

# The Educational Plan of St. Jerome Classical School



**A Catholic Classical School in Prince George's County**

**5207 Forty-Second Place  
Hyattsville, Maryland 20781**

*Anno Domini 2010*

The very fact that it is the flesh of the Word become man that ultimately defines the limits of Christian humanism contains the possibility of almost explosively extending those limits to what is really a limitless degree. Now we may dare—indeed dare we must—to take up with an all-embracing gesture into this pattern of the Christian man whatever in the long perspectives of history or in the depths of his soul is true and noble in thought and deed. All that is good and true has proceeded from the Word and has its homing point in the incarnate God, even though this be hidden from us, even though human thought and human good-will may not have perceived it... For the humanist Christian there is only one possible attitude that he can take towards the world: he must love. Yet one can only love a person, and that is why the Christian humanist loves the human in every shape and form but only in him of whom St. Paul says “all things were created in him.” Here is the meaning of those words written by an ancient Christian... “Christ is the Word, in whom the whole human race has a portion, and all who have lived according to this Word are Christians, even though, like Socrates and Heraclitus among the Greeks, they are accounted godless.”

- Hugo Rahner, S.J.,  
citing Saint Justin Martyr

Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things.

- Saint Paul

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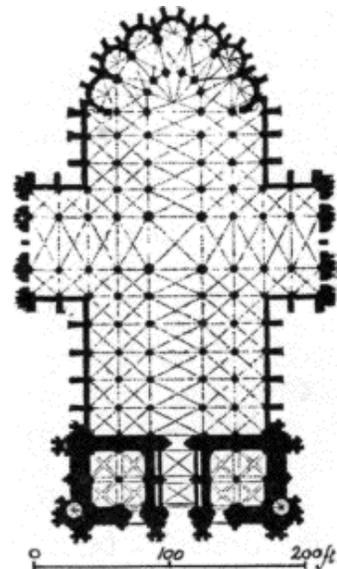
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# Part I: Blueprint

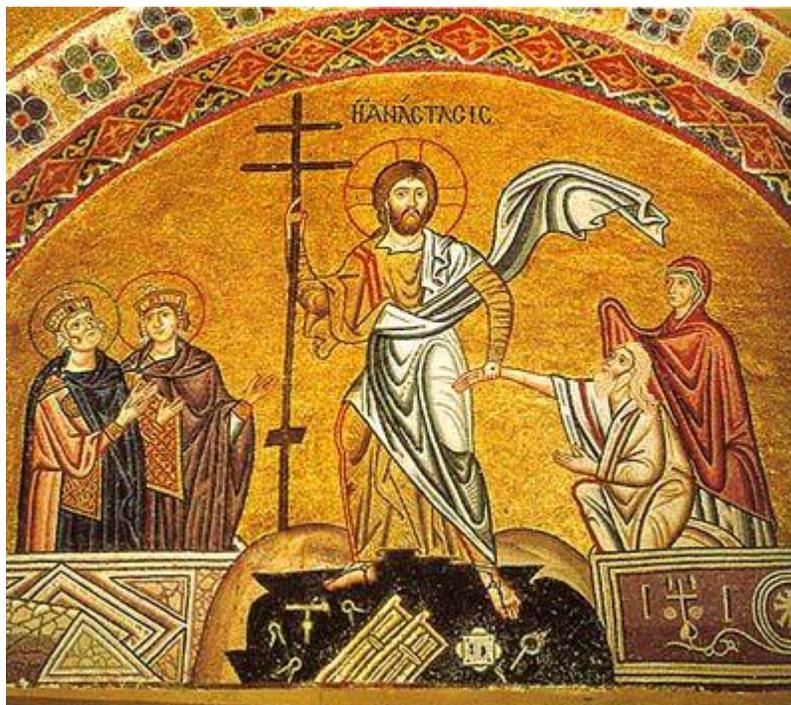


*Cologne Cathedral Floor Plan*

## Building a New St. Jerome School: A Blueprint for the Vision

With every building and every work of art, there is a sense in which the finished product or the completed work *comes first*. The builder or the artist starts with a blueprint, a plan, or a picture of the finished work in mind. Sometimes the builder modifies the plan in the course of the work, but he cannot modify it entirely without creating something entirely different or destroying the work altogether. By keeping this picture firmly in view, the builder can ensure that each step in construction occurs for the sake of the next, and he can see how all the steps combine to build up the whole. If this blueprint does not guide his work, then the end result of his labors is not a building, but a heap of stones. Education is like this. Without a clear sense of what education is and the end it serves, we may expend a great deal of effort ‘piling up stones’ instead of truly educating.

This outline is like a blueprint. It begins with the end product: the sort of person we hope would emerge after nine years at St. Jerome’s. The actual content of the various subjects within the curriculum are like the foundation stones of the educated person. The skills, aptitudes, and habits we hope to cultivate through pedagogy and through the culture of the school are like the tools of learning. And of course the teachers are the builders who bring their art and experience to bear on the construction of the building. We proceed from the vision, first through the core subjects that would comprise the St. Jerome’s curriculum, and then with increasing detail through the specific stages in the teaching of each subject to show how each stage builds upon the next and these combine with the labors of St. Jerome’s teachers to contribute to the building up of the whole.



*Christ Leading Adam and Eve Out of Hades, Hosios Lukas Monastery*

## Vision Statement

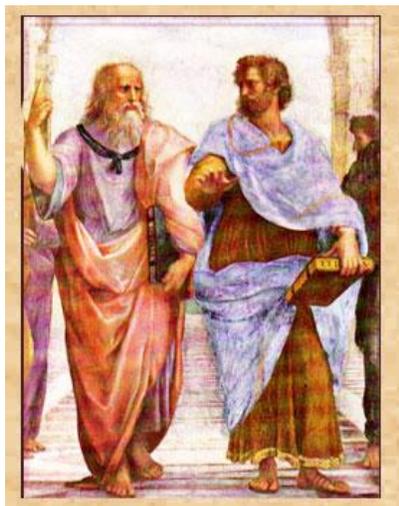
St. Jerome School educates children in the truest and fullest sense by giving them the necessary tools of learning and by fostering wonder and love for all that is genuinely true, good, and beautiful. We emphasize classical learning because we want our students to read well, speak well, and think well and ultimately because truth and beauty are good in themselves and desirable for their own sake. We seek to incorporate our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts so that they might understand themselves and their world in the light of the truth and acquire the character to live happy and integrated lives in the service of God and others. Education in this deep and comprehensive sense extends beyond the classroom and is more than just the acquisition of skills. It encompasses the whole of one's life. For this reason, St. Jerome's seeks to involve families ever more deeply in the life of the school and in the education of their children.

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

The Vision Statement seeks to root a comprehensive understanding of education in a compelling and beautiful vision of reality worthy of students' love. This vision is intended to govern every facet of the school's life. Its aim is twofold: first, to communicate a certain body of knowledge; and second, to cultivate a certain kind of person, *to develop as far as possible what is uniquely human in him*, and so to equip him with the skills, habits, and aptitudes necessary to embrace truth and to become the person he was truly created to be. Immediately it becomes clear that no aspect of a school's life is truly 'extra-curricular' or falls outside of its core mission of education, because every aspect of its life—from the way the school prays, to the dress code of students and staff, the arrangement of furniture in the classroom, the paint and posters on the wall, the activities during recess, the way technology is used, and the songs the children sing—reflects the school's judgments and priorities about the meaning of its educational mission. *Everything a school does teaches something. Everything a school does is education of some sort.* The important thing is to be sure that it is good and coherent education and that policies, procedures, pedagogical methods, and the culture of the school are not at cross purposes with the vision.

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

1. Is it beautiful?
2. Are we doing this because it is inherently good, or as a means to an end? If the latter, what end?
3. Does it encourage the student to think of education itself as a high and noble enterprise, or does it cheapen education?
4. Is it excellent? Does it demand the best students and teachers have to offer, and hold them to the highest standard they are capable of achieving? Or does it give in to the gravitational pull of mediocrity? Is excellence the highest standard, or is excellence subordinate to lower standards such as convenience, popularity, or marketing considerations (i.e., consumer appeal)?
5. Does it encourage reverence for the mystery of God and the splendor of His creation?
6. Does it encourage reverence for the mystery of the human person and respect for the student's own human dignity?
7. Does it encourage him to desire truth, to understand such virtues as courage, modesty, prudence, and moderation and to cultivate these within himself?
8. Does it help the student to see what difference God makes to all the facets of the world, or does it make God's existence seem irrelevant, trivial, small or private?
9. Does it assist in passing on the received wisdom of the Christian tradition, or does it create obstacles to reception of the tradition?
10. Does it encourage real searching and thinking? Does it provoke the student to ask 'why?' Does it stir up a desire for understanding?
11. Does it encourage conversation between and across generations or does it hinder it?
12. Does it help to develop to the fullest extent what is uniquely human in the student: the powers of attending, deliberating, questioning, calculating, remembering, and loving?
13. Does it encourage the student to become patient, to take time, and if necessary, to start over in order to achieve excellence, or does it subordinate excellence to speed, ease, and efficiency?
14. Does it encourage the student to value rigor and discipline?
15. Does it deepen the role of the family in the life of the school and the role of education in the life of the family, or does it erect a barrier between family and school?



*Plato and Aristotle from School of Athens, Raphael*

# Part II: Tools



*God as Architect of World*  
Paris Bible, c. 1220

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

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

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

The first is through *the content of a historically based curriculum*, rooted in an understanding of the human person as a creature, created in the image and likeness of God. From this starting point, the curriculum presents history as a coherent story propelled by the human desire for God and God’s coming to meet, inflame and satisfy that desire in Christ. This is what the Vision Statement means by “incorporating our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts.” This means placing special emphasis on the Greek, Roman, Jewish, and other ancient Near East cultures that make up the Western tradition. This understanding of the person as a creature provides a basis for exploring and appreciating these and other pre-Christian cultures in their own right, for seeking to understand them as they understood themselves.

But rooting history in the understanding of the human person as a *creature* with a natural desire for God also orients those cultures toward the coming of Christ, after which they are taken up, transformed, into a new Christian culture in which the deepest of human longings and the highest of human aspirations are met by a gift from God which surpasses all these. Other subjects such as literature, art, and music and even math and nature studies complement this understanding and deepen it. For instance, a class studying Greek culture in the Grammar stage might read and discuss stories from Greek mythology to think along with the Greeks ‘from the inside’. A class studying the Middle Ages in the Logic stage might learn Gregorian chant in music, or consider the symbolism of Gothic architecture in art or the symbolism of shapes in medieval stained glass in conjunction with their introduction to geometry.

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

The second dimension integrates the curriculum *in the student himself*, by cultivating in the student aptitudes, habits, and qualities that shape his approach to all subjects, and bind them together into a unity in what the Vision Statement calls “wonder and love for all that is genuinely true, good, and beautiful.” For instance, the curriculum emphasizes observation and rendering in

subjects as varied as art, music, and nature studies. The purpose of this emphasis is also to cultivate within the students habits and powers of *looking, seeing, and noticing*, the development of which makes us most human and most alive. These, in turn, imply a capacity for concentration, whole-hearted attention, silence, and stillness of both body and soul. The study of music seeks to cultivate the same power of attention and understanding with the sense of hearing as observation does with the sense of sight. In this way, the qualities and habits needed to read beyond the surface level of a story, to notice mathematical patterns in nature, to distinguish one bird from another, to hear parts of a harmony in music, or to recognize how shadows are effected in a painting by lines, geometrical shapes, and gradations of color are not unlike the qualities needed to recognize the presence of God which, like light, always invisibly surrounds us. Approached in this way, the study of nature, music and art is a kind of preparation for contemplative prayer or adoration, and these in turn, prepare the student to study the world and to live in it in a fully human way.

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

### **History**

- Students should understand human culture and history itself as the lived answer to fundamental human questions and the human desire for God.
- Within history, “Christ has reconciled all things to himself” (Col. 1:20, see also Col. 1:16, Rom. 11:36, Heb. 2:10, I Cor. 8:6, Rev. 4:11). Students should understand that the coming of Christ is the decisive act of God in history and that this has enormous historical and cultural ramifications.
- As the opening epigraph from Hugo Rahner states, the coming of Christ and the Church is central to history. As Christ reconciles all things to himself, his Church and the culture to which it gives rise takes up and transforms all that is beautiful, good, and true in pre-Christian culture and becomes a decisive reference point for all world cultures thereafter. Understanding the human person as a creature and seeing all of history and all cultures as expressions of the human desire for God and as lived answers to ultimate human questions, students should learn to appreciate the great cultures of history on their own terms, seeking to understand them as they understood themselves and resisting the prejudice that equates the newest with the best.
- However, they should understand history neither as a story of constant progress culminating in the present, nor as a series of disconnected events lying side by side in time, but as the *story* of the world's anticipation of and longing for the truth and happiness revealed in Christ and the events his incarnation sets in motion.
- They should therefore have a special understanding of those classical cultures—Greek, Jewish, Roman—which become ingredients of Christian culture. They should read those portions of the Bible that are contemporaneous with the historical period they are studying and appreciate the window that the Bible provides into the development of this

history. And they should seek to understand the birth of modern culture as an event within Christianity, as simultaneously a development of Christian culture and a reaction against a Christian view of reality.

- Students should thus come to understand American history as a chapter in this larger story. American history should be studied in the same spirit of love for truth, goodness, and beauty that animates the rest of the curriculum, and American history and culture should therefore be viewed through the same lens as other historical cultures: as a lived answer to these fundamental human questions. American history should therefore form in students a love of their country and its ideals, but it should also encourage them to subject that love and those ideals to the still higher love for the truth of God and the human person revealed in Jesus Christ and through his Church. In this way, the study of history should prepare students to become *both* virtuous and responsible citizens *and* faithful Catholics and begin to equip them with the tools of discernment necessary to live deeply Catholic and deeply human lives amidst increasingly challenging times.
- The study of history in these terms is central to “incorporating our students into the wisdom of two thousand years of Catholic thought, history, culture, and arts.” Students are incorporated into the received wisdom of the Christian tradition in two ways: first, by understanding themselves as products and heirs of a culture which represents the deepest of human longings, the highest of human aspirations, and the most profound of human artistic and cultural achievements; and second, by making the desires and questions that have animated and propelled that history their own—Who am I? Who is God? How am I to live? What is goodness? What is truth?
- The proper presentation of history should therefore further cultivate the art of questioning, as an expression of their innate desire for the happiness found in God.

### **Religion**

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

- Students should understand that God’s love in the Incarnation gives rise to a distinctive Christian civilization which is their birthright. Students should learn Scripture and be familiar with the treasures of Christian culture, art, architecture, music, literature, and great deeds, all of which give expression to a Catholic view of reality. Students should begin to learn the ‘symbolic language’ of these treasures and learn how to ‘read’ religious paintings and architecture. And they should understand how a true civilization of love reaches its summit in the Mass, where our desire for God is anticipated and surpassed by God’s love for us.
- Students should be introduced to such treasures as we have here in Washington: e.g., the National Shrine, St. Matthew Cathedral, the Franciscan and Dominican monasteries, and paintings in the National Gallery. They should be made to understand and appreciate that St. Jerome’s is a part of this rich Christian heritage and that this heritage represents the very height of *human* culture and aspiration.
- Students should understand how the vocation to love informs our very meaning as persons, soul *and* body. The curriculum should reflect on how men and women live out this vocation differently in marriage, religious, and consecrated life. Upper school religion courses should therefore contemplate the ‘theology of the body’, not primarily from the point of view of ‘sex education’ or even sexual morality (though both of these remain important), but from the truth about the human person as a sexually differentiated unity of body and soul created in and for love. The goal here is not to moralize, but to provide students with a beautiful, more compelling vision of life and love that they can desire and appropriate as their own.
- The study of religion should fulfill the role of basic catechesis, conveying what the Church teaches. By approaching catechesis in light of a broader vision of God and the human person students are helped to understand not only *what* the church teaches but *why* this teaching is true. Students see what these teachings have to do with the basic questions of the human heart, how they matter to their lives, and how they have mattered in the lives of whole cultures.
- The study of religion is both the conveying of a definite body of knowledge and the cultivation of habits and qualities in the soul of the student. It should incorporate silence, adoration, mystery, and the experience of beauty through adoration, music, and the school’s observation and study of the liturgy and the liturgical calendar.
- Religious instruction, above all, should seek to draw the student more deeply into the life of God. To that end, the school’s liturgical observances should not condescend or ‘speak down’ to children in order to ‘reach them where they are’. Children who are given an infantile form of the faith are not likely to grow in it. Rather these observances should stress the mystery by emphasizing “the beauty of holiness” (Ps. 29:2). They should seek to draw the child ever more deeply into this mystery by appealing to the student’s natural wonder. They should be *child-like* without being *childish*.
- For this reason, students should come to understand the meaning of the parts of the Mass and given the opportunity to be trained as acolytes.

### **Art**

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

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

### **Language Arts**

- We want students to “read well, speak well, and think well.” This means that we want them to understand and internalize how language works both at the level of individual words (their roots, conjugations and declensions), but also the parts of speech. These are the building blocks of argument.
- Reading well therefore means reading *efficiently*, but it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the right literature, even young students can be made to consider the ‘worthiness’ of a character’s choices, the consequences of their actions, and the importance of truth. They can be asked to consider whether a story or a character is fair or just, whether it is beautiful and why. What are the elements of this and its effect? Does it make the student happy or sad? Can a story be beautiful and sad? They can begin to recognize the significance of symbols and foreshadowing.
- The study and recitation of poetry should be used to cultivate memory and the skills that go along with recitation, but poetry should also be treated as a form of vision and a window into truth.
- The study of language and literature should complement the study of history and culture by providing a window into them, e.g., in showing how the theme of life as a dangerous journey ‘home’ in Homer and Virgil is decisively taken up and transformed in Christianity and expressed in a millennium of Christian literary and visual art.
- The study of Latin (and Greek, if possible) should complement the study of history, religion, and English grammar.

## Nature Studies

- The study of nature must be integrated into a comprehensive vision of reality as God's creation. Otherwise the human person who is at the foundation of the curriculum becomes unintelligible and the truth about him becomes a matter of private opinion.
- The study of nature therefore begins from the presupposition that all of reality is God's creation, though the implications of this are easily misunderstood. The *act* of creation is not an alternative to natural processes; nor is the *doctrine* of creation an alternative to natural explanations. The act of creation is not something *done to* the world, since prior to creation there is nothing to act upon. The doctrine of creation therefore does not explain *how* the world came to be, but *what* the world *is*. And to treat nature as creation is *not* to confuse science with theology or to divert attention from nature to prove God's existence, but to behold nature differently in a way that is at once deeper and more comprehensive, but no less rigorous, than modern scientific materialism.
  - It is to recognize that we do not arbitrarily impose meaning upon a meaningless material world, but that meaning is inherent in the world itself. It is reflected in a rational order that penetrates to the depths of the natural order and can be apprehended by reason.
  - It is to see the infinite generosity of God reflected in the mysterious uniqueness of every living thing.
  - It is to recognize that this mysterious uniqueness can never be exhaustively explained or understood and can only be fully appreciated through the eyes of love.
  - It is to recognize that what things are is not exhausted by how they work or how they came to be. Therefore, living things are wholes, irreducible to the interaction of their parts or the history of causes that produced them. They are wholes that transcend their parts.
  - It is to recognize that living things differ essentially from non-living machines because:
    - Unlike a machine that acquires its identity only at the end of a manufacturing process, living things have a nature, and therefore a unity, that *precedes* and guides their development. (This is partly what is meant by soul. It is also why a fetus is a person from the moment of conception and why it eventually matures into an adult: because it is already human.)
    - Unlike a machine, an organism is not a means to an end and its purpose is not imposed from the outside. An organism's end or 'good' is internal to it and is that for the sake of which it develops and acts. Maturity and health are the ends for which organisms ordinarily develop and grow as they do.
    - Machines and other inanimate objects have an *environment* which surrounds them but is basically external to them. Living things have a *world* which they assimilate to themselves through metabolism and within which they move themselves and act. This world is not just the organism's physical surroundings, but the whole order, including past, future, and other creatures, which makes up the organism's 'action space'.

- Higher organisms are characterized by having a larger world in this comprehensive sense. Man has the largest world of all, since he can deliberate about his future, since his world includes God, and since he can respond to God’s call.
  - There is therefore an essential difference between the living and the non-living, between procreation and mechanical reproduction, between what is born and what is made.
  - No aspect of the human body or of human biology is ever *merely* material or *purely* biological, but personal. All human biology is personal biology, the biology of persons.
- It is to recognize that science alone, which is preoccupied with the causal history and mechanical aspects of the natural world, is not sufficient to understand what nature, living things, and human persons are. Philosophy and ultimately theology are also required.
- The study of nature should train the student above all to *see* nature through the eyes of love and to respect its inner integrity. This must be the foundation on which all further specialized study in the sciences is based.
- Coursework should emphasize the observation, classification and rendering of living things (as in a nature notebook). Students should consider the unique characteristics of different kinds of plants and animals and their ways of life, be able to recognize and appreciate the unique characteristics and classify them accordingly. They should understand what distinguishes human beings from other animals and the relation between human biology or morphology (e.g., upright posture, primacy of sight, opposable thumbs, etc.) and the uniquely human way of living.
- From the study of living wholes, students should then move to the study of their parts through the study of anatomy, physiology, and related disciplines.
- From this foundation students should proceed through the relevant sub-disciplines in science—chemistry, geology, astronomy, etc., with special attention to how these various aspects of nature combine to make Earth a home suitable for life, but also in a way that prepares the student for the study of these subjects in high school.
- Students should have experience in both inductive and deductive methods and know the difference between them.
- Students should complete their study of nature at St. Jerome’s with a keen eye for nature, a deeper wonder and love for the natural world, a greater awe at the mystery of living things, and a deep appreciation of how the world, in providing a home fit for life, reflects the wisdom and generosity of its Creator.

### **Mathematics**

- The study of mathematics should instill in students an ever-increasing sense of wonder and awe at the profound way in which the world displays order, pattern and relation. Mathematics is studied not because it is first useful and then beautiful, but because it reveals the beautiful order inherent in the cosmos.
- Mathematics stands in a unique position at the intersection of induction and deduction, and as it flowers, it enables the student not only to appreciate more deeply its own subject matter, but also every other discipline since it lends its own intelligibility to their

study. This is readily apparent in logic and analytical reasoning, but is no less true for art, music, poetry, history, sports, experimental science, philosophy, and language.

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

systems can become the entry point for a discussion of estimation and precision, order and entropy, probability, and eventually chaos. This can include a discussion of how to represent things numerically, which presupposes an understanding of Aristotle's four forms of causality, and can culminate in understanding that mathematically representing and quantifying the world depends on philosophical choices.

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

### **Music**

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

### **Physical Education**

- Play, like joy, is its own end. In the sheer joy of play and playing well, one becomes an 'amateur' in the true sense, that is, a 'lover'. Developing this sense of 'amateurism' is perhaps the most important contribution that physical education makes to classical education. This is because the amateur, though he always strives to play well, plays out of love and delight for the game itself. Genuine amateurism thus reinforces the classical conviction that there are things worth doing well simply because they are good.
- But physical education is vital to classical education in other ways as well. Physical education offers students an opportunity to train their minds, hearts, and bodies into unified expressions of gracefulness. Accordingly, the physical education program should strive to train the minds, hearts, and bodies of the students.
- Students should develop concentration, self-discipline, and mental stamina through

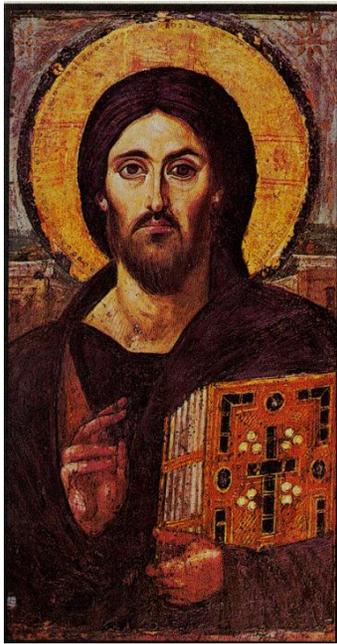
repetition, practice, and competitive play. They should come to recognize the excellence and gracefulness of beautiful physical achievements. They should also learn the rules as well as the proper techniques and strategies for playing all major sports.

- Students should practice sportsmanship and fair play; they should learn to win and lose with grace. They should participate in games and sports in which they can both lead and be led, subordinating their own role to the good of the team. A spirit of healthy competition as well as an attitude of perseverance, commitment, and excellence should be the norm.
- Students should participate in a variety of physical activities that promote strength, agility, coordination, speed, and endurance. They should be encouraged to form healthy living habits, which include getting the appropriate exercise, diet, and rest.



*Still Life with Apples*, Paul Cezanne

## Part III: Laying the Foundation



*Christ the Teacher*  
St. Catherine Monastery on Mt. Sinai

## **Laying the Foundation: Pedagogy**

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

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

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

**Practice the Art of Memory.** To cultivate memory, confidence, and good speaking, heavy and regular emphasis should be placed on memorization and recitation of phonics rules, math facts, and the narration and dictation of short poems, stories, and even history lessons. These skills and facts are the foundation for later work.

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

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

**What Would Plato Do?** 'Socratic' discussions should begin in the earliest grades and teach students to begin questioning and discussing stories, pictures, fables or proverbs according to four rules: 1. Read the text carefully. 2. Listen to what others say and don't interrupt. 3. Speak clearly. 4. Give others your respect.

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

**Is There a Text in This Class?** The use of textbooks should be minimized. This is for several reasons: to provide students a coherent history, to produce a more integrated curriculum, to introduce them to 'primary sources', to develop memory and a capacity for sustained attention, and to prepare them for reading great works of literature in later grades. Teachers may choose to use textbooks or other reference books for themselves in order to develop a narrative of historical continuity tailored to the school's characteristic emphases, and some subjects (e.g., math) may require greater reliance on textbooks from students. Still teachers should strive so far as possible for 'textbook independence' and to devise an oral presentation of historical material in 'lecture' form, as a thread on which to hang more targeted readings in primary source material, ideally, whole books.

**History and the Restless Heart.** Teachers in the humanities should strive to integrate history, literature, religion and the arts so as to provide a comprehensive and coherent history which

addresses the basic human questions: Who is God? Who and what is man? What is true, good, and beautiful?

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

**Humanizing Technology.** Education develops what is most human in students: the capacity for wisdom and love which requires insightful reading, depth of thought, and the autonomy that comes from virtuous self-command. These, in turn, require disciplined habits of patience, attentiveness, memory and concentration and a desire for what is truly good and beautiful. The role of computers and information technologies should be critically assessed in light of these goals, and prudence should govern their use in instruction and the completion of assignments. These technologies are both a fact of contemporary life and a wonderful resource, providing access to sources of knowledge otherwise unavailable. They should be utilized when appropriate and students should be taught to use them responsibly. However, premature or excessive use of these technologies undermines the very qualities and skills education seeks to cultivate: it inhibits the development of reading comprehension, alters the very processes of composition and calculation, and creates dependence on the technologies themselves. It also hampers the transmission of tradition by isolating students from previous generations and instilling the prejudice that new equals better. Furthermore, it isolates students from one another. Real education therefore requires a space where children can experience a measure of freedom from these technologies and develop independently of them. Our pedagogy should help create this space by stressing personal interaction in instruction and ‘manual labor’ (e.g. handwriting) in the completion of assignments. We should encourage students to take time, attend patiently to detail, and correct mistakes. We should prioritize the insightful reading of books over the collection and manipulation of data and should use ‘instructional videos’ and other media sparingly after evaluating their quality and their effect on school culture. Lastly, we should promote communal activity over computer games or movies during leisure time. The truly liberating answer to the problem of children's immersion in technology is not just a more responsible use of technology; it is to give them something better to love.

## Laying the Foundation: Curriculum Objectives Stage by Stage

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

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

### *Lower Grammar Stage*

**Kindergarten:** The Cradle of Civilization Year

**Grade 1:** The Greek Year

**Grade 2:** The Roman Year

### *Upper Grammar Stage*

**Third Grade:** The Medieval Year

**Fourth Grade:** The Modern Year

**Fifth Grade:** The American Year

### *Logic Stage*

**Sixth Grade:** The Ancient Year

**Seventh Grade:** The Christendom Year

**Eighth Grade:** The New World Year



*The Death of Socrates*

## Lower Grammar Stage Objectives

**Kindergarten:** The Cradle of Civilization Year

**Grade 1:** The Greek Year

**Grade 2:** The Roman Year

### History

#### *Knowledge*

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

#### *Skills*

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

#### *Aptitudes*

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

## **Religion**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

## **Art**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

- Acquire habits of attending, noticing, sitting still, and concentrating
- Learn discipline from following simple projects through to completion

- Begin to develop eye and appreciation for beauty
- Begin to question art works for their meaning

### **Language: Literature, Grammar, Composition, and Drama**

#### *Knowledge*

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

#### *Skills*

- Learn to read proficiently
- Develop reading comprehension
- Employ correct grammar in writing and speech
- Learn good penmanship, using proper technique, and beginning cursive
- Recognize and write complete sentences
- Memorize and recite the definition of the parts of speech
- Understand and identify parts of speech and the four different types of sentences
- Say and write the days of the week, the seasons, the months of the year, their home address, titles of respect, abbreviations, dates
- Understand and use beginning punctuation, contractions, capital letters, synonyms, antonyms
- Be able to order simple ideas, form paragraphs, and copy the final work
- Narration: re-tell stories in detail, with vocal clarity, poise, and eye contact; eventually, re-tell the narrative thread of a story
- Act out stories with other students as characters
- Develop ability identify main idea
- Answer comprehension questions about a reading passage in complete sentences
- Copywork: copy sentences from works of history, the Bible, or literature
- Dictation: listen to an oral recitation and write down a sentence(s) from works of history, the Bible, or literature
- Recitation: recite poems or psalms from memory with vocal clarity, poise, eye contact
- Conversation: ‘Socratic’ discussions should teach students to begin questioning and discussing stories, pictures, fables or proverbs according to four rules: 1. Read the text carefully. 2. Listen to what others say and don’t interrupt. 3. Speak clearly. 4. Give others your respect.
- Perform a play and memorize lines

#### *Aptitudes*

- Develop capacity for listening
- Develop memory

- Appreciate playfulness in language
- Develop habits of concentration, stillness, memory
- Learn to ask questions about the moral or meaning of stories and symbols
- Learn to speak directly and confidently

## **Nature Studies**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

## **Mathematics**

### *Knowledge*

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

### *Skills*

- Count, read, write, and compare numbers up to 1,000, both symbolically and through physical construction
- Acquire facility with basics of place value
- Perform basic addition and subtraction functions of one-, two-, and three-digit numbers
- Understand basic fraction concepts
- Count by 2s, 3s, 4s, 5s, 10s
- Identify and construct circles, squares, rectangles, triangles, ovals, cubes, tetrahedral pyramids, cylinders, cones, spheres, and rectangular prisms

- Recognize and describe the appearance of basic patterns in nature
- Recognize equivalency in number, shape, pattern, and other physical characteristics
- Construct basic sets and groupings of objects in the environment and nature and be able to articulate the criteria for inclusion and exclusion
- Recognize and solve simple replacement codes
- Solve simple geometric puzzles
- Recognize the relationship of tone to the size, length, shape, and material of the object being sounded (e.g., bells of different size being rung or the length or thickness of a string being plucked)
- Take linear measurement and be able to articulate changes in measurement over time; introduce basic means of recording measurement
- Tell and record time and changes in time in seconds, minutes, hours, days, weeks, months, and years
- Recognize and calculate basic currency; introduce coin-tossing scenarios as an introduction to probability

#### *Aptitudes*

- Recognize the ubiquity of number and shape in the world around us
- Develop a sense of wonder at recognizing how the world can be expressed mathematically
- Develop a love for constructing math, numerically and geometrically

### **Music**

#### *Knowledge*

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

#### *Skills*

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

#### *Aptitudes*

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

### **Physical Education**

#### *Knowledge*

- Understand their bodies and physical abilities as a gift

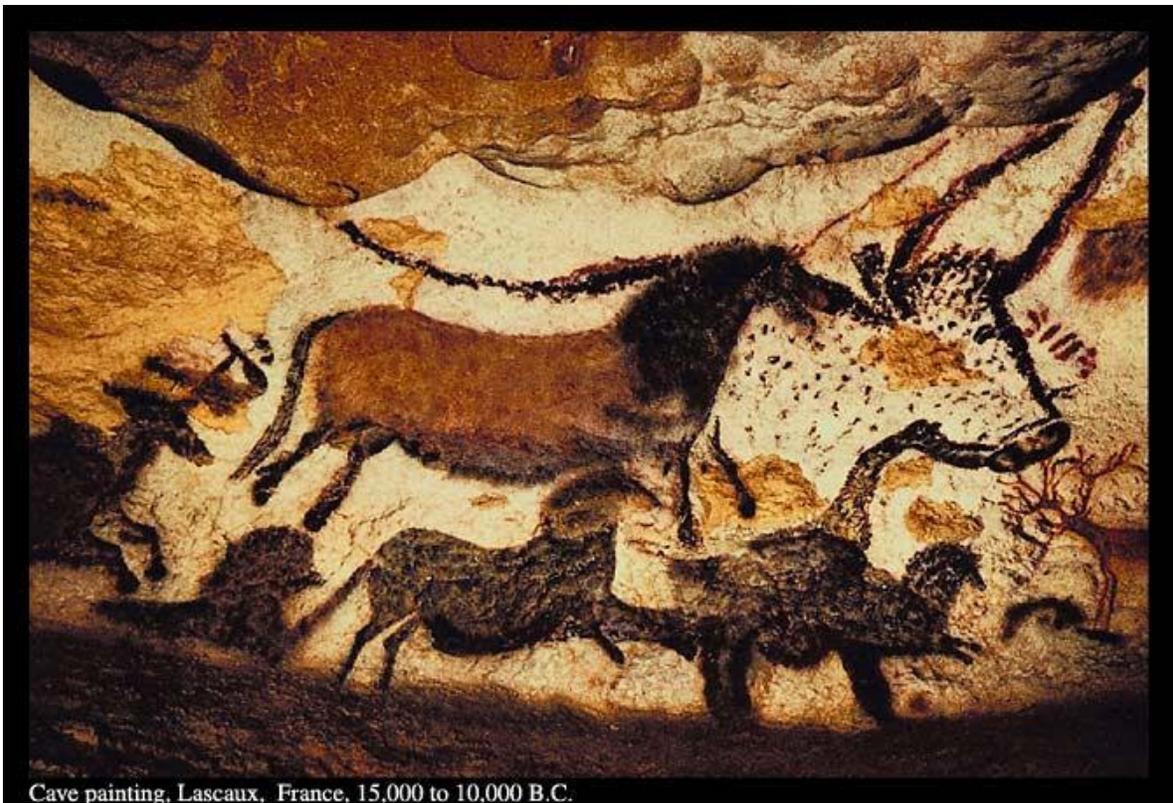
- Begin to learn the rules of major sports and races

*Skills*

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

*Aptitudes*

- Practice teamwork and good sportsmanship



Cave painting, Lascaux, France, 15,000 to 10,000 B.C.

## Upper Grammar Stage Objectives

**Third Grade:** The Medieval Year

**Fourth Grade:** The Modern Year

**Fifth Grade:** The American Year

### History

#### *Knowledge*

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

#### *Skills*

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

### *Aptitudes*

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

## **Religion**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

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

## **Art**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

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

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

### **Touchstones**

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

- Acquire the habit of asking questions
- Learn to seek understanding together through group discussion
- Think more deeply about fundamental human matters

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

## **Nature Studies**

### *Knowledge*

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

### *Skills*

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

### *Aptitudes*

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

## **Mathematics**

### *Knowledge*

- Deploy numeracy/counting: whole numbers into the millions; decimal place value
- Recognize geometric shapes and calculation of perimeter and area
- Have facility in addition, subtraction, multiplication, division whole number operations
- Add, subtract, multiply, and divide decimals up to the thousandths place
- Use fractions (reducing, adding, subtracting, multiplying, dividing)
- Measure accurately using both customary and metric systems
- Estimate measurement when measurement tools are not available by comparison of surrounding or similar objects
- Solve word problems
- Count money and basic decimals
- Acquire basic algebra skills (looking for unknowns)
- Begin to understand proportions
- Comprehend basic averages and ranks (median and mode; mean by grade 5)
- Introduce classical geometric and architectural design (choose a building from historical time period being studied and analyze its geometric and proportional properties)
- Analyze rounds and simple canons to identify simple progressions
- Recognize and construct fundamental shapes in plane geometry: points, lines, rays, angles, parallels, perpendiculars, quadrilaterals and regular and irregular polygons
- Analyze composition and use of light in art in relation to geometry
- Analyze perspective in art in relation to angle measurement
- Construct Platonic and Archimedean solids
- Use Euler's formula for the number of vertices, faces, and edges of polyhedral
- Solve more complex codes such as a single replacement and translation code

- Apply numeric methods in describing natural phenomenon—for example, estimate the number of leaves on a tree by modeling the splits in a branch

### *Skills*

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

### *Aptitudes*

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

## **Music**

### *Knowledge*

- Understand the concepts of melody, harmony, and rhythm
- Be able to recognize beautiful music and be able to explain why it is beautiful
- Recognize instruments by sight and sound
- Be able to sing and, if possible, play an instrument
- Be able to read music
- Memorize lyrics and know how to sing liturgical music

- Sing carols, ballads and authentic folk music from periods of history they are studying
- Sing the Hail Mary and Our Father in plain chant
- Recognize forms of music from the periods of history they have studied

#### *Skills*

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

#### *Aptitudes*

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

### **Physical Education**

#### *Knowledge*

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

#### *Skills*

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

#### *Aptitudes*

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

## Logic Stage Objectives

**Sixth Grade:** The Ancient Year

**Seventh Grade:** The Christendom Year

**Eighth Grade:** The New World Year

### History

#### *Knowledge*

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

#### *Skills*

- Acquire facility in reading primary sources of various kinds
- Discuss philosophical and theological questions which arise from history
- Recognize correlation between “secular” history and Biblical/Church history
- Explain cause and effect of historical events
- Compare, contrast, and explain the essential characteristics of cultures, governments, and figures in different historical periods
- Think and write imaginatively from within the mindset of different historical periods
- Analyze the importance of significant new ideas as they emerge in history
- Memorize significant dates and be able to build timelines from them

### *Aptitudes*

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

## **Religion**

### *Knowledge*

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

### *Skills*

- Give more advanced theological explanations of Church doctrine

- Defend the tenets of the faith against heresy and atheism, as well as the major moral teachings against confusion
- Begin to think theologically
- Memorization of Scripture and scriptural arguments

#### *Aptitudes*

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

### **Art**

#### *Knowledge*

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

#### *Skills*

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

#### *Aptitudes*

- Deepen the habits of attending and noticing
- Sit still and observe carefully works of art and subjects to be rendered
- Deepen love and appreciation of beauty
- Deepen reflection on the experience of beauty and its effect on the soul
- Begin to look at art contemplatively as revealing objective beauty and truth
- Deepen appreciation of art and beauty in the life of faith

- Be able to question artworks for their meaning

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

### *Knowledge*

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

### *Skills for Literature*

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

### *Skills for Grammar and Composition*

- Master all facets of English grammar, demonstrable through the ability to diagram sentences
- Properly express the relationship of ideas in a sentence, paragraph, and essay
- Recognize and correct stylistic errors such as sentence fragments and run-on sentences
- *For Narrative Writing:*
  - Write original narrative and descriptive passages
  - Write coherent and logical prologues, epilogues, sequels, dialogues or alternative endings for fiction and nonfiction

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

*Skills for Logic:*

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

*Skills for Latin:*

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

*Skills for Drama:*

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

### *Aptitudes*

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

### **Touchstones**

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

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

### **Nature Studies**

#### *Knowledge*

- Contemplate important questions, such as: What is life? What is nature? How does 'world' differ from 'environment'? What makes a human distinct from other animals?
- Be familiar with different historical answers to these questions
- Name and employ the Four Causes of Aristotle in the explanation of nature
- Understand more deeply the relation between science and philosophy in the study of nature
- Recognize the study of nature as part of the human endeavor to understand the world
- Understand science as one aspect of the study of nature which must be integrated into a more comprehensive vision of reality as God's creation
- Acknowledge nature as God's creation and so behold nature in a different way

- Recognize persons and animals not as historical accidents or the sum of their mechanical parts, but living wholes that transcend their parts and are irreducible to them
  - Understand how this wholeness is exhibited in the relation between the parts of an animal
  - Understand how this wholeness is visible in animal form and patterns, whose meaning in the animal's life is not reducible to utility or survival value
- Understand that as living wholes, organisms possess an inexhaustible depth and are worthy of our awe, wonder and affection
  - The human organism is always a person: an indivisible unity of body and soul
  - Human beings, because they are made in the image of God, possess a unique dignity among creatures
- Understand that nature is therefore hierarchically arranged according to a capacity for self-transcendence:
  - All organisms, including plants, exhibit some form of metabolism that relates them to the world through appetite
  - Animals exhibit metabolism as well, but also a capacity for self-movement and an awareness through the senses
  - Human beings, in addition to these, move and transcend themselves through reason and will, are able to contemplate God and the world, and can offer themselves in love
- Beginning with the study of living things, students should be able to:
  - Successfully grow and tend to plants, recording the stages of development
  - Render detailed observations of different organisms
  - Distinguish between genera in the plant and animal kingdoms
  - Specify essential differences between species
  - Identify unique characteristics in different forms of animal life
  - Identify essential differences distinguishing human beings from other animals
- From this basis, students should proceed to the interior world of plants and animals:
  - Botany
  - Anatomy
  - Physiology and biological processes
  - Human anatomy: the correlation between the physical structure of the human body (e.g., upright form, opposable thumbs, etc) and uniquely human characteristics associate with the soul (e.g. desire to know, longing for God, human craft, etc.)
  - Fetal development
  - Beginning organic chemistry
  - Heredity and genetics
  - Evolutionary development
- Students should then proceed to the external world, understanding the Earth as home for life:
  - Ecosystems
  - Natural processes which support life (e.g. weather, soil formation, water cycles, atmosphere)
  - Geological processes (e.g., plate tectonics, volcanoes, erosion)

- Earth's place in the solar system: the finely-tuned astronomical factors necessary to support life
- Astronomy

### *Skills*

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

### *Aptitudes*

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

## **Mathematics**

### *Knowledge*

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

### *Skills*

- Think algebraically and geometrically
- Use logic and hands-on experience to solve problems
- Convert fractions, decimals, and percents
- Rewrite fractions using factors and multiples
- Solve problems using rate, proportion, common formulas, and percentage applications

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

### *Aptitudes*

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

## **Music**

### *Knowledge*

- Understand the elements of music
- Understand the essential differences between genres of music, especially within classical and sacred music
- Appreciate the theology inherent in sacred music
- Recognize the characteristic differences between different composers
- Be able to recognize beautiful music and explain why it is beautiful
- Be able to sing and, if possible, play an instrument
- Be able to read music

- Memorize lyrics and know how to sing liturgical music and traditional Catholic hymnody
- Appreciate carols, ballads, and authentic folk music from different historical periods and cultures
- Sing plain chant in Latin and English
- Deepen understanding of the mathematics of music

#### *Skills*

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

#### *Aptitudes*

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

### **Physical Education**

#### *Knowledge*

- Understand embodiment and physical excellence as a gift
- Recognize unity of psychic and physical powers in playing well
- Know and be able to regulate the rules of major sports and races
- Recognize importance of discipline for achieving bodily excellence
- Understand dynamics of competition

#### *Skills*

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

#### *Aptitudes*

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

# Part IV: Materials



*Creation of Man*  
Old Testament Manuscript, 13<sup>th</sup> c.

### **A Note on How to Use the Book Lists**

The lists below contain both required reading, marked with an asterisk, and possible additional readings. The required reading provides the teacher and students with a historical narrative and necessary core knowledge, as well as gives them the most important stories and texts related to the time period or subject. The other readings have been chosen either because they will further aid the teacher in creating a historical narrative, or because they provide resources for creatively integrating topics and themes of mutual interest to students and teachers.

# Kindergarten: The Cradle of Civilization Year

D aer soe in leyede en in was  
G heliker wus nu merker das  
D at vier den doren met en deerde  
A o sine blade met en verteerde



**D**at vier was heet en daer  
hen soede den doren met i aer  
M oyses ginc bet naer besien  
G ed iepene mettien  
V ten done en vten viere  
M oyses sprac here ic ben here  
D oe af dine soen sprac hi te hant  
D aer du vp staes es heilich lant  
D aer geboet hem onse here  
D at hi tote egypten here  
E n hi faraone gebiede  
D at hi late sine hede  
A ieuere here sprac moyses

Moses Before the Burning Bush, Manuscript Detail

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: The First Kingdoms</i>	<p><u>Teacher Texts</u>            *<i>The Story of the World, Volume 1: Ancient Times</i> (chapters 1-6), Susan Wise Bauer            *<i>The Story of the World, Activity Book, Volume 1: Ancient Times</i>, Susan Wise Bauer            *<i>The Pharaohs of Ancient Egypt</i>, Elizabeth Payne            * <i>New Catholic Picture Bible</i> (pp. 8-19), Lawrence Lovasik,            *<i>The Usborne Internet-Linked Ancient World</i>            *<i>The Biblical World: An Illustrated Atlas</i> (National Geographic), Jean-Pierre Isbouts</p> <p><u>Supplemental Texts</u>            * <i>Ancient Egypt</i> (DK Eyewitness)  <i>Ancient Egyptians and Their Neighbors: An Activity Guide</i>, Marian Broida  <i>Mummies Made in Egypt</i>, Aliko  <i>Pyramid</i>, David MacAulay</p>	<p><u>Literature Related to History</u>            *<i>Gods of Ancient Egypt (Dover)</i>, Bruce LaFontaine            *<i>The Well of Truth: A Folktale from Egypt</i>, Martha Hamilton  <i>Tales of Ancient Egypt</i>, Roger Lancelyn Green</p>
<i>Quarter Two: The Ancient Middle East</i>	<p><u>Teacher Texts</u>            *<i>The Story of the World, Vol. 1: Ancient Times</i> (chapters 5, 7, 8), Susan Wise Bauer            *<i>The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer            *<i>New Catholic Picture Bible</i> (pp. 20-47), Lawrence Lovasik            *<i>The Usborne Internet-Linked Ancient World</i>            *<i>The Biblical World: An Illustrated Atlas</i> (National Geographic), Jean-Pierre Isbouts</p> <p><u>Supplemental Texts</u>            * <i>Mesopotamia</i> (DK Eyewitness)</p>	<p><u>Literature Related to History</u>            *<i>Lugalbanda</i>, Kathy Henderson            *<i>The City of Rainbow: A Tale of Ancient Sumer</i>, Karen Foster            *<i>Gilgamesh the King</i>, Ludmilla Zeman  <i>The Last Quest of Gilgamesh</i>, Ludmilla Zeman  <i>The Revenge of Ishtar</i>, Ludmilla Zeman</p>

<p style="text-align: center;"><b>Quarter Three: Kingdoms at War</b></p>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 12, 15, 16, 17), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Pharaohs of Ancient Egypt</i>, Elizabeth Payne  <i>*New Catholic Picture Bible</i> (pp. 48-73), Lawrence Lovasik  <i>*The Usborne Internet-Linked Ancient World</i>  <i>*The Biblical World: An Illustrated Atlas</i> (National Geographic), Jean-Pierre Isbouts</p> <p><u>Supplemental Texts</u>  <i>Ancient Egypt</i> (DK Eyewitness)  <i>Mesopotamia</i> (DK Eyewitness)</p>	<p><u>Literature Related to History</u>  <i>*Tales of Ancient Egypt</i>, Roger Lancelyn Green</p>
<p style="text-align: center;"><b>Quarter Four: Revolutions and Returns</b></p>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 13, 16, 17, 21), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Pharaohs of Ancient Egypt</i>, Elizabeth Payne  <i>*New Catholic Picture Bible</i>, (pp. 74-92), Lawrence Lovasik  <i>*The Usborne Internet-Linked Ancient World</i>  <i>*The Biblical World: An Illustrated Atlas</i> (National Geographic), Jean-Pierre Isbouts</p> <p><u>Supplemental Texts</u>  <i>Ancient Egypt</i> (DK Eyewitness)  <i>Ancient Egyptians and Their Neighbors: An Activity Guide</i>, Marian Broida</p>	<p><u>Literature Related to History</u>  <i>Tales of Ancient Egypt</i>, Roger Lancelyn Green  <i>*The Legend of the Persian Carpet</i>, Tomie de Paolo</p>

## Literature Related Thematically

### Books with Classical Themes

*St. George and the Dragon*, Margaret Hodges  
*The Wicked Prince*, Hans Christian Anderson  
*The Clown of God*, Tomie de Paolo

### Books, Fairy and Folk Tales, Rhymes, and Verse

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

### Picture Books

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

*The Story About Ping*, Marjorie Fleck and Kurt Wiese  
*A Pair of Red Clogs*, Masako Matsuno  
*The Story of Peter Rabbit*, Beatrix Potter  
*Lentil*, Robert McCloskey  
*Winnie the Pooh*, A.A. Milne  
*Madeline*, Ludwig Bemelmans  
*Cranberry Thanksgiving*, Wende and Harry Devlin  
*Papa Piccolo*, Carol Talley  
*Clown of God*, Tomie de Paolo  
*Storm in the Night*, Mary Stolz  
*Stopping by Woods on a Snowy Evening*, Robert Frost  
*Mirette on the High Wire*, Emily Arnold McCully  
*The Story of Ferdinand*, Munro Leaf  
*Harold and the Purple Crayon*, Crockett Johnson  
*Owl Moon*, Jane Yolen  
*Wee Gillis*, Munro Leaf  
*Andy and the Circus*, James Daugherty

*The Five Chinese Brothers*, Claire Huchet Bishop and Kurt Wiese  
*Blueberries for Sal*, Robert McClosky  
*Make Way for Ducklings*, Robert McClosky

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## **Language Arts**

\**Shurley Grammar: English Made Easy* (Level K)  
\*Handwriting Book  
\*Spelling/Phonics Book  
\*Basal Reader

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## **Latin**

\**Song School Latin*

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## **Religion**

See “History, Religion, and Literature Integrated” above

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## **Nature Studies**

The science curriculum is guided primarily by the teacher's thoughtful integration of various resources. There are no textbooks. Anna Botsford Comstock's *Handbook of Nature Study* contains instructions for the teacher on how to approach nature studies (pp.1-24) as well as lessons and other source material.

### Topics

*Dinosaurs and fossils*

*Basic animal groups*

*Plants and plant parts*

*Water cycle*

*Solar system*: sun, moon, planets, stars

*Seasons*

*My body*: the senses

*Simple machines*: wheels, ramps, levers

*Magnets*

### Teacher Resources

\**Handbook of Nature Studies*, Anna Botsford Comstock

\*Nature Notebook (for the students to draw in)

\**Janice VanCleave's Teaching the Fun of Science to Young Learners: Grades Pre-K through 2nd*, Janice VanCleave

\**Big Book of Dinosaurs: A First Book for Young Children* (DK Publishing)

*The Magic School Bus Explores the Senses*, Joanna Cole

*The Magic School Bus In the Time of the Dinosaurs*, Joanna Cole

*The Magic School Bus Plants Seeds: How Living Things Grow*, Joanna Cole

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## Mathematics

\**Saxon Math Kindergarten*

\**Beginners Guide to Constructing the Universe*, Michael S. Schneider

\**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

*The History of Counting*, Denise Schmandt-Besserat

*The Story of Money*, Betsy Maestro

*The Riddle of the Rosetta Stone*, James Cross Giblin

### Supplemental Texts

*The Dot and the Line: A Romance in Lower Mathematics*, Norton Juster

*Anno's Magic Seeds*, Mitsumasa Anno

*Domino Addition*, Lynette Long

*Grandfather Tang's Story: A Tale Told with Tangrams*, Ann Tompert

*How Much is a Million*, David Schwartz

*Marvelous Math: A Book of Poems*, ed. by Lee Bennett and Rebecca Davis

*Math Curse*, Jon Scieszka

*Math-terpieces*, Greg Tang

*Beyond a Million: An Amazing Math Journey*, David Schwartz

*Pigs in a Blanket: Fun with Math and Time*, Amy Axelrod

*Pigs in the Pantry: Fun with Math and Cooking*, Amy Axelrod

*Pigs Will Be Pigs: Fun with Math and Money*, Amy Axelrod

*A Remainder of One*, Elinor Pinczes

*Twelve Snails to One Lizard: A Tale of Mischief and Measurement*, Susan Hightower

*The Go-Around Dollar*, Barbara Johnston Adams

*Lewis Carroll's Games and Puzzles*, Lewis Carroll

*Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson

*Anno's Math Games*, Mitsumasa Anno

### Teacher Resources

*Games for Math*, Peggy Kaye (K-3)

*Take It to Your Seat Math Centers*, Evan-Moor Educational Publishers

*Math Wizardry for Kids* by Margaret Kenda and Phyllis S. Williams

## First Grade: The Greek Year



*Achilles and Ajax Playing a Game, Greek Vase*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: Early Greece</i>	<p><u>Teacher Texts</u>            *<i>The Story of the World, Vol. 1: Ancient Times</i> (chapters 18-19), Susan Wise Bauer            *<i>The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer            *<i>The Story of the Greek People</i> (chapters 1-3), Eva March Tappan,            *Zechariah, 1-4</p>	<p><u>Literature Related to History</u>            *<i>D'Aulaires' Book of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire            *<i>Aesop's Fables</i></p>
<i>Quarter Two: The Virtues of Greek Life</i>	<p><u>Teacher Texts</u>            *<i>The Story of the World, Vol. 1: Ancient Times</i> (chapters 20, 22, 23), Susan Wise Bauer            *<i>The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer            *<i>The Story of the Greek People</i> (chapters 4, 5, 7), Eva March Tappan            *<i>Greek Mythology Activities</i>, Marcia Worth-Baker            *Zechariah, 5-8</p>	<p><u>Literature Related to History</u>            *<i>D'Aulaires' Book of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire            *<i>Aesop's Fables</i>            *<i>Black Ships Before Troy: The Story of the Illiad</i>, Rosemary Sutcliffe  <i>Herodotus and the Road to History</i>, Jeanne Bendick  <i>Archimedes and the Door of Science</i>, Jeanne Bendick</p>
<i>Quarter Three: Art and Politics</i>	<p><u>Teacher Texts</u>            *<i>The Story of the Greek People</i> (chapter 13), Eva March Tappan            *<i>Greek Mythology Activities</i>, Marcia Worth-Baker            *Zechariah, 9-11</p>	<p><u>Literature Related to History</u>            *<i>D'Aulaires' Book of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire            *<i>Aesop's Fables</i>            *<i>The Wanderings of Odysseus</i>, Rosemary Sutcliffe            *<i>The Adventures of Odysseus</i>, Hugh Lupton, Daniel Morden, Christina Balit</p>

<b>Quarter Four: Greece at War</b>	<p><u>Teacher Texts</u></p> <p>*<i>The Story of the World, Vol. 1: Ancient Times</i> (chapters 24-25), Susan Wise Bauer</p> <p>*<i>The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer</p> <p>*<i>The Story of the Greek People</i> (chapters 9, 14, 19, 20), Eva March Tappan</p> <p>*Zechariah, 12-14; 1st and 2nd Maccabbees</p>	<p><u>Literature Related to History</u></p> <p>* <i>D'Aulaires' Book of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire</p> <p>*<i>The Librarian who Measured the Earth</i>, Kathryn Lasky</p> <p><i>The Legend of the Persian Carpet</i>, Tomie de Paolo</p> <p><i>In God's Hands</i>, Lawrence Kushner and Gary Schmidt</p> <p><i>Hershel and the Hanukkah Goblins</i>, Eric Kimmel</p>
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## Literature Related Thematically

### Books with Classical Themes

*St. George and the Dragon*, Margaret Hodges

*The Wicked Prince*, Hans Christian Anderson

*The Clown of God*, Tomie de Paolo

### Books, Fairy and Folk Tales, Rhymes, and Verse

*English Fairy Tales*, Flora Ann Steel

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

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

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

*The Story of Peter Rabbit*, Beatrix Potter

*Mother Goose Rhymes*, Traditional

*Winnie the Pooh*, A.A. Milne

*The Wheel on the School*, Meindert De Jong

*Far Out the Long Canal*, Meindert De Jong

*The Velveteen Rabbit*, Margery Williams

*The Mousehole Cat*, Antonia Barber

*Time of Wonder*, Robert McCloskey

*The Wind in the Willows*, Kenneth Grahame

*Frog and Toad* (series), Arnold Lobel

*The Empty Pot*, Demi

*Pinnocchio*, Carlo Collodi

### Picture Books

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

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*A Pair of Red Clogs*, Masako Matsuno

*The Story of Peter Rabbit*, Beatrix Potter

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

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## Language Arts

\**Shurley Grammar: English Made Easy* (Level 1)  
\*Handwriting Book  
\*Spelling/Phonics Book  
\*Basal Reader

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## Latin

\**Song School Latin*

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## Religion

\**Faith and Life: Our Heavenly Father* (Ignatius Press)  
See “History, Religion, and Literature Integrated” above

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## Nature Studies

The science curriculum is guided primarily by the teacher's thoughtful integration of various resources. There are no textbooks. Anna Botsford Comstock's *Handbook of Nature Study* contains instructions for the teacher on how to approach nature studies (pp.1-24) as well as lessons and other source material.

## Topics

*Animals*: birds, fish, amphibians, reptiles, mammals, insects

*Plants*: wildflowers, weeds, garden flowers, crops, trees

*Human body*: the senses, the skin, skeletal and muscular systems, the digestive system, respiratory and circulatory systems, nerves and the brain

## Teacher Text

\**Handbook of Nature Study*, Anna Botsford Comstock

\*Nature Notebook (for the students to record and draw in)

\**The Backyard Birdsong Guide: Eastern and Central North America*, A Cornell lab of Ornithology Audio Field Guide to Listening, Donald Kroodsma

\**North American Wildlife* (Revised and Updated), editors of Readers Digest

\**Your Insides*, Joanna Cole

*Fabre's Book of Insects*, Jean-Henri Fabre

*The Life of the Spider*, Jean-Henri Fabre

*The Magic School Bus Inside the Human Body*, Joanna Cole

*The Magic School Bus Explores the Senses*, Joanna Cole

*The Magic School Bus Plants Seeds*, Joanna Cole

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## **Mathematics**

\**Saxon Math Grade 1*

\**Beginners Guide to Constructing the Universe*, Michael S. Schneider

\**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

## Related to Time Period

*The History of Counting*, Denise Schmandt-Besserat

*The Story of Money*, Betsy Maestro

*What's Your Angle, Pythagoras? A Math Adventure*, Julie Ellis

*The Librarian Who Measured the Earth*, Kathryn Lasky

## Supplemental Texts

*Alvin's Secret Code*, Clifford Hicks

*The Dot and the Line: A Romance in Lower Mathematics*, Norton Juster

*The Grapes of Math: Mind Stretching Math Riddles*, Greg Tang

*One Grain of Rice*, Demi

*Tiger Math: Learn to Graph from a Baby Tiger*, Ann Whitehead Nagda and Cindy Bickel

*Wild Fibonacci: Nature's Secret Code Revealed*, Joy Hulme

*Anno's Magic Seeds*, Mitsumasa Anno

*Domino Addition*, Lynette Long, Ph.D

*Grandfather Tang's Story: A Tale Told with Tangrams*, Ann Tompert

*How Much is a Million*, David Schwartz

*Marvelous Math: A Book of Poems*, ed. by Lee Bennett and Rebecca Davis

*Math Curse*, Jon Scieszka

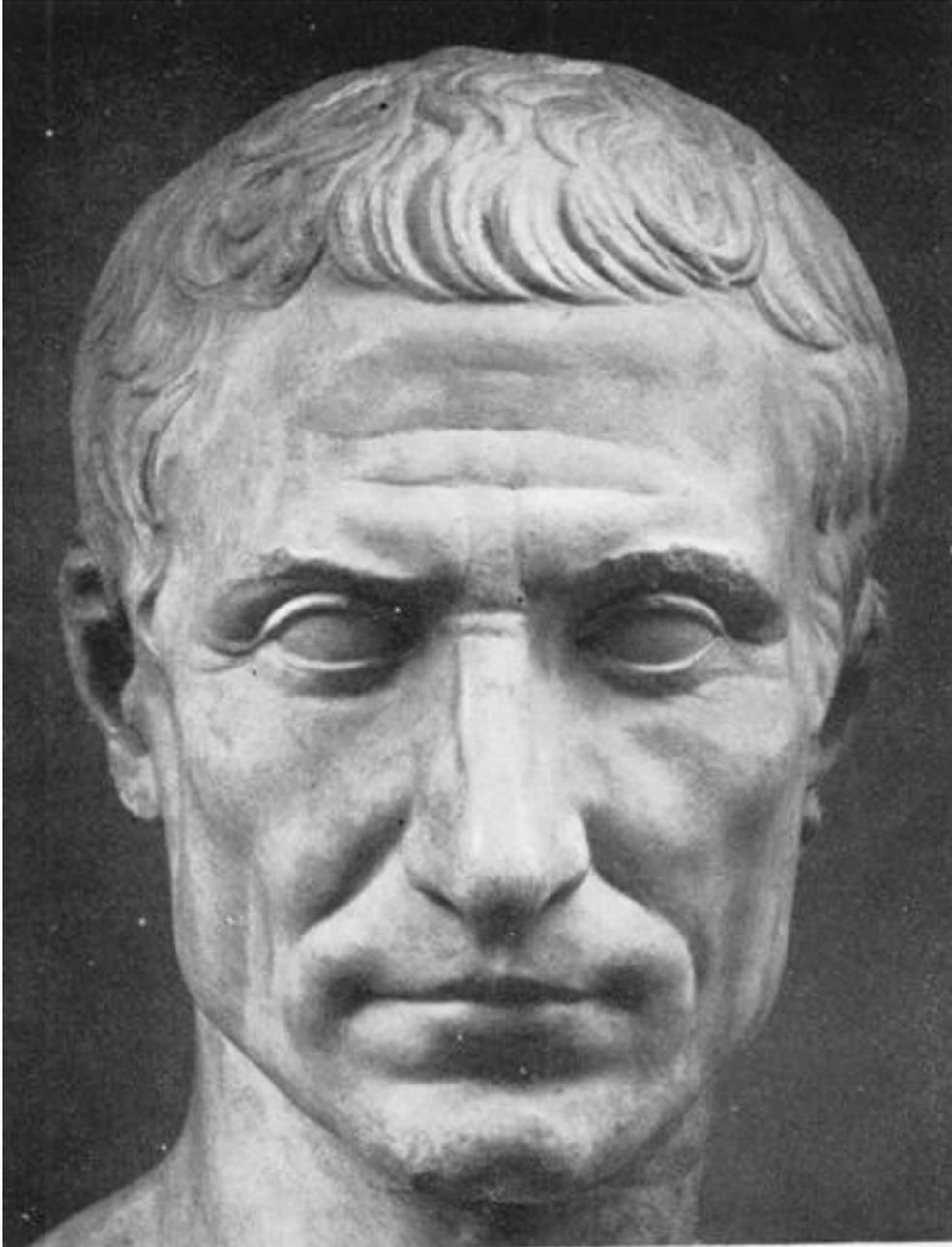
*Math-terpieces*, Greg Tang

*On Beyond a Million: An Amazing Math Journey*, David Schwartz  
*Pigs in a Blanket: Fun with Math and Time*, Amy Axelrod  
*Pigs in the Pantry: Fun with Math and Cooking*, Amy Axelrod  
*Pigs Will Be Pigs: Fun with Math and Money*, Amy Axelrod  
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*Twelve Snails to One Lizard: A Tale of Mischief and Measurement*, Susan Hightower  
*The Go-Around Dollar*, Barbara Johnston Adams  
*Lewis Carroll's Games and Puzzles*, Lewis Carroll  
*Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson  
*Anno's Math Games*, Mitsumasa Anno  
*Benjamin Franklin and the Magic Squares*, A Step into Reading + Math

#### Teacher Resources

*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey  
*Games for Math*, Peggy Kaye (K-3)  
*Take It to Your Seat Math Centers*, Evan-Moor Educational Publishers  
*Math Wizardry for Kids* by Margaret Kenda and Phyllis S. Williams  
*Tangrams: 330 Puzzles* by Ronald C. Read

## Second Grade: The Roman Year



*Bust of Julius Caesar*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: The Beginnings of Rome</i>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 27-29), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>DK Eyewitness, Ancient Rome</i>  <i>Classical Kids: An Activity Guide to Life in Ancient Greece and Rome</i>, Laurie Carlson</p>	<p><u>Literature Related to History</u>  <i>* In Search of Homeland: The Story of the Aeneid</i>, Penelope Lively  <i>Gladiators</i>, Minna Lacey and Susanna Davidson</p>
<i>Quarter Two: The Roman Empire</i>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 34-36), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>City: A Story of Roman Planning and Construction</i>, David MacAulay  <i>Ancient Rome</i> (DK Eyewitness)  <i>Julius Caesar</i>, Rachel Firth (Usborne Young Reading Series 3)</p>	<p><u>Literature Related to History</u>  <i>*History News: The Roman News</i>, Andrew Langley  <i>Julius Caesar</i>, William Shakespeare, (Saddleback's Illustrated Classics)  <i>Galen and the Gateway to Medicine</i>, Jeanne Bendick</p>

<p style="text-align: center;"><b>Quarter Three: The Life of Jesus</b></p>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 37-38), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan  * Gospel of Luke  *Acts of the Apostles</p>	<p><u>Literature Related to History</u>  <i>Parables of Jesus</i>, Tomie de Paolo</p>
<p style="text-align: center;"><b>Quarter Four: Fall of Rome, Rise of the Church</b></p>	<p><u>Teacher Texts</u>  <i>*The Story of the World, Vol. 1: Ancient Times</i> (chapters 39-42), Susan Wise Bauer  <i>*The Story of the World, Activity Book, Vol. 1: Ancient Times</i>, Susan Wise Bauer  <i>*The Story of the Roman People: An Elementary History of Rome</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>DK Eyewitness, Ancient Rome</i></p>	<p><u>Literature Related to History</u>  <i>*History News: The Roman News</i>, Andrew Langley</p>

### Literature Related Thematically

#### Books with Classical Themes

*St. George and the Dragon*, Margaret Hodges  
*The Wicked Prince*, Hans Christian Anderson  
*The Clown of God*, Tomie de Paolo

#### Books, Fairy and Folk Tales, Rhymes, and Verse

*English Fairy Tales*, Flora Ann Steel  
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*The Story of Peter Rabbit*, Beatrix Potter  
*Mother Goose Rhymes*, Traditional  
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*The Wheel on the School*, Meindert De Jong  
*Far Out the Long Canal*, Meindert De Jong  
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*Time of Wonder*, Robert McCloskey  
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*Winnie the Pooh*, A.A. Milne  
*Madeline*, Ludwig Bemelmans  
*Cranberry Thanksgiving*, Wende and Harry Devlin  
*Papa Piccolo*, Carol Talley  
*Clown of God*, Tomie de Paolo  
*Storm in the Night*, Mary Stolz  
*Stopping by Woods on a Snowy Evening*, Robert Frost  
*Mirette on the High Wire*, Emily Arnold McCully  
*The Story of Ferdinand*, Munro Leaf  
*Harold and the Purple Crayon*, Crockett Johnson  
*Owl Moon*, Jane Yolen  
*Wee Gillis*, Munro Leaf  
*Andy and the Circus*, James Daugherty  
*The Five Chinese Brothers*, Claire Huchet Bishop and Kurt Wiese  
*Blueberries for Sal*, Robert McClosky  
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## **Language Arts**

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\*Handwriting Book  
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\*Basal Reader

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## **Latin**

\**Song School Latin*

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## Religion

\**Faith and Life: Jesus Our Life* (Ignatius Press)  
See “History, Religion, and Literature Integrated” above

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## Nature Studies

The science curriculum is guided primarily by the teacher's thoughtful integration of various resources. There are no textbooks. Anna Botsford Comstock's *Handbook of Nature Study* contains instructions for the teacher on how to approach nature studies (pp.1-24) as well as lessons and other source material.

### Topics

*Waterways*

*Rocks and minerals, fossils*

*Soil and magnets*

*Water*

*Climate and weather*

*Astronomy*

### Teacher Resources

\**Handbook of Nature Study*, Anna Botsford Comstock

\*Nature Notebook (for the students to record and draw in)

\**Earth Science for Every Kid: 101 Easy Experiments that Really Work*, Janice VanCleave

\**The Usbourne Encyclopedia of Planet Earth*

*Snowflake Bentley*, Jacqueline Briggs Martin

*The Magic School Bus Lost in the Solar System*, Joanna Cole

*The Magic School Bus Inside the Earth*, Joanna Cole

*The Magic School Bus Kicks Up a Storm*, Nancy White

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## Mathematics

\**Saxon Math Grade 2*

\**Beginners Guide to Constructing the Universe*, Michael S. Schneider

\**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

*The History of Counting*, Denise Schmandt-Besserat

*The Story of Money*, Betsy Maestro

*Roman Numerals I to M: Numerabilia Romania Uno Ad Due Mila: Liber De Difficillimo*

*Computando Numerum*, Arthur Geisert

### Supplemental Texts

*The Dot and the Line: A Romance in Lower Mathematics*, Norton Juster  
*Math Talk: Mathematical Ideas in Poems for Two Voices*, Theoni Pappas  
*The Adventures of Penrose the Mathematical Cat*, Theoni Pappas  
*Anno's Mysterious Multiplying Jar*, Masaichiro and Mitsumasa Anno  
*Amanda Bean's Amazing Dream: A Mathematical Story*, Cindy Neushwander  
*The Grapes of Math: Mind Stretching Math Riddles*, Greg Tang  
*One Grain of Rice*, Demi  
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*Benjamin Franklin and the Magic Squares*, A Step into Reading + Math

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*Math Wizardry for Kids* by Margaret Kenda and Phyllis S. Williams  
*Math Puzzles and Patterns for Kids*, by Kristy Fulton  
*Tangrams: 330 Puzzles* by Ronald C. Read  
*More Math Puzzles and Patterns for Kids*, Grades 2-4 by Kristy Fulton  
*The Multiplication Tables Colouring Book: Solve the Puzzle Pictures While Learning Your Tables*, Hilary McElderry

## Third Grade: The Medieval Year



*St. Francis Preaching to the Birds, Giotto*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: Rise of Christendom</i>	<p><u>Teacher Texts</u>            *<i>Cambridge Introduction to the History of Mankind</i> (Book 3), Trevor Cairns, ed.            *<i>The Old World &amp; America</i> (Unity V), Philip Furlong</p> <p><u>Teacher Read-Aloud or Student Text</u>            *<i>Heroes of the Middle Ages</i>, Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>St. Patrick &amp; Irish Christianity</i>, Tom Corfe</p>	<p><u>Literature Related to History</u>  <i>King Arthur &amp; His Knights of the Round Table</i>, Roger Lancelyn Green  <i>The Hidden Treasure of Glaston</i>, Jewett &amp; Chapman  <i>Son of Charlemagne</i>, Barbara Willard  <i>St. Benedict, Hero of the Hills</i>, Mary Fabyan Windeatt</p>
<i>Quarter Two: Monasteries and Christian Culture</i>	<p><u>Teacher Texts</u>            *<i>Cambridge Introduction to the History of Mankind</i> (Books 3-4), Trevor Cairns, ed.            *<i>The Old World &amp; America</i> (Units V-VII), Philip Furlong            *<i>Building the Medieval Cathedrals</i>, Percy Watson;  <i>Life in a Medieval Village</i>, Gwyneth Morgan</p> <p><u>Supplemental Texts</u>  <i>Medieval Castle</i>, Phil Wilson (3-d castle model)  <i>Medieval Life</i> (DK Eyewitness)  <i>The Duke &amp; The Peasant: Life in the Middle Ages</i>, Sr. Wendy Beckett</p>	<p><u>Literature Related to History</u>            *<i>The Chaucer Story Book</i>, Eva Tappan March            *<i>Clown of God; The Song of Francis; The Holy Twins</i>, Tomie de Paolo  <i>Making of a Knight: How Sir James Earned His Armor</i>, Patrick O'Brien  <i>The Big Book of Nobles, Knights &amp; Knaves</i>, Chretien de Troyes (includes abridged versions of <i>Robin Hood &amp; Song of Roland</i>)  <i>St. Dominic &amp; the Rosary</i>, Catherine Beebe  <i>Clare &amp; Francis, Saints of Assisi</i>, Helen Walker Homan  <i>The Weight of A Mass</i>, Josephine Nobisso</p>
<i>Quarter Three: Knights and Crusades</i>	<p><u>Teacher Texts</u>            *<i>Cambridge Introduction to the History of Mankind</i> (Books 3-4), Trevor Cairns, ed.  <i>Medieval Knights</i>, Trevor Cairns</p> <p><u>Read Aloud Text</u>            *<i>When Knights Were Bold</i>, Eva March Tappan</p>	<p><u>Literature Related to History</u>  <i>Angels in Iron</i>, Nicholas Prata  <i>Blood Red Crescent</i>, Henry Garnett  <i>St. George and the Dragon</i>, Margaret Hodges  <i>St. Joan, The Girl Soldier</i>, Louis De Wohl  <i>A Door in the Wall</i>, Marguerite De Angeli</p>

<b>Quarter Four: The University and the Bible</b>	<u>Teacher Text</u> <i>*Cambridge Introduction to the History of Mankind</i> (Books 3-4) <i>The Old World &amp; America</i> (Unit VII), Philip Furlong  <u>Read Aloud Text</u> <i>*St. Thomas Aquinas for Children &amp; the Child-like</i> , Raissa Maritain	<u>Literature Related to History</u> <i>Johann Gutenberg &amp; the Amazing Printing Press</i> , Bruce Koscielniak <i>Marguerite Makes a Book</i> , Bruce Robertson <i>Thomas Aquinas &amp; the Preaching Beggars</i> , Larnen, Lomask & Fisher
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## Language Arts

- \**Shurley Grammar: English Made Easy* (Level 3)
- \**Step Up to Writing*, Maureen Auman
- \*Handwriting Book
- \*Spelling Book
- \*Basal Reader

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## Latin

- \**Latin for Children, Primer A*

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## Religion

- \**Faith and Life: Our Life with Jesus* (Ignatius Press)
- See “History, Religion, and Literature Integrated” above

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## Nature Studies

The science curriculum is guided primarily by the teacher’s thoughtful integration of various resources in accordance with the general and grade specific objectives for nature study. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock’s *Handbook of Nature* provides an observational and experimental approach to the study of nature that is deeply human.

### Topics

- \**Insect Life*, Delta Science Module II

- \**Food Chains and Webs*, Delta Science Module III
- \**Plants and Animal Cycles*, Delta Science Module III

### Teacher Resources

- \**Handbook of Nature Study*, Anna Botsford Comstock
- \*Nature Notebook (for the students to record and draw in)
- \**The Earth: A Human Habitat: The Exceptional Features of Our Small Planet*, Euresis

## **Mathematics**

- \**Saxon Math Grade 3*
- \**Beginners Guide to Constructing the Universe*, Michael S. Schneider
- \**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Literature Related to History

- The Story of Money*, Betsey Maestro
- The History of Counting*, Denise Schmandt-Besserat
- Sir Cumference and the First Round Table*, Cindy Neushwander
- Sir Cumference and the Dragon of Pi*, Cindy Neushwander
- Sir Cumference and the Sword in the Cone*, Cindy Neushwander
- Sir Cumference and the Great Knight of Angleland*, Cindy Neushwander
- Melisande*, E. Nesbit

### Supplemental Texts

- Calculus by and for Young People*, Don Cohen
- The Confe\$\$ions and \$ecret\$ of Howard J. Fingerhut*, Esther Hershenhorn
- The Phantom Tollbooth*, Norton Juster
- Alvin's Secret Code*, Clifford Hicks
- Math Talk: Mathematical Ideas in Poems for Two Voices*, Theoni Pappas
- The Adventures of Penrose the Mathematical Cat*, Theoni Pappas
- Anno's Mysterious Multiplying Jar*, Masaichiro and Mitsumasa Anno
- G Is for Googol: A Math Alphabet Book*, David Schwartz
- Amanda Bean's Amazing Dream: A Mathematical Story*, Cindy Neushwander
- The Grapes of Math: Mind Stretching Math Riddles*, Greg Tang
- One Grain of Rice*, Demi
- Tiger Math: Learn to Graph from a Baby Tiger*, Ann Whitehead Nagda and Cindy Bickel
- Wild Fibonacci: Nature's Secret Code Revealed*, Joy Hulme
- How Much is a Million*, David Schwartz
- Math Curse*, Jon Scieszka
- Math-terpieces*, Greg Tang
- Beyond a Million: An Amazing Math Journey*, David Schwartz
- Lewis Carroll's Games and Puzzles*, Lewis Carroll
- Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson
- Anno's Math Games*, Mitsumasa Anno

## Teacher Resources

*\*Donald Duck in Mathmagical Land (DVD)*

*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey

*Games for Math*, Peggy Kaye (K-3<sup>rd</sup>)

*Take It to Your Seat Math Centers*, Evan-Moor Educational Publishers

*Math Wizardry for Kids* by Margaret Kenda and Phyllis S. Williams

*Math Puzzles and Patterns for Kids*, Kristy Fulton

*Tangrams: 330 Puzzles* Ronald C. Read

*More Math Puzzles and Patterns for Kids*, Kristy Fulton

*The Multiplication Tables Colouring Book: Solve the Puzzle Pictures While Learning Your Tables*, Hilary McElderry

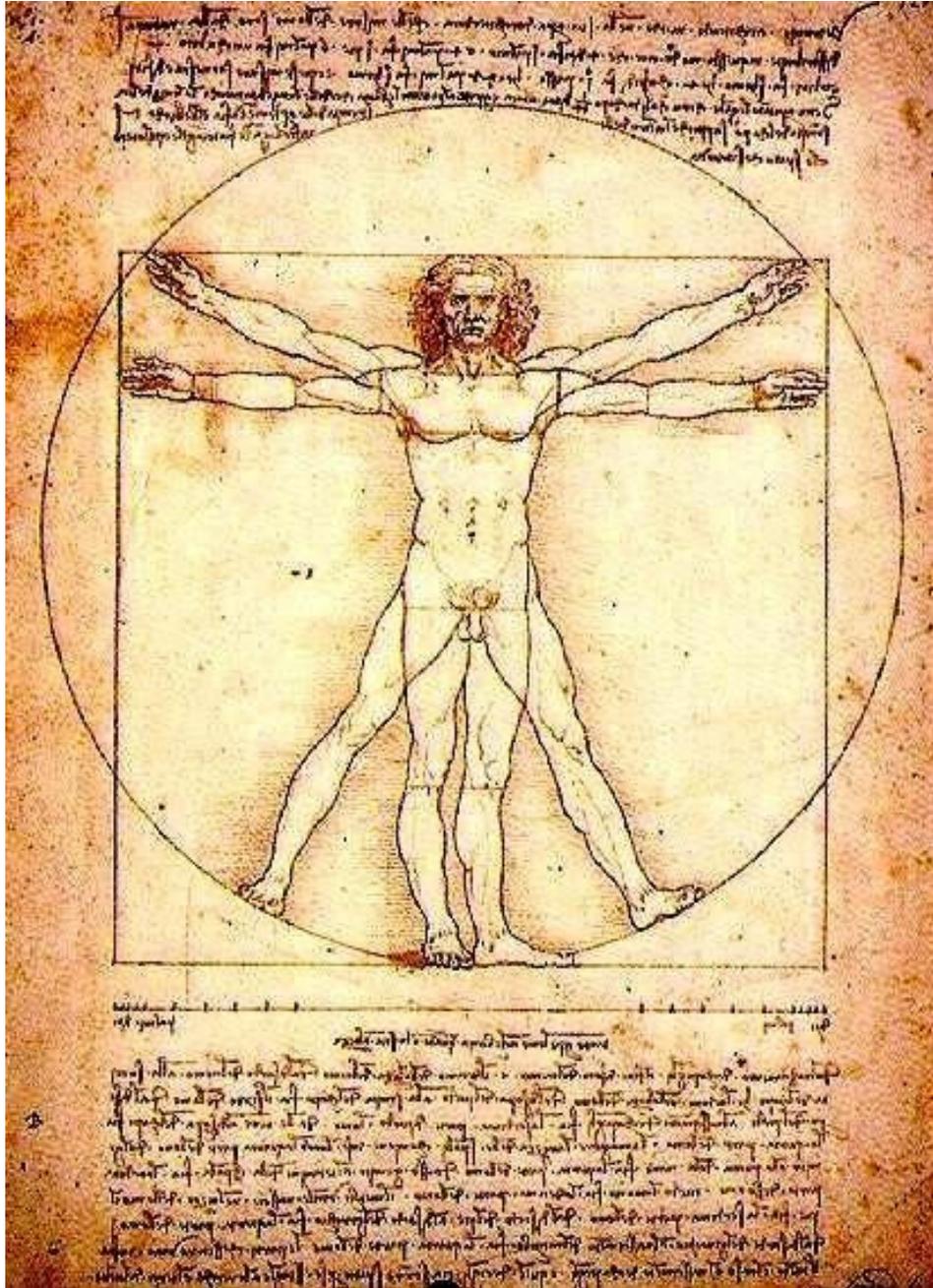
*Hands On Math Projects, Grade 3-5*, Judith and Gary Muschela

*MathART Projects and Activities (Grades 3-5)*, Carolyn Ford Brunetto

*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*, Barry Doran and Leland Graham

*25 Super Cool Math Board Games (Grades 3-6)*, Lorraine Hopping Egan

# Fourth Grade: The Modern Year



*Proportions of Man, Leonardo da Vinci*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<b>Quarter One: Renaissance and Exploration</b>	<p><u>Teacher Texts</u>  <i>*Europe Finds The World (Cambridge Intro. To the History of the Mankind, Book 5)</i>, Trevor Cairns, ed.  <i>*The Old World &amp; America (Unit VII and following)</i>, Philip Furlong  <i>*Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer  <i>The Discovery of New Worlds</i>, M.B. Synge (2nd half)</p> <p><u>Student Text</u>  <i>* Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer</p> <p><u>Supplemental Texts</u>  <i>*Story of the World, Vol. 3: Early Modern Times Activity Guide</i>, Susan Wise Bauer  <i>Evangelization of the New World</i>, James Leek  <i>The Catholic Faith Comes to the Americas</i>, Illeen Reninger  <i>Renaissance (DK Eyewitness)</i>  <i>Giotto (DK Eyewitness)</i>  <i>Raphael (DK Eyewitness)</i>  <i>Michelangelo (DK Eyewitness)</i>  <i>Johannes Gutenberg (DK Eyewitness)</i>  <i>Who was Leonardo da Vinci</i>, Edwards &amp; Kelly</p> <p><i>A Long &amp; Uncertain Journey</i>, Tom McNeely (Vasco da Gama)  <i>Meet Christopher Columbus</i>, deKay &amp; Edens  <i>Cortez &amp; the Conquest of Mexico by the Spaniards</i>, Herzog &amp; Brown  <i>Pizarro &amp; the Incas</i>, Nicholas Saunders  <i>Ferdinand Magellan</i>, Katherine Bailey  <i>Sir Francis Drake</i>, Hook &amp; Pearson</p>	<p><u>Literature Related to History</u>  <i>St. Isaac &amp; the Indians</i>, Milton Lomask  <i>St. Rose of Lima</i>, Mary Fabyan Windeatt  <i>Treasure Island</i>, Robert Louis Stevens</p>

<p style="text-align: center;"><b>Quarter Two: Reformation and Counter-Reformation</b></p>	<p><u>Teacher Texts</u>  <i>*The Birth of Modern Europe</i> (Cambridge vol. 6), Trevor Cairns, ed.  <i>*The Old World &amp; America</i> (Units XI-XII), Philip Furlong  <i>*Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer</p> <p><u>Student Text</u>  <i>* Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer</p> <p><u>Read Aloud Texts</u>  <i>*St. Ignatius &amp; the Company of Jesus</i>, Derlith &amp; Lawn  <i>Edmund Campion, Hero of God’s Underground</i>, Harold Gardiner</p> <p><u>Supplemental Text</u>  <i>*Story of the World, Vol. 3: Early Modern Times Activity Guide</i>, Susan Wise Bauer</p>	<p><u>Literature Related to History</u>  <i>Tales from Shakespeare</i>, Charles and Mary Lamb</p> <p><u>Poetry</u>  Thomas Kyd, Christopher Marlowe, Robert Southwell, Edmund Spenser</p> <p><i>St. Francis of the 7 Seas</i>, Albert Nevins;  <i>St. Thomas More of London</i>, Elizabeth Ince  <i>St. Teresa of Avila, Joyful in the Lord</i>, Susan Helen Wallace  <i>St Philip of the Joyous Heart</i>, Francis St. Ignatius Loyola, <i>In God’s Service</i>, Peggy Sklar</p>
<p style="text-align: center;"><b>Quarter Three: Empires: Napoleon, British, Ottoman</b></p>	<p><u>Teacher Text</u>  <i>*Europe Around the World</i> (Cambridge 9), Trevor Cairns, Ed.  <i>*The Navy That Beat Napoleon</i>, Walter Brownlee  <i>*Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer</p> <p><u>Student Text</u>  <i>*Story of the World, Vol. 3: Early Modern Times</i>, Susan Wise Bauer</p> <p><u>Supplemental Text</u>  <i>*Story of the World, Vol. 3: Early Modern Times Activity Guide</i>, Susan Wise Bauer</p>	<p><u>Literature Related to History</u>  <i>In the Reign of Terror: Adventures of a Westminster Boy</i>, G.A. Henty  <i>Les Miserables, A Stepping Stone Book</i>, Monica Culling, Victor Hugo  <i>By Conduct &amp; Courage, A Story of the Days of Nelson</i>, G.A. Henty  <i>The Jungle Book</i>, Rudyard Kipling  <i>Just So Stories</i>, Rudyard Kipling  <i>Patriotic Song: A Book of English Verse : Being an Anthology of the Patriotic Poetry of the British Empire from the Defeat of the Spanish Armada Till the Death of Queen Victoria</i>, Arthur Stanley  <i>The Hungry Coat, A Tale from Turkey</i>, Demi</p>

<b>Quarter Four: World Wars</b>	<u>Teacher Text</u> <i>*The Little Book of the War</i> , Eva March Tappan	<u>Literature Related to History</u> “In Flanders Fields,” Lt. Col. John McCrae <i>In Flanders Fields</i> , <i>The Story of the Poem</i> , Linda Granfield <i>Where Poppies Grow</i> , <i>A WWI Companion</i> , Linda Granfield <i>Hero Over Here</i> , Katherine Kudlinski <i>Number the Stars</i> , Lois Lowry
	<u>Student Text</u> <i>*The Little Book of the War</i> , Eva March Tappan	Service Songs: Army, Air Force, Navy, Marines
	<u>Supplemental Texts</u> <i>World War I</i> (DK Eyewitness) <i>World War II</i> (DK Eyewitness) <i>The Good Fight: How WWII Was Won</i> , Stephen Ambrose	

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## Language Arts

- \**Shurley Grammar: English Made Easy* (Level 4)
- \**Step Up to Writing*, Maureen Auman
- \*Handwriting Book
- \*Spelling Book

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## Latin

- \**Latin for Children, Primer B*

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## Religion

- \**Faith and Life: Jesus Our Guide* (Ignatius Press)
- See “History, Religion, and Literature Integrated” above

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## Nature Studies

The science curriculum is guided primarily by the teacher’s thoughtful integration of various resources in accordance with the general and grade specific objectives for nature study. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock’s *Handbook of Nature* provides an observational and experimental approach to the study of nature that is deeply human.

### Topics

- \**Earth Movements*, Delta Science Module III

- \**Water Cycle*, Delta Science Module III
- \**Solar System*, Delta Science Module III

### Teacher Resources

- \**Handbook of Nature Study*, Anna Botsford Comstock
- \*Nature Notebook (for the students to record and draw in)
- \**The Earth: A Human Habitat: The Exceptional Features of Our Small Planet*, Euresis

## **Mathematics**

- \**Saxon Math Grade 4*
- \**Beginners Guide to Constructing the Universe*, Michael S. Schneider
- \**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Literature Related to History

- The Story of Money*, Betsey Maestro
- The History of Counting*, Denise Schmandt-Besserat

### Supplemental Texts

- Calculus by and for Young People*, Don Cohen
- The Confe\$\$ions and \$ecret\$ of Howard J. Fingerhut*, Esther Hershenhorn
- The Phantom Tollbooth*, Norton Juster
- Alvin's Secret Code*, Clifford Hicks
- Math Talk: Mathematical Ideas in Poems for Two Voices*, Theoni Pappas
- The Adventures of Penrose the Mathematical Cat*, Theoni Pappas
- Anno's Mysterious Multiplying Jar*, Masaichiro and Mitsumasa Anno
- G Is for Googol: A Math Alphabet Book*, David Schwartz
- Melisande*, E. Nesbit
- Murderous Math Series, Kjartan Poskitt:
  - Do You Feel Lucky: The Secrets of Probability*
  - The Fiendish Angletron*
  - Murderous Math*
  - Numbers: Keys to the Universe*
  - The Phantom X*
  - and more
- Amanda Bean's Amazing Dream: A Mathematical Story*, Cindy Neushwander
- The Grapes of Math: Mind Stretching Math Riddles*, Greg Tang
- One Grain of Rice*, Demi
- Tiger Math: Learn to Graph from a Baby Tiger*, Ann Whitehead Nagda and Cindy Bickel
- Wild Fibonacci: Nature's Secret Code Revealed*, Joy Hulme
- How Much is a Million*, David Schwartz
- Math Curse*, Jon Scieszka
- Math-terpieces*, Greg Tang
- Beyond a Million: An Amazing Math Journey*, David Schwartz
- Lewis Carroll's Games and Puzzles*, Lewis Carroll

*Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson  
*Anno's Math Games*, Mitsumasa Anno

Teacher Resources

*\*Donald Duck in Mathmagical Land* (DVD)

*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey

*Math Wizardry for Kids*, Margaret Kenda and Phyllis S. Williams

*Math Puzzles and Patterns for Kids*, Kristy Fulton

*Tangrams: 330 Puzzles*, Ronald C. Read

*More Math Puzzles and Patterns for Kids*, Kristy Fulton

*The Multiplication Tables Colouring Book: Solve the Puzzle Pictures While Learning Your Tables*, Hilary McElderry

*Hands On Math Projects, Grades 6-8*, Judith and Gary Muschela

*MathART Projects and Activities (Grades 3-5)*, Carolyn Ford Brunetto

*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*, Barry Doran and Leland Graham

*25 Super Cool Math Board Games (Grades 3-6)*, Lorraine Hopping Egan

*Hands-On Math! Ready-To-Use Games & Activities for Grades 4-8*, Frances M. Thompson

## **Fifth Grade: The American Year**



*George Washington, Gilbert Stuart*

## History, Religion, and Literature Integrated

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

<p style="text-align: center;"><b>Quarter Three: Civil War</b></p>	<p><u>Teacher Text</u>  <i>* Elementary History of Our Country,</i>  Eva March Tappan  <i>Letters &amp; Speeches of Abraham Lincoln</i>  <i>*Slaves Who Dared: The Stories of 10 African American Heroes,</i> Mary Garrison</p> <p><u>Student Texts</u>  <i>*An Elementary History of Our Country,</i>  Eva March Tappan  <i>*American Hero Stories,</i> Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>Mr. Lincoln's High-Tech War,</i> Thomas B. Allen  <i>Civil War (DK Eyewitness)</i></p>	<p><u>Literature Related to History</u>  <i>Harriet Tubman &amp; The Underground Railroad,</i> Michael Martin  <i>Meet Abraham Lincoln,</i> Barbara Cary  <i>Frederick Douglas Fights for Freedom,</i> Adler &amp; Byrd  <i>Uncle Tom's Cabin,</i> Harriet Beecher Stowe (excerpts)</p>
<p style="text-align: center;"><b>Quarter Four: Westward Expansion to Roosevelt</b></p>	<p><u>Teacher Text</u>  <i>*An Elementary History of Our Country,</i>  Eva March Tappan</p> <p><u>Student Texts</u>  <i>*An Elementary History of Our Country,</i>  Eva March Tappan  <i>*American Hero Stories,</i> Eva March Tappan</p> <p><u>Supplemental Texts</u>  <i>How We Crossed The West: The Adventures of Lewis &amp; Clark,</i> Rosalyn Schanzer</p>	<p><u>Literature Related to History</u>  <i>Little House on the Prairie,</i> Laura Ingalls Wilder  <i>A Penny's Worth of Character,</i> Jesse Stuart  <i>Paul Bunyan and other Tall Tales,</i> Jane B. Mason  <i>John Henry,</i> Julius Lester  <i>Johnny Appleseed,</i> Stephen Kellogg  <i>The Wright Brothers,</i> Quentin Reynolds  <i>The Story of Thomas Alva Edison,</i> Margaret Cousins;  <i>Lewis &amp; Clark in their own words,</i> George Sullivan  <i>Mother Seton &amp; the Sisters of Charity,</i> Alma Power Waters  <i>Mother Cabrini,</i> Francis Parkinson Keyes  <i>Saint Katherine Drexel, Friend of the Oppressed,</i> Ellen Terry  <i>Carry On, Mr. Bowditch,</i> Jean Lee Latham</p>

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## Language Arts

- \*Shurley Grammar: English Made Easy (Level 5)
- \*Step Up to Writing, Maureen Auman
- \*Handwriting Book
- \*Spelling Book

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## Religion

\**Faith and Life: Credo: I Believe* (Ignatius Press)  
See “History, Religion, and Literature Integrated” above

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## Latin

\**Latin for Children, Primer C*

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## Nature Studies

The science curriculum is guided primarily by the teacher’s thoughtful integration of various resources in accordance with the general and grade specific objectives for nature study. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock’s *Handbook of Nature* provides an observational and experimental approach to the study of nature that is deeply human.

### Topics

\**Oceans*, Delta Science Module III  
\**Weather Forecasting*, Delta Science Module III  
\**Color and Light*, Delta Science Module III

### Teacher Resources

\**Handbook of Nature Study*, Anna Botsford Comstock  
\*Nature Notebook (for the students to record and draw in)  
\**The Earth: A Human Habitat: The Exceptional Features of Our Small Planet*, Euresis

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## Mathematics

\**Saxon Math Grade 5*  
\**Beginners Guide to Constructing the Universe*, Michael S. Schneider  
\**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

*Carry On, Mr. Bowditch*, Jean Lee Latham  
*Molly Bannaky*, Alice McGill  
*What Are You Figuring Now? A Story about Benjamin Banneker*, Jeri Ferris

### Supplemental Texts

*Calculus by and for Young People*, Don Cohen  
*The Confe\$\$ions and \$ecret\$ of Howard J. Fingerhut*, Esther Hershenhorn  
*Alice in Wonderland* and *Through the Looking Glass*, Lewis Carroll

*The Phantom Tollbooth*, Norton Juster  
*Alvin's Secret Code*, Clifford Hicks  
*The Adventures of Penrose the Mathematical Cat*, Theoni Pappas  
*Anno's Mysterious Multiplying Jar*, Masaichiro and Mitsumasa Anno  
*G Is for Googol: A Math Alphabet Book*, David Schwartz  
*Melisande*, E. Nesbit  
Murderous Math Series, Kjartan Poskitt:  
    *Do You Feel Lucky: The Secrets of Probability*  
    *The Fiendish Angletron*  
    *Murderous Math*  
    *Numbers: Keys to the Universe*  
    *The Phantom X*  
    and more  
*Lewis Carroll's Games and Puzzles*, Lewis Carroll  
*Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson

#### Teacher Resources

\**Donald Duck in Mathmagical Land* (DVD)  
*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey  
*Math Wizardry for Kids*, Margaret Kenda and Phyllis S. Williams  
*Tangrams: 330 Puzzles*, Ronald C. Read  
*Hands On Math Projects, Grades 6-8*, Judith and Gary Muschela  
*MathART Projects and Activities* (Grades 3-5), Carolyn Ford Brunetto  
*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*, Barry Doran and Leland Graham  
*25 Super Cool Math Board Games* (Grades 3-6), Lorraine Hopping Egan  
*Hands-On Math! Ready-To-Use Games & Activities for Grades 4-8*, Frances M. Thompson

## Sixth Grade: The Ancient Year



*Fresco of Socrates from Ancient Ephesus*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: Cradle Civilizations</i>	<p><u>Student Texts</u> *The Bible: Creation, Adam and Eve, Noah, Abraham, Isaac, Jacob, Joseph, Moses and the flight from Egypt, Joshua and the conquering of Canaan, Samuel, Saul, David, Elijah and Elisha, the Assyrian and Babylonian captivities, Daniel, the rebuilding off the Temple (Ezra, Nehemiah) *<i>The Pharaohs of Ancient Egypt</i>, Elizabeth Payne</p> <p><u>Supplemental Texts</u> <i>Pyramid</i> (DK Eyewitness) <i>Pyramid</i>, David Macauley <i>Mesopotamia</i> (DK Eyewitness) The Bible: Ruth, Esther (Queen of Persia), Tobit, Judith</p>	<p><u>Literature Related to History</u> <i>God King: A Story in the Days of King Hezekiah</i>, Joanne Williamson <i>Victory on the Walls: A Story of Nehemiah</i>, Frieda Clark Hyman</p> <p><i>Tales of Ancient Egypt</i>, Roger Green <i>The Golden Goblet</i>, Eloise McGraw <i>Mara, Daughter of the Nile</i>, Eloise McGraw</p> <p><u>Thematically Related: Creation</u> <i>Perelandra</i>, C.S. Lewis <i>Magician's Nephew</i>, C.S. Lewis</p>
<i>Quarter Two: Greece</i>	<p><u>Student Texts</u> *<i>The Story of the Greek People</i>, Eva March Tappan (Dodo Press) *The Bible: Ancient stories continued, Maccabees</p> <p><u>Supplemental Texts</u> <i>Famous Men of Greece</i>, Cyndy Shearer and Robert Shearer <i>Ancient Greece</i> (DK Eyewitness)</p>	<p><u>Literature Related to History</u> *<i>D'Aulaires' Book of Greek Myths</i>, Edgar and Ingri D'Aulaire *<i>Black Ships Before Troy</i>, Rosemary Sutcliff *<i>The Wanderings of Odysseus</i>, Rosemary Sutcliff *“Allegory of the Cave,” Plato <i>Pericles in Tales from Shakespeare</i>, Charles and Mary Lamb <i>Herodotus and the Road to History</i>, Jeanne Bendick <i>Archimedes and the Door of Science</i>, Jeanne Bendick</p>

<p style="text-align: center;"><b>Quarter Three: Pagan Rome</b></p>	<p><u>Student Texts</u>  <i>*The Story of the Roman People</i>, Eva March Tappan (Dodo or Kessinger Press)  <i>*The Bible: Gospel of Luke</i></p> <p><u>Supplemental Texts</u>  <i>City: A Story of Roman Planning and Construction</i>, David Macauley  <i>Famous Men of Rome</i>, Cyndy Shearer and Robert Shearer, revised edition</p>	<p><u>Literature Related to History</u>  <i>*The Aeneid for Boys and Girls</i>, Alfred J. Church (Dodo Press) OR <i>*Aeneas</i>, Emily Frenkel  <i>Julius Caesar</i>, Shakespeare  <i>Augustus Caesar's World</i>, Genevieve Foster  <i>Detectives in Togas</i>, Henry Winterfield  <i>Roman Mystery Series</i>, Caroline Lawrence  <i>Galen and the Gateway to Medicine</i>, Jeanne Bendick</p>
<p style="text-align: center;"><b>Quarter Four: Christian Rome</b></p>	<p><u>Student Texts</u>  <i>*The Story of the Roman People</i>, Eva March Tappan (Dodo or Kessinger Press)  <i>*The Bible: Acts of the Apostles</i> OR  <i>*The First Christians: The Acts of the Apostles</i>, Marigold Hunt</p> <p><u>Supplemental Texts</u>  <i>A Life of Our Lord for Children</i>, Marigold Hunt  <i>Saint Paul the Apostle</i>, Mary Fabyan Windeatt  <i>Famous Men of Rome</i>, Cyndy Shearer and Robert Shearer</p>	<p><u>Literature Related to History</u>  <i>*The Bronze Bow</i>, Elizabeth George Speare  <i>City of the Golden House</i>, Madeleine Polland  <i>The Spear: A Novel of the Crucifixion</i>, Louis De Wohl  <i>The Living Wood</i>, Louis de Wohl</p>

Teacher Texts

- \*You Can Understand the Bible*, Peter Kreeft
- \*The Old World and America*, Fr. Phillip Furlong
- \*The Story of Christianity*, Michael Collins and Matthew Price
- \*The World's Great Speeches*, ed. Lewis Copeland, et al
- A Father Who Keeps His Promises*, Scott Hahn
- First Ancient History*, Roy Burrell (Oxford)

Teacher Resources

- Hands-on History: World History Activities*, Garth Sundem (reproducible)
- The Ultimate Geography and Timeline Guide*, Maggie Hogan and Cindy Wiggins (reproducible)
- Catholic World History Timeline and Guide*, by Marcia Neill ([www.rchistory.com](http://www.rchistory.com))
- World History Map Activities*, Marvin Scott (reproducible)

Thematically Related and Read Aloud Literature

- Alice's Adventures in Wonderland*, Lewis Carroll
- Phantom Tollbooth*, Norton Juster
- A Wrinkle in Time*, Madeleine L'Engle

*Pinocchio*, Carlo Collodi  
*The Little Prince*, Antoine Saint-Exupery

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## Religion

- \**Faith and Life: Following Christ* (Ignatius Press)
  - \**The Way of the Fathers: Praying with the Early Christians* (selections), Mike Aquilina
- See “History, Religion, and Literature Integrated” above

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## Language Arts

- \**Shurley Grammar: English Made Easy* (Level 6)
- \**Step Up to Writing*, Maureen Auman
- \*Spelling

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## Latin

- \**Wheelock’s Latin* (6<sup>th</sup> Edition), Frederic M. Wheelock edited by Richard LaFleur
- 38 Latin Stories* (5<sup>th</sup> Edition), Anne Groton and James May

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## Nature Studies

The science curriculum is guided primarily by the teacher’s thoughtful integration of various resources in accordance with the general and grade specific objectives for nature studies. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock’s *Handbook of Nature* provides an observational and experimental approach to the study of nature that is deeply human. The teacher may also draw on Christopher Baglow’s *Faith, Science, and Reason* to begin introducing the historical and theological issues that accompany the study of nature.

### Topics

- \**Simple Machines*, Delta Science Module III
- \**Electromagnetism*, Delta Science Module III
- \**Matter and Change*, Delta Science Module III

### Teacher Resources

- \**Handbook of Nature Study*, Anna Botsford Comstock
- \**Faith, Science, and Reason: Theology on the Cutting Edge*, Christopher T. Baglow
- \*Nature Notebook (for the students to record and draw in)
- Archimedes and the Door of Science*, Jeanne Bendick

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## Mathematics

\**Saxon Math Sixth Grade 6*

\**Beginners Guide to Constructing the Universe*, Michael S. Schneider

\**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

*Agnesi To Zeno: Over 100 Vignettes from the History of Math*, Sanderson Smith  
*Elements*, Euclid

### Supplemental Text

*A Gebra Named Al: A Novel*, Wendy Isdell

*Alice in Wonderland and Through the Looking Glass*, Lewis Carroll

*The Phantom Tollbooth*, Norton Juster

*Alvin's Secret Code*, Clifford Hicks

The Brown Paper School Series, Marilyn Burns:

*The Book of Think*

*The I Hate Mathematics! Book*

*Math for Smarty Pants*

and more

*Fascinating Fibonacci: Mystery and Magic in Numbers*, Trudi Hammel Garland

*String, Straight-Edge, & Shadow: The Story of Geometry*, Julia E. Diggins

Murderous Math Series, Kjartan Poskitt:

*Do You Feel Lucky: The Secrets of Probability*

*The Fiendish Angletron*

*Murderous Math*

*Numbers: Keys to the Universe*

*The Phantom X*

*Lewis Carroll's Games and Puzzles*, Lewis Carroll

*Math Trek: Adventures in MathZone*, Ivars Peterson and Nancy Henderson

### Teacher Resources

\**Donald Duck in Mathmagical Land* (DVD)

*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey

*Tangrams: 330 Puzzles* by Ronald C. Read

*Hands On Math Projects, Grades 6-8*, Judith and Gary Muschela

*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*,  
Barry Doran and Leland Graham

*25 Super Cool Math Board Games* (Grades 3-6), Lorraine Hopping Egan

*Hands-On Math! Ready-To-Use Games & Activities for Grades 4-8*, Frances M. Thompson

## Seventh Grade: The Christendom Year



*Coronation of Charlemagne by Pope Leo III*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: Rise of Christendom</i>	<p><u>Student Texts</u>  <i>*Heroes of the Middle Ages: Alaric to Columbus</i>, Eva March Tappan            *Bible Study: Gospel of John</p> <p><u>Supplemental Texts</u>  <i>Art Through Faith</i> (Seton Press)  <i>The Age of Chivalry</i> (National Geographic)</p>	<p><u>Literature Related to History</u>  <i>Saint Benedict: The Story of the Father of the Western Monks</i>, Mary Fabian Windeatt  <i>The Life of St. Patrick: Enlightener of the Irish</i>, Zachary Lynch  <i>Augustine Came to Kent</i>, Barbara Willard</p> <p><i>Sir Gawain and the Green Knight</i>, trans. by J.R.R. Tolkien  <i>King Arthur and the Knights of the Round Table</i>, Roger Lancelyn Green</p> <p><i>Charlemagne and the Twelve Peers of France</i>, Alfred J. Church  <i>Son of Charlemagne</i>, Barbara Willard</p> <p><i>Magna Charta</i>, James Daugherty</p> <p><i>Beowulf</i>, Rosemary Sutcliff</p>
<i>Quarter Two: Life in the Middle Ages</i>	<p><u>Student Texts</u>  <i>*Heroes of the Middle Ages: Alaric to Columbus</i>, Eva March Tappan  <i>*When Knights Were Bold</i>, Eva March Tappan  <i>*The Compact History of the Catholic Church</i>, Alan Schreck</p> <p><u>Supplemental Texts</u>  <i>A Medieval Feast</i>, Aliko  <i>Art Through Faith</i> (Seton Press)  <i>Castle</i>, David Macaulay  <i>Cathedral: The Story of Its Construction</i>, David Macauley  <i>The Age of Chivalry</i> (National Geographic)  <i>Castle</i> (DK Eyewitness)  <i>Knight</i> (DK Eyewitness)  <i>Medieval Life</i> (DK Eyewitness)  <i>Arms and Armor</i>(DK Eyewitness)</p>	<p><u>Literature Related to History</u>  <i>*Francis and Clare: Saints of Assisi</i>, Helen Walker Homan, OR <i>*The Little Flowers of St. Francis</i>, Brother Ugolino (selections)</p> <p><i>The Chaucer Story Book</i>, Eva March Tappan  <i>The Divine Comedy</i> (selections), Dante</p> <p><i>*Romeo and Juliet</i>, Shakespeare, OR  <i>*Macbeth</i>, Shakespeare</p>

<p style="text-align: center;"><b>Quarter Three: Crusades and Decline of Middle Ages</b></p>	<p><u>Student Texts</u>  <i>*Heroes of the Middle Ages: Alaric to Columbus</i>, Eva March Tappan  <i>*When Knights Were Bold</i>, Eva March Tappan  <i>*The Compact History of the Catholic Church</i>, Alan Schreck</p> <p><u>Supplemental Texts</u>  <i>Art Through Faith</i> (Seton Press) Castle, David Macaulay  <i>The Age of Chivalry</i> (National Geographic) Castle (DK Eyewitness)  <i>Knight</i> (DK Eyewitness)  <i>Medieval Life</i> (DK Eyewitness)  <i>Arms and Armor</i>(DK Eyewitness)</p>	<p><u>Literature Related to History</u>  <i>The King’s Shadow</i>, Elizabeth Alder  <i>The Boy Knight: A Tale of the Crusades</i>, G.A. Henty  <i>The Merry Adventures of Robin Hood</i>, Howard Pyle</p> <p><i>Personal Recollections of Joan of Arc</i>, Mark Twain  <i>Saint Joan: The Girl Soldier</i>, Louis de Wohl</p> <p><i>The Last Crusader</i>, Louis de Wohl  “Lepanto,” G.K. Chesterton (used with <i>Lepanto: The Battle That Saved the West</i> (audio), Christopher Check)  <i>The Blood Red Crescent and the Battle of Lepanto</i>, Henry Garnett</p>
<p style="text-align: center;"><b>Quarter Four: Renaissance and Reformation</b></p>	<p><u>Student Texts</u>  <i>*Heroes of the Middle Ages: Alaric to Columbus</i>, Eva March Tappan  <i>*The Compact History of the Catholic Church</i>, Alan Schreck</p> <p><u>Supplemental Texts</u>  <i>Art Through Faith</i> (Seton Press)  <i>The Golden Book of the Renaissance</i> (Golden Press)  <i>Shakespeare: His Work and His World</i>, Michael Rosen  <i>Welcome to the Globe: The Story of Shakespeare’s Theater</i></p>	<p><u>Literature Related to History</u>  <i>The Tempest</i>, Shakespeare  <i>Tales from Shakespeare</i>, Charles and Mary Lamb  <i>Sonnets</i> (Selections), Shakespeare  Poetry of Marlow, Jonson, Donne, Herbert, and Milton</p> <p><i>St. Thomas More of London</i>, Elizabeth Ince  <i>A Man For All Seasons</i>, Robert Bolt (also a movie)  <i>Saint John Fisher</i>, Michael Davies  <i>Edmund Campion: Hero of God’s Underground</i>, Harold Gardiner</p>

Teacher Texts

- \**A Light to the Nations*, Catholic Textbook Project
- \**The Middle Ages: An Illustrated History*, Barbara Hanawalt (Oxford)
- \**Ignatius Catholic Study Bible: The Gospel of John*
- \**The Story of Christianity*, Michael Collins and Matthew Price
- \**The Old World and America*, Fr. Phillip Furlong
- \**The World’s Great Speeches*, ed. Lewis Copeland, et al
- How the Irish Saved Civilization*, Thomas Cahill
- The Story of the Middle Ages*, Samuel B. Harding
- The New Concise History of the Crusades*, Thomas Madden

## Teacher Resources

*Hands-on History: World History Activities*, Garth Sundem (reproducible)

*The Ultimate Geography and Timeline Guide*, Maggie Hogan and Cindy Wiggins (reproducible)

*Catholic World History Timeline and Guide*, by Marcia Neill ([www.rchistory.com](http://www.rchistory.com))

*World History Map Activities*, Marvin Scott (reproducible)

## Thematically Related and Read Aloud Literature: Medieval Sentiments

*Fairy Tales*, Hans Christian Andersen

*Wind in the Willows*, by Kenneth Graham

*Grimm's Fairy Tales*, Brothers Grimm

*Redwall*, by Brian Jacques

*The Hobbit* and *Lord of the Rings*, by J.R.R. Tolkein

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## **Religion**

\**Faith and Life: Our Life in the Church* (Ignatius Press)<sup>1</sup>

\**The Way of the Fathers: Praying with the Early Christians* (selections), Mike Aquilina

\**Called to Love: Approaching John Paul II's Theology of the Body*, Carl Anderson and José Granados (Teacher Text)

See "History, Religion, and Literature Integrated" above

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## **Language Arts**

\**Step Up to Writing*, Maureen Auman

\**Vocabulary Workshop*, Sadlier-Oxford

\*Grammar Book

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## **Latin**

\**Wheelock's Latin* (6<sup>th</sup> Edition), Frederic M. Wheelock edited by Richard LaFleur

*38 Latin Stories* (5<sup>th</sup> Edition), Anne Groton and James May

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## **Nature Studies**

The science curriculum is guided primarily by the teacher's thoughtful integration of various resources in accordance with the general and grade specific objectives for nature studies. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock's *Handbook of Nature* provides an

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<sup>1</sup> In the *Faith and Life Series*, this text is designated for grade 8, but it corresponds better with our grade 7 curriculum and should be used here.

observational and experimental approach to the study of nature that is deeply human. C.S. Lewis's *Abolition of Man* and Leon Kass's *Being Human* provide an entry, through literature, into the 'philosophical' approach to the study of nature. At this point the teacher should also draw on Christopher Baglow's *Faith, Science, and Reason* in order to provide structural coherence to the course and to introduce the historical and theological issues that accompany nature studies.

### Topics

- \**You and Your Body*, Delta Science Module III
- \**DNA: Genes and Proteins*, Delta Science Module III
- \**Plants in Our World*, Delta Science Module III

### Teacher Resources

- \**Handbook of Nature Study*, Anna Botsford Comstock
- \**Being Human*, Leon Kass (selections)
- \**Faith, Science, and Reason: Theology on the Cutting Edge*, Christopher T. Baglow
- \**The Earth: A Human Habitat: The Exceptional Features of Our Small Planet*, Euresis
- \*Nature Notebook (for the students to record and draw in)

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## **Mathematics**

- \**Progress in Mathematic: Fundamentals of Algebra*, Sadlier-Oxford
- \**Progress in Mathematics: Foundations of Algebra*, Sadlier-Oxford (advanced students)
- \**Beginners Guide to Constructing the Universe*, Michael S. Schneider
- \**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

*Agesi To Zeno: Over 100 Vignettes from the History of Math*, Sanderson Smith

### Supplemental Texts

*The Joy of Mathematics: Discovering Mathematics All Around You*, Theoni Pappas  
*Mathematical Quilts: No Sewing Required!* Diana Venters and Elaine Krajenke Ellison  
*Conned Again, Watson! Cautionary Tales of Logic, Math, and Probability*, Colin Bruce  
*The Man Who Counted: A Collection of Mathematical Adventures*, Malba Tahan  
*A Gebra Named Al: A Novel*, Wendy Isdell  
*Alice in Wonderland* and *Through the Looking Glass*, Lewis Carroll  
*Fractals, Googols, and Other Mathematical Tales*, Theoni Pappas  
The Brown Paper School Series, Marilyn Burns:  
    *The Book of Think*  
    *The I Hate Mathematics! Book*  
    *Math for Smarty Pants*  
*Fascinating Fibonacci: Mystery and Magic in Numbers*, Trudi Hammel Garland  
*String, Straight-Edge, & Shadow: The Story of Geometry*, Julia E. Diggins  
*The Snark Puzzle Book*, Marin Gardiner (based on Lewis Carroll's nonsense poem *The Hunting of the Snark*)

*Lewis Carroll's Games and Puzzles*, Lewis Carroll

Teacher Resources

*\*Donald Duck in Mathmagical Land* (DVD)

*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey

*Hands On Math Projects, Grades 6-8*, Judith and Gary Muschela

*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*, Barry Doran and Leland Graham

*Hands-On Math! Ready-To-Use Games & Activities for Grades 4-8*, Frances M. Thompson

## **Eighth Grade: The New World Year**



*Landing of Columbus, John Vanderlyn*

## History, Religion, and Literature Integrated

	<i>History and Religion</i>	<i>Literature</i>
<i>Quarter One: Explorers, Missionaries, Colonizers</i>	<p><u>Student Texts</u>  <i>*Sea to Shining Sea</i>, Catholic Textbook Project</p> <p><u>Supplemental Texts</u>  <i>The Log of Christopher Columbus' First Voyage</i>  <i>Columbus and Cortez</i>, John Eidsmoe  <i>The Earliest Americans</i>, Helen Roney Sattler  <i>Native American Shipwrecks</i>, James P. Delgado  <i>North American Indian</i> (DK Eyewitness)  <i>The Landing of the Pilgrims</i>, James Daugherty (Landmark)  <i>Mourt's Relation</i>, Anonymous (Pilgrim Journal)  <i>The Witchcraft of Salem Village</i>, Shirley Jackson (Landmark)  <i>Slavery</i> (DK Eyewitness)</p>	<p><u>Literature Related to History: Explorers</u>  <i>I, Juan de Pareja</i>, Elizabeth Borten de Trevino  <i>Christopher Columbus</i>, Ingri and Edgar D'Aulaire</p> <p><u>Missionaries</u>  <i>Saint Juan Diego and Our Lady of Guadalupe</i>, Josephine Nobisso  <i>Saint Martin de Porres</i>, Mary Fabyan Windeatt  <i>Saint Martin de Porres: Humble Healer</i>, Elizabeth Marie DeDomenico  <i>The Man Who Founded California: The Life of Blessed Junipero Serra</i>, M.N.L. Couve De Murville  <i>Isaac Jogues: With Burning Heart</i>, Christine Virginia Orfeo  <i>Kateri Tekakwitha: Mystic of the Wilderness</i>, Margeret Bunson  <i>Kateri Tekakwitha: Mohawk Maid</i>, Evelyn Brown</p> <p><u>Colonies</u>  <i>Shadows on the Rock</i>, Willa Cather  <i>The Witch of Blackbird Pond</i>, Elizabeth George Speare  <i>The Crucible</i>, Arthur Miller  <i>The Scarlet Letter</i>, Nathaniel Hawthorne</p>

<p>Quarter Two: American Revolution</p>	<p><u>Student Texts</u>  <i>*Sea to Shining Sea</i>, Catholic Textbook Project  <i>*Declaration of Independence</i>  <i>*Articles of Confederation</i>  <i>*Federalist Papers #10</i>, James Madison  <i>*Constitution of the United States</i>            *"The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" Frederick Douglass</p> <p><u>Supplemental Texts</u>  <i>Common Sense</i>, Thomas Paine  <i>The Federalist Papers</i> (selections)  <i>The Anti-Federalist Papers</i> (selections)  <i>Black Heroes of the American Revolution</i>, Burke Davis  <i>American Revolution</i> (DK)  <i>George Washington</i> (DK)  <i>The Oregon Trail</i>, Francis Parkman</p>	<p><u>Literature Related to History: Pre-Revolution America</u>  <i>Sally Wister's Journal</i>, Sally Wister  <i>Priest on Horseback: Father Farmer</i>, Eva K. Betz</p> <p><u>Revolution Heroes</u>  <i>The Autobiography of Benjamin Franklin</i>, Benjamin Franklin  <i>Poor Richard</i>, James Daugherty (B. Franklin)  <i>Abigail Adams and Her Times</i>, Laura E. Richards  <i>George Washington's World</i>, Genevieve Foster  <i>Rules of Civility and Decent Behavior in Company and Conversation</i>, George Washington  <i>Johnny Tremain</i>, Esther Forbes</p> <p><u>Comparing the French Revolution</u>  <i>A Tale of Two Cities</i>, by Charles Dickens  <i>The Scarlet Pimpernel</i>, Baroness Orczy  <i>Les Misérables</i>, Victor Hugo</p> <p><u>Native American's Role</u>  <i>The Deerslayer</i>, James Fenimore Cooper  <i>The Last of the Mohicans</i>, James Fenimore Cooper  <i>Calico Captive</i>, Elizabeth George Speare  <i>Giant of the Western Trail: The Life of Father Peter de Smet</i>, Michael McHugh</p> <p><u>Westward Expansion</u>  <i>Life of David Crockett</i>, David Crockett  <i>Bold Journey: West with Lewis and Clark</i>, Lewis and Clark  <i>The Captain's Dog</i>, Roland Smith (Lewis and Clark)  <i>The Call of the Wild</i>, Jack London  <i>Island of the Blue Dolphins</i>, Scott O'Dell</p>
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<b>Quarter Three: Civil War and Reconstruction</b>	<p><u>Student Texts</u>  <i>*Sea to Shining Sea</i>, Catholic Textbook Project  <i>*Narrative of the Life of Frederick Douglass</i>, Frederick Douglass  <i>*First and Second Inaugural Address, Gettysburg Address</i>, Abraham Lincoln</p> <p><u>Supplemental Texts</u>  <i>The Story of Christianity</i>, Michael Collins and Matthew Price          “Ain’t I a Woman?” Sojourner Truth  <i>The Lincoln-Douglas Debates</i>, Lincoln and Douglas  <i>Lincoln: A Photobiography</i>, Russell Freedman  <i>Undying Glory: The Story of the Massachusetts 54<sup>th</sup> Regiment</i>, Clinton Cox (cf. the movie <i>Glory</i>)  <i>The Forgotten Heroes: The Story of the Buffalo Soldiers</i>, Clinton Cox  <i>The Souls of Black Folk</i>, W.E.B. DuBois  <i>Up From Slavery</i>, Booker T. Washington</p> <p><i>State by State Atlas</i> (DK Eyewitness)  <i>Children’s Encyclopedia of American History</i> (DK Eyewitness)  <i>Slavery</i> (DK Eyewitness)  <i>Civil War</i> (DK Eyewitness)  <i>Abraham Lincoln</i> (DK Eyewitness)</p>	<p><u>Literature Related to History: Slavery</u>  <i>Anthony Burns: The Defeat and Triumph of a Fugitive Slave</i>, Virginia Hamilton  <i>Miles’ Song</i>, Alice McGill  <i>Uncle Tom’s Cabin</i>, Harriet Beecher Stowe</p> <p><u>Civil War</u>  <i>Little Women</i>, Louisa May Alcott  <i>The Red Badge of Courage</i>, Stephen Crane  <i>Across Five Aprils</i>, Irene Hunt  <i>The Perilous Road</i>, William O’Steele  <i>The Killer Angels</i>, Michael Shaara</p> <p><u>After the War</u>  <i>Sounder</i>, William Armstrong  <i>The Adventures of Tom Sawyer</i>, Mark Twain  <i>The Adventures of Huckleberry Finn</i>, Mark Twain  <i>The Virginian</i>, Owen Wister</p> <p><u>19<sup>th</sup> Century Saints</u>  <i>Father Damien and the Bells</i>, Arthur and Elizabeth Sheehan  <i>Mother Cabrini: Missionary to the World</i>, Frances Parkinson Keyes</p> <p><u>19<sup>th</sup> Century Poetry</u>          Poetry of Whitman, Poe, Longfellow, Dickinson</p>
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<b>Quarter Four: Twentieth Century</b>	<p><u>Student Texts: World War I</u>  <i>*The Little Book of the War</i>, Eva March Tappan (Dodo) OR <i>*World War I</i> (First Book), Tom McGowen</p>	<p><u>Literature Related to History: World War I</u>  <i>All Quiet on the Western Front</i>, Erich Maria Remarque</p>
	<p><u>World War II</u>  <i>*Maximilian Kolbe: Saint of Auschwitz</i>, Elaine Murry Stone  <i>*World War II</i> (First Book), Tom McGowen</p>	<p><u>Great Depression</u>  <i>No Promises in the Wind</i>, Irene Hunt  <i>Grapes of Wrath</i>, John Steinbeck  <i>Of Mice and Men</i>, John Steinbeck  <i>To Kill a Mockingbird</i>, Harper Lee</p>
	<p><u>Civil Rights</u>  <i>*Letter from Birmingham Jail</i>, Martin Luther King, Jr.  <i>Martin Luther King</i>, Amy Pastan (DK Biography)</p>	<p><u>World War II</u>  <i>Guns of Navarone</i>, Alistair MacClean  <i>The Winged Watchman</i>, Hilda van Stockum  <i>Number the Stars</i>, Lois Lowry  <i>Twenty and Ten</i>, Claire Bishop</p>
	<p><u>Supplemental Texts</u>  <i>World War I</i> (DK)  <i>Everyday Life: World War I</i> (Good Year Books)  <i>Where Poppies Grow: A World War I Companion</i>, Linda Granfield  <i>Leon's Story</i>, Leon Walter Tillage (Black Sharecropper, 1940's)</p>	<p><u>Civil Rights</u>  <i>St. Katherine Drexel: Friend of the Oppressed</i>, Ellen Tarry  <i>Roll of Thunder, Hear My Cry</i>, Mildred Taylor  <i>The Watson's Go to Birmingham – 1963: A Novel</i>, Christopher Paul Curtis</p>
	<p><i>World War II</i> (DK)  <i>Everyday Life: World War II</i> (Good Year Books)  <i>The Scarlet and the Black: The True Story of Monsignor Hugh O Flaherty, Hero of the Vatican Underground</i>, J.P. Gallagher  <i>The Trapp Family Singers</i>, Maria von Trapp  <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank  <i>Escape from Warsaw</i>, Ian Serrailier</p>	<p><u>20<sup>th</sup> Century Poetry</u>  Poetry of Robert Frost, T.S. Eliot, and Langston Hughes</p>

Teacher Texts

- \*Sea to Shining Sea: Teacher's Guide*, Catholic Textbook Project
- \*The Story of Christianity*, Michael Collins and Matthew Price
- \*The American Reader: Words That Moved a Nation*, Diane Ravitch
- \*The World's Great Speeches*, ed. Lewis Copeland, et al
- Vindicating the Founders: Race, Sex, Class and Justice in the Origins*, Thomas G. West
- How to Read the Federalist Papers*, Anthony A. Peacock
- Eyes on the Prize: America's Civil Rights Years, 1954-1965*, Juan Williams

*Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle*, D. Clar  
*Voices of Freedom: An Oral History of the Civil Rights Movement*, Henry Hampton

### Teacher Resources

*Hands-on History: World History Activities*, Garth Sundem (reproducible)  
*The Ultimate Geography and Timeline Guide*, Maggie Hogan and Cindy Wiggins (reproducible)  
*Catholic World History Timeline and Guide*, by Marcia Neill ([www.rchistory.com](http://www.rchistory.com))  
*World History Map Activities*, Marvin Scott (reproducible)  
*The World's Great Speeches*, ed. Lewis Copeland, et al

### Thematically Related and Read Aloud Literature

Poetry of Wordsworth, Shelley, Byron, Blake, and Coleridge  
*Treasure Island*, Robert Louis Stevenson  
The novels of Jane Austen  
*Jane Eyre*, Charlotte Brontë  
*A Christmas Carol*, Charles Dickens  
*David Copperfield*, Charles Dickens  
*Oliver Twist*, Charles Dickens  
*Bleak House*, Charles Dickens  
*The Count of Monte Cristo*, Alexandre Dumas  
*The Adventures of Sherlock Holmes*, Sir Arthur Conan Doyle  
*Around the World in Eighty Days*, Jules Verne

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## **Religion**

### Scripture Study

\*Teacher's Choice: Gospel of Mark or a Letter of Paul  
\**Ignatius Catholic Study Bible: [Teacher's Choice]*

### Preparation for Confirmation

\**Faith and Life: The Life of Grace* (Ignatius Press)<sup>2</sup>  
\**Swear to God: The Power and Promise of the Sacraments*, Scott Hahn  
\**Compendium of the Catechism of the Catholic Church*  
\**The Catechism of the Catholic Church*

### Defending the Faith

\**The Essential Catholic Survival Guide: Answers to Tough Questions about the Faith*, Staff of Catholic Answers (Teacher Text)

### The Spiritual Life

\**The Way of the Fathers: Praying with the Early Christians* (selections), Mike Aquilina  
\**Screwtape Letters*, C.S. Lewis

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<sup>2</sup> In the *Faith and Life Series*, this text is designated for grade 7, but it corresponds better with our grade 8 curriculum and should be used here.

## Theology of the Body

\**Called to Love: Approaching John Paul II's Theology of the Body*, Carl Anderson and José Granados (Teacher Text)

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## **Language Arts**

- \**Step Up to Writing*, Maureen Auman
  - \**Vocabulary Workshop*, Sadlier-Oxford
  - \*Grammar Book
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## **Latin**

- \**Wheelock's Latin* (6<sup>th</sup> Edition), Frederic M. Wheelock edited by Richard LaFleur
  - 38 Latin Stories* (5<sup>th</sup> Edition), Anne Groton and James May
- 

## **Nature Studies**

The science curriculum is guided primarily by the teacher's thoughtful integration of various resources in accordance with the general and grade specific objectives for nature studies. There are no textbooks. The Delta Science Modules offer a combination of hands-on experiments and related workbook activities. Anna Botsford Comstock's *Handbook of Nature* provides an observational and experimental approach to the study of nature that is deeply human. C.S. Lewis's *Abolition of Man* and Leon Kass's *Being Human* provide an entry, through literature, into the 'philosophical' approach to the study of nature. At this point the teacher should also draw on Christopher Baglow's *Faith, Science, and Reason* in order to provide structural coherence to the course and to introduce the historical and theological issues that accompany nature studies.

### Topics

- \**Earth Processes*, Delta Science Module III
- \**Earth, Moon, Sun*, Delta Science Module III
- \**Astronomy*, Delta Science Module III
- \*Nature Notebook (for the students to record and draw in)

### Teacher Resources

- \**Handbook of Nature Study*, Anna Botsford Comstock
- \**Abolition of Man*, C.S. Lewis
- \**Being Human*, Leon Kass
- \**Faith, Science, and Reason: Theology on the Cutting Edge*, Christopher T. Baglow
- \**The Earth: A Human Habitat: The Exceptional Features of Our Small Planet*, Euresis

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## Mathematics

- \**Progress in Mathematics: Foundations of Algebra*, Sadlier-Oxford
- \**Progress in Mathematics: Algebra 1*, Sadlier-Oxford (advanced students)
- \**Beginners Guide to Constructing the Universe*, Michael S. Schneider
- \**Constructing the Universe Activity Book*, Volumes 1-6, Michael S. Schneider

### Related to Historical Time Period

- Agnesi To Zeno: Over 100 Vignettes from the History of Math*, Sanderson Smith
- A History of Mathematics*, Carl B. Boyer
- Journey Through Genius: The Great Theorems of Mathematics*, William Dunham
- The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century*, David Salsburg
- Mathematical Apocrypha: Stories and Anecdotes of Mathematicians and the Mathematical*, Steven G. Krantz
- The Mathematical Experience*, Philip Davis and Reuben Hersh
- Of Men and Numbers: The Story of the Great Mathematicians*, Jane Muir

### Supplemental Texts

- Gödel, Escher, Bach: An Eternal Golden Braid*, Douglas Hofstadter
- The Golden Ratio: The Story of Phi, the World's Most Astonishing Number*, Mario Livio
- How to Solve It*, George Polya
- The Joy of Pi*, David Blatner
- Algebra Survival Guide: A Conversational Guide for the Thoroughly Befuddled*, Josh Rappaport
- Algebra Unplugged*, Ken Amdahl and Jim Loats, Ph.D.
- Math and Music: Harmonious Connections*, Trudi Hammel Garland and Charity Vaughan Kahn
- The Joy of Mathematics: Discovering Mathematics All Around You*, Theoni Pappas
- Mathematical Quilts: No Sewing Required!* Diana Venters and Elaine Krajenke Ellison
- Fantasia Mathematica*, Clifton Fadiman
- Flatland: A Romance of Many Dimensions*, Edwin Abbott
- The Parrot's Theorem: A Novel*, Denis Guedj
- Conned Again, Watson! Cautionary Tales of Logic, Math, and Probability*, Colin Bruce
- The Man Who Counted: A Collection of Mathematical Adventures*, Malba Tahan
- A Gebra Named Al: A Novel*, Wendy Isdell
- Alice in Wonderland and Through the Looking Glass*, Lewis Carroll
- Fractals, Googols, and Other Mathematical Tales*, Theoni Pappas
- The Brown Paper School Series, Marilyn Burns:
  - The Book of Think*
  - The I Hate Mathematics! Book*
  - Math for Smarty Pants*
- Fascinating Fibonacci: Mystery and Magic in Numbers*, Trudi Hammel Garland
- String, Straight-Edge, & Shadow: The Story of Geometry*, Julia E. Diggins
- The Snark Puzzle Book*, Marin Gardiner (based on Lewis Carroll's nonsense poem *The Hunting of the Snark*)

*Lewis Carroll's Games and Puzzles*, Lewis Carroll

*The Colossal Book of Mathematics: Classic Puzzles, Paradoxes, and Problems*, Martin Gardner

Teacher Resources

*\*Donald Duck in Mathmagical Land* (DVD)

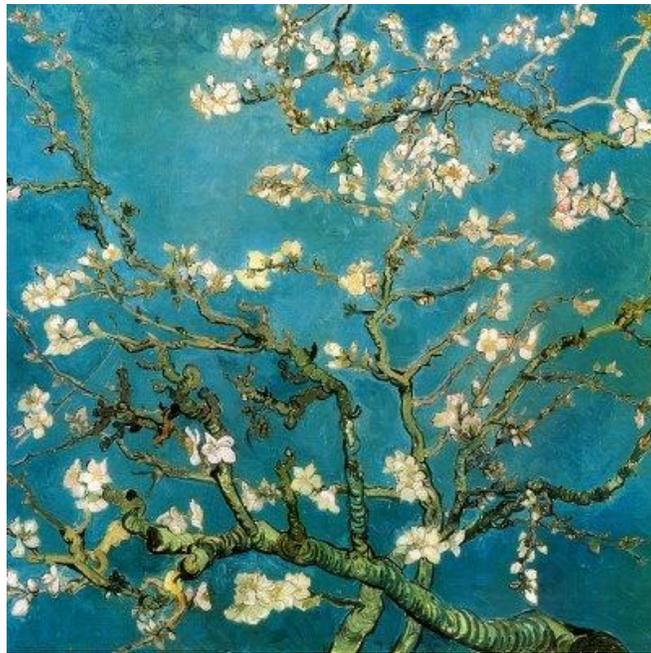
*Mad Minutes*, Paul Joseph Shoecraft and Terry James Clukey

*Hands On Math Projects, Grades 6-8*, Judith and Gary Muschela

*Math Fair Projects and Research Activities: A Comprehensive Guide for Teachers And Students*, Barry Doran and Leland Graham

*Hands-On Math! Ready-To-Use Games & Activities for Grades 4-8*, Frances M. Thompson

# Part V: Picking Out Colors



*Almond Tree in Blossom*, Vincent Van Gogh

## Beauty in the Life of the School

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

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

## Classical Education and Our Surroundings

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

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

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

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

- Crucifixes and statues should be beautiful and realistic, not cheap-looking.

- Icons are windows into the divine and are a simple, traditional way to invite young people to contemplate God.
- Copies of high-quality paintings or drawings of Catholic edifices (such as St. Peter's) are readily available and inexpensive; they serve to acquaint students with the Church's cultural treasury.
- Religious objects particular to the Church calendar, such as an Advent wreath or Nativity scene, are traditional and beautiful ways of teaching the faith.

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

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

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

- Aim to create an overall homey atmosphere
- Arrange the furniture in such a way as to create open spaces for gathering and corners for “going on retreat.”
- Paint walls a warm-tinted color. Avoid industrial or overly stimulating colors.

- While plenty of natural light is ideal, adding some accent lighting can help create a more intimate feeling in the classroom.

### **Questions to Consider:**

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

### **Classical Education and School Culture**

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

- The same concern for beauty that animates the organization of the classroom should govern the arrangement and decoration of common areas such as hallways, the cafeteria, and the library. The criteria of unity, harmony, proportion, wholeness, and radiance should prevail, and these areas should feature a tasteful combination of religious and ‘non-religious’ art, as well as beautiful natural objects.
- Great care should be taken to see that events usually thought of as ‘extra-curricular’ are in keeping with the ideals and mission of the school, and the school should strive for excellence in these areas as well. Such events should be planned with an eye toward both the liturgical season and the historical emphasis of the curriculum.
- Because education is formation in both knowledge *and* love, one of these goals is to make the school more of an extension of the family and to involve families more deeply in education and the life of the school. To that end, the school should strive as much as possible to include families in its festive and liturgical life. It should sponsor intergenerational events such as lectures, reading groups, and discussion groups to involve the entire family more deeply in the educational process.
- The school should seek to hold a number of formal events such as banquets and balls. These encourage interaction between families and generations and provide a supervised,

fun, and wholesome context for boys and girls to mingle outside of the structure of the classroom. Such events encourage a love of beauty. They encourage the modesty that belongs to dignity and self-regard and the beauty of modesty which is elegance.

- There should be a clear dress code for students, faculty, and staff. A dress code teaches students that their bodies matter. It encourages self-respect, respect for the educational enterprise and reverence for God by teaching that God and the truth deserve the best they have to offer. A dress code for faculty and staff communicates this common vision to the students and elevates the overall culture of the school.
- Charity and respect should prevail between students, teachers, and other staff as they address each other. The school should consider using formal titles or forms of address (Mr., Ms., etc.) for teachers *and* students. This exhibits self-respect, mutual respect, and respect for the common endeavor of education. Sarcasm and belittlement are to be avoided always.
- A code of conduct that emphasizes charity, honor, nobility, and dignity should be operative for all school events such as extra-curricular festivals, assemblies, liturgical celebrations, and sporting events.

### **Liturgy**

- The Sacred Liturgy is the heart of the school's life and its most solemn activity. The Sacred Liturgy is not a means to an end, even a worthy end such as moral instruction, but is itself the end to which all true education is ordered. For in worship we acknowledge the goodness of truth by surrendering to it, offering ourselves in Christ to the Father. And it is in worship, by God's gracious initiative, that our longing for beauty and truth finds its rest in the mystery of God who *is* beauty and truth. Contemplation and adoration, prayer and praise are therefore the highest form of knowledge and are foreshadowed by all others, even if this knowledge adores a mystery that is beyond our comprehension. Sacred Liturgy should thus be central to the life of the school, and this understanding should be made incarnate and explicit.
- Beauty in liturgy is important *because* it is 'pointless' and extravagant, like the costly perfume with which Mary Magdalene anointed the head of Jesus. Liturgy should be beautiful because without 'pointless' beauty, we forget that the worship of God is its own end—indeed the highest end—and that the Church is His mystical body. Other goals, such as building up the community, moral formation, and social action, all follow from the liturgy, but the liturgy itself must be ordered to the worship of God who both transcends and dwells among us.
- Liturgy is beautiful and reveals the mystery of God when it is celebrated with solemnity and reverence. Silence and stillness should be observed before, during, and after the liturgy. The lectors should be competent and well prepared. The movements of the servers should be solemn, graceful, and deliberate. Musical selections should be beautiful and appropriate to the occasion. And the church itself should be beautifully and tastefully adorned in ways appropriate to the liturgical season. (Graduating classes could emphasize this by making a modest gift to the parish, e.g., crucifixes, icons, vestments, thuribles, etc.). The school should thus seek to 'worship the Lord in the beauty of Holiness' and to understand that holiness is beautiful.

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



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

## Multicultural Connections Related to Time Periods

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

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

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

### **Ancient Rome** – Founding and Roman Kingdom, Republic, Empire

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

### **Middle Ages** – Early Middle Ages, High Middle Ages, Late Middle Ages

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

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

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

### **Modern and American History**

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

## A Daily, Weekly, Quarterly, Yearly Schedule for Mathematics

### *Daily*

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

### *Weekly or Bi-Weekly*

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

### *Quarterly*

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

### *Yearly*

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

## Teacher Enrichment Reading for Mathematics

### Nature and Sacred Number

*Nature's Numbers: The Unreal Reality of Mathematics*, Ian Stewart

*Beauty for Truth's Sake*, Stratford Caldecott

*Li: Dynamic Form in Nature*, David Wade

*Sacred Geometry*, Miranda Lundy

### Math Fundamentals

*Vision in Elementary Mathematics*, W.W. Sawyer

### Number Theory

*The Book of Numbers*, John Conway and Richard Guy

### Algebra

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

### Geometry

*Platonic & Archimedean Solids*, David Sutton

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

### Education and Development

*Math: Facing an American Phobia*, Marilyn Burns

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

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

### Modern Mathematics

*From Here to Infinity*, Ian Stewart

### History of Math

*Journey Through Genius: The Great Theorems of Mathematics*, William Dunham

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

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

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

### Math and Music

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

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

### Economics

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

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

## A Note on the Teaching of Nature Studies

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

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

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

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

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

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

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

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

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

## Possible School-Wide Events and Celebrations

School events and celebrations should be aligned to the curriculum as much as possible. The ethos of the classroom should be present in the ethos of all activities, including assemblies, reunions, fundraisers, etc.

Below are some ideas for school events that correlate to the historical learning objectives. This list is in no way exhaustive or mandatory; rather, these ideas are provided to show the *kinds* of events St. Jerome School could hold which flow naturally from the classical curriculum.

<b>Date</b>	<b>Event Name</b>	<b>Organizing Class(es)</b>	<b>Possible Activities</b>
Sept/early Oct.	Greeks Versus Romans Olympiad	Grades 1, 2, and 6 (relates to ancient history)	The day could start out with a school assembly at which first, second, and sixth grades present short vignettes or dramatic presentations about the Greeks and Romans, as well as the origin of the Olympics. The Olympiad begins after the assembly. Every student (and teacher?) is assigned to be a Greek or a Roman; one half of the school competes against the other half in athletic and intellectual contests run by teachers and parents. Lunch could include favorite Mediterranean foods and treats. Togas (with shirts and shorts underneath, and tennis shoes on) required!
Dec. 12 (or as close as possible)	Feast of Our Lady of Guadalupe / Latin American Cultural Day	Grade 4 (relates to exploration, colonization, and missionary activity)	Mass should be celebrated in the church, followed by veneration of Our Lady's image and a presentation or dramatic representation of the story of Our Lady and St. Juan Diego by the fourth grade. We could have an outside presenter, such as a storyteller or musician, give an assembly pertaining to Latin American culture and heritage. Lunch could include favorite Latin American foods and treats.
February	Black History Month Day of Celebration	Grades 5 and 8 (relates to American history)	Begin the day with Mass. Then in the gym, fifth grade puts on a "Wax Museum" of important Africans and African-American personages throughout history (covering the span from cradle civilizations to present) – the students dress up as their characters and when their "button" is pressed, each student recites and performs a short speaking piece, telling the listener about that person. Classes could go through the Wax Museum in turns; afterwards, the whole school could assemble for an eighth-grade performance pertaining to a topic of African-American history. We could also have an outside performer, such as a storyteller or musician, give an assembly pertaining to African and African-American culture and heritage. Lunch could include favorite African and African-American foods and treats.
April/May (after Easter)	Medieval Faire	Grades 3 and 7 (relates to medieval and renaissance history)	Third and seventh grade students (with parent volunteers to coordinate) set up booths, selling medieval food and playing medieval games. We could have a science faire as well, with catapults and other medieval inventions. We could also have drama selections from the grade 7. Then chosen knights and ladies could participate in a series of competitive medieval games for the whole school to watch and enjoy. Any profit from the food or games booths could act as a school fundraiser or go to a charity of choice. Medieval costume a definite must!

## Suggestions for Further Reading

### What is Catholic Education?

*The Holy See's Teaching on Catholic Schools*, by Archbishop J. Michael Miller. Archbishop Miller summarizes the magisterial writings directed to Catholic schools from the time of Vatican II. Also see his lecture, "A Summary of Holy See's Teaching on Catholic Education."  
<http://www.catholiceducation.org/articles/education/ed0269.html>

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

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

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

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

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

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

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

### What is Classical Education?

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

“The Lost Tools of Learning,” by Dorothy Sayers. The essay that launched the classical school movement in the twentieth century. Sayers charmingly discusses the need for classical education, what it is, and how well it accords with the natural development of young people. <http://www.gbt.org/text/sayers.html>

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

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

### **The Classical Education You Never Had**

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

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

[http://jollyblogger.typepad.com/jollyblogger/2005/10/c\\_s\\_lewis\\_on\\_th.html](http://jollyblogger.typepad.com/jollyblogger/2005/10/c_s_lewis_on_th.html)

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

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

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

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

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

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

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

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

### **What Does Classical Education Look Like?**

*Everyone a Teacher*, by Mark Schwehn. This anthology contains readings from Plato, Augustine, Mark Twain, the Bible, Pericles, Abraham Lincoln, Vivian Paley, and Miss Manners. The book takes up the question, "What is teaching?" and offers a variety of images and examples which involve us in the process of learning about teaching by thinking through what these images and examples mean for us.

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

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

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

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

### **Why Do We Need Classical Education Anyway?**

Pope Benedict's University of Regensburg Lecture. Benedict traces the consequences of the modern rejection of the Hellenistic (Greek) basis of Western civilization.  
(<http://cwnews.com/news/viewstory.cfm?recnum=46474>)

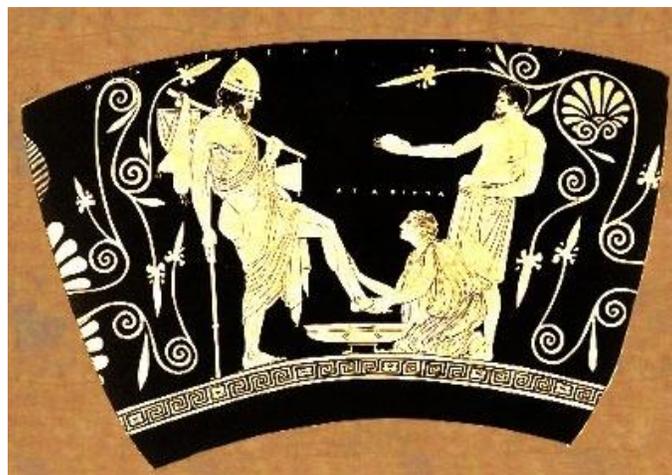
*The Abolition of Man*, by C.S. Lewis. Lewis discusses how notions of relativism have slipped into our common thought (as revealed in a child's language arts textbook!) and attempts to show the reality and importance of universal values, such as courage and honor.

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

### Classical Multimedia

*The Teaching Company*. This company provides lectures by college professors on various subjects, including philosophy and history. The Hyattsville Library has many of these for checkout, but you can also buy them [www.teach12.com](http://www.teach12.com). One that comes particularly recommended is Thomas Noble's "The Foundations of Western Civilization."

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



*The Homecoming of Odysseus, Greek Vase*

- *non nobis, Domine, non nobis*