States (flag, state bird, etc.)
- The students will be able to identify key elements of Indiana's history, culture, people, natural resources and manufactured goods.

- Know the names and the relative authority of the U.S. President, Indiana Governor, and Mayor of Kokomo
- Know the names and locations of each of the United States and their capitals
- Know the names and locations of significant features/attractions in the United States
- Continue to develop map skills, vocabulary, and directions.
- Develop the concept of organizing events on a timeline, BC/AD, scale

Resources (Curriculum, References, Assessments)

Third Grade

Objectives/Skillsets

- Ancient history: Creation thru Egypt, Story of the World, Vol. 1 (ch 1-21)
- Identify the reason an individual is important, given the name of a significant historical character in ancient Biblical times. Key individuals include: Pharaoh Cheops, Queen Hatshepsut, Thutmose III, Pharaoh Akhenaten, Pharaoh Tutankhamen, Pharaoh Ramses II.
- Explain the importance of a significant date or event to the history of the ancient near East. Key items include: 3100 BC (King Menes establishes first dynasty), 1500 BC (Empire at height), 1380 BC (Reign of Akhenaten), 1352 BC (death of King Tutankhamen), 1304 BC (reign of Ramses II), 1000 BC (David son of Jesse enthroned), 586 BC (Israel exiled to Babylon), 536 BC (Israel returns from Exile), 332 BC (Alexander the Great conquers Egypt), 31 BC (Egypt conquered by Rome).
- Locate on a map of the world the key places where historical events studied occurred.
- Describe the basic life-styles of people during the major periods of Ancient Near Eastern history including dress, technology, vocations, religious practices, education, housing, and entertainment
- Begin a history notebook that summarizes key historical events in chronological order. The minimum content should be one summary page per chapter of the history book.
- Guided practice of narrating main ideas in complete sentences
- Know fundamentals of reading maps including compass rose, latitude, longitude, hemispheres, equator, poles

Resources (Curriculum, References, Assessments)

Story of the World Volume 1, Susan Wise Bauer

Fourth Grade

Objectives/Skillsets

- Greece and Rome: Story of the World, Vol 1(ch 22-42)
- Relate important facts about key people, places, and events in Greco-Roman times.
- Locate on relevant maps the places where key events in this period of history occurred.
- Understand that each person and event studied plays a specific role in God's work of redemption.
- Connect the history of the Roman Empire with the history of the Christian Church.
- Describe the basic lifestyles of people during Greco-Roman times: dress, vocations, technology, education, religion, housing, government, entertainment, et cetera).
- Recall people and events studied in chronological order.
- Maintain history notebook with chronological summary pages
- On a contemporary map, identify the modern countries that were once included in the Roman Empire
- Develop narration skills of identifying main ideas and expressing in complete sentences

Resources (Curriculum, References, Assessments)

Story of the World Volume 1, Susan Wise Bauer

Fifth Grade

Objectives/Skillsets

- Middle Ages; Renaissance and Reformation: Story of the World, Vol 2
- Relate important facts about key people, places, and events in Medieval, Renaissance, and Reformation times.
- Locate on relevant maps the places where key events in this period of history occurred.
- Understand that each person and event studied plays a specific role in God's work of redemption.
- Understand the relation of events in the Church to events occurring in secular history around the same time.
- Describe the basic lifestyles of people during Medieval, Renaissance, and Reformation times: dress, vocations, technology, education, religion, housing, government, entertainment, et cetera).
- Recall people and events studied in chronological order.
- Know all current countries of Europe, their capitals and rivers, seas, and oceans and correctly label them on a map.
- Strongly consider a culminating project that integrates history, science, music, language arts, literature, plays, food, games, dress, etc. that brings Middle Ages culture to life.
- Maintain history notebook with chronological summary pages.

Resources (Curriculum, References, Assessments)

Story of the World Volume 2, Susan Wise Bauer

Sixth Grade

Objectives/Skillsets

- Story of the World Volume 3 – Early Modern Times
- Recognize relevant details to answer short answer essay questions fully
- Habit/knowledge of how to study for a history test
- Explain the importance of a specific date or event to the history of early America. Some key items include: 1394, Prince Henry the Navigator; 1492, Columbus' voyage; 1607, founding Jamestown; 1620, Pilgrims land at Plymouth; 1630, Puritans settle Massachusetts Bay Colony; 1730, the Great Awakening; 1755, the French and Indian War; 1774, First Continental Congress; 1776, The Declaration of Independence; 1783, The Peace of Paris; 1787, Constitutional Convention; 1789, The French Revolution; 1812, The Second War for American Independence; 1820, The Missouri Compromise.
- Identify the reason an individual is important, given the name of a significant historical character in American History. Key individuals include: Henry the Navigator, Christopher Columbus, Sir Walter Raleigh, Roger Williams, William Penn, Benjamin Franklin, George Washington, Paul Revere, John Winthrop, Thomas Jefferson, Patrick Henry, Jonathan Edwards, John Wesley, George Whitfield.
- Investigate native American tribes and the impact colonization had on those tribes
- Investigate the end of the slave trade and the work of abolitionists including William Wilberforce, Frederick Douglass, and Harriet Tubman.
- Locate on a map of the world, the key places where events studied occurred.

- Describe the basic life-styles of people during the major periods of early American History, including: dress technology, vocations, religious practices, education, housing, and entertainment.
- Identify the major countries of the world. Approximately 250 countries. Students should be able to locate the countries on a blank map
- Maintain history notebook with chronological summary pages

Resources (Curriculum, References, Assessments)

Story of the World Volume 3, Susan Wise Bauer

Seventh Grade

Objectives/Skillsets

- The Modern Age: Story of the World, Vol 4
- Relate important facts about key people, places, and events in The Modern Age.
- Locate on relevant maps the places where key events in this period of history occurred.
- Understand that each person and event studied plays a specific role in God’s work of redemption.
- Understand the relation of events in the Church to events occurring in secular history around the same time.
- Describe the basic lifestyles of people during The Modern Age times: dress, vocations, technology, education, religion, housing, government, entertainment, et cetera).
- Recall people and events studied in chronological order.
- Compare and contrast the major wars.
- Compare and contrast the government and economic systems that failed and prospered
- Identify the names and locations of the states, abbreviations, and state capitals, the geographical regions, major waterways/oceans, and mountain ranges of the United States
- Maintain history notebook with chronological summary pages

Resources (Curriculum, References, Assessments)

Story of the World Volume 4, Susan Wise Bauer

Eight Grade

Objectives/Skillsets

- United States History and Government
- Review/memorize the names of the Presidents of the United States in sequential order.
- Review the names and locations of the continents, oceans, and seas of the world.
- Review the names and locations of the states, abbreviations, and state capitals, the geographical regions, major waterways/oceans, and mountain ranges of the United States.
- Develop a chronology of the history of the United States from 1680 to 1968.
- Analyze the causes of the colonial separation from England.
- Understand the influences and foundations of the creation of the American system of government.
- Read and understand the Magna Carta, Common Sense, Declaration of Independence, U.S. Constitution, Star Spangled Banner, Gettysburg Address, Letter from Birmingham Jail
- Know the purpose of government and be able to explain how the United States’ government was unique
- Know the definition of a democratic republic

- Understand the makeup, responsibilities, and balance of power between the three branches of the federal government
- Know the separation and balance of power between the federal and state governments
- Know the contents of the U.S. Constitution and the purpose of each constitutional amendment
- Recognize the variety of people who shaped the American experience.
- Recognize the relationship between documents, events, and people.
- Trace the United States transformation into a world power. Identify the strengths and weaknesses of a democratic republic government with a capitalist economy
- Study the causes and outcomes of the United States conflicts with other countries.
- Establish a foundation for wise citizenship
- Learn the names and locations of the provinces, provincial capitals, territories, and territorial capitals of Canada.
- Learn the names and locations of the states and major cities of Mexico.

Resources (Curriculum, References, Assessments)

- Constitution Study Guide – Prentice Hall
- Understanding the Constitution – Mark Twain Media

Math

Math Scope and Sequence

Levels K-4

https://drive.google.com/open?id=1-H3APJr0tauZ6MIB0aIKwBFuMLnaYtjI&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

Levels INT 3-5

https://drive.google.com/open?id=1-9ZU8v1_5tc-dWjWX9Z9CoC9VUyrf9y9&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

Levels C1-C3

https://drive.google.com/open?id=1-4c04494koDg9mSGhJO9XABTKGkP-xa_&authuser=rchoshaw%40acaciaacademy.org&usp=drive_fs

Kindergarten

Objectives/Skillssets

- Saxon Scope and sequence
- Writes numbers correctly
- Can order numbers from 0-10
- Identifies and creates shapes (2D) – circle, square, rectangle, triangle, diamond, oval
- Identifies sides and angles of a shape
- Identifies ordinal positions
- Can count by 1's to 100
- Counts objects on a graph
- Continues repeating shape patterns
- Can count pennies
- Can show number of pennies for cost of item
- Knows/identifies/uses the days of the week
- Can explain fewest, most, and same number of objects
- Can tell the value of penny, nickel, and dime
- Can count by 5's
- Can count by 10's
- Can explain shortest, longest, and same length
- Compares and orders objects by length
- Can complete Saxon 1 math facts (Addition, Subtraction)
- Has understanding of symmetry
- Reads information from a graph
- Identifies cone, sphere, cube, and cylinder
- Identifies months of the year
- Knows right/left
- 100 day project
- Understands fraction $\frac{1}{2}$
- Tells time to the hour
- Understands concept of time: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, year
- Understanding of one's place and ten's place

Resources (Curriculum, References, Assessments)

Saxon Levels K and 1

First Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Solid one-to-one correspondence.
- Understand place value to hundreds.
- What digit is in the ____ place?
- What is the value of the digit in the ____ place?
- Working knowledge of addition and subtraction facts.
- Be able to draw a line using a ruler. (This is not a focus on measuring.)
- Count by 1 indefinitely.
- Skip counting to 200 by 2, 5, 10, 25, forward and backward.
- Given a number, state 10 less and 10 more.
- Be able to tell time to 5 minutes.
- Be able to write time on an analog clock to 5 minutes. Hour hand stops at numbers, minute hand goes through numbers, no arrows.
- Be able to say months and days of week in order, forward and backward

Resources (Curriculum, References, Assessments)

Saxon Level 2

Second Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Decode story problems reliably into arithmetic operations (Identify key words and meaning)
- Addition and subtraction facts mastered

Resources (Curriculum, References, Assessments)

Saxon Level 3

Third Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Decode story problems reliably into arithmetic operations
- Develop executive skills to copy problems from book to page
- Show necessary solution steps neatly and organized
- Identify answer with correct units and evaluate if it makes sense
- Multiplication facts mastered

Resources (Curriculum, References, Assessments)

Saxon INT3/INT4

Fourth Grade

Objectives/Skillsets

- Saxon Scope and sequence
- All math facts mastered
- Reliable problem solving techniques
- Able to evaluate own work to identify errors

Resources (Curriculum, References, Assessments)

Saxon INT5/INT5

Fifth Grade

Objectives/Skillsets

- Saxon Scope and sequence
- High quality written work: formulas, equations, step-by-step work/substitution/simplification, labels, orderly, neat, answer identified
- Functional math vocabulary that translates words into correct operations
- Math facts mastered and maintained
- Verify answers make sense
- Focus on process and product
- Corrections made on all assignments and tests in a timely manner

Resources (Curriculum, References, Assessments)

Saxon INT5/Course 1

Sixth Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Well organized notebook (notes, homework, tests)
- Habit of diligence and seeking appropriate help to understand concepts

Resources (Curriculum, References, Assessments)

Saxon Course 1 and Course 2

Seventh Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Be responsible for complete, neat, and organized work on 100% of assignments

- Show formulas, process steps, and correct units, and verify answers are rational
- Be accountable for the understanding of concepts, and seek help with missed or misunderstood work
- Be diligent with challenges

Resources (Curriculum, References, Assessments)

Saxon Course 2 and Course 3

Eight Grade

Objectives/Skillsets

- Saxon Scope and sequence
- Algebra practice End of Course Assessment

Resources (Curriculum, References, Assessments)

Saxon Course 3, Algebra (Houghton Mifflin (May 16, 1991)), Geometry (Houghton Mifflin (January 1, 2000))

Latin

Third Grade

Objectives/Skillsets

- Basic Latin vocabulary introduction

Resources (Curriculum, References, Assessments)

Fourth Grade

Objectives/Skillsets

- Model a discipline of mind that focuses on how the Latin language works.
- Model pronunciation of Latin words and give students pronunciation practice through imitation.
- Model for students how to analyze grammatical structure, interpret word form and use, and translate Latin both orally and in writing.
- Model for students how to use mnemonic aids and give them practice using these aids.
- Demonstrate to students the etymology of Latin words and how they are transformed into English derivatives.
- Expose students to beautiful illustrations as well as images and paintings of ancient Roman culture, and to provide exposure to Roman history, culture, and historical figures.
- Build vocabulary skills
- Better understand the foundations of the English language
- Practice the process of learning
- Develop the logical skills of constructing sentences following the rules and patterns of the Latin language

Resources (Curriculum, References, Assessments)

- Latin for Children Primer A

Fifth Grade

Objectives/Skillsets

- Parse nouns and verbs
- Decline a noun
- Conjugate a verb
- Translate sentences
- Build vocabulary skills
- Better understand the foundations of the English language
- Practice the process of learning
- Develop the logical skills of constructing sentences following the rules and patterns of the Latin language

Resources (Curriculum, References, Assessments)

- Latin for Children Primer B

Sixth Grade

Objectives/Skillsets

- Parse nouns and verbs
- Decline a noun
- Conjugate a verb
- Translate sentences
- Build vocabulary skills
- Better understand the foundations of the English language
- Practice the process of learning
- Develop the logical skills of constructing sentences following the rules and patterns of the Latin language

Resources (Curriculum, References, Assessments)

- Latin for Children Primer C

Seventh Grade

Objectives/Skillsets

- Build vocabulary skills
- Better understand the foundations of the English language
- Practice the process of learning
- Develop the logical skills of constructing sentences following the rules and patterns of the Latin language

Resources (Curriculum, References, Assessments)

- Latin Alive

Science

Overview

In addition to exciting the delight and wonder of exploring God's creation, there are three keys to teaching science:

- 1) Performing Hands-on Scientific Tests
 - a) Process
 - b) Methods
 - c) Curiosity, wonder, exploring the creation of the Creator
- 2) Gathering Information
 - a) Careful Observation
 - b) Facts
 - c) Historical context, scientists and discoveries
 - d) Copious notes
- 3) Keeping a Record
 - a) Chart, graphs, math – Data story telling
 - b) Reports
 - c) Critical thinking, well-reasoned conclusions
 - d) Worldview, theory vs. law

<https://elementalscience.com/blogs/news/ultimate-guide-to-science-in-classical-education>

SEQUENCE BY CLASS

K. Life (basic biology)

1 nature notebook (basic earth: continents and biomes - Kilmer)

2 chemistry (basic)

3 physics (grammar)

4 biology (grammar)

5 earth/astronomy (grammar)

6 chemistry (grammar/logic)

7/8 physics, projects (logic)

Kindergarten

Objectives/Skillsets

- Emphasize Wonder, Senses, Seasons, and Basic Biology
- Health/Body/Nutrition
 - Parts of the body and skeletal system
 -
 - Recall five senses and the corresponding body parts
 - Recognize that senses often work together.
 - Recall that different senses provide different information.
- Seasons
 - List the seasons in their proper order.
 - Identify major changes between seasons.
 - Collect leaf samples for a collection.
- Living/Non-living
 - List the characteristics of a living creature (food, air, water, grows)
 - Classify objects/animals as living or non-living.

- Animal Groups
 - Sort animals by coverings.
 - Place animals in their proper habitat (ocean, desert, farm, and zoo).
 - Knows the lifecycle of Caterpillar/Butterflies (Monarch experience)
 - Observes and knows change in the life cycle of a frog (tadpole demonstration)
- Nutrition
 - Exercise and a good diet are necessary for a healthy body.
 - Distinguish between healthy and unhealthy snacks.
 - Has an understanding of good hygiene habits (brushing teeth, bathing, washing hands)
 - Can identify foods for each food group in the USDA pyramid
 - What is poison
 - How to avoid poison
 - What to do if poisoned
- Plants
 - Describe the life cycle of a plant.
 - a tiny part begins to grow inside the seed.
 - a root breaks through the seed and grows into the soil.
 - roots anchor the plant in the soil and absorb water
 - leaves begin to grow and a stem grows up and out of the ground.
 - Know what plants need to grow (light, water, soil).
 - Growth of apples, Knows parts of an apple (history, Johnny Appleseed, Orchard)
 - Parts of a plant (trees – acacia tree)
 - Compare and contrast evergreen and deciduous trees
 - Characteristics of a fruit.
 - Develops from the flower.
 - Contains the seed of a plant.
 - Covers and protects the seeds.
 - Characteristics of a vegetable.
 - An edible part of a plant that does not contain seeds.
 - Usually the roots, stems, or leaves of plants.
- Physics
 - Sort objects into categories: heavy/light, soft/hard, smooth, and rough.
 - Has an understanding of why things sink or float
 - Sort liquids into categories: hot/cold, Thick/thin.
 - Simple Mechanics: how a bike works, pulley.
 - Forces: (a push or a pull) gravity, magnets, mechanics, and friction.
- Chemistry
 - Know the different states of matter (solid, liquid, gas).
- Stewardship of the Earth.
 - Understands basic concepts of recycling
 - God created us with a special responsibility

Resources (Curriculum, References, Assessments)

First Grade

Objectives/Skillsets

- Emphasize creation story and its logical, intelligent sequence (form then fill)
- Identify continents and oceans on a world map
- Diversity of creatures
- Add an animal to a science journal each week.
 - Color, trace, or draw a picture (careful attention to details and imitation)
 - Discuss the unique features of the animal, its diet, and biome
 - Dictate a sentence
 - Place the animal on the map
- Other topics: Weather, rocks, rivers, planets, stars

North America

Bald Eagle

Diet: carnivore

Bald eagles build nests that are big enough for people (Birds, p. 60).

Bison

Diet: herbivore

The bison is the largest land animal in North America (American Bison, p. 10).

Grizzly Bear

Diet: omnivore

Grizzly bears' claws may be up to four inches long (Grizzly Bear, p. 8).

Prairie Dog

Diet: herbivore The sentry warns other prairie dogs of danger (Nature's Children Prairie Dogs, p. 23).

Grasslands

Grasslands are located in all of the continents but Antarctica. The grassland's climate is too dry for trees (A Walk in the Prairie, p. 10).

South America

Jaguar

Diet: carnivore

Jaguars have powerful jaws (Big Cats, p. 21).

Sloth

Diet: herbivore

Tiny, green plants grow in the sloth's hair to help the sloth hide (Sloths, p. 31).

Tapir

Diet: herbivore

The tapir has a long, flexible trunk (Rain Forests, p. 17).

Toucan

Diet: omnivore

The toucan's bright colors help it blend into its surroundings (Toco Toucans, p. 8).

Rain Forests

Tropical rain forests are located in all of the continents but Antarctica and Europe.
More animals live in the canopy than anywhere else in the rain forest (Rain Forest, p. 21).

Europe

Alpine Ibex

Diet: herbivore

The alpine ibex is a nimble climber (Wild Goat, p. 12).

Lynx

Diet: carnivore

The lynx has tufts of black fur at the tips of its triangular ears (Lynx, p. 8).

Reindeer

Diet: herbivore

Both the male and the female reindeer have antlers (Reindeer, p. 11).

Wild Boar

Diet: omnivore

The wild boar roots in the ground to find food (Mammals, p. 26).

Coastal Regions

Coastal regions are located in all of the continents.

Plants must be able to survive in changing conditions (Seashore Plants, p. 4).

Asia

Camel

Diet: omnivore

A camel stores fat in its hump, and it taps into that reserve when food is sparse (Camels, p. 19).

Cobra

Diet: carnivore

An Indian cobra can spread its hood to be about twice as wide as its body (Cobras, p. 8).

Orangutan

Diet: omnivore

The orangutan's arms are longer than its legs (Orangutans, p. 14).

Peacock

Diet: omnivore

When a peacock spreads its fan, eyes seem to appear (Peacocks and Peahens, p. 21).

Mountains

Mountains are located in all of the continents.

The summit of Mt. Everest is over 29,000 feet above sea level (Mountains, p. 9).

Africa

Flamingo

Diet: omnivore

The flamingo derives its color from the food it eats (Flamingos, p. 16).

Hippopotamus

Diet: herbivore

A hippo's skin can produce an oily, pinkish red liquid to protect it from sunburn (Hippos, p. 17).

Lion

Diet: carnivore

The female members of the pride usually do the hunting (Lions, p. 7).

Zebra

Diet: herbivore

The placement of a zebra's eyes allows the zebra to watch for predators (Zebras, p. 11).

Deserts

Deserts are located in all of the continents.

Many desert plants store water because deserts receive little rain (Deserts, p. 9).

Australia

Echidna

Diet: carnivore

An echidna's spine could puncture a car's tire (The Echidna: Australia's Enigma, p. 114).

Emu

Diet: omnivore

The sand and stones that an emu swallows help it grind up its food (Flightless Birds, p. 12). {Emu-Ostrich Venn Diagram}

Kangaroo

Diet: herbivore

Kangaroos use their powerful hind legs to protect themselves (Kangaroos, p. 12).

Kookaburra

Diet: carnivore

A kookaburra's call sounds like a laugh (Australian Animals, p. 24).

Oceans

Oceans surround all of the continents.

Oceans cover much of the earth (A Journey into the Ocean, p. 8).

Antarctica

Emperor Penguin

Diet: carnivore

Emperor penguins are champion divers (Penguins, p. 9).

Seal

Diet: carnivore

The seal's blubber helps hold in its body heat (Seals, p. 21).

Skua

Diet: carnivore

Skuas may chase other birds to get food from them (Polar Wildlife, p. 18).

Snow Petrel

Diet: carnivore

Snow petrels hunt for fish along the rocky coastlines of Antarctica (Polar Region Survival, p. 24).

Polar Regions

Polar regions are located at the north and south poles. The poles are cold because they never directly face the sun (Polar Region Survival, p. 9).

Habitat ~ single living space (local-specific home); Biome ~ community of plants & animals (global-general area)
All animals need food, water, shelter, and space.

Resources (Curriculum, References, Assessments)

Arnold, Caroline. *Australian Animals*. HarperCollins Publishers. Hong Kong. 2000.

Arnold, Caroline. *Wild Goat*. Morrow Junior Books. New York, NY. 1990.

Barkhausen, Annette and Franz Geiser. *Penguins*. Gareth Stevens Publishing. Milwaukee, WI. 1994.

Baskin-Salzberg, Anita and Allen Salzberg. *Flightless Birds*. Franklin Watts. NY. 1993.

Berman, Ruth. *American Bison*. Carolrhoda Books, Inc. Minneapolis, MN. 1992.

Dawson, Susie. *Camels*. Grolier. Danbury, CT. 2009.

Doherty, Gillian. *Birds*. Usborne Publishing Ltd. London, England. 2000.

Fredericks, Anthony D. *Zebras*. Lerner Publications Company. Minneapolis, MN. 2001.

Green, Jen. *Rain Forests*. Gareth Stevens Publishing. Milwaukee, WI. 1999.

James, Joyce. *Lynx*. Grolier. Danbury, CT. 2008.

Kalbacken, Joan. *Peacocks And Peahens*. Children's Press. Chicago, IL. 1994.

Lepthien, Emilie U. *Kangaroos*. Children's Press. Chicago, IL. 1995.

Lottridge, Celia B., Susan Horner. *Nature's Children Prairie Dogs*. Grolier Educational. Danbury, CT. 1986.

Markle, Sandra. *Lions*. Carolrhoda Books, Inc. Minneapolis, MN. 2005.

McDonald, Mary Ann. *Reindeer*. The Child's World, Inc. USA. 1999.

McDougall, Jennifer. *Flamingos*. Grolier. Danbury, CT. 2009.

Morris, Joshua. *Polar Wildlife*. The Reader's Digest Association, Inc. NY. 1993.

O'Hare, Ted. *Cobras*. Rourke Publishing LLC. Vero Beach, FL. 2005.

Pipe, Jim. *Polar Region Survival*. Gareth Stevens Publishing. Pleasantville, NY. 2008.

Rismiller, Peggy. *The Echidna: Australia's Enigma*. Hugh Lauter Levin Associates, Inc. Hong Kong. 1999.

Rotter, Charles. *Seals*. The Child's World, Inc. Chanhassen, MN. 2001.

Steele, Christy. *Orangutans*. Steck-Vaughn Company. Austin, TX. 2001.

Stewart, Melissa. *Sloths*. Carolrhoda Books, Inc. Minneapolis, MN. 2005.

Stone, Jason and Jody. *Grizzly Bear*. Blackbirch Press, Inc. Woodbridge, CT. 2000.

Storad, Conrad, J. *Hippos*. Lerner Publications Company. Minneapolis, MN. 2006.

Suen, Anastasia. *Toco Toucans*. Bearport Publishing. NY. 2010.

Walker, Sarah. *Big Cats*. DK Publishing, Inc. New York, NY. 2002.

Walker, Sarah and Anna Lofthouse. *Mammals*. DK Publishing, Inc. New York, NY. 2002.

Second Grade

Objectives/Skillsets

- Zoom in... Atoms, molecules are building blocks of all matter
- God is a very intelligent designer

- Learn the periodic table, song, symbols
- States of matter

- Introduction to chemistry
- Atoms
- Molecules
- Elements
- Periodic table
- Compounds
- States of matter, changes in state
- Physical changes
- Reactions

Resources (Curriculum, References, Assessments)

R.E.A.L. Science Odyssey - Chemistry Level 1

Third Grade

Objectives/Skillsets

- Narration of key principles (basic forces and types of energy)
- Know and experience the scientific process
 - Ask question
 - Investigate
 - Hypothesis
 - Experiment (one controlled variable)
 - Gather and analyze data – charts and graphs so data can tell story
 - Conclusions – practice reporting
- Facts versus opinions
- Demonstrations
 - Light – prism, laser maze
 - Sound – organ demo
 - Force/Motion – pinewood derby
 - Electricity – snap circuits
 - Bridge building or Rube Goldberg

- Energy
 - Basics
 - Energy resources
 - Nuclear energy
 - Heat transfer
- Light
 - Light
 - Color
 - Light behavior
 - Lenses and mirrors
- Sound
 - Sound
 - Waves

- 3) Wave behavior
- 4) Musical instruments
- D. Electricity
 - 1) Electricity
 - 2) Circuits and Batteries
 - 3) Magnets
 - 4) Electronics
- E. Forces
 - 1) Forces
 - 2) Balance
 - 3) Gravity
 - 4) Friction
 - 5) Floating
- F. Motion
 - 1) Dynamics
 - 2) Motion
 - 3) Circular motion
- G. Engineering/Simple machines
 - 1) Ramps, levers, and screws
 - 2) Gears, pulleys, and wheels
 - 3) Turbines, pumps, and hydraulics
 - 4) Design
 - 5) Materials
 - 6) Bridges and arches

Resources (Curriculum, References, Assessments)

- Physics for the Grammar Stage – Elemental Science

Fourth Grade

Objectives/Skillsets

- Miracle of Life
- Cell is basic building block of living organisms
- Plant, animal, human
- Microscopes

- A. Living/non-living, Requirements to sustain life (creation order, privileged planet)
- B. Cells (building blocks of living things), microscope
- C. Plants
 - 1) Leaves
 - 2) Flowers
 - 3) Fruits and seeds
 - 4) Nuts, Cones, and Spores
 - 5) Stems
 - 6) Roots
- D. Animals (condense this section to meet schedule limitations)
 - 1) Habitats and behavior
 - 2) Invertebrates 1-3
 - 3) Fish

- 4) Reptiles 1-2
- 5) Birds 1-4
- 6) Mammals 1-8
- E. Human Body (systems, mind/soul)
 - 1) Basic Building Blocks
 - 2) Skeletal system
 - 3) Muscular system
 - 4) Nervous system
 - 5) Five senses
 - 6) Circulatory system
 - 7) Respiratory system
 - 8) Digestive system
 - 9) Urinary system
 - 10) Immune system

Resources (Curriculum, References, Assessments)

- Biology for the Grammar Stage – Elemental Science

Fifth Grade

Objectives/Skillsets

- Wonder, privileged planet
- Zoom out...rocks, land/ocean, weather, atmosphere, space
- Astronomy, telescopes
- Experiences (rock collections, kites, planetariums, telescopes, exploration)
- Scientific process
- History/scientists...connection between science and Christianity

A. Planet Earth

- 1) Planet Earth
- 2) Oceans, rivers, and lakes
- 3) Biomes
- 4) Earthquakes and volcanoes
- 5) Mountains, islands, and glaciers

B. Weather

- 1) Sun and atmosphere
- 2) Seasons and climates
- 3) Weather and wind
- 4) Water cycle and clouds
- 5) Storms and rain
- 6) Extreme weather

C. Rocks and Fossils

- 1) Rocks, minerals, and caves
- 2) Types of rocks
- 3) Weathering
- 4) More rocks
- 5) Fossils
- 6) Types of fossils

D. Solar System

- 1) Solar system

- 2) Sun
 - 3) Mercury
 - 4) Venus
 - 5) Earth and its moon (privileged planet)
 - 6) Mars
 - 7) Jupiter
 - 8) Saturn
 - 9) Uranus
 - 10) Neptune
 - 11) Dwarf planets
 - 12) Asteroids, meteors, and comets
- E. Stars and Space
- 1) Stars
 - 2) Constellations 1
 - 3) Constellations 2
 - 4) Telescopes and satellites
 - 5) Trips to space and astronauts
 - 6) Scientists from Story of the World

Resources (Curriculum, References, Assessments)

- Earth Science for the Grammar Stage – Elemental Science

Sixth Grade

Objectives/Skillsets

- Beautiful design
 - Periodic table structure, order, element types
 - Atoms, molecules, reactions
 - Scientific process
 - Data analysis, conclusions
- A. Periodic Table
- 1) Elements and atoms
 - 2) Periodic table
 - 3) Metals
 - 4) Poor metals and semimetals
 - 5) Nonmetals
- B. Matter
- 1) States of matter
 - 2) Properties of matter
 - 3) Kinetic theory and gases
 - 4) Crystals
- C. Solutions
- 1) Molecules and mixtures
 - 2) Solutions
 - 3) Separating mixtures
 - 4) Chemical analysis
- D. Chemical reactions

- 1) Chemical bonding
 - 2) Chemical reactions
 - 3) Reactivity
 - 4) Chemical reactions
 - 5) Catalysts
 - 6) Oxidation and reduction
- E. Acids and bases
- 1) Acids
 - 2) Bases
 - 3) Measuring acidity
 - 4) Neutralization and salts
- F. Chemistry of life
- 1) Organic chemistry
 - 2) Chemistry of the human body
 - 3) Chemistry of food
 - 4) Fermentation
- G. Chemistry of industry
- 1) Soaps and detergents
 - 2) Polymers and adhesives
 - 3) Iron, steel and alloys
 - 4) Coal and oil products
 - 5) Dyes, pigments, and cosmetics
 - 6) Fibers and paper
 - 7) Ceramics and glass

Resources (Curriculum, References, Assessments)

- Chemistry for the Grammar/Logic Stage – Elemental Science
- Properties of Matter – Lawrence
- Properties of Atoms and Molecules – Lawrence
- Exploring God’s Creation with Chemistry and Physics - Fulbright

Seventh Grade

Objectives/Skillsets

- Worldview
 - What is science? What is it for?
 - Laws, theories, opinions, discernment
 - Scientific process – self-directed answers to questions
 - Analytical skills
- A. Motion
- 1) Forces
 - 2) Friction and gravity
 - 3) Motion, Speed and acceleration
- B. Energy
- 1) Energy and work
 - 2) Energy sources
 - 3) Pressure

- 4) Simple machines
- C. Thermodynamics
 - 1) Energy conversion
 - 2) Heat
 - 3) Thermodynamics
 - 4) Engines
- D. Sound
 - 1) Sound, Sound waves
 - 2) Hearing sound
 - 3) Acoustics
- E. Light
 - 1) Light
 - 2) Reflection and refraction
 - 3) Vision and color
 - 4) Optics
- F. Electricity and magnetism
 - 1) Electrical current
 - 2) Conductors and insulators
 - 3) Batteries
 - 4) Circuits
 - 5) Magnetism
 - 6) Electromagnetism
 - 7) Motors and generators
- G. Engineering and robotics
 - 1) Engineering
 - 2) Bridges, Towers (pasta models)
 - 3) Tunnels
 - 4) Robotics, programming (language, civics)
 - 5) Actuators and effectors
 - 6) Sensors and controllers
- H. Nuclear Physics
 - 1) Radioactivity
 - 2) Nuclear energy

Resources (Curriculum, References, Assessments)

- Physics for the Logic Stage – Elemental Science
- [Physics Curriculum at The Physics Classroom](#)

Eight Grade

Objectives/Skillsets

- Science projects
 - Testable question
 - Hypothesis
 - Experiment (controlled variables, measurement)
 - Conclusion (data analysis)
 - Color/temperature
 - Paper airplanes (lift, gravity, drag, thrust)
 - Battery life ($P=VI$)

- Tennis balls across temperature ($PV=nRT$)
- Temperature vs candy hardness
- Calories per chip
- Catapults
- Hot air balloons
- Programming, language, robotics

Resources (Curriculum, References, Assessments)

Music

Kindergarten

Objectives/Skillsets

Performing Music

Sing alone and with others: Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.

- match pitches in a limited vocal range
- echo short melodic patterns
- sing with an appropriate tone quality
- sing short memorized songs

Play an instrument alone and with others: Students play rhythms using body percussion and instruments. They maintain a steady tempo when playing with the group.

- echo four beat rhythmic patterns using body percussion or instruments
- maintain a steady beat while playing an instrument in a group

Creating Music

Improvise melodies, variations, and accompaniments: Students improvise simple responses to teacher and/or student cues by singing and by using body percussion and instrumental sounds.

- improvise simple rhythms using body percussion or an instrument
- respond to teacher-played phrases with a similar phrase using body percussion or an instrument
- respond to teacher and/or student-sung questions with a sung answer

Compose and arrange music within specified guidelines: Students create short rhythmic and melodic patterns.

- create and play a simple rhythmic pattern with teacher guidance using body percussion or an instrument
- create a short melodic pattern to sing or play on an instrument based on a limited pitch range (example: pentatonic scale, Major third)

Responding to Music

Reading, notating, and interpreting music: Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.

- read iconic notation and perform short rhythmic patterns of quarter and eighth note (pairs) and quarter rests using body percussion, instruments, and rhythm syllables (ta/ti-ti)
- read iconic notation and perform short melodic patterns based on a limited pitch range
- use fine and gross motor movements to demonstrate simple rhythm and pitch patterns

Listening to, analyzing, and describing music: Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate between vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

- identify differences in musical sounds that are high/low, fast/slow, loud/soft and demonstrate them through movement, verbal description, or pictures/illustrations
- distinguish vocal, instrumental, and environmental sounds
- compare vocal qualities such as whispering, singing, speaking, and shouting
- identify and demonstrate appropriate listening behavior during a classroom or outside performance

Evaluate music and music performances

- establish simple criteria to describe and evaluate music
- verbalize response to music
- discuss reasons for listening to music and various contexts in which music is heard

Understand relationship between music, other arts, and disciplines outside the arts

- express musical concepts in non-musical ways (examples: physical movement, drawing a picture, etc.)
- identify other classes and activities where music is used and the purpose of the music in each situation

Understand music in relation to history and culture

- identify music experiences in daily life
- experience music from various historical eras and cultures through singing, listening and moving
- discuss the concept of a musician

Resources (Curriculum, References, Assessments)

Macmillan/McGraw-Hill Spotlight on Music, Silver-Burdett Making Music, Silver, Burdett, and Ginn The Music Connection, Wee Sing, 1,2,3. . . Echo Me! (Loretta Mitchell), Getty Kids Hymnal, Slugs and Bugs: Sing the Bible (Randall Goodgame), Plank Road Publishing Music K-8, Golden Rule Music (various), Growing in Grace (various), Chorister's Guild (www.choristersguild.org), makingmusicfun.net

First Grade

Objectives/Skillssets

Performing Music

Sing alone and with others: Students sing a variety of songs in expanding ranges and dynamics with an appropriate tone quality, good posture, matching pitch and maintaining a steady tempo.

- match simple pitch patterns in expanding ranges
- maintain good posture
- maintain a steady beat while singing
- sing at contrasting dynamic levels
- sing with an appropriate tone quality
- sing short memorized songs

Play an instrument alone and with others: Students play short patterns using body percussion and pitched and non-pitched instruments. They maintain a steady tempo when playing with the group.

- echo short melodic and rhythmic patterns
- maintain a steady beat on a percussion instrument while playing in a group
- hold classroom instruments correctly and play with proper technique

Creating Music

Improvise melodies, variations, and accompaniments: Students improvise responses and simple ostinatos by singing and using body percussion and instrumental sounds.

- respond to sung or played musical questions by singing and using body percussion, found items, and instrumental sounds
- improvise a short rhythm to be echoed by classmates
- improvise a short ostinato to sing or play with a familiar song

Compose and arrange music within specified guidelines: Students create short rhythmic and melodic patterns and accompaniments to prompts and/or literary examples.

- independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments
- cooperatively plan and perform rhythmic and melodic material to accompany a story or poem using a variety of sound sources

Responding to Music

Reading, notating, and interpreting music: Students read basic rhythms and pitches using syllables. They identify quarter notes (tah), eighth notes (ti-ti) and quarter rests.

- read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rests using rhythm syllables.
- notate quarter notes, eighth notes, and quarter rests using iconic and/or standard notation
- use body percussion and movement to demonstrate rhythmic patterns
- read simple pitch patterns from a staff; demonstrate pitch placement; identify melodic contour (skip/step/repeat; high/low)

Listening to, analyzing, and describing music: Students identify similarities and differences in music and qualities of various sounds. They identify and demonstrate appropriate listening behavior.

- show changes in tempo, dynamics, and mood using movement in response to music
- identify various vocal, instrumental, and environmental sounds
- identify phrases of a song as same or different and listen for repetition of phrases
- identify and demonstrate appropriate listening behavior during a classroom or outside performance

Evaluate music and music performances

- discuss the place and importance of music at home, school, and in the community
- discuss and evaluate classroom music activities based on established criteria

Understand relationship between music, other arts, and disciplines outside the arts

- discover musical terms and concepts such as pattern and line that are also used in other disciplines and express them through movement, drawing, and other appropriate means
- describe the importance of activities such as listening, reading, and moving that occur in music class and other curricular areas

Understand music in relation to history and culture

- identify various uses of music in the community and examples of music used for special occasions
- experience music from various historical eras and cultures through singing, listening and moving
- identify some known musicians in history, the community, and media

Resources (Curriculum, References, Assessments)

Macmillan/McGraw-Hill Spotlight on Music, Silver-Burdett Making Music, Silver, Burdett, and Ginn The Music Connection, Wee Sing, 1,2,3. . . Echo Me! (Loretta Mitchell), Getty Kids Hymnal, Slugs and Bugs: Sing the Bible (Randall Goodgame), Plank Road Publishing Music K-8, Golden Rule Music (various), Growing in Grace (various), Chorister's Guild (www.choristersguild.org), makingmusicfun.net

Second Grade

Objectives/Skillsets

Performing Music

Sing alone and with others: Students sing a variety of songs with accurate pitch, appropriate tone quality, and good diction and posture. They can follow the directions of a conductor.

- sing with accurate pitch, appropriate tone quality, diction, and good posture

- sing a cappella and with accompaniment, independently and in groups
- maintain a steady beat while singing
- sing short memorized songs
- follow the cues of a conductor with regard to tempo, dynamics, etc.

Play an instrument alone and with others: Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct techniques when playing, and vary dynamic levels. They follow the directions of a conductor.

- echo melodic and rhythmic patterns
- maintain a steady beat and play with appropriate dynamic levels
- hold classroom instruments correctly and play with proper technique
- learn correct names for classroom instruments
- play simple ostinatos while others sing
- follow the cues of a conductor with regard to tempo, dynamics, etc.

Creating Music

Improvise melodies, variations, and accompaniments: Students sing, play instruments, and use movement to improvise musical phrases (including questions, responses, and ostinatos)

- improvise a short melodic phrase on a pitched classroom instrument
- sing short questions to be answered by classmates
- respond to teacher or student questions by singing and using body percussion, movement, found items, or instruments
- improvise a short ostinato with a familiar song using body percussion, instruments, or movement

Compose and arrange music within specified guidelines: Students create short rhythmic and melodic patterns within specified guidelines and create group and individual compositions. They notate their music.

- perform short rhythmic and melodic phrases within teacher guidelines and write them using standard or original notation
- create music collaboratively to enhance a poem or short story using a variety of sound sources
- arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments

Responding to Music

Reading, notating, and interpreting music: Students read, write, and perform simple rhythmic and melodic patterns using standard and iconic notation. They identify and interpret basic music terms and symbols for dynamics and tempos.

- read and perform quarter notes, eighth notes, half notes, whole notes and quarter rests using rhythm syllables
- notate quarter notes, eighth notes, half notes, whole notes, and quarter rests using iconic and/or standard notation
- read pitch patterns from a staff; demonstrate pitch placement; perform pitch patterns from a staff
- identify direction of notated pitch patterns and interpret through singing, playing, and movement
- identify basic musical terms and symbols and interpret through singing, playing, and movement

Listening to, analyzing, and describing music: Students identify similarities and differences in music using movement and musical terms. They recognize groups of classroom and orchestral instruments. They identify and demonstrate appropriate listening behavior.

- identify contrasts and changes in tempo and dynamics using basic music terminology and movement
- identify repetition and contrast in sections of music using symbols and movement

- identify groups of classroom instruments by sight and sound
- identify groups of orchestral instruments by sight and sound
- discuss and demonstrate appropriate listening behavior for various types of performances

Evaluate music and music performances

- discuss personal preferences for different musical works
- listen to and compare two contrasting styles of composition using basic music terminology
- establish and apply criteria for good musical performance in and outside the classroom

Understand relationship between music, other arts, and disciplines outside the arts

- identify musical concepts such as tone color, repetition, and contrast; identify ways they are used in other disciplines
- describe an aural musical example through movement, art, or writing
- express a specific emotion through music, art, movement, and writing/speaking

Understand music in relation to history and culture

- discuss suitable music for various special occasions and the role it plays
- discover the role of music from earlier periods in history
- listen to and/or perform music from the past and present
- discuss roles of musicians in the community

Resources (Curriculum, References, Assessments)

Macmillan/McGraw-Hill *Spotlight on Music*, Silver-Burdett *Making Music*, Silver, Burdett, and Ginn *The Music Connection*, *Wee Sing, 1,2,3. . . Echo Me!* (Loretta Mitchell), *Getty Kids Hymnal*, *Slugs and Bugs: Sing the Bible* (Randall Goodgame), Plank Road Publishing *Music K-8*, *Golden Rule Music* (various), *Growing in Grace* (various), Chorister's Guild (www.choristersguild.org), *How to Build an Orchestra* (Mary Auld and Elisa Paganelli), makingmusicfun.net

Third Grade, Fourth Grade, Fifth Grade

Objectives/Skillsets

Performing Music

Sing alone and with others: Students sing a variety of music expressively and with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and songs with ostinatos. They follow the directions of a conductor.

- sing while maintaining good breath control, pitch, diction, tone quality, and posture
- sing expressively with attention to dynamics and phrasing
- sing a diverse repertoire of songs with varied accompaniments
- sing partner songs, rounds, and songs with ostinatos
- follow the cues of a conductor

Play an instrument alone and with others: Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate styles and dynamics. They follow the directions of a conductor.

- play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading
- play pitched and non-pitched percussion instruments and recorders using correct techniques for holding instruments and producing sound

- play ostinato accompaniments on pitched and non-pitched percussion instruments independently and with others
- play instrumental pieces of various styles and cultures
- follow the cues of a conductor

Creating Music

Improvise rhythmic and melodic accompaniments to known melodies. Students create compositions and accompaniments using the voice or instruments and improvise simple variations of familiar songs.

- create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments
- improvise a short ostinato to sing or play with a familiar song
- improvise a melodic variation of a familiar song or musical phrase

Compose and arrange music within specific guidelines. Students create, notate, and perform short pieces or songs to accompany texts. They create original compositions and arrangements using available sound sources.

- compose a melody for a verse of a selected poem or text and notate it using traditional means
- plan a short composition with a given form using various pitched and/or non-pitched instruments (example: recorder composition)

Responding to Music

Reading, notating, and interpreting music: Students read, write, and perform rhythms and melodies found in notated music. They apply an expanded vocabulary of musical symbols and terms.

- read, notate, and perform quarter, dotted-quarter, eighth, half, dotted-half, sixteenth, and whole notes and quarter, half, and whole rests
- identify and notate patterns from aural examples
- read and perform songs from notation and sight read new songs using expanded pitch ranges
- identify sharps, flats, and naturals
- identify and apply an expanded vocabulary of musical terms as found in notated music

Listening to, analyzing, and describing music: Students identify musical elements, form, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.

- describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements convey an expressive mood
- identify and describe AB, ABA, and theme and variation forms
- expand use of musical terms, instrument names, styles (using word banks and other vocabulary activities)
- identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures
- demonstrate appropriate listening behavior for various types of performances

Evaluate music and music performances: Students express personal musical preferences. They evaluate short compositions based on teacher guidelines, develop criteria for evaluating performances, and demonstrate appropriate behavior when performing.

- explain personal preferences for specific musical works and styles using appropriate terminology
- listen to and evaluate a short musical composition or song using teacher guidelines
- establish and apply criteria for evaluating various types of musical performances including personal effort

- identify and demonstrate appropriate behavior when performing music

Understand relationship between music, other arts, and disciplines outside the arts

- identify elements of music that apply to specific works of art
- interpret aural musical examples using dance, drama, art, or writing
- sing songs to support learning in other disciplines outside of the arts

Understand music in relation to history and culture

- explore and perform music associated with historical periods and events (example: songs of the Civil War, songs of the Underground Railroad)
- identify and experience music of renowned musicians throughout history
- explore music of other cultures and the role of music and musicians related to the cultures and times
- learn about community musicians and attend live performances when possible

Resources (Curriculum, References, Assessments)

Macmillan/McGraw-Hill Spotlight on Music, Silver-Burdett Making Music, Silver, Burdett, and Ginn The Music Connection, Getty Kids Hymnal, Slugs and Bugs: Sing the Bible (Randall Goodgame), makingmusicfun.net, Plank Road Publishing Music K-8, Golden Rule Music (various), Chorister's Guild (www.choristersguild.org), The Recorder Fun Book for Young Students (Children's Music Workshop, Larry Newman), Christmas Duet Fun Book for Recorder (Children's Music Workshop), Recorder Express (Artie Almeida), Recorder Time, Book One (Gerald and Sonya Burakoff), Essential Elements Recorder Classroom Method (Hal Leonard), It's Recorder Time (Alfred D'Auberge), Rounds for Recorders (Paul and Teresa Jennings), Let's Play Recorder Instruction Book (Leo Sevush), Suzuki Recorder School, Volume 1 (Suzuki Method International), Meet the Great Composers, Book One (Maurice Hinson and June Montgomery), Christmas Recorder Sheet Music for Beginners (Michael Mueller)

Sixth Grade, Seventh Grade, Eighth Grade

Objectives/Skillsets

Performing Music

Sing alone and with others: Students sing a variety of music expressively and with attention to breath control, pitch, tone quality, diction, and posture. They sing songs with independent parts, both a cappella and accompanied. They follow the directions of a conductor.

- sing while maintaining good breath control, pitch, diction, tone quality, and posture
- sing expressively with attention to dynamics, phrasing, and articulation
- sing a diverse repertoire of songs with sensitivity to performance practices and accurate pronunciation
- sing unison and part songs, rounds, a cappella and with varied accompaniment
- sing expressively with attention to balance, blend, dynamics, phrasing, and articulation
- follow the cues of a conductor

Play an instrument alone and with others: Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- play melodic and rhythmic patterns by rote and by reading
- play pitched and non-pitched percussion instruments and recorders using correct techniques for holding instruments and producing sound
- play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos,

- and dynamics (independently and in ensembles)
- play instrumental pieces of various styles and cultures
- play expressively with attention to balance, blend, dynamics, phrasing, and articulation
- follow the cues of a conductor
- maintain an independent part on a instrument in a group while following the cues of a conductor

Creating Music

Improvise melodies, variations, and accompaniments: Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They create short compositions independently and cooperatively.

- improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments
- improvise a melody of a determined length to be sung or played with an existing ostinato
- improvise melodic and rhythmic variations of learned songs by singing and using instruments
- independently and cooperatively improvise melodic patterns to create a song
- improvise rhythmic and melodic phrases on a variety of instruments in response to the cues of a student or teacher conductor

Compose and arrange music within specific guidelines. Students create, arrange, and perform instrumental compositions within established guidelines.

- compose a melody for a verse of a selected poem or text and notate it using traditional means
- plan a short composition with a given form using various pitched and/or non-pitched instruments
- create, notate, and perform a recorder composition using teacher guidelines; include tempo, dynamics, articulations, etc.

Responding to Music

Reading, notating, and interpreting music: Students read, write, and perform rhythms and melodies found in notated music. They write rhythms and pitches from aural examples. They apply an expanded vocabulary of musical symbols and terms.

- read, notate, and perform quarter, dotted-quarter, eighth, half, dotted-half, sixteenth, and whole notes and quarter, half, and whole rests in 2/4, 3/4, 4/4, 6/8, alla breve (cut time/common time), and mixed meter
- identify and notate rhythms and melodies from aural examples
- read and perform in various keys
- apply the designated expressive markings when singing or playing music

Listening to, analyzing, and describing music: Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They experience and describe live musical performances.

- describe musical elements including tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements may convey an expressive mood
- identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods
- recognize, discuss and write about works of historic and contemporary composers
- attend and describe live musical experiences when possible

Evaluate music and music performances: Students establish and apply criteria for listening to and performing music.

- establish criteria for distinguishing quality musical works including classroom and recorded examples; use criteria to discuss or write about specific examples

- apply established criteria for effective performance when listening to live and recorded music
- apply established criteria when performing music in and outside the classroom

Understand relationship between music, other arts, and disciplines outside the arts: students explore interdisciplinary connections and recognize how music connects to life skills needed in many other contexts.

- identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts

Understand music in relation to history and culture

- explore and perform music associated with historical periods and events (example: songs of the Civil War, songs of the Underground Railroad)
- explore music inspired by historical events (example: Tchaikovsky's "1812 Overture")
- identify and experience music of renowned musicians throughout history
- explore music of other cultures and the role of music and musicians related to the cultures and times
- learn about community musicians and attend live performances when possible

Performing Music

Sing alone and with others: Students demonstrate good vocal technique and explore the changing voice. They sing a variety of repertoire and follow the directions of a conductor.

- identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture
- explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire
- sing expressively with attention to balance, blend, dynamics, phrasing, and articulation
- sing a variety of vocal repertoire with independent parts, both from a score and from memory
- sing repertoire accompanied and a cappella
- follow the directions of a conductor

Play an instrument alone and with others: Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- play melodic and rhythmic patterns by rote and by reading
- play pitched and non-pitched percussion instruments and recorders using correct techniques for holding instruments and producing sound
- play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics (independently and in ensembles)
- play instrumental pieces of various styles and cultures
- follow the cues of a conductor
- maintain an independent part on a instrument in a group while following the cues of a conductor

Creating Music

Improvise melodies, variations, and accompaniments: Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They create short compositions independently and cooperatively.

- improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments
- improvise a melody of a determined length to be sung or played with an existing ostinato
- improvise melodic and rhythmic variations of learned songs by singing and using instruments
- independently and cooperatively improvise melodic patterns to create a song

- improvise rhythmic and melodic phrases on a variety of instruments in response to the cues of a student or teacher conductor

Compose and arrange music within specific guidelines. Students create, arrange, and perform instrumental compositions within established guidelines.

- compose a melody for a verse of a selected poem or text and notate it using traditional means
- plan a short composition with a given form using various pitched and/or non-pitched instruments
- create, notate, and perform a recorder composition using teacher guidelines; include tempo, dynamics, articulations, etc.

Responding to Music

Reading, notating, and interpreting music: Students read, write, and perform rhythms and melodies found in notated music. They apply an expanded vocabulary of musical symbols and terms.

- read, notate, and perform quarter, dotted-quarter, eighth, half, dotted-half, sixteenth, and whole notes and quarter, half, and whole rests in 2/4, 3/4, 4/4, 6/8, 5/4, alla breve (cut time/common time), and mixed meter
- identify and notate patterns from aural examples
- read and perform songs from notation and sight read new songs using expanded pitch ranges
- identify sharps, flats, and naturals
- identify and apply an expanded vocabulary of musical terms as found in notated music

Listening to, analyzing, and describing music: Students identify musical elements, forms, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.

- describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements convey an expressive mood
- identify and describe AB, ABA, and theme and variations forms
- expand use of musical terms, instrument names, styles (using word banks and other vocabulary activities)
- identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures
- demonstrate appropriate listening behavior for various types of performances

Evaluate music and music performances: Students express personal musical preferences. They evaluate short compositions based on teacher guidelines, develop criteria for evaluating performances, and demonstrate appropriate behavior when performing.

- explain personal preferences for specific musical works and styles using appropriate terminology
- listen to and evaluate a short musical composition or song using using teacher guidelines
- establish and apply criteria for evaluating various types of musical performances including personal efforts
- identify and demonstrate appropriate behavior when performing music

Understand relationship between music, other arts, and disciplines outside the arts.

- identify elements of music that apply to specific works of art
- interpret aural musical examples using dance, drama, art, or writing
- sing songs to support learning in other disciplines outside of the arts

Understand music in relation to history and culture

- explore and perform music associated with historical periods and events

- identify and experience music of renowned musicians throughout history
- explore music of other cultures and the role of music and musicians related to the cultures and times
- learn about community musicians and attend live performances when possible

Resources (Curriculum, References, Assessments)

Macmillan/McGraw-Hill *Spotlight on Music*, Silver-Burdett *Making Music*, Silver, Burdett, and Ginn *The Music Connection*, Getty Kids *Hymnal*, makingmusicfun.net, Plank Road Publishing *Music K-8*, *Golden Rule Music* (various), Chorister's Guild (www.choristersguild.org), *Recorder Express* (Artie Almeida), *Recorder Time, Book One* (Gerald and Sonya Burakoff), *Essential Elements Recorder Classroom Method* (Hal Leonard), *It's Recorder Time* (Alfred D'Auberge), *Rounds for Recorders* (Paul and Teresa Jennings), *Suzuki Recorder School, Volume 1* (Suzuki Method International), *Meet the Great Composers, Book Two* (Maurice Hinson and June Montgomery), *Christmas Recorder Sheet Music for Beginners* (Michael Mueller)

Art

All Grades

Objectives/Skillsets

- Art elements: line, shape, texture, color, value, space
- Design elements: movement, rhythm, unity, emphasis, balance, contrast, pattern, perspective
- Properly use the tools of art
- Composition across different media
- Emphasize History and Appreciation
- Train up the affections of the heart to discern and love what is beautiful
- Identify the breadth of God's creativity and practice imitating that creativity
- Experience the learning process through art: Grammar (vocabulary, tools, methods), imitation, guided practice, repetition, mastery, personal creativity...making something that is "good"
- Celebrate the gifts of others

Resources (Curriculum, References, Assessments)

Executive Skills/Habits/Service/Memory Skills/Logic

Overview

Excellence -

To flourish, we need happiness.

Happiness (in the classical sense) is founded in virtue.

Virtue is developed through habits.

Habits are right actions at the right time for the right reasons.

Actions are the embodiment of words.

Words are composed of thoughts.

Thoughts are inspired by what we love.

Love. The most excellent way.

Hicks on Aristotle

“Indeed, the theoretic life is the life of virtue, so long as we mean by virtue all that the Greek *arête* expresses: the life that knows and reveres, speculates and acts upon the Good, that loves and reproduces the Beautiful, and that pursues excellence and moderation in all things.”

Markers of Excellence

A place for everything and everything in its place

Peace and order in every class

Tidy, orderly, warm, focused, enthusiastic

Clean room at end of day

Clean school at end of week (chore chart)

One speaker and active listening

Agenda, assessed work, weekly portfolios for review, organized binders

All work Neat, Organized, Complete; assessed work in cursive; answers in complete sentences.

Work is gift, work is valuable...treat it as such

Accountability – work accurate, complete, timely grading/feedback, excellent standards

Goal is excellence not just complete (content, grammar, spelling)

Is it excellent yet?

Proof reading and Editing

Continuity of habits across the grades

Students need to do the work of listening, thinking, answering, learning

Fully effective rules in full effect

Full participation

Sing every song

Recite every pledge/chant

Do every assignment

Reverence during every prayer

Quality rest- amusement has its place when it leads to greater virtue, just don't let it creep in through the cracks

Spoken words that are true, kind, necessary

Assume positive intent

Love everyone

Positive role models and heroes

Identity in Christ...all are masterpieces

Constructive instruction, discipline, and discipleship

Instruct, coach/encourage/correct, reward, hold accountable/escalate

Discipline to build, use facts/data/natural consequences, clear communication with students, parents, staff

Never disrespect a child

Don't "spare the rod."

Protect, defend, shield, stabilize, shepherd, guide, goad, comfort, measure, correct

All behavior is communicating something

Discern "can't"/"won't" (ability/will)...start with teaching the ability

Be firm and kind (grace and truth...gentle)

Model the Fruit of the Spirit

Don't assume negative intent...don't presume a motive

Be constructive (train up the heart); teach, not drive

Secure situations (calm, respectful)...can only teach control if we model it

Avoid feeling threatened or challenged

Goal: optimal response with optimal timing (not just a reaction)

What questions will shine light on the situation?

What was happening?

What were you thinking and feeling when it happened?

What did you do in response?

Why did you do it? What did you want?

What was the result?

Did the student understand the consequences of his behavior?

Does the student need help finding/using "the way out" from the temptation faced?

What will constructively resolve the conflict?

What consequence is appropriate and natural...with supernatural guidance?

Are we in alliance with the parents?

Intentionally equip with tools

adaptability, flexibility, frustration tolerance, problem solving,

temptation avoidance, conflict resolution, peacemaking

Redirect the goals of the children (Mistaken goal chart, The Crucial C's)

Attention seeking -> Cooperation

Power grabbing -> Self-reliance

Revenge -> Contribution

Avoidance/quitting/apathy -> Resiliency

Voice encouragement over praise

Goal is to be an advocate not an adversary

What will fill a heart with wisdom and virtue?

The markers of maturity must be modeled and trained

honest, trustworthy, responsible, respectful, even-tempered, self-controlled, unselfish,

kind, wise, reliable, self-sufficient, priorities over pleasure, adaptable, discerning,

thinking/reflecting, humble, grateful, compassionate, intrinsically motivated towards a

greater good, peacemaking, faithful, loyal, neat, organized, diligent, persevering,

ambitious, consistent, curious, constructive, teachable, self-reliant, sound moral

compass, a healthy understanding of liberty, and a Love for the loveable (things of God)

Habits

In addition to a vigorous, classical curriculum, Acacia Academy will also emphasize character-enhancing habits. These habits will be intentionally integrated into the daily routines of the school and become a part of the students' lives.

"I am. I can. I ought. I will." -- Charlotte Mason

"Sow a thought and you reap an act; sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny." –unknown

❑ Habit of **Attention**

- The habit of attention requires that one fix mind & body steadily of the matter at hand.
- Is not...
 - ❑ Playing in desk
 - ❑ Chatting with another student
 - ❑ Day dreaming
 - ❑ Not following along

❑ Habit of **Obedience**

- Obedience is demonstrated by responding immediately and completely to authority, as well as accepting consequences willingly.

Obey

Right away (no delays)

All the way (complete)

With a good attitude (cheerful)

Every day!

This is God's way!

- Is not...
 - ❑ Incomplete assignments
 - ❑ Delaying or complaining
 - ❑ Rebellious infractions

❑ Habit of **Respect**

- Showing respect involves using good manners and self-control in words and actions. (horizontal)
- Is not...
 - ❑ Saying or writing mean things to another
 - ❑ Mocking, teasing, sarcasm
 - ❑ Ruining someone's work or property
 - ❑ Ignoring others

❑ Habit of **Responsibility**

- Responsibility is shown when care is given to personal belongings and school property, and tasks are completed. "Doing what I have been entrusted to do."
- Is not...
 - ❑ Forgetting textbook, homework
 - ❑ Not turning in work
 - ❑ Not completing job to the best of ability
 - ❑ Poor dress, poor diet

- ❑ Habit of **Reverence**
 - Reverence is demonstrated by one's awe and respect for things of God. (vertical)
 - Is not...
 - ❑ Not participating respectfully in chapel or prayer
 - ❑ Destroying nature
 - ❑ Damaging property

- ❑ Habit of **Reflection**
 - The habit of reflection requires purposeful thinking and contemplation about the matter at hand.
 - Is not...
 - ❑ Giving quick answers without thought
 - ❑ Rushing through work or assignments
 - ❑ Not paying attention during trips or special activities

- ❑ Habit of **Thoroughness**
 - Thoroughness involves completing whatever task is at hand to the very best of one's ability, leaving nothing undone.
 - Is not...
 - ❑ Incomplete assignments
 - ❑ Messy assignments
 - ❑ Short, incomplete answers

- ❑ Habit of **Punctuality**
 - To be punctual, one's obligations must be met in a timely manner.
 - Is not...
 - ❑ Arriving to class late
 - ❑ Not completing assignments on time
 - ❑ Not being prepared on time

- ❑ Habit of **Service**
 - In serving, one must think of helping others and meeting their needs in a cheerful manner.
 - Is not...
 - ❑ Putting yourself before others – cutting in line, rushing to the door, etc.
 - ❑ Complaining when an adult has a request
 - ❑ Forgetting a classroom job
 - ❑ Having a bad attitude when helping

- ❑ Habit of **Self-control**
 - To be self-controlled is the ability to delay gratification and have mastery over one's actions and speech.
 - Is not...
 - ❑ Running in the hallway
 - ❑ Talking out of turn
 - ❑ Wiggling and squirming
 - ❑ Touching, pushing or hitting someone

- ❑ Habit of **Integrity**
 - Integrity involves always being honest and allowing one's words and actions to be above reproach, so that one is seen as trustworthy.

- Is not...
 - ❑ Lying
 - ❑ Cheating
 - ❑ Stealing
 - ❑ Breaking trust

- Habit of **Reconciliation**

- Reconciliation seeks to humbly restore any relationship that has been negatively impacted by unkind behavior. Reconciliation should be honest, sincere, quick, and complete.
- Is not...
 - Being unaccountable
 - Saying “sorry” to get out of trouble
 - A replacement for natural consequences

Heart Check Guidelines (Based on Providence Classical School)

God's Standard	Desired Attitudes and Behaviors	Correctable Heart Attitudes and Behaviors
Fear God and keep his commandments. Ecclesiastes 12:13	Reverance First time obedience Respectfulness Respect for God's Word/Name Submission to authority Good stewardship	Rebellion Defiance Disrespect Disobedience Destructive
Honor Others above yourself. Romans 12:10	Respect Service/Servant attitude Reconciliation Encouraging Courteous and polite Sharing Cooperative Loyalty Compassionate Inclusive	Talking out Vengefulness Hitting Gossip Selfishness Bullying Tattling Nosiness
Do your work as unto the Lord. Colossians 3:23-24	Attention Responsibility Thoroughness Reflection Punctuality/Timeliness Integrity Self-control Diligence Consistency Neatness Perseverance	Laziness Sloppiness Incomplete Work
Do everything without complaining or grumbling. Philippians 2:14-15	First time obedience Cheerfulness Thankfulness Willingness Contentedness	Complaining Grumbling Arguing Whining Negotiating

Kindergarten, First Grade, Second Grade

Objectives/Skillsets

- Attention
- Obedience
- Respect
- Reconciliation
- Take home folder
- Homework routine
- Organization
- Labeling assignments with name, date, and assignment information in the upper right corner of the page
- Following written/verbal instructions
- Neatness and excellence
- Master Brian Train exercises with balance, agility, flexibility, coordination
- Develop active listening and attention skills by following a series of verbal commands
- Retell short stories read verbally
- Memorize poems, scriptures, school prayer, lines for plays/programs

Resources (Curriculum, References, Assessments)

- Listen, My Children, and You Shall Hear - Kratoville

Third Grade, Fourth Grade, Fifth Grade

Objectives/Skillsets

- Responsibility
- Thoroughness
- Punctuality
- Agenda accountability
- Copy from board/book
- Simple rubrics
- Basic notetaking
- Basic filing
- Personal responsibility
- Identifying and meeting the needs of others
- Demonstrate consistent neatness standards in written assignments, desk or locker storage
- Memorize extensive poems, scriptures, school prayer, lines for plays/programs

Resources (Curriculum, References, Assessments)

Sixth Grade, Seventh Grade, Eighth Grade

Objectives/Skillsets

- Accountability
- Integrity
- Diligence
- Self-governed and motivated
- Translate verbal expectations

- Break projects into manageable steps
- Follow Complex rubrics
- Comprehensive notetaking
- Reliable filing
- Responsible for doing what is right because it is right
- Constructive conflict resolution
- Pursuing maturity
- Understand the connections between physical well-being, health, nutrition, sleep, exercise, emotional well-being, and spiritual well-being
- Memorize extensive poems, scriptures, school prayer, lines for plays/programs
 - Road Less Traveled
 - Gettysburg Address
 - Star Spangled Banner
 - Portions of Declaration of Independence and U.S. Constitution
- Understand Fallacies
- Build constructive arguments
- Solve logic puzzles

Resources (Curriculum, References, Assessments)

- Art of Argument
- Fallacy Detective
- John Wooden principles