

HILLSDALE ACADEMY K-8 Reference Guide





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HILLSDALE ACADEMY

K-8 Reference Guide





Introduction

Hillsdale College, a longtime advocate of educational reform in America, founded the Hillsdale Academy Lower School in 1990. In 1998, it established an Upper School and dedicated in that same year a new building designed to house all of its classrooms and operations. The Academy was founded with two main purposes in mind: first, to provide local children with a highly traditional, classically based curriculum stressing the development of moral character, basic skills and logical analysis; second, to provide the country with a model for educational reform, a model that can be effectively implemented in any school.

To prepare for the founding of the Academy, the College leadership undertook a study of existing alternative schools and held a series of discussions with key figures in the educational reform movement, representatives of the local community and major financial supporters of the College. The resulting plan called for an independent K-12 school with a curriculum that would rely predominantly on primary sources such as historical documents, biographies and autobiographies, and the classic works of Western literature. The Academy would avoid textbooks that have been subject to oversimplification, historical revisionism and an obsessive focus on real and imaginary problems of American society. Finally, in all grades, special emphasis would be placed on moral development through daily prayers, Bible reading and a variety of activities spiritual in orientation without being denominational.

The concept took tangible form in the autumn of 1990, when Hillsdale Academy opened its doors to 45 Lower School students. So successful has the Academy been both locally and nationally that, in the autumn of 1998, the Academy moved to a new building on the College campus, able to accommodate its new Upper School as well.

STARTING YOUR OWN SCHOOL

Just as many other concerned parents, teachers and administrators have already done and continue to do, you too can start your own school based on the Academy's model. One of the most important prerequisites is having something of an entrepreneurial spirit and a willingness to improvise. If the facilities and support of a local college are not available, arrangements might be made with a local public library, fitness center or church for special access times. Indeed, churches frequently have gymnasiums, kitchens and recreation halls that are not used much of the week. Independent schools and home schooling associations that utilize the *Academy Reference Guide* need not have grand facilities to provide an excellent education for their students.

It is commonly understood that establishing classrooms and curricula that properly train students to be intelligent citizens with strong moral character is a very difficult task. Many schools have failed to establish such schools because of the difficulty in finding the right faculty members, the challenges of teaching children in today's society and the resistance that inevitably emerges when a rigorous curriculum vies for student attention with the myriad of extracurricular activities and distractions offered by modern American society. Parents sometimes do not, in the end, want what a rigorous school has to offer. Or, the culture has so captured a community that it seems impossible to create a school that challenges the assumptions of modern American pop culture. Hillsdale Academy's experience, however, proves that a patient, diplomatic and determined staff can establish the kind of school we recommend. Indeed, a successful staff will be one that maintains the mission statement at the heart of all curricular decisions. It

will be a staff that is made up of knowledgeable and highly motivated teachers, and is a staff dedicated to educating parents as well as students. Common sense and civility also lie at the heart of this success.

THE HILLSDALE ACADEMY DIFFERENCE

The materials included in the *Reference Guide* detail the policies, curricula and teaching precepts by which Hillsdale Academy has always operated. Many of the functional points noted will undoubtedly strike readers as a return to common sense. The Academy recaptures the educational prudence that once guided virtually all American schools. And if the *Hillsdale Academy Reference Guide* leaves readers with the impression that attending the Academy is very much like going to a good school in the 1950s, our founders will be delighted. The *Detroit News* quoted Hillsdale College past President George Roche's observation that the Academy's founders didn't feel so much like innovators, but more "that we are engaged in the restoration of a tradition that worked well."

We draw not only on time-proven practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering their children's education. Above all else, we see ourselves as allies of the family, reinforcing, rather than undermining, parents' efforts to guide the intellectual, emotional and spiritual development of their children.

This is the model we offer for the development of other alternative schools: a positive, constructive response to the anti-family, anti-achievement and anti-Western heritage agenda so commonly followed in today's schools. We are confident that, if applied with energy, determination and a clear understanding of the circumstances to which they must be adapted, our precepts can provide the basis for educational success in a wide variety of settings throughout the nation.



Hillsdale Academy School Culture

At Hillsdale Academy, we reject the fashionable notion of self-esteem as the objective of education. Genuine self-esteem arises only through self-respect—the result of hard work, academic accomplishment, right behavior and proper regard for others. We have cultivated a learning environment that encourages full development in all these areas even as we remain dedicated to teaching young children as effectively as caring adults can.

THE STRUCTURED LEARNING DAY

Our teaching effectiveness emanates from a well-structured learning day that sets and maintains an appropriate educational tone from beginning to end. When students come to school, they are coming to work. Indeed, the school uniform is a symbol of the role that the student assumes at school during the work day. Student conduct at school must demonstrate a seriousness of purpose and a sense of appropriate play that stress the importance of learning both individual and group skills.

START OF THE DAY

At Hillsdale Academy, every school day begins with a sequence of activities carefully designed to convey a clear sense of expectation and to demonstrate our personal concern for each individual child.

1. *Welcome.* As parents drop off their children in the morning, the teachers and headmaster greet their students outside the building. This simple act of civility lets children know they are wanted at school, and it also visually suggests a handing over of the child to the teacher's authority.
2. *Opening Ceremony.* After the students have arrived, a formal ceremony is conducted every morning around the flagpole, or in the Upper School lobby during inclement weather. The students assemble by class, and the headmaster leads them in reciting the Pledge of Allegiance, while designated, properly trained students raise the flag. Next, a patriotic or traditional American song is sung, followed by a student's recitation from memory of a poem or Bible verse. The headmaster then makes any announcements, and each teacher briefly shares recent noteworthy accomplishments made by students or classes. These reports focus on academics or projects of interest, rather than on personal news. (Personal news is shared in the Academy's newspaper, *Veritas*.)
3. *Weekly Prayer.* Once a week, the College Chaplain attends the opening ceremony and offers a nondenominational prayer, followed by a short reading from the Bible. Either he or the headmaster then offers a sermon or leads a brief discussion that elicits a significant point from the shared passage. These sessions promote the spiritual development of the students within the faith traditions of our Judeo-Christian heritage. At the end of

the opening ceremony, the headmaster dismisses students by grade to their classrooms, with a word of encouragement for their forthcoming academic endeavors. While this entire sequence typically takes no more than ten to 15 minutes, its importance cannot be overemphasized. Parents are encouraged to attend as often as desired.

START OF CLASS

The tone of the opening ceremonies carries into the classroom as teachers begin their morning routines. While students hang their hats and coats neatly in the closet, teachers interact with each child personally, answering questions, listening to the occasional story and taking attendance. Within the first few minutes, teachers make announcements for the morning, check school uniforms and inform students of the structure of the day's opening lesson.

This morning routine stresses personal attention, helps students focus on the work ahead and eases the class into its lessons and projects.

RECESSES

A recess is held outdoors at mid-morning and mid-afternoon each day. We believe children need regular breaks in their school day, and we insist they go outside except in the most inclement conditions.

Recess provides an important social experience, allowing children to be children and to interact with their peers in other-than-classroom activities. Like most well-equipped schools, we make available a plentiful variety of playground equipment, balls, Frisbees, jump ropes and other recreational items. While teachers keep their direct involvement in recess activities to a minimum, they encourage organized games and individual activities, helping the children cooperate and expend pent-up energy rather than allowing them to consume the recess period without participating in a meaningful recreational activity.

LUNCH TIME

At lunch, we assemble as a school in the Commons. A head student or the headmaster leads the school in a prayer, and we sit for a meal in mixed groups at assigned tables, each headed by a teacher.

SPECIAL ACTIVITY PERIODS

Class time is set aside throughout the week for special enrichment activities.

1. *Music.* At regular music lessons, Academy students participate in choral singing; learn and practice vocal technique; and study musical history, notation, harmony, terminology and history. At various times throughout the year, all the students come together to sing at Academy events and College and community functions.
2. *Art.* Twice a week, students are encouraged to explore visual forms of expression and cultivate an aesthetic sense. Grades 1 through 4 concentrate on age-appropriate crafts, learning to manipulate materials and to work with simple forms. Grades 5 through 8 study basic art principles and become acquainted with different artistic styles and periods. They view slides of well-known works, attend exhibits at the College's gallery and experiment with drawing, watercolor and pottery techniques.
3. *Swimming.* Classes make weekly visits to the pool in Hillsdale College's Health Education and Sports Complex, where they receive water training according to the standard American Red Cross program for swimming and water safety. Pool sessions are conducted by Red Cross-certified Hillsdale College instructors.
4. *Physical Education.* Hillsdale College physical education majors lead weekly physical education classes in the Academy Commons. Younger students participate in activities designed to develop gross and fine motor skills, while older students learn sports and games that can help them maintain fitness throughout their adult lives. Children receive instruction in the rules and techniques of team sports and cultivate athletic appreciation through attendance at Academy and College sports events.
5. *Library.* Students visit the Academy library for a half hour or more each week. Parent volunteers supervise library sessions, and teachers are on hand to help with book selections, advising students on the appropriateness and reading difficulty of various titles. Books are checked out

for one week. (NOTE: To help our students develop a sense of personal involvement with the library, we encourage donations of books. In fact, many of our students have adopted the practice of the birthday book, a volume given to commemorate the student's birthday and inscribed with the donor's name and the date of the gift.)

END OF THE DAY

The class day comes to an end in an organized manner. Teachers review homework assignments for that evening, check to make sure students understand the instructions, and then initial the students' assignment books. The children collect their possessions and line up. Classes walk outside in line and meet their parents. Pre-selected students lower the flag and then fold and store it.

EVENING WORK TIME

At Hillsdale Academy, we consider homework an essential educational component and assign work in every subject each night, including weekends. Evening study reinforces the day's learning activities and emphasizes for children that this is the time in their lives when their job is to learn.

We view parents as partners in their children's educational progress, and we stress the critical need for parents to enforce homework time and provide a suitable study environment, free from the distractions of television and the normal activity of family life. We encourage parents to stay aware of their children's work and require that all assignment notebooks be initialed by a parent before they are turned in. Older students often receive longer-term assignments, usually for a week, to help them develop more sophisticated study skills, learn to plan ahead and become accustomed to budgeting their time.

STANDARDS OF CONDUCT

At Hillsdale Academy, we seek to provide not only a solid academic foundation but also a firm grounding in moral and ethical principles. This begins with clear standards of personal conduct, basic expectations for appearance, behavior and attitude that both enhance the learning atmosphere of the school and prepare children for life in a world of other individuals with their own needs, opinions and expectations. The virtues we teach are rooted in our classical and biblical foundations. Our watchwords are self-discipline and

respect, and we express those concerns in virtually all aspects of Academy life. While we make no attempt to stifle the active imagination, we make every attempt to channel that imagination in positive and productive directions.

DRESS CODE

Hillsdale Academy maintains an official standard of dress, complete with a school uniform, and all students are required to be in uniform whenever they are at school or at most school-related functions.

We maintain this dress code for several reasons: (1) to underscore the Academy's seriousness of purpose by encouraging students to think of their attire as an aspect of their work; (2) to eliminate the self-consciousness and social competition that fashion tends to promote; and (3) to promote a sense of identity with the school and among the students as a group. The dress code has been especially well received by parents, who (while having to buy the uniform components) see the financial and social benefits of limiting their children's school clothing needs. All parents are grateful for the emphasis on learning, not clothing.

Elements of the uniform and other clothing requirements are specified in the *Student/Parent Handbook*.

PERSONAL HYGIENE

Neatness, grooming and proper hair care receive the same special attention as student dress at Hillsdale Academy. We restrict makeup and extreme hairstyles and encourage general cleanliness, especially hand washing before eating and after bathroom use. Each classroom has two student lavatories. Teachers carefully monitor student behavior.

CLASSROOM DECORUM

Students must maintain a respectful attitude in class and respond to teachers with politeness and deference. They must also remain quiet and attentive during lessons and individual work. This includes the raising of hands and waiting quietly for permission to speak. Classes are structured to ensure that students interact with one another in appropriate ways. Whenever an adult enters a classroom, all students rise and wait to be acknowledged by the visitor.

STUDENT RELATIONSHIPS

Interaction between students, the friendships formed and the degree to which children feel accepted, comfortable and safe can encourage enthusiasm for going to school or sour a student's outlook. We want the experience of attending Hillsdale Academy to be positive, so we pay close attention to the quality of student-to-student relationships. While our expectations of behavior and academic performance are quite high, we recognize that kids need to be kids. Accordingly, teachers try to provide opportunities, both in and out of class, for students to work and play together as peers. Teachers are always available to talk with, or listen to, individual students.

We make it clear to all students that we expect kindness and measure how they treat their schoolmates by the Golden Rule. We stress the importance of politeness, curb disparaging comments and tattling (except in cases of actual danger or serious wrongdoing), and insist that students handle disagreements without resorting to name-calling or physical confrontation. We encourage everyone to welcome new class members, even as we make it clear to the newcomers that they must accept their fellow students and be willing to adopt the established modes of behavior. Teachers are expected to address any unkind acts or words that come to their attention.

The result is a happy atmosphere in which children experience the comfort of belonging and count on encouragement from both schoolmates and teachers. That translates into strong friendships and a sense of institutional identity that carries over into our students' lives outside of school.

DISCIPLINE

The chief advantage that our school enjoys in maintaining a proper learning climate is the personal commitment to individual growth and learning. When this personal approach becomes less than appropriately effective, a clearly defined disciplinary procedure comes into play. At Hillsdale Academy, our disciplinary system involves reprimands, demerits, detentions and parent consultations regarding the severity of behavior problems and the student's resistance to following the rules of the school. The *Student/Parent Handbook* provides complete details of the disciplinary system.

All our disciplinary efforts are guided by our understanding of child development and a child's need for structure and order, as well as by our commitment to fulfilling the responsibility that the parents of our students have granted us. We make every attempt to identify any academic or behavioral issues that may be impeding a child's progress or contentment and stay in close contact with parents to anticipate difficulties that might be developing and to remain aware of any special needs or home concerns. Educational theories and pedagogical techniques, while important, are but background to our real mission: the education of small children in the charge of caring adults.

Our acknowledged success demonstrates how much effort we are willing to invest in those children who have become part of the Hillsdale Academy family. Remember, however, that our ultimate recourse for handling a student who simply will not adapt to Academy standards is removing that child from our school, either temporarily or permanently, a basic condition upon which we insist. It is crucial both to our ability to provide the kind of quality educational experience we offer and to our institutional identity. We make that clear to all parents who consider placing their children into our care.

PARENT SUPPORT

Close ties between home and school are essential to Hillsdale Academy's effectiveness. A strong Parents' Association, which helps raise funds for various projects and assists with school programs and special events, plays a vital role in the Academy's academic and social activities.

The Parents' Association provides a crucial communication link between parents and the Academy administration. The association also coordinates the Academy's library volunteers. Association members meet monthly to plan field trips and other out-of-school activities for the children. They conduct "Measuring Day" for student uniforms, raise funds for library books and playground equipment, and serve an annual end-of-the-year breakfast. The Parents' Association reinforces our community presence and keeps Academy spirit high throughout the year.

SPECIAL EVENTS

The daily opening ceremony bears witness to our strong advocacy of ceremony and pageantry in transmitting principles, strengthening traditions and making children feel part of something greater than themselves. We hold special programs throughout the school year to bring the entire Academy family together in celebration of our institutional life and shared cultural heritage. The presence of parents is an important aspect of these gatherings, which gain strong spiritual overtones through the inclusion of prayers led by the College Chaplain.

CHRISTMAS

Our yearly Christmas pageant is a highly traditional program involving carol singing and presentation of a classic holiday work. For example, students have performed Gian Carlo Menotti's *Amahl and the Night Visitors*. The Christmas program reinforces the religious messages our students receive in their individual churches and assists parents in cultivating their children's faith.

HONOR CEREMONIES

Three times a year, we recognize the academic achievements of our students with a formal honors ceremony. Certificates are presented to students who have qualified for the Honor Roll, an important note of encouragement to which the children respond enthusiastically.

BASIC PRINCIPLES

The school culture of Hillsdale Academy keeps the focus on learning. We cherish the principle of academic independence that our parent institution, Hillsdale College, has fought long and hard to defend. We remain committed to the personal care of the children entrusted to us, realizing that we hold in our institutional hands those journeying through the most impressionable years of their lives. And we teach by action and example that we are indeed a community, that we share common allegiances to God and country, that we care about civility and decorum, and that we are interested in each other's accomplishments.



Student/Parent Handbook

MISSION AND PHILOSOPHY

HILLSDALE COLLEGE MISSION STATEMENT

Hillsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” The College pursues the stated objectives of the founders: “to furnish all persons who wish, irrespective of nation, color, or sex, a literary and scientific education” outstanding among American colleges “and to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils.”

The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

HILLSDALE ACADEMY MISSION STATEMENT

Hillsdale Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity—spirit, mind and body—with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences, and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage. The curriculum, by purpose and design, is a survey of the best spiritual, intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

HILLSDALE ACADEMY LIBRARY MISSION STATEMENT

The Hillsdale Academy Library seeks to be a repository of knowledge and wisdom by acquiring, maintaining and offering its students the best works of the Western liberal arts tradition. The library is thus at the center of the Academy’s mission, a place for students as responsible individuals to discover, explore and begin their own dialogue with that tradition. Faithful to the liberal spirit of that tradition, the library promotes research and reading in an environment conducive to contemplation and seeks to foster worthy and age-appropriate leisure reading.

HILLSDALE ACADEMY EDUCATIONAL PHILOSOPHY

Hillsdale Academy represents a partnership among the students, parents, faculty, administration and staff. These partners are united in their commitment to the common objectives outlined in the Mission Statement.

Students and parents respect Hillsdale Academy teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

The headmaster, under the authority of Hillsdale College's president and provost, oversees the implementation of the Mission Statement in the school. In their capacities as policy-makers and community leaders, these administrators advance the Academy's role as an institution dedicated to providing the best education for children.

Hillsdale Academy recognizes each child as an individual who, by virtue of his humanity, is in community with all the other children in the Academy, regardless of age. By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of American citizenship and to honor and respect their Maker. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

HILLSDALE ACADEMY PARENTS' ASSOCIATION

All parents of Hillsdale Academy students are members of the Parents' Association, which exists to promote friendly relationships among parents, to acquaint them with the spirit of Hillsdale Academy, to obtain their cooperation with its objectives for the development of their children and to initiate the parents' involvement in, and support for, projects and functions that aid the Academy academically, socially and financially.

The mission of the Hillsdale Academy Parents' Association is:

1. To help the Academy communicate with parents.
2. To help the parents understand the fundamental premises upon which the Academy functions.
3. To help schedule, promote and host student and parent activities.
4. To welcome new parents into the association

and to instill in the new parents the need for their continued involvement in and support of the Academy.

5. To encourage pride in the children and in the Academy.
6. To assist the Academy in promoting its reputation in the Hillsdale community.

STATEMENT OF RELIGIOUS INSTRUCTION

Hillsdale College's Judeo-Christian tradition broadly guides the course of study and instruction at Hillsdale Academy. The Academy offers instruction based upon traditional, nondenominational biblical beliefs, principles and virtues that seek to develop those qualities of life characteristic of man's understanding of his relationship to his Creator and his place in the world.

A weekly service conducted by the College Chaplain and the headmaster addresses the spiritual needs of the Academy's students through Scripture, a homily, prayer and song. Parents are encouraged to participate in these services.

HILLSDALE ACADEMY PRAYER

Almighty God, we beseech Thee with Thy gracious favor, to behold our universities, colleges and schools, especially Hillsdale Academy and our headmaster, that knowledge may be increased among us, and all good learning flourish and abound. Bless all who teach and all who learn, and grant that in humility of heart they may ever look unto Thee, who art the fountain of all wisdom, through Jesus Christ our Lord. Amen.

ENROLLMENT

Parents of children ready for Kindergarten (age five by August 15) apply for August placement. Applications are available in the Academy's front office and are due January 1. Interviews are conducted in April, with placement priority given to families with siblings already attending the Academy and to the children of Hillsdale College employees. By May 2, parents whose children are offered an opening in the Kindergarten class reserve the opening with a \$200 deposit. For Grades 1 through 8, parents of students already attending Hillsdale Academy are contacted first and allowed to re-enroll their children by submitting a deposit of \$200 by March 15. Application materials are then made available at the Academy's front office to parents who seek admission of students new to

Grades 1 through 8. When openings are available, interviews with these families are conducted, after which notification of each new candidate's status is made. Families for whom there is an opening also submit the \$200 deposit by May 2. All deposits are non-refundable and are applied to tuition.

TUITION AND FEES

For the 2009-2010 academic year, tuition for the half-day of Kindergarten is \$3,150. Tuition for Grades 1 through 8 is \$4,815. A separate application fee of \$25 covers the administrative costs of processing applications and maintaining waiting lists. Tuition payment plans are available. Partial scholarship assistance is extended on a limited basis. Scholarship application forms are available in the Academy's front office on April 1 and are due by May 2. Scholarship recipients are notified by June 18.

Parents who voluntarily withdraw their child from Hillsdale Academy are responsible for the balance of the tuition for the current trimester. Prorated refunds are issued for students excused by Hillsdale Academy. Parents are advised before the opening of school each year as to the cost of the school lunch. Similarly, parents are notified as to school uniform requirements and where such purchases can be made.

ACADEMIC POLICY

Pursuant to our educational mission, Hillsdale Academy establishes policy to promote good study habits, clear communication of student progress with parents and recognition for outstanding achievement.

GRADING

Parents receive both interim reports and full report cards regarding their children's academic standing and citizenship. Teachers give most assignments and all tests numerical designations, which then guide the teachers in assigning interim report and full report card grades. In Kindergarten, reports indicate the extent to which a skill has been mastered. In Grades 1 and 2, an "O" is defined as outstanding; "S" as satisfactory; and "U" as unsatisfactory.

Teachers in Grades 3 to 8 assign letter grades according to the following scale:

100%A+	93-99%..... A
90-92%A-	88-89% B+
83-87%B	80-82% B-
78-79%C+	73-77%..... C
70-72%C-	68-69% D+

63-67%D	60-62% D-
below 60%F	

An "A" is defined as excellent; "B" as above average; "C" as average; "D" as below average; "F" as failing. Typically, students receive number grades for most assignments and letter grades on report cards. Achievement is based upon understanding of the subject as judged by tests and teacher observation.

Effort is judged by teacher observation. An "O" is defined as outstanding; "S" as satisfactory; and "U" as unsatisfactory.

HONOR ROLL

After each report card is issued, the headmaster releases the list of students who have qualified for Honor Roll. Requirements for Grades 7 and 8 are a "B" or higher and "S" or better in effort. Students with an "A-" or higher will be placed on the Headmaster's List.

ACADEMIC WARNING AND PROBATION

A student is placed on *academic warning* for receiving one F or two grades of D+ or lower in a marking period. A student is placed on *academic probation* for (1) receiving two Fs or three or more grades of D+ or lower in a marking period, or (2) being placed on *academic warning* for two consecutive marking periods. Students on *academic probation* may not participate in interscholastic sports. Any student who is placed on *academic probation* for an entire year must repeat that grade.

CONFERENCES

Parent and teacher conferences are held three times a year at midterm. These times are designated for discussing the student's academic achievement and citizenship. Both parents are expected to attend. Of course, parents and teachers are welcome to request conferences throughout the year.

ATTENDANCE

Regular school attendance is important to a student's academic success and also promotes good work habits and self-discipline. Apart from extreme circumstances, seven absences in a given trimester will result in the student repeating that trimester. Also, a child who has had a proper night's rest is better prepared to learn than one who is tired due to a late night. Establishing a regular bedtime helps students appreciate that school is an important endeavor and requires adequate rest.

Parents are to report all unplanned absences to the front office by telephone. Students are not to report their own absences. Students who are dismissed from

school early, for any reason, must sign out from the front office. Assignments for absent students may be obtained from the front office between 3:30 p.m. and 4:00 p.m.

HOMEWORK

Meaningful homework assignments are an important part of the Academy's curriculum. Teachers assign quality homework for each school night, within the following guidelines:

1. Kindergarten	15 to 25 minutes
Grades 1 and 2	20 to 35 minutes
Grades 3 and 4	30 to 45 minutes
Grades 5 and 6	40 to 60 minutes
Grades 7 and 8	60 to 90 minutes

2. From Friday to Monday is considered one school night for homework purposes; however, Friday to Monday is considered three school nights for major projects in Grades 5 through 8.

3. Homework may be assigned during long weekends, but it is not assigned the day of a vacation period to be due the day classes resume.

Students in Grades 3 through 8 are required to document assignments in their assignment pads each day. Teachers initial the assignment pad each day to ensure that the student has accurately copied the assignment from the chalkboard. This procedure assists parents in their work with their children.

If a student spends more time on homework than designated above, the teacher who assigned the homework should be promptly informed so that corrective measures can be taken. While, occasionally, homework assignments will require more than the designated time, if a student is spending excessive time on homework with little likelihood of satisfactory completion, the parent should help the student find a reasonable stopping point and then attach to the homework a note detailing the time spent on the incomplete assignment. The teacher will accept the homework and will then contact the parent to review the circumstances. The headmaster should next be consulted if these steps do not remedy the situation.

All homework assignments are to be completed before the beginning of the class for which the work was assigned. Students in Kindergarten and in Grades 1 and 2 are encouraged to learn to meet deadlines,

and teachers work closely with parents to ensure that they do. Beginning in Grade 3, failure to complete homework on time results in the loss of a full letter grade on that assignment provided the homework be made up by the next class meeting. If the homework is not made up by that time, it is completed in an after-school detention and graded for a maximum of 50 percent credit.

ACADEMIC HONESTY

Hillsdale Academy seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own—cheating or plagiarizing—will be treated with utmost gravity. Teachers in the Lower School understand that students need coaching and careful guidance in such matters.

LIBRARY

All students receive library orientation during the first month of school. At this time, students are advised of specific library rules regarding using the library's resources, checking out and returning materials, appropriate behavior and the like. Most library materials are available to be borrowed if they are not reference works and if they are not reserved for use by a class. In general, Lower School students may check out two books for one week. The Academy continues to add new books to the library and welcomes family suggestions for new purchases.

COMPUTER USE

At Hillsdale Academy, all computers have Internet access. Computers may be used for researching and typing teacher-assigned projects only. These are the only two acceptable uses of Hillsdale Academy computers. No use of computer games, online chat rooms, etc. is permitted. Limited use of e-mail is allowed for seniors in the process of college or university application. Each teacher assigning a research project will issue the student a computer usage pass, which must be presented to the librarian. Upon presenting the librarian with the computer pass, each student will then sign the computer-use log sheet stating purpose, time, date and computer number that they will log on and use. This procedure has been put in place to better track computer usage and assist Hillsdale College's Information Technology Services (ITS) in tracking unauthorized computer use. Any student using school computers for anything other than teacher-assigned projects will receive a demerit/detention from the headmaster.

PREARRANGED ABSENCES

Parents of Lower School students who know in advance that their child/children will miss school or class are required to obtain from the front office a Request for Prearranged Absence form. The form should be on file at least two days in advance of the requested time off from school. The form is submitted to the headmaster for approval.

When deemed reasonable, the headmaster will approve parent requests for absences for medical and dental appointments, short family trips and the like. Extended time missed from school is discouraged. In Grades 5 through 8, it is the student's responsibility to make arrangements with teachers for completing and turning in any missed assignments.

ILLNESS

Children who become ill in class are required to proceed to the front office, with assistance, for parental notification. They will be required to remain on campus until they are picked up by a parent.

Children who are deemed by a teacher or administrator to have, or to have potentially, a contagious illness will be isolated from other children and will be taken home by a parent. No such child will be permitted to return to school until a physician's note has been submitted to the front office, indicating that the child may safely return to school.

Hillsdale Academy is able to provide only routine first aid for children who become ill or injured at school. Tylenol can be administered in the front office upon a parent's completing and turning in a permission card, which is sent home at the beginning of the school year. Prescription medicine is kept and administered in the front office only when the Academy has on file a completed Medical Authorization form, signed by the child's physician and parent. This form is available at the front office.

OFF-CAMPUS EDUCATIONAL AND CULTURAL PROGRAMS

Hillsdale Academy considers off-campus education an important aspect in the total development of each student. Off-campus educational and cultural programs provide students with an opportunity to use previously acquired knowledge and skills, while gaining new knowledge and skills. For instance, the class in Grade 8 makes an annual trip to Stratford, Ontario, to see a live performance of a Shakespeare play. Academy faculty and/or administrators are always included as

chaperones on these trips.

Whenever students are off campus on school-sponsored trips, they are subject to the Academy's rules and are expected to observe the Academy's standards of politeness and civility.

Parents or family members of both students and teachers may be invited to accompany any class or group of students on an off-campus program. However, adults should recognize that participation in these events will always include duties as chaperones assisting the teacher in maintaining general order among all participants. Families should not participate in these outings in any other way than as members of the Academy class or group involved in the program. Families should not expect teachers or Academy administration to provide the scheduling of transportation, room and board beyond what is necessary for student participation. Finally, teachers have final authority regarding the number of participants and chaperones.

CONDUCT AND DISCIPLINE

The role of discipline at Hillsdale Academy is to create an environment conducive to learning. It is to provide an atmosphere of civility in which due respect will be given to teachers and to individual students, as well as to all institutional and private property, so that all members of the community will be allowed to pursue learning without distraction. In addition, discipline at the Academy ought always to uphold the essential virtues established in the school's Mission Statement and professed in its curriculum. The Academy recognizes that the good conduct of students in school promotes their education on campus. This requirement will also promote good behavior off campus and prepare students for good citizenship in adulthood. Accordingly, students will be expected to adhere to the general rules of the school as well as those rules established by each teacher within his or her classroom.

DISCIPLINARY ACTION

Disciplinary action usually proceeds as follows:

1. Reprimand or Policy Reminder
2. Demerit
3. Detention (after school)
4. Suspension
5. Expulsion

To ensure uninterrupted learning, Hillsdale Academy maintains a policy of demerits and detentions with parental notification. The Academy's goal is to work closely with parents to uphold standards of courtesy, respect and helpful behavior. Demerits may be issued for the following:

1. Leaving an assigned seat without permission
2. Speaking without permission
3. Being disrespectful to an adult or child
4. Teasing, roughhousing or fighting
5. Lying or creating a false impression
6. Displaying conduct deemed by the teacher or headmaster to be unbecoming of a Hillsdale Academy student

A student serves a detention when a second demerit is issued. The Academy notifies parents when a detention is required, and a day during the next one-week period is selected for the student to serve the detention after school. Students are relieved of all demerits at the conclusion of each marking period.

Any student who is subject to a fourth detention during one marking period serves, instead, a one-day suspension. Suspended students are required to submit all missed academic work at the beginning of the next school day. The headmaster may suspend any student when, in his judgment, circumstances necessitate it.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Hillsdale Academy rules is subject to expulsion. After meeting with parents, the student and involved faculty, the headmaster will decide if expulsion is warranted.

PROHIBITED ITEMS

Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

SCHOOL UNIFORM

Our school uniform seeks to achieve a handsome, business-like appearance for our students and to free them from fashion trends and peer pressure. In our choice of the McIntyre tartan theme, we pay tribute to

our patrons, Dr. and Mrs. Charles S. McIntyre.

The only authorized emblem on clothing is the Hillsdale Academy emblem, which is available at the Hillsdale College bookstore or Academy office. No other decoration or designation is allowed. Sports caps, with or without insignia, are unacceptable.

A full description of the school uniform, including P.E. uniform and outerwear, may be obtained from the office. Uniform is to be worn at all times during the school day and on field trips unless special instructions are sent home. Dress uniform is required every Wednesday and on special occasions. Dress code infractions will result in a policy reminder and may require that a parent bring approved clothing to the Academy office before a student may rejoin his class.

JEWELRY, MAKEUP AND HAIRSTYLE

Neck chains and watches should be removed for P.E. and sports. Hair is to be neat and clean. Boys' hair should be off the collar and of uniform length. All questions of jewelry, makeup and hairstyle are at the discretion of the headmaster. (See Uniform Code for details.)

MISCELLANEOUS

ARRIVAL PROCEDURES

Children in Grades Kindergarten through 7 are to arrive at school no earlier than 8:00 a.m. Opening ceremony begins at 8:20 a.m. In the event of inclement weather, Grades Kindergarten through 7 will hold opening ceremony in the upper lobby. Grade 8 students are to proceed directly to the Academy lobby for opening ceremony.

DEPARTURE TIMES AND PROCEDURES

Kindergarten ends at 12:30 p.m., Lower School at 3:25 p.m. Kindergarten dismisses from under the front porch, Grades 1 through 8 from the lower parking lot. Students who have not been picked up by 3:30 p.m. may be picked up from the library.

When a child is to ride home with someone other than the customary driver, the parent must turn in to the front office, in advance, signed written permission. This must specify both the driver's name and a description of the vehicle.

Children who walk or ride a bicycle to school are encouraged to go directly home following dismissal.

RECESS

Children need and want a time during the day to engage in self-directed activity. Recess is provided for exercise, games and conversation. When playing games, children are encouraged to include everyone who wants to participate. Children are not permitted to leave the designated area during recess.

An adult always oversees recess. Accordingly, children are not permitted to use playground equipment while waiting for school to begin or while waiting for rides following dismissal.

PARENT ENVELOPE

Each Tuesday, students return home with an envelope that contains timely information. Parents are asked to read this information and then sign and date the envelope. Parents are encouraged to send correspondence of their own in the envelope. The deadline for the return of the envelope is Thursday morning.

MESSAGES TO STUDENTS FROM PARENTS

Messages of an emergency nature only are delivered to students during the school day. All other messages are delivered after the school day ends.

DELIVERY OF ITEMS BY OUTSIDE VENDORS

Students are not to disrupt the school day by ordering and arranging for the delivery of items from outside vendors, e.g., food, flowers, balloons, etc. Parents are asked to have such orders delivered to the students' homes; otherwise, items delivered to the Academy will be kept at the front office until the end of the school day.

FOOD

Aside from the luncheon period, students are allowed to partake of food and drink only during specified times. Kindergartners have a short food break once a day. Students in Grades 1 and 2, with teacher approval, may have a short food break occasionally. When permission has been granted in a prior announcement, students may bring food for consumption during school events and activities that occur after school. Parents should note that chewing gum is never permitted on campus.

LOST AND FOUND

Lost items should be reported to the front office, and found items should be turned in to the front office.

TELEPHONES

Students must obtain permission at the front office for using the Academy's telephone. Outgoing calls should be of an urgent nature and should be kept brief. Students do not have permission to use cellular telephones during the school day.

ELECTRONIC EQUIPMENT

Students are not to bring electronic equipment to campus, except for class use as authorized by the teacher.

FIRE DRILLS

When the fire alarm sounds, all students should go quickly and quietly by class to the approved exit displayed in the classroom. The last person exiting the classroom must turn out the lights and close the door. Students should then proceed to the back of the parking lot nearest their exit. They should stand silently while the teacher takes attendance. When the return signal sounds, everyone should return to class quietly. In case of an actual fire, students will remain in a designated area on the Academy campus until they receive further directions and parent notification has taken place.

A copy of the fire emergency procedure with evacuation plan is posted in each classroom.

TORNADO DRILLS

When an announcement is made, all students should go quickly and quietly by class to the approved school location displayed in the classroom. Students should then position themselves on their hands and knees, facing the exterior walls. Students will be told when to return quietly to their classrooms. In case of an actual tornado, students will remain in their approved locations until they receive further directions and parent notification has taken place.

A copy of the tornado emergency procedure with evacuation plan is posted in each classroom.

INCLEMENT WEATHER ANNOUNCEMENTS

Delayed openings and school-day cancellations are generally announced by 6:30 a.m. on local radio stations WCSR (1340 AM and 92.1 FM) and WMXE (102.5 FM) and on WILX (TV Channel 10). Parents and students are requested not to call the Academy office or Academy personnel for this information.

VISITORS

All visitors, including parents, must report to the front office prior to entering classrooms.

SPECIAL OCCASIONS

Birthdays: Students may present a book in honor of their birthday. A bookplate bearing the student's name will be placed in the book and formally presented to the Academy during the opening ceremony on the student's birthday. Suggestions of approved titles by grade level are available from the headmaster.

Halloween: There is no formal observation of Halloween at Hillsdale Academy. Uniforms are worn as usual, and face masks are not permitted.

St. Valentine's Day: Children in Grades K through 4 are permitted to exchange homemade valentines with their classmates. Class lists are provided, and children who choose to make valentines include everyone on the list, so that each child receives the same number.

Children in Grades 5 through 8 make valentines to share with children in the local hospital, senior citizens or members of the armed services.

AGE-GRADE PLACEMENT GUIDE

Normal placement of incoming students should follow the age schedule shown below. Exceptions to this schedule will only be considered after consultation with the headmaster and relevant teachers. A careful review of the child's placement test results, previous education and curriculum, standardized test scores and assessment of personal readiness must be accomplished before any exceptions will be considered.

AGE OF CHILD AS OF AUGUST 15 OF CURRENT ACADEMIC YEAR	GRADE OF PLACEMENT
5	Kindergarten
6	Grade 1
7	Grade 2
8	Grade 3
9	Grade 4
10	Grade 5
11	Grade 6
12	Grade 7
13	Grade 8
14	Grade 9
15	Grade 10
16	Grade 11
17	Grade 12



Faculty Handbook

It is expected that all teachers are familiar with and understand the content of the *Hillsdale Academy Faculty Handbook* and the *Hillsdale Academy Student/Parent Handbook* prior to their signing and accepting an annual contract of employment. The formal signing of the contract will witness this fact. Each handbook is subject to alteration without previous notice by the headmaster of the Academy or the provost of the College. In each instance, such changes will be formally communicated to the faculty in a timely manner.

MISSION AND PHILOSOPHY

HILLSDALE COLLEGE MISSION STATEMENT

Hillsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” The College pursues the stated objectives of the founders: “to furnish all persons who wish, irrespective of nationality, color, or sex, a literary and scientific education” outstanding among American colleges and “to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils.”

The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

HILLSDALE ACADEMY MISSION STATEMENT

Hillsdale Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity—spirit, mind and body—with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences, and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage. The curriculum, by purpose and design, is a survey of the best spiritual, intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

HILLSDALE ACADEMY LIBRARY MISSION STATEMENT

The Hillsdale Academy Library seeks to be a repository of knowledge and wisdom by acquiring, maintaining and offering its students the best works of the Western liberal arts tradition. The library is thus at the center of the Academy's mission, a place for students as responsible persons to discover, explore and begin their own dialogue with that tradition. Faithful to the liberal spirit of that tradition, the Library promotes research and reading in an environment conducive to contemplation and seeks to foster worthy and age-appropriate leisure reading.

HILLSDALE ACADEMY EDUCATIONAL PHILOSOPHY

Hillsdale Academy represents a partnership among the students, parents, faculty, administration and staff. These partners are united in their commitment to the common objectives outlined in the Mission Statement.

Students and parents respect Hillsdale Academy teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

The headmaster, under the authority of Hillsdale College's president and provost, oversees the implementation of the Mission Statement in the school. In their capacities as policy-makers and community leaders, these administrators advance the Academy's role as an institution dedicated to providing the best education for children.

Hillsdale Academy recognizes each child as a person who, by virtue of his humanity, is in community with all the other children in the Academy, regardless of age. By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects its Maker. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

STATEMENT OF RELIGIOUS INSTRUCTION

Hillsdale College's Judeo-Christian tradition broadly guides the course of study and instruction based upon traditional, nondenominational biblical beliefs, principles and virtues that seek to develop those qualities of life characteristic of man's understanding of his relationship to his Creator and his place in the world. A weekly service, conducted by the College Chaplain and the headmaster, addresses the spiritual needs of Academy students through Scripture, prayer and song.

HILLSDALE ACADEMY PRAYER

Almighty God, we beseech Thee with Thy gracious favor, to behold our universities, colleges and schools, especially Hillsdale Academy, and our headmaster, that knowledge may be increased among us, and all good learning flourish and abound. Bless all who teach and all who learn, and grant that in humility of heart they may ever look unto Thee, who art the fountain of all wisdom, through Jesus Christ our Lord. Amen.

EMPLOYMENT POLICY

HIRING POLICIES AND PRACTICES

- A. When an opening occurs or a position is added, a search will be conducted by the headmaster, the provost and the associate provost for qualified applicants.
- B. Candidates will be reviewed on the basis of (1) mastery of the subject area(s) for the grades to be taught, (2) educational background, (3) experience, (4) recommendations, (5) personal interview to evaluate compatibility with the Academy's mission, and (6) teacher certification or intention to become certified.
- C. Only the provost is authorized to make an offer of employment.
- D. All appointments are made on a limited one-year contract basis. The College allows time off for illness (eight days per year plus use of banked days for serious illnesses), bereavement leave, jury duty, military-reserve service and two days for personal business. Tenure does not apply. A leave of absence may be granted without a promise of future employment.
- E. The annual contract runs from September 1 through August 31. Faculty may be required to perform duties before the first day of school and after

the last day of school. Paychecks are held in the Business Office on the last business day of each month, unless direct deposit is requested.

- F. Employment requires (while at school or school functions) adherence to standards dictated by law, professional ethics, high moral principles, dedication and loyalty to Hillsdale Academy and the policies and practices established in the *Faculty Handbook* and *Student/Parent Handbook*.

TERMINATION POLICIES AND PRACTICES

- A. The following are grounds for dismissal: incompetence, insubordination, unprofessional conduct, misappropriation of funds or property, immorality, an inability or an unwillingness to abide by school policy, any other just cause deemed to be detrimental to the Academy or the students, and breach of contract.
- B. The entire Hillsdale Academy campus has been designated a year-round smoke-free and alcohol-free environment. Accordingly, no employees are to smoke, use tobacco products, use intoxicants or be under the influence of intoxicants on campus.
- C. A faculty member is to be given at least 30 days' notice in the event of termination except in cases of gross misconduct. This may or may not involve continued teaching at the Academy, depending on the circumstance(s) and reason(s) for which the termination is made.
- D. A faculty member who decides to resign or terminate his or her contract is expected to give the Academy a 30-day notice of such action.

RESPONSIBILITIES OF THE HEADMASTER

The headmaster reports directly to the provost. Below is a list of responsibilities.

1. Approve admission of students to the Academy.
2. Provide overall academic and spiritual leadership and guidance to students and faculty.
3. Oversee the curricular, physical and financial operations of the Academy.
4. Evaluate the faculty, including monitoring the implementation of the *Hillsdale Academy Reference Guide*.
5. Assign various responsibilities to faculty and staff.
6. Maintain the Academy's Lower School accreditation.
7. Meet and consult with the Parents' Association.
8. Develop and maintain long-range planning to ensure the future of Hillsdale Academy.

9. Teach classes at the Academy, as requested by the College.
10. Represent the Academy off campus, as requested by the College.
11. Advance the Academy's mission.

RESPONSIBILITIES OF THE TEACHERS

Each teacher reports directly to the headmaster. Below is a list of responsibilities.

1. Provide daily instruction to Academy students, according to the Academy's curriculum.
2. Promote an atmosphere of integrity, rigorous effort, intellectual vigor and respect for others.
3. Continue to grow professionally in knowledge and understanding of content taught, and teaching methodology.
4. Implement the Academy's mission, as well as the rules and procedures in the *Faculty Handbook* and *Student/Parent Handbook*.
5. Notify parents in a timely manner of students' scholastic progress and deportment.
6. Submit to the headmaster, for advance approval, all general mailings to parents and all notices to be included in the Parent Envelope sent home with students each Tuesday.
7. Attend meetings scheduled by the headmaster, both before and after the academic year, and support Academy-sponsored activities and events.
8. Bring to the attention of the headmaster needed curricular materials and supplies.
9. Bring to the attention of the headmaster any health or safety concerns or hazards.
10. Fulfill other school-related responsibilities assigned by the headmaster.

BENEFITS

Full-time Academy teachers receive medical insurance, group disability insurance, group life insurance and retirement benefits through Hillsdale College. Annual updates will be received from the personnel office (see appendix).

Once a year, the provost and the headmaster designate available funds for continuing faculty education. These funds cover one-half tuition for up to 12 credit hours per teacher per year, with no more than three credit hours paid during any one fall or spring semester. Course content and class meeting times must be approved by the headmaster prior to course enrollment, and final course grade of at least a "B" must be earned.

SUPERVISION OF STUDENTS

The supervision of students is the responsibility of all faculty members. The faculty is expected to take an active part in supervising all Academy students, not just the students under a particular teacher's charge. All students are to be supervised whenever they are on campus during the academic day or on campus participating in extracurricular activities, and whenever they are off campus on Academy-sponsored trips.

ATTENDANCE

Unless the headmaster gives permission in advance, teachers are to be on campus no later than 7:45 a.m. and are not to leave campus before 3:45 p.m., Monday through Friday.

In cases of illness or emergency, the administrative aide should be informed of the absence before 7:00 a.m. and asked to arrange necessary coverage.

STUDENT CONDUCT AND DISCIPLINE

Hillsdale Academy recognizes that good conduct of students in school promotes their education on campus and good behavior off campus. Accordingly, all teachers are to disseminate and explain classroom and school rules, as well as consequences for not following the rules. Each teacher's rules are to address class attendance, preparedness, quality of work, respectful behavior and good citizenship.

STUDENT DISCIPLINARY ACTION

Disciplinary action usually proceeds as follows:

1. Reprimand
2. Demerit
3. Detention (after school)
4. Suspension
5. Expulsion

To ensure uninterrupted learning, Hillsdale Academy maintains a policy of demerits and detentions with parental notification. The Academy's goal is to work closely with parents to uphold standards of courtesy, respect and helpful behavior.

Demerits are issued when a student displays conduct deemed by the teacher or headmaster to be unbecoming of a Hillsdale Academy student. Examples of such conduct are:

1. Leaving an assigned seat without permission.
2. Speaking without permission.
3. Being disrespectful to an adult or child.
4. Teasing, roughhousing or fighting.
5. Lying or creating a false impression.
6. Excessive tardiness.

A student serves a detention when a second demerit is issued, or when the headmaster deems necessary. The Academy notifies parents when a detention is required, and a day during the next one-week period is selected for the student to serve the detention after school. Students are relieved of all demerits at the conclusion of each marking period.

Any student who is subject to a fourth detention during one marking period serves, instead, a one-day in-school suspension. Suspended students are required to submit all missed academic work at the beginning of the next school day. The headmaster may suspend any student when, in his judgment, circumstances make it necessary.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Hillsdale Academy rules is subject to expulsion. After meeting with parents, the student and involved faculty, the headmaster will decide if expulsion is warranted.

ACADEMIC HONESTY

Hillsdale Academy seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own—cheating or plagiarizing—will be treated with utmost gravity. Teachers in the Lower School understand that students need coaching and careful guidance in such matters.

WEAPONS, ILLEGAL DRUGS, TOBACCO AND ALCOHOL

Any introduction of a weapon, an illegal drug, tobacco or alcohol will be treated as grounds for immediate expulsion. Any use of them either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled once each marking period. Teachers are expected to be in conference or available for conference at the Academy during the entire conference period.

DRESS CODE

Teachers are to dress professionally and appropriately to their teaching responsibilities throughout the school day. Casual dress and casual-looking dress are not considered professional dress unless there is an Academy casual-dress day.

ACADEMY PROPERTY

Hillsdale Academy property may not be borrowed, lent or sold without prior written approval of the headmaster.

PERSONAL PROPERTY

The College's insurance covers only property owned by the Academy. Teachers should verify that their own insurance covers personal items brought on campus. Students should be discouraged from bringing property of value to campus.

KEYS

Keys are issued to each teacher by the headmaster and are to be turned in to him at the end of the school year only if the teacher will not be returning. No keys are to be duplicated or distributed to others without the headmaster's advance permission.

CORPORAL PUNISHMENT

The use of corporal punishment is strictly forbidden.

LIABILITY

Teachers are legally responsible for the supervision and well being of the students in their charge in particular, and of students in their vicinity in general. Liability suits against teachers typically result when a teacher (1) is absent from his place of assigned duty, (2) uses equipment that is not in good repair, or (3) fails to give adequate instruction before a student attempts an activity in which skill is involved.

REPORT CARDS

All report cards are to be submitted to the headmaster for approval in advance of the distribution date. Ungrammatical and otherwise unprofessionally prepared documents will be returned to the teacher

for revision.

All comments are to be accurate, informative, neat, legible and relevant to those areas in which the teacher is evaluating the student. Whenever possible, specific suggestions for improving a student's work should be included.

Typically, students receive number grades for most assignments and letter grades on report cards. Achievement is based upon understanding of the subject as judged by homework, class work, tests and teacher observation. Parents receive both interim reports and full report cards regarding their children's academic standing and citizenship.

In Kindergarten, reports indicate the extent to which a skill has been mastered. In Grades 1 and 2, an "O" is defined as outstanding; "S" as satisfactory; and "N" as not satisfactory.

Teachers in Grades 3 through 8 assign letter grades according to the following scale:

100%.....A+	93-99%..... A
90-92%.....A-	88-89%..... B+
83-87%.....B	80-82%..... B-
78-79%.....C+	73-77%..... C
70-72%.....C-	68-69%..... D+
63-67%.....D	60-62%..... D-
below 60%...F	

An "A" is defined as excellent; "B" as above average; "C" as average; "D" as below average; "F" as failing.

Effort is judged by teacher observation. An "O" is defined as outstanding; "S" as satisfactory; and "N" as not satisfactory.

HOMEWORK

Meaningful homework assignments are an important part of the Academy's curriculum. Teachers are to assign quality homework for each school night, within the following guidelines:

- Kindergarten 15 to 25 minutes
Grades 1 and 2 20 to 35 minutes
Grades 3 and 4 30 to 45 minutes
Grades 5 and 6 40 to 60 minutes
Grades 7 and 8 60 to 90 minutes
- From Friday to Monday is considered one school night for homework purposes; however, Friday to Monday is considered three school nights for major projects in Grades 5 through 8.
- Homework may be assigned during long weekends, but it should not be assigned the day of a vacation period to be due the day class resumes.

Students in Grades 3 through 8 are required to document assignments in their assignment pads each day. Teachers are to initial the assignment pad each day to ensure that the student has accurately copied the assignment from the chalkboard.

If a student spends more time on homework than designated above, the teacher who assigned the homework should be promptly informed so that corrective measures can be taken. While occasionally homework assignments will require more than the designated time, if a student is spending excessive time on homework with little likelihood of satisfactory completion, the parent should help the student find a reasonable stopping point and then attach to the homework a note detailing the time spent on the incomplete assignment. The teacher will accept the homework and will then call the parent to review the circumstances. The headmaster should next be consulted if these steps do not remedy the situation.

All homework assignments should be completed before the beginning of the class for which the work was assigned. Students in Kindergarten and in Grades 1 and 2 are encouraged to learn to meet deadlines, and teachers work closely with parents to ensure that they do. Beginning in Grade 3, failure to complete homework on time may result in the loss of a full letter grade on that assignment, provided the homework is made up by the next class meeting. If the homework is not made up by that time, it is completed in an after-school detention and may be graded for a maximum of 50 percent credit.

PARKING

Teachers are to park in the designated faculty section of the parking lot.

FIRE DRILLS

When the fire alarm sounds, all students should go quickly and quietly by class to the approved exit displayed in the classroom. The last person exiting the classroom must turn out the lights and close the door. Students should then proceed to the back of the southwest parking lot and stand silently while the teacher takes attendance. When the return signal sounds, everyone should return to class quietly. In case of an actual fire, students will remain in a designated area at the Academy until they receive further directions and parent notification has taken place.

A copy of the fire emergency procedure with evacuation plan is posted in each classroom.

TORNADO DRILLS

When an announcement is made, all students should go quickly and quietly by class to the approved school location displayed in the classroom. Once on the lower floor, students should then position themselves on their hands and knees, facing the exterior walls. Students will be told when to return quietly to their classrooms. In case of an actual tornado, students will remain in their approved locations until they receive further directions and parent notification has taken place.

A copy of the tornado emergency procedure with evacuation plan is posted in each classroom.

INCLEMENT WEATHER ANNOUNCEMENTS

Delayed openings and school day cancellations are generally announced by 6:30 a.m. on local radio stations WCSR (1340 AM and 92.1 FM) and WMXE (102.5 FM) and on WILX (Channel 10). A phone tree is in place to notify teachers, who are requested not to call the Academy office for this information.

VISITORS

All visitors must report to the front office before proceeding anywhere else on campus. Teachers are to report any suspicious activity to the front office.

FACULTY EVALUATION

The Academy regards faculty evaluations as part of a larger evaluation process by which all of its members seek to enhance the fulfillment of their professional responsibilities. This process begins immediately upon the teacher's appointment and continues each year thereafter. While one of its goals is to provide information useful for salary decisions, faculty development is another equally important objective.

The faculty member's primary responsibility is classroom teaching, under the supervision of the headmaster, followed closely by continued intellectual and professional growth. Other important responsibilities include service to the Academy, the College and the community.

The headmaster, in consultation with the provost, determines the annual evaluation process and the instruments to be used in evaluating each teacher. Such information is disseminated and explained during the opening faculty meeting each academic year. Teachers can expect particular attention to be paid to the following:

I. CLASSROOM TEACHING

- A. Fulfill such basic responsibilities as meeting classes regularly and punctually, being available to students for out-of-class assistance and returning tests and papers promptly.
- B. Implement the curriculum and methodology specified in the *Reference Guide*.
- C. Organize and plan instruction around defined objectives.
- D. Communicate course content clearly, systematically, forcefully and enthusiastically.
- E. Be sensitive to student difficulties, concerns and questions in such a way as to maintain the respect of students, parents and colleagues.
- F. In a timely fashion, maintain and submit academic records.
- G. Submit effective evaluation of students.

II. PROFESSIONAL GROWTH

- A. Continue their education through seminar and conference attendance, in-service training, enrollment in graduate courses and reading and studying on one's own.
- B. Make formal presentations at seminars, conferences and in-service training, as well as publish scholarly works.

III. SERVICE TO THE ACADEMY AND COLLEGE

- A. Plan and implement special student activities that reflect the Academy's mission.
- B. Volunteer to lead extracurricular activities.
- C. Serve as a cooperating teacher for a student-teacher.
- D. Support Academy events.
- E. Speak on behalf of the Academy and see that the Academy is well represented in community events.

IV. SERVICE TO THE COMMUNITY

- A. Belong to a local church or local civic organization.
- B. Participate in local charities.

Faculty evaluation results are placed in each teacher's personnel file. Also included in such files are transcripts, copies of teaching certificates, other credentials, the current employment contract and other necessary documentation. Such files are maintained in the headmaster's office. Each teacher's file is treated as privileged and confidential but may be reviewed by the teacher with the headmaster.



Curriculum Overview

READ-ALOUD COLLECTION

Reading to others is an enduring feature of traditional American family and school life. At Hillsdale Academy, all teachers pursue this tradition with their classes and, so, deepen the enjoyment and reward of sharing significant literature through effective oral interpretation. Students of all ages delight in well-read stories, and this modeling by the teacher provides students an excellent opportunity to experience pleasure through reading. By developing this association, students are better prepared to master the more demanding reading of the secondary years.

INSTRUCTIONAL COLLECTION

Hillsdale Academy teaches fiction and historical literature in these respective collections because they offer students models of human virtue. Through them, Hillsdale Academy children become intimately acquainted with men and women of outstanding character. At Hillsdale Academy, children mature spiritually, intellectually and socially from such opportunities. The growing child gains inestimable benefits from sharing in the lives of others by reading literature replete with acts of heroism, compassion, self-discipline and faith.

When teaching literature, instructors' attention is devoted to matters of literary convention as well as to deepening the students' appreciation of the relationship between good writing and the literary character's development of virtue. By carefully considering the unfamiliar words in each of the Instructional Collection titles, Hillsdale Academy teachers assist every child's developing vocabulary. A growing ability to use language with power and grace is one of the surest marks of educated men and women and one of the surest safeguards against the loss of liberty.

READING LIST

The Reading List consists of works that may be given to a student for independent reading or individual instruction. It extends the range of a teacher's resources for recommending additional titles to students and contains virtuous historical and fictional depictions that most children find entertaining.

Hillsdale Academy's recommendation of the fictional and historical works in these collections pertains only to the original text. Many contemporary editions contain revisionist forewords and introductions that substantially undermine the literature's pedagogical value when read by impressionable children unequipped to recognize and discount the politicization of literary scholarship. Teachers and administrators with authority over a school's curriculum should examine such addenda with great care and, when in doubt, refrain from assigning them.

REGIONAL STUDIES

At Hillsdale Academy, instruction in the history of Michigan and the Great Lakes States begins in Kindergarten and provides an introduction to national and global history and geographical studies. Teachers use stories and songs about the colorful characters of the region to engage the early elementary child with local and state history. Lyrical tales of Paul Bunyan and Hiawatha, for example, provide captivating introductions to such topics as the ethnic history of Michigan and the Great Lakes States as well as the regional importance of forestry and economic development. Educators following the Hillsdale Academy model in other parts of the country should, of course, tailor this section of the curriculum to fit their own region.

FOREIGN LANGUAGE

Hillsdale Academy begins foreign language instruction in the first grade. Given the opportunity, children learn a foreign language more quickly and with less difficulty the earlier it is presented. Hillsdale Academy teaches French in the Lower School. Latin instruction begins in the ninth grade.

SCIENCE

Students in Hillsdale Academy's Lower School become academically accomplished in science by immersion in the scientific method. Beginning in Kindergarten, students undertake simple experiments and learn the process of scientific inquiry. Each lesson requires experimentation and allows students to develop hypotheses, conduct experiments, make observations, collect data and test the accuracy of their hypotheses. As students progress through the Hillsdale Academy curriculum, they deepen and extend their understanding of the basic principles of science through a variety of scientific media and through the development of subject-appropriate vocabulary skills.

AMERICAN HISTORY

The American history curriculum at Hillsdale Academy strives to provide thorough coverage of American history from earliest times, to identify the major themes in America's history, and to convey a sense of the breadth of experiences and influences that have shaped the United States of America.

In the primary grades, the history curriculum focuses on the role of famous individuals in shaping the United States. Students learn the historical significance of America's founders, statesmen, presidents, pioneers, military and religious leaders, inventors, scientists, philanthropists, volunteers and industrialists. Through biographies, autobiographies and source documents, students study American history by investigating the important contributions of the founders and the men and women who followed them.

As students study the significant contributions of famous Americans, the faculty portrays these Americans as positive role models worthy of emulation. Principles such as faith, trust, perseverance, compassion and courage are best taught through example. The study of famous Americans provides students with countless opportunities to study the development of fine moral character.

In Grades 5 through 8, the history curriculum continues to focus on famous Americans and their contributions, but teachers also add the element of chronological order to their history lessons. Before Grade 5, many students have a difficult time conceptualizing the idea of chronological order.

The Hillsdale Academy history curriculum develops these themes:

1. The settling of America and the founding of the United States as an expression of Christian intention
2. The United States as a constitutional republic
3. America's interaction as a leader in world affairs
4. The role of the American citizenry relative to liberty, citizenship and responsibility
5. The United States and its economic development
6. The American culture, including religion, literature, music, art and leisure activities
7. The United States' geography and its effect upon a growing and prospering nation

CLASSICAL AND BIBLICAL HISTORY

Hillsdale Academy's curriculum introduces classical and biblical history in Grade 5. Students take a four-year sequence in Ancient Mesopotamian (including the Old Testament), Egyptian, Greek, Roman (including the New Testament) and medieval civilization. These courses give Academy students the foundational knowledge needed to continue their history education at the secondary level.

GEOGRAPHY

Often a neglected subject in many schools, geography serves a vital function in Hillsdale Academy's program. Five themes of geography—location, place, human interaction, movement and regions—offer a basic approach and framework for Hillsdale Academy's study of the world.

The study of geography also informs the history curriculum. So often, geographical features influence how man utilizes available resources, which, in turn, affect the shaping of human history.

Hillsdale Academy follows a pattern of concentric thinking in its geographical studies, beginning from a small, central point within the community that children at the Kindergarten level can best appreciate and working outward to encompass the greater land masses of regional and continental study. Under this methodology, children at the early grades study their immediate environment, including their families, school and town. Older students study state geography and move on to an examination of United States geography and other countries around the world.

COMPUTER SKILLS

At Hillsdale Academy, technology is viewed as a tool to assist in the pursuit of traditional academic disciplines rather than as a driving force in the curriculum. Accordingly, students are trained to develop math skills, reading skills, research skills and other educational habits separate from a dependence upon computers. Training in the use of calculators and computers is reserved for late in Grade 8 and for Upper School students.

A NOTE ON ORDERING BOOKS AND MATERIALS

The K-8 Curriculum section is designed to serve as a complete list for ordering materials. Bibliography information is provided for each item, and publishers' addresses and phone numbers are located in the section titled Publishers' List.



Art

The goal of the Hillsdale Academy art program is to provide students with a solid grasp of the fundamental skills of art so that they are capable of creating. To simply provide materials and tell a child to “be creative” is a disservice that leaves the child frustrated by his inability to realize his ideas in a concrete form. The problem, then, is not that we fail to teach children to be creative, but rather that we fail to provide them with the skills and discipline required to create the result they imagine.

Another way of stating this relationship is that art is the union of craft and idea. Great art communicates with the viewer. If the technical ability is not present, the artist’s idea cannot be transmitted to those who view his work. To focus only on the meaning of art means that the idea is in danger of being misunderstood or not understood at all, much in the way that the children’s game “telephone” usually returns a horribly incorrect version of the original sentence.

This is not to dismiss the importance of imbuing an artwork with meaning. The ability of art to function as a vehicle for transmitting truth cannot be underestimated. Whether making a moral statement, a social critique, causing the viewer to see the world around him in a new way, or commenting on the human condition, art is capable of presenting ideas in a way that has a profound intellectual and emotional impact. To facilitate this process, however, technical excellence is required. The masterpieces of the Western tradition exemplify this balance between craft and idea, meaning and technical excellence, and the high standards in place for both areas.

As such, the Hillsdale Academy art curriculum is focused on teaching students to understand the problems they encounter and how to overcome those problems. This takes the form of projects that are designed to be educational and entertaining, as well as appropriate to the age level. Lower School projects are designed to introduce concepts that will be explored in much greater detail in the future. These include such things as perspective, the perception of negative space, color theory, human proportion and basic drawing skills, to name a few.

The program is also geared toward developing the ability to see, and therefore draw, accurately. Formal drawing instruction begins in Grade 7 and continues through Grade 10, with projects increasing in complexity over that period. Early projects focus on the perception of lines, edges and shapes, while later projects explore the expressive potential of shading as a vehicle for communicating form, depth, light and texture. These projects are designed to be incremental, adding as few new issues as possible so that previous lessons can be reinforced while exploring new problems.

Students in Grades 9 and 10 expand their knowledge and understanding of their own skills and the movements of the past through a series of reproduction projects. These projects require the reproduction of a historical image and an accompanying paper exploring the history of the artist and artwork, how the artwork is a product of the thought and culture of the period in which it was created, and their own response to the artwork they have chosen.

The classes also participate in slide show discussions, designed to increase their knowledge of the Western tradition. An understanding of the various movements, their relationships to their cultural and historical settings, their relationships to each other, and the intellectual thought behind stylistic change is developed in order to help the student comprehend the diverse influences on artistic endeavor and to view art as part of the overall historic and cultural tradition rather than separate from it.

The program also focuses on helping students to understand the design process behind a successful painting or drawing. Thorough knowledge of the elements of art (line, shape, color, light, value, form and space) and the functions they can perform enables the students to create an image that communicates the idea they wish to share.



Music

The Hillsdale Academy music program recognizes music as a vital component of a classical liberal arts education. Music is a compelling, meaningful and powerful art form, and the serious study of music is necessary to the appreciation and understanding of Western culture. Music education at Hillsdale Academy includes study of the expressive elements of music—melody, rhythm, harmony, timbre, texture and form—as well as regular instruction in singing, the playing of instruments and in learning to read music. Through creating, listening and performing, we create opportunities for our students to have a deeper understanding of music and of humanity. It is our belief that our music program not only contributes to the education and personal enrichment of the whole child, but also adds to the intellectual and social culture of the entire school.

Hillsdale Academy offers a complete curriculum in music for students at both the elementary and secondary levels. Students in Kindergarten through Grade 6 are required to take General Music, in which they begin instruction in melody, harmony, form, rhythm, timbre, solfège and critical evaluation of listening, two times per week. Students participate in the Composer of the Month program, which teaches the student to listen to and evaluate music and also teaches musical elements that are incorporated in the piece. Elementary-level students learn through means of creating, performing and evaluating music during singing and playing of instruments. Common selections of music include American folk songs and traditional songs of other countries. Students also have time during each class period to perform a solo on an instrument or sing in order to develop confidence and demonstrate a musical performance as well as to provide each student the experience of being an appropriate audience member.

Beyond the elementary level is a required middle school choir for students in Grades 7 and 8 as well as a choir for high school students in Grades 9 and 10 that meets two times per week. These choirs sing repertoire of notable composers from the past and present. After the concert season in the spring, students begin the study of music appreciation. Each student in the secondary grades is required to attend a musical concert of his or her choice each trimester and submit a written evaluation of the performance that includes personal observations as well as technical aspects of the concert.

Elective courses are offered in orchestras, bands and advanced choir. Each of the ensembles meets once per week and works at a high level of musicianship.

The elementary and secondary music classes come together to produce a Christmas concert in December and a concert in the spring. Additional concerts are added for special occasions as needed.

The music teacher serves as the advisor for Hillsdale Academy's Tri-M chapter, which is affiliated with MENC: the National Association for Music Education. This honor society offers philanthropic opportunities to students as well as a student-centered organization for music on campus.



Physical Education

Physical education is an important component of Hillsdale Academy's classical education. It complements the academic mission of the school, strives to enrich and develop sound character and contributes to the development of a strong body and mind.

The program consists of two main areas of concentration: physical education courses and swimming lessons. Hillsdale College students who have been accepted into the teacher education program teach the Academy's physical education courses. Their work with Academy students is done under the supervision of the Hillsdale College athletic director and a College faculty member. Students in Kindergarten through Grade 10 are required to receive physical education instruction twice per week, in addition to swimming instruction on Fridays. Student in Grades 11 and 12 may take P.E. as an elective. Physical education for Kindergarten through Grade 12 is based upon the Michigan Exemplary P.E. Curriculum.

Students in Kindergarten through Grade 6 participate in activities that promote development of fundamental locomotor skills, fundamental object control skills, non-locomotor and body control (movement) skills, rhythmical skills, health-enhancing lifelong physical fitness, healthy levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and healthy levels of body composition. Units covered include: soccer, fitness/dance, basketball, racquet skills, volleyball, track and a variety of recreation and lifetime activity skills.

Students in Grades 7 through 12 participate in three trimesters of life-skill, fitness-building activities, including sports fundamentals, fitness units (e.g., aerobics, strength training and flexibility) and outdoor recreational activities.

Fitness testing for all grades is conducted both at the beginning and at the end of the academic year.

Swimming instruction is staffed by a certified swimming instructor and is assisted by Hillsdale College students. The American Red Cross Swimming Program provides the structure for this class. Students move up to new levels of difficulty as their individual abilities indicate. When the College is not in session, Academy students participate in field games in place of swimming on Fridays. Field games include a variety of team sport activities.

In addition to the Academy's physical education program, students in Grades 6 through 12 can choose to participate in a variety of competitive sports. The Hillsdale Academy athletic program strives to provide a variety of experiences to enhance the development of healthy habits and attitudes that will prepare students for adult life in a democratic society. Students in Grades 9 and 10 who participate in a sport are not required to take P.E. during their athletic season.

The following resources for physical education are recommended:

Darst, Paul W. and Robert Pangrazi. *Dynamic Physical Education for Secondary School Students*, Fourth Edition. Boston: Allyn and Bacon, 2001.

Exemplary Physical Education Curriculum. Lansing, MI: Michigan Fitness Foundation, 2000.

Pangrazi, Robert. *Dynamic Physical Education for Elementary School Children*, 14th Edition. Boston: Allyn and Bacon, 2004.

Human Kinetics. *The Sports Rules Book*. Champaign, IL: Human Kinetics Publishers, Inc., 1998.



Kindergarten

READ ALOUD

- Ahlberg, Janet and Allan. *Each Peach, Pear, Plum*. New York: Penguin Putnam Books, 1986.
- Bemelmans, Ludwig. *Madeline*. New York: Scholastic, 1987.
- Biro, Val. *The Fox and the Crow*. San Diego: Wright Group, 1986.
- *The Monkey and the Fisherman*. San Diego: Wright Group, 1988.
- Bonsall, Crosby. *The Case of the Hungry Stranger*. New York: HarperCollins Children's Books, 1992.
- Chase, Edith Newlin and Barbara Reid. *The New Baby Calf*. New York: Scholastic, 1991.
- Field, Eugene. *Wynken, Blynken, and Nod*. New York: North-South Books, 1995.
- Flack, Marjorie. *Ask Mr. Bear*. New York: Macmillan, 1971.
- Fox, Mem. *Hattie and the Fox*. New York: Simon & Schuster Children's, 1990.
- Galdone, Paul. *The Little Red Hen*. Boston: Houghton Mifflin, 1985.
- Ginsburg, Mirra. *The Chick and the Duckling*. New York: Simon & Schuster Children's, 1972.
- *Mushroom in the Rain*. New York: Simon & Schuster Children's, 1994.
- Hale, Sarah Josepha. *Mary Had a Little Lamb*. New York: Holiday House, 1984.
- Hall, Donald. *Ox-Cart Man*. New York: Scholastic, 1989.
- Henley, Karyn. *The Beginner's Bible*. Sisters, OR: Questar, 1989.
- Hutchins, Pat. *The Doorbell Rang*. New York: Mulberry, 1986.
- *Good-Night Owl*. New York: Simon & Schuster Children's, 1968.
- *Rosie's Walk*. New York: Simon & Schuster Children's, 1968.
- Hutton, Warwick. *Moses in the Bulrushes*. New York: Simon & Schuster Children's, 1986.
- Kalan, Robert. *Jump, Frog, Jump!* New York: Scholastic, 1981.
- Krauss, Ruth. *The Carrot Seed*. New York: HarperCollins Children's Books, 1945.
- Lippert, Margaret H. *The Three Billy Goats Gruff*. New York: Macmillan, 1988.
- Lobel, Anita. *On Market Street*. New York: Greenwillow, 1981.
- McClintock, Mike. *A Fly Went By*. New York: Random House, 1958.
- Moon, Cliff. *The Princess and the Pea*. San Diego: Wright Group, 1988.
- *Rumpelstiltskin*. San Diego: Wright Group, 1986.
- Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*. New York: Scholastic, 1989.
- O'Toole, Mary, adapt. *The Lion and the Mouse*. Cleveland: Modern Curriculum Press, 1987.
- Parish, Peggy. *Mind Your Manners*. New York: Mulberry Books, 1978.
- Petersham, Maud and Miska. *The Rooster Crows*. New York: Macmillan, 1973.
- Piper, Watty. *The Little Engine That Could*. New York: Philomel, 2005.
- Provinsen, Alice and Martin. *The Glorious Flight Across the Channel with Louis Bleriot*. New York: Puffin, 1987.
- *Old Mother Hubbard*. New York: Random House, 1982.
- Schenk de Regniers, Beatrice. *May I Bring a Friend?* New York: Simon & Schuster Children's, 1971.
- Shaw, Charles G. *It Looked Like Spilt Milk*. New York: HarperCollins Children's Books, 1947.

Shulevitz, Uri. *One Monday Morning*. New York: Simon & Schuster Children's, 1974.
 Slobodkina, Esphyr. *Caps for Sale*. New York: Scholastic, 1993.
 Udry, Janice May. *A Tree Is Nice*. New York: HarperCollins Children's Books, 1987.
 Wallner, John. *City Mouse—Country Mouse and Two More Mouse Tales from Aesop*. New York: Scholastic, 1987.
 Ward, Lynd. *The Biggest Bear*. Boston: Houghton Mifflin, 1980.

PHONICS

REQUIRED TEXTS:*

Knowles, Becky and Thelma Johnson. *Letters and Sounds K*. Pensacola, FL: A Beka Book, 1995.
 ----. *My Blend and Word Book*. Pensacola, FL: A Beka Book, 2004.

TEACHER RESOURCES:

Conrad, Shela. *K5 Phonics/Reading/Writing School Curriculum*. Pensacola, FL: A Beka Book, 1995.
Phonics Chart. Pensacola, FL: A Beka Book, 1995.

*As an alternative to the A Beka Phonics Program, Hillsdale Academy also recommends the following:

Granowsky, Alvin. *SRA Phonics Readiness Books: The Alphabet*. Blacklick, OH: SRA/McGraw-Hill, 1995.
 ----. *SRA Phonics Readiness Books: Consonants*. Blacklick, OH: SRA/McGraw-Hill, 1995.
 ----. *SRA Phonics Readiness Books: Long Vowels*. Blacklick, OH: SRA/McGraw-Hill, 1995.
 ----. *SRA Phonics Readiness Books: More Consonants*. Blacklick, OH: SRA/McGraw-Hill, 1995.
 ----. *SRA Phonics Readiness Books: Short Vowels*. Blacklick, OH: SRA/McGraw-Hill, 1995.
 ----. *SRA Phonics Readiness Books: Teacher's Idea Book, Readiness Book*. Blacklick, OH: SRA/McGraw-Hill, 1995.

WEEKLY OUTLINE:

Phonics, writing and reading are integrated subjects within the A Beka curriculum. Teachers should refer to *K5 Phonics/Reading/Writing School Curriculum* for a thorough explanation of the integration of these subjects.

<u>WEEK</u>	<u>TOPIC</u>
1	<i>Letters and Sounds K</i> , Lessons 1-5: Names and sounds of I and U
2	<i>Letters and Sounds K</i> , Lessons 6-10: Names and sounds of E and A; Concept of five vowels
3	<i>Letters and Sounds K</i> , Lessons 11-15: Name and sound of O
4	<i>Letters and Sounds K</i> , Lessons 16-20: Names and sounds of T and L; Consonant vowel blends
5	<i>Letters and Sounds K</i> , Lessons 21-25: Names and sounds of B and N; One-vowel words
6	<i>Letters and Sounds K</i> , Lessons 26-30: Names and sounds of M and H
7	<i>Letters and Sounds K</i> , Lessons 31-35: Names and sounds of Ss and Cc
8	<i>Letters and Sounds K</i> , Lessons 36-40: Names and sounds of Dd and Gg Sight words <i>the</i> and <i>a</i>
9	<i>Letters and Sounds K</i> , Lessons 41-45: Names and sounds of Rr and Ff
10	<i>Letters and Sounds K</i> , Lessons 46-50: Names and sounds Jj and Kk Adding final consonants to blends to make one-vowel words
11	<i>Letters and Sounds K</i> , Lessons 51-55: Names and sounds Vv and Ww Sentences, capitals and periods Adding final consonants to blends to make one-vowel words
12	<i>Letters and Sounds K</i> , Lessons 56-60: Names and sounds Yy and Pp Sentences, capitals and periods Adding final consonants to blends to make one-vowel words

- 13 *Letters and Sounds K, Lessons 61-65: Names and sounds Xx and Zz*
Sentences and question marks
- 14 *Letters and Sounds K, Lessons 66-70: Name and sound Qq*
Adding a vowel to make a word
Words ending in two consonants
- 15 *Letters and Sounds K, Lessons 71-75*
Words ending in two consonants
Initial vowel words
Sentences
- 16 *Letters and Sounds K, Lessons 76-80*
Phonics review
- 17 *Letters and Sounds K, Lessons 81-85*
Sight words *to, do, of, you*
- 18 *Letters and Sounds K, Lessons 86-90*
One-vowel rule
Two-vowel rule
- 19 *Letters and Sounds K, Lessons 91-95*
Two-vowel rule
Sight word *I*
Marking short, long and silent vowels
Special sounds *ck, e, in* and *me*
- 20 *Letters and Sounds K, Lessons 96-100*
Phonics Chart 6
Marking short, long and silent vowels
- 21 *Letters and Sounds K, Lessons 101-105*
Phonics Chart 6
My Blend and Word Book
- 22 *Letters and Sounds K, Lessons 106-110*
Phonics Chart 6
- 23 *Letters and Sounds K, Lessons 111-115*
Phonics Chart 6-7
- 24 *Letters and Sounds K, Lessons 116-120*
Phonics Chart 7
- 25 *Letters and Sounds K, Lessons 121-125*
Phonics Chart 7
- 26 *Letters and Sounds K, Lessons 126-130*
Phonics Chart 7
- 27 *Letters and Sounds K, Lessons 131-135*
Phonics Chart 8
- 28 *Letters and Sounds K, Lessons 136-140*
Phonics Chart 8
- 29 *Letters and Sounds K, Lessons 141-145*
Phonics Chart 8

30	Letters and Sounds K, Lessons 146-150 Phonics Chart 8
31	Letters and Sounds K, Lessons 151-155 Phonics Chart 8
32	Letters and Sounds K, Lessons 156-160
33	Letters and Sounds K, Lessons 161-165
34	Letters and Sounds K, Lessons 166-170
35-36	Review

HANDWRITING

REQUIRED TEXT:

Hedquist, Marion and Naomi Sleeth. *Writing with Phonics K5: Writing Seatwork Text*. Pensacola, FL: A Beka Book, 1995.

TEACHER RESOURCE:

Sleeth, Naomi. *Manuscript Writing, K5 Curriculum*. Pensacola, FL: A Beka Book, 1995.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5: Introduction to writing; writing positions; writing lowercase <i>i</i>
2	Lessons 6-10: Writing lowercase <i>i</i> , <i>u</i> and <i>e</i>
3	Lessons 11-15: Writing lowercase <i>a</i> and <i>o</i>
4	Lessons 16-20: Writing lowercase <i>t</i> and <i>l</i> ; connecting letters
5	Lessons 21-25: Writing lowercase <i>b</i> and <i>n</i>
6	Lessons 26-30: Writing lowercase <i>m</i> and <i>h</i>
7-12	Lessons 31-60: Letters, blends and words learned in phonics
13-18	Lessons 61-90: Letters, blends and words learned in phonics; names
19-24	Lessons 91-120: Two-vowel words; capital letters; phrases and sentences
25-30	Lessons 121-150: Capital letters; continued practice
31-36	Lessons 151-170: Continued practice

READING

REQUIRED TEXTS:*

Knowles, Becky and Marion Hedquist. *Basic Phonics Readers Set*, Sixth Edition. Pensacola, FL: A Beka Book, 2000.
 ----- *Basic Phonics Readers: I Learn to Read, Books A-D*. Pensacola, FL: A Beka Book, 2004.
 ----- *Basic Phonics Readers: I Do Read, Books 1-4*. Pensacola, FL: A Beka Book, 2004.
 ----- *Basic Phonics Readers: I Can Read Well, Books 1-4*. Pensacola, FL: A Beka Book, 2004.

TEACHER RESOURCE:

Knowles, Becky and Marion Hedquist. *Basic Phonics Readers*, Teacher Edition. Pensacola, FL: A Beka Book, 1996.

WEEKLY OUTLINE:

Kindergarten reading begins in Week 13. During Weeks 13-24, students receive in-class reading instruction three days per week. During Weeks 25-36, students receive in-class reading instruction five days per week. Throughout this entire 23-week period, students are assigned reading homework two days per week.

<u>WEEK</u>	<u>TOPIC</u>
13-18	<i>I Learn to Read, Book A</i> <i>I Learn to Read, Book B</i> <i>I Learn to Read, Book C</i>
19-24	<i>I Learn to Read, Book C</i> <i>I Do Read, Book 1</i> <i>I Do Read, Book 2</i> <i>I Do Read, Book 3</i>
25-30	Begin reading five days per week <i>I Do Read, Book 3</i> <i>I Do Read, Book 4</i> <i>I Can Read Well, Book 1</i> <i>I Can Read Well, Book 2</i> <i>I Can Read Well, Book 3</i>
31-36	Building speed, accuracy and comprehension <i>I Can Read Well, Book 3</i> <i>I Can Read Well, Book 4</i>

*As an alternative to the A Beka Phonics Readers Program, Hillsdale Academy also recommends the following:

Ahlberg, Janet and Allan. *Each Peach, Pear, Plum*. New York: Penguin Putnam Books, 1986.
Bemelmans, Ludwig. *Madeline*. New York: Scholastic, 1987.
Chase, Edith Newlin and Barbara Reid. *The New Baby Calf*. New York: Scholastic, 1991.
Field, Eugene. *Wynken, Blynken, and Nod*. New York: North-South Books, 1995.
Flack, Marjorie. *Ask Mr. Bear*. New York: Macmillan, 1971.
Fox, Mem. *Hattie and the Fox*. New York: Simon & Schuster Children's, 1990.
Galdone, Paul. *The Little Red Hen*. Boston: Houghton Mifflin, 1985.
Ginsburg, Mirra. *The Chick and the Duckling*. New York: Simon & Schuster Children's, 1972.
-----, *Mushroom in the Rain*. New York: Simon & Schuster Children's, 1994.
Hall, Donald. *Ox-Cart Man*. New York: Scholastic, 1989.
Hutchins, Pat. *The Doorbell Rang*. New York: Mulberry, 1986.
-----, *Good-Night Owl*. New York: Simon & Schuster Children's, 1968.
-----, *Rosie's Walk*. New York: Simon & Schuster Children's, 1968.
Kalan, Robert. *Jump, Frog, Jump!* New York: Scholastic, 1981.
Krauss, Ruth. *The Carrot Seed*. New York: HarperCollins Children's Books, 1945.
Lobel, Anita. *On Market Street*. New York: Greenwillow, 1981.
Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*. New York: Scholastic, 1989.
Provensen, Alice and Martin. *Old Mother Hubbard*. New York: Random House, 1982.
Schenk de Regniers, Beatrice. *May I Bring a Friend?* New York: Simon & Schuster Children's, 1971.
Shulevitz, Uri. *One Monday Morning*. New York: Simon & Schuster Children's, 1974.
Slobodkina, Esphyr. *Caps for Sale*. New York: Scholastic, 1993.
Wallner, John. *City Mouse—Country Mouse and Two More Mouse Tales from Aesop*. New York: Scholastic, 1987.

HISTORY

REQUIRED TEXTS:

Aliki. *The Many Lives of Benjamin Franklin*. New York: Simon & Schuster, 1977.
-----, *The Story of Johnny Appleseed*. New York: Simon & Schuster, 1963.
D'Aulaire, Ingri and Edgar Parin D'Aulaire. *Abraham Lincoln*. New York: Dell, 1957.
-----, *Columbus*. New York: Doubleday, 1995.
-----, *George Washington*. New York: Doubleday, 1963.
Dodson, Bert. *Honest Abe*. Orlando, FL: Harcourt Brace Jovanovich, Inc., 1991.
Kellogg, Steven. *Paul Bunyan*. New York: William Morrow, 1984.
McGovern, Ann. *Wanted Dead or Alive: The True Story of Harriet Tubman*. New York: Scholastic, 1965.
Mitchell, John and Tom Woodruff. *Michigan: An Illustrated History for Children*. Suttons Bay, MI: Suttons Bay Publications, 1987.
Santrey, Laurence. *Davy Crockett, Young Pioneer*. Mahwah, NJ: Troll, 1983.

SUPPLEMENTAL TEXTS:

- Appleford, Annie. *M Is For Mitten: A Michigan Alphabet*. Farmington Hills, MI: Sleeping Bear Press, 1999.
- Canning, Shelagh, ed. *I Love America!* New York: Golden Books, 1990.
- Mitchell, John and Tom Woodruff. *Great Lakes and Great Ships*. Suttons Bay, MI: Suttons Bay Publications, 1991.
- Panagopoulos, Janie Lynn and Gijbert van Frankenhuyzen. *A Place Called Home*. Farmington Hills, MI: Sleeping Bear Press, 2001.
- Ravitch, Diane, ed. *The American Reader: Words That Moved a Nation*. New York: Scholastic, 1989.
- Wargin, Kathy-jo. *The Legend of Mackinac Island*. Farmington Hills, MI: Sleeping Bear Press, 1999.
- . *The Legend of Sleeping Bear*. Farmington Hills, MI: Sleeping Bear Press, 1998.
- Wargin, Kathy-jo and Michael Glenn Monroe. *The Michigan Counting Book*. Farmington Hills, MI: Thomson Gale, 2004.

WEEKLY OUTLINE:

Unless indicated, all lessons are from Mitchell and Woodruff, *Michigan: An Illustrated History for Children*.

<u>WEEK</u>	<u>TOPIC</u>
1	Prehistoric Michigan
2	Ice Age in Michigan
3-5	Discussion of Native Indians in Michigan
6	Aliki, <i>The Story of Johnny Appleseed</i>
7	D'Aulaire and D'Aulaire, <i>Columbus</i>
8	Indian Homes
9	Michigan Indians Medicine Man
10	Review—Weeks 1-9
11	Europeans in the New World
12	French Influence in Michigan
13	First Settlement by the Pilgrims
14	The First Thanksgiving
15	French Influence
16	The English in Michigan
17	The Revolutionary War—Northwest Territory
18-19	The War of 1812
20-21	Lewis Cass, Explorer of Michigan
22	Steamship Settling the Wilderness
23	Michigan's Statehood
24-25	D'Aulaire and D'Aulaire, <i>Abraham Lincoln Dodson, Honest Abe</i>
26-27	D'Aulaire and D'Aulaire, <i>George Washington</i>

28	Loggers in Michigan Kellogg, <i>Paul Bunyan</i>
29	Farming, Factories and Tourists in Early Michigan
30	Aliki, <i>The Many Lives of Benjamin Franklin</i>
31	Henry Ford—Car Manufacturing in Detroit
32	The Legend of Sleeping Bear and Gull Island
33	State Flag and State Stone
34	State Flower and State Bird
35	State Fish and State Tree
36	State Nickname Santrey, <i>Davy Crockett, Young Pioneer</i> McGovern, <i>Wanted Dead or Alive: The True Story of Harriet Tubman</i> Review

GEOGRAPHY

REQUIRED TEXTS:

Holling, Clancy H. *Paddle-to-the-Sea*. Boston: Houghton Mifflin, 1969.

Parker, Lois M. *A Little People's Beginning on Michigan*. Hillsdale, MI: Hillsdale Educational Publishers, 1980.

<u>WEEK</u>	<u>TOPIC</u>
	From Parker, <i>A Little People's Beginning on Michigan</i>
1	What Is a State?
2	What Does Michigan Look Like?
3	Michigan Has Two Parts
4	What Is a Peninsula?
5	Northern and Southern Michigan
6	Where Is Michigan Located in the U.S.A.?
7	Where Did Christopher Columbus Sail?
8	Dot-to-Dot Michigan
9	What Is Around Our State of Michigan
10	Topic Review
11	Mackinac Bridge
12	Cities and Towns in Michigan
13	Our State Capital
14	Where Is Your Home?
15	The Great Lakes—Michigan

16	The Great Lakes—Superior
17	The Great Lakes—Huron
18-19	The Great Lakes—Erie
20-21	The Great Lakes—Ontario
22	Review the Great Lakes
23	Holling, <i>Paddle-to-the-Sea</i> , Chapters 1-2
24-25	Parker, <i>A Little People's Beginning on Michigan</i> Abraham Lincoln: Where He Lived Holling, <i>Paddle-to-the-Sea</i> , Chapters 3-4
26-27	Parker, <i>A Little People's Beginning on Michigan</i> George Washington: Where He Lived Holling, <i>Paddle-to-the-Sea</i> , Chapters 5-6
28	From Holling, <i>Paddle-to-the-Sea</i> Chapters 7-8
29	Chapters 9-10
30	Chapters 11-12
31	Chapters 13-14
32	Chapters 15-16
33	Chapters 17-18
34	Chapters 19-20
35	Chapters 21-22
36	Chapters 23-24

SCIENCE

REQUIRED TEXTS:

Cole, Joanna. *The Magic School Bus Gets Ants in Its Pants: A Book About Ants*. Beecher, IL: Sagebrush, 1999.

Flanagan, Tom. *Insect Lore: The Butterfly Curriculum*. Berkeley, CA: GEMS, 1993.

GEMS. *Ant Homes Under the Ground*. Berkeley, CA: GEMS, 1996.

----- *Frog Math*. Berkeley, CA: GEMS, 1996.

----- *Hide-A-Butterfly*. Berkeley, CA: GEMS, 1996.

----- *Ladybugs*. Berkeley, CA: GEMS, 1993.

----- *Tree Homes*. Berkeley, CA: GEMS, 1993.

Council for Environmental Education. *Project WILD*. Houston, TX: Council for Environmental Education, 1985.

Relf, Pat. *The Magic School Bus Wet All Over: A Book About the Water Cycle*. Secaucus, NJ: Scholastic Paperbacks, 1996.

Step-by-Step Science Series. *Sound*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc., 1994.

TEACHER RESOURCES:

The Kindergarten science curriculum is guided, in part, by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Finding the Moon. Hudson, NH: Delta Education, Inc., 1996.

Food Chains and Webs. Hudson, NH: Delta Education, Inc., 1996.

From Seed to Plants. Hudson, NH: Delta Education, Inc., 1996.

Investigating Water. Hudson, NH: Delta Education, Inc., 1996.

Properties. Hudson, NH: Delta Education, Inc., 1996.

<u>WEEK</u>	<u>TOPIC</u>
1	From Delta Science Module: <i>Properties</i> What Are Properties? Describing Properties
2	Size Shape Color
3	Texture Weight
4	Solids Liquids Gasses
5	Sink or Float? Magnetism
6	Comparing Properties Guess My Property
7-9	From GEMS, <i>Ant Homes Under the Ground</i> Ants, Ants, Ants Ants and Ant Tunnels What Happens Inside an Ant's Home How Ants Grow and Change Fill the Hill Cole, <i>The Magic School Bus Gets Ants in Its Pants</i>
10	From Delta Science Module: <i>From Seed to Plants</i> Leaves
11-13	From GEMS, <i>Ladybugs</i> Getting to Know Ladybugs Ladybugs Eating Aphids Eggs and Baby Ladybugs Ladybug Pupae and Life Cycle Ladybugs Rescue the Orange Trees
14-17	From Delta Science Module: <i>Finding the Moon</i> What Is the Moon? Earth/Moon Scale Models The Moon Rises and Sets The Moon Changes Shape Earth and Moon Environments Lunar Landforms Lunar Soil The Phases of the Moon Modeling of the Moon's Phases The Far Side of the Moon A Trip to the Moon

- 18-20 From Step-by-Step Science Series: *Sound*
 Exploring Sound—Sounding Off/Defining Sound
 Exploring Sound Onomatopoeia
 Hearing and the Ear—The Outer Ear: Pinna
 Hearing and the Ear—The Eardrum/If I Had a Hammer
 Vibrations—Tuning Water/Pitch
 Sound in Substances—Sound and Water
 Musical Instruments
- 21-22 From GEMS, *Frog Math*
 The Lost Button Story
 Sort, Classify and “Guess the Sort”
 Designer Buttons
 Frog Guesstimation
 The Frog Pond Game
 Hop to the Pond Game
- 23-24 From Council for Environmental Education, *Project WILD*
 Everybody Needs a Home
 What Bear Goes Where?
 What Is Wild?
 Color Crazy
 Wildlife Is Everywhere
- 25 From GEMS, *Tree Homes*
 A Tree and Its Holes
 Black Bears
 Getting Warmer
 Raccoons
 Owls
 From Delta Science Module: *Food Chains and Webs*
 Mystery Pellets
- 26-27 From GEMS, *Tree Homes*
 More Tree Homes
- 28-30 From Delta Science Module: *From Seed to Plants*
 How Big Are They? (done as a class)
 How Much Water? (done as a class)
 Plants and Sun (done as a class)
 What Is a Seed?
 Planting Day
 Inside a Seed
 Growing Underground
 Watching Them Sprout
 Which Way Do They Grow?
 What Is a Stem For?
 Roots Underground
 Life Cycle of Plants
 Caring for Plants
- 31-33 From Flanagan, *Insect Lore: The Butterfly Curriculum*
 Caterpillar
 From GEMS, *Hide-A-Butterfly*
 Creating a Meadow
 Birds and Butterflies in the Meadow
 Butterflies in Nature
 From Flanagan, *Insect Lore: The Butterfly Curriculum*
 Butterflies

From Delta Science Module: *Investigating Water*

- 34-36 Properties of Water
- Water Drops
- Climbing Water
- Making Bubbles
- What Dissolves in Water?
- Thick and Thin
- Water as Ice
- Where Does Water Go?
- Water Out of Nowhere
- Clearing Water
- Relf, *The Magic School Bus Wet All Over*

ARITHMETIC

REQUIRED TEXT:

Larson, Nancy and Linda Matthews. *Math 1: An Incremental Development*. Norman, OK: Saxon, 1991.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-4 Identifying Today's Date Making Towers for the Numbers 1-5 Writing the Numbers 1, 4 and 5 Making Towers for the Numbers 1-9 Ordering the Numbers 0-9
2	Lessons 5-9 Placing an Object on a Graph Writing the Numbers 2, 3 and 7 Identifying a Circle and a Square Identifying the Number of Sides and Angles of a Square Graphing a Picture on a Pictograph Identifying Most and Fewest on a Graph Identifying Right and Left Writing the Numbers 0, 6, 8 and 9 Ordering Sets from Smallest to Largest Identifying Most and Fewest Ordering Numbers from Least to Greatest
3	Lessons 10-13 Matching a Number to a Set Coloring a Bar Graph Writing the Number 10 Identifying Morning and Afternoon Identifying First, Last, Between and Middle Identifying First, Last, Second and Third Writing the Number 11 Acting Out Some, Some More and Some, Some Went Away Stories Writing the Number 12 Identifying a Triangle Identifying the Number of Sides and Angles of a Triangle Sorting by One Attribute
4	Lessons 14-17 Writing the Number 13 Making a Shape on a Geoboard Identifying Inside and Outside Writing the Number 14 Acting Out and Drawing Pictures for Some, Some More and Some, Some Went Away Stories Writing the Number 15

- Counting Pennies
- Writing the Number 16
- Identifying a Number Between Two Numbers

- 5 Lessons 18-21
 - Writing the Number 17
 - Dividing a Solid in Half
 - Writing the Number 18
 - Picturing and Combining Sets
 - Graphing a Picture on a Pictograph
 - Counting from 0 to 23
 - Writing the Number 19
 - Writing Addition Number Sentences

- 6 Lessons 22-25
 - Writing the Number 20
 - Identifying Ordinal Position to Sixth
 - Writing the Number 21
 - Addition Facts: Doubles to 10
 - Writing the Number 22
 - Identifying a Rectangle
 - Identifying the Number of Sides and Angles of a Rectangle
 - Writing the Number 23
 - Writing Number Sentences for Some, Some More Stories

- 7 Lessons 26-30
 - Writing the Number 24
 - Identifying the Attributes of Pattern Blocks
 - Writing the Number 25
 - Addition Facts: Doubles to 18
 - Writing the Number 26
 - Addition Facts: Doubles to 18
 - Writing the Number 27
 - Identifying Lighter and Heavier Using a Balance

- 8 Lessons 31-34
 - Writing the Number 28
 - Covering Designs with Pattern Blocks
 - Writing the Number 29
 - Ordering Numbers to 20
 - Adding 1 to a Number
 - Writing the Number 30
 - Writing Number Sentences for Some, Some Went Away Stories
 - Writing the Number 31
 - Counting Backward from 10 to 1
 - Adding 1 to a Number

- 9 Lessons 35-38
 - Writing the Number 32
 - Identifying Morning, Afternoon, Evening and Night
 - Writing the Number 33
 - Addition Facts: Adding 1
 - Writing the Number 34
 - Addition Facts: Adding 1
 - Writing the Number 35
 - Sorting Items and Creating a Graph

- 10 Lessons 39-42
 - Writing the Number 36
 - Weighing Objects Using Nonstandard Units
 - Finding a Sum by Counting On

- Making and Reading a Bar Graph
 - Writing the Number 37
 - Addition Facts: Adding 0
 - Writing the Number 38
 - Covering a Design in Different Ways
 - Identifying Identical Designs
- 11
- Lessons 43-46
 - Writing the Number 39
 - Counting by 10s to 100
 - Writing the Number 40
 - Subtraction Facts: Subtracting 1
 - Writing the Number 41
 - Subtraction Facts: Subtracting 1
 - Writing the Number 42
 - Counting Dimes
- 12
- Lessons 47-50
 - Writing the Number 43
 - Counting by 2s
 - Writing the Number 44
 - Telling Time to the Hour
 - Writing the Number 45
 - Subtraction Facts: Subtracting 0 and Subtracting a Number from Itself
 - Ordering Containers by Capacity
 - Identifying 1-Cup Liquid Measure
- 13
- Lessons 51-55
 - Writing the Number 46
 - Identifying the Even Numbers to 20
 - Writing the Number 47
 - Identifying and Locating Numbers on a Hundred Number Chart
 - Writing the Number 48
 - Counting Dimes and Pennies
 - Writing the Number 49
 - Counting by 10s and 2s
 - Writing the Number 50
 - Following a Recipe
 - Identifying One Half and One Fourth
- 14
- Lessons 56-59
 - Writing the Number 51
 - Identifying Odd and Even Numbers
 - Writing the Number 52
 - Numbering a Clockface
 - Showing Time to the Hour on a Clock
 - Writing the Number 53
 - Adding 2 to an Even Number
 - Writing the Number 54
 - Adding 2 to an Odd Number
- 15
- Lessons 60-63
 - Covering a Design with Pattern Blocks
 - Sorting, Counting and Recording the Pattern Blocks Used to Cover a Design
 - Writing the Number 55
 - Addition Facts: Adding 2
 - Writing the Number 56
 - Comparing and Ordering Objects by Length
 - Measuring Length Using Nonstandard Units
 - Writing the Number 57
 - Writing the Numbers 0-10 Using Words

- 16 Lessons 64-67
Writing the Number 58
Identifying Pairs
Writing the Number 59
Graphing Pieces Used to Cover a Design
Reading a Graph
Writing the Number 60
Writing Money Amounts Using the Cent Symbol
Paying for Items Using Dimes and Pennies
Writing the Number 61
Dividing a Square into Halves
- 17 Lessons 68-71
Writing the Number 62
Subtraction Facts: Subtracting 2
Writing the Number 63
Subtraction Facts: Subtracting 2
Tallying
Counting by 5s
Writing the Number 64
Using a Ruler to Draw a Line Segment
- 18 Lessons 72-75
Writing the Number 65
Sorting Common Objects
Writing the Number 66
Adding Two-Digit Numbers Using Dimes and Pennies (without Regrouping)
Writing the Number 67
Adding Two-Digit Numbers Using Dimes and Pennies (without Regrouping)
Writing the Number 68
Adding Two-Digit Numbers Using Dimes and Pennies (without Regrouping)
- 19 Lessons 76-80
Writing the Number 69
Addition Facts: Showing Doubles Plus 1 Facts
Writing the Number 70
Addition Facts: Identifying the Doubles Plus 1 Facts
Writing the Number 71
Addition Facts: Doubles Plus 1 Facts
Writing the Number 72
Addition Facts: Doubles Plus 1 Facts
- 20 Lessons 81-84
Writing the Number 73
Adding Two-Digit Numbers (without Regrouping)
Writing the Number 74
Identifying How Many More on a Graph
Writing the Number 75
Identifying and Making Congruent Shapes
Writing the Number 76
Counting Large Collections
Grouping by 10s
- 21 Lessons 85-88
Writing the Number 77
Trading Pennies for Dimes
Writing the Number 78
Adding Two-Digit Numbers Using Dimes and Pennies (with Regrouping)
Writing the Number 79
Telling Time to the Half Hour

- Writing the Number 80
 - Dividing a Square into Fourths
 - Coloring Halves and Fourths
- 22
- Lessons 89-92
 - Writing the Number 81
 - Adding 10 to a Number
 - Counting by 10s from a Single-Digit Number
 - Writing the Number 82
 - Adding 10 to a Number
 - Writing the Number 83
 - Ordering Numbers to 100
- 23
- Lessons 93-96
 - Writing the Number 84
 - Counting by 100s
 - Writing the Number 85
 - Addition Facts: Sums of 10
 - Identifying a Missing Addend
 - Writing the Number 86
 - Addition Facts: Sums of 10
 - Writing the Number 87
 - Drawing Congruent Shapes and Designs
- 24
- Lessons 97-101
 - Writing the Number 88
 - Measuring and Drawing Line Segments to the Nearest Inch
 - Writing the Number 89
 - Counting Nickels
 - Writing the Number 90
 - Counting Nickels and Pennies
 - Ordering Events by Time
 - Writing the Number 91
 - Subtraction Facts: Subtracting a Number from 10
- 25
- Lessons 102-105
 - Writing the Number 92
 - Subtraction Facts: Subtracting a Number from 10
 - Writing the Number 93
 - Identifying Dozen and Half Dozen
 - Writing the Number 94
 - Measuring Using Feet
 - Writing the Number 95
 - Addition Facts: Adding 9
- 26
- Lessons 106-109
 - Writing the Number 96
 - Addition Facts: Adding 9
 - Writing the Number 97
 - Identifying One Half, One Third and One Sixth
 - Writing the Number 98
 - Using Comparison Symbols ($>$, $<$ and $=$)
 - Writing the Number 99
 - Dividing a Set of Objects by Sharing
- 27
- Lessons 110-113
 - Identifying Quart, Gallon and Liter
 - Estimating and Measuring the Capacity of a Container in Cups
 - Writing the Number 100
 - Addition Facts: Four of the Last Eight Facts

	Writing the Number 101
	Identifying Geometric Solids (Cones and Spheres)
	Writing the Number 102
	Identifying One Dollar
28	Lessons 114-117
	Writing the Number 103
	Adding Three Single-Digit Numbers
	Writing the Number 104
	Addition Facts: The Last Four Facts
	Writing the Number 105
	Counting Dimes, Nickels and Pennies
	Writing the Number 106
	Identifying Fractional Parts of a Whole
29	Lessons 118-121
	Writing the Number 107
	Graphing Tags on a Bar Graph
	Writing Observations About a Graph
	Writing the Number 108
	Measuring and Drawing Line Segments to the Nearest Centimeter
	Identifying Geometric Solids (Cubes and Cylinders)
	Writing the Number 109
	Subtraction Facts: Differences of 1
30	Lessons 122-125
	Writing the Number 110
	Identifying a Fractional Part of a Set
	Writing the Number 111
	Subtracting 10 from a Number
	Writing the Number 112
	Identifying and Drawing Polygons
	Writing the Number 113
	Subtraction Facts: Differences of 2
31	Lessons 126-130
	Writing the Number 114
	Identifying and Counting Quarters
	Writing the Number 115
	Subtracting Two-Digit Numbers (without Regrouping)
	Writing the Number 116
	Identifying Cold, Cool, Warm and Hot Temperatures
	Reading a Thermometer to the Nearest 10 Degrees
	Writing the Number 117
	Subtraction Facts: Subtracting Half of a Double
	Identifying Events as Certain, Likely or Impossible
32	Lessons 131-135
	Writing the Number 118
	Identifying and Counting 100s, 10s and 1s
	Writing the Number 119
	Identifying Geometric Solids (Rectangular Prisms)
	Subtraction Facts: 9 - 4, 9 - 5, 9 - 3, 9 - 6
	Writing the Number 120
	Representing Numbers to 500 Using Pictures
	Writing the Number 121
	Subtraction Facts: 7 - 3, 7 - 4, 8 - 3, 8 - 5
	Writing the Number 122
33-36	Review



First Grade

PHONICS

REQUIRED TEXTS:

Sleeth, Naomi, Gloria Rigsby and Shela Conrad. *Language 1: Seatwork Text*. Pensacola, FL: A Beka Book, 1995.*
DeKok, Lynelle, Naomi Sleeth and Shela Conrad. *Letters & Sounds 1: Phonics Seatwork Text*. Pensacola, FL: A Beka Book, 1995.
Ashbaugh, Kim Marie and Debbie Beck. *Spelling & Poetry 1*. Pensacola, FL: A Beka Book, 1995.

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:

Granowsky, Alvin. *SRA: Phonics 1*. Blacklick, OH: SRA/McGraw-Hill, 1995.
----- *SRA: Phonics 1, Teacher's Edition*. Blacklick, OH: SRA/McGraw-Hill, 1995.
----- *SRA: Phonics 2*. Blacklick, OH: SRA/McGraw-Hill, 1995.
----- *SRA: Phonics 2, Teacher's Edition*. Blacklick, OH: SRA/McGraw-Hill, 1995.

TEACHER RESOURCES:

Headquist, Marion, ed. *Phonics and Reading Curriculum 1*. Pensacola, FL: A Beka Book, 2005.
Sleeth, Naomi, Gloria Rigsby and Shela Conrad. *Language 1: Seatwork Text, Teacher's Key*. Pensacola, FL: A Beka Book, 1995.
DeKok, Lynelle, Naomi Sleeth and Shela Conrad. *Letters & Sounds 1: Phonics Seatwork Text, Teacher's Key*. Pensacola, FL: A Beka Book, 1995.
Ashbaugh, Kim Marie and Debbie Beck. *Spelling & Poetry 1, Teacher's Key*. Pensacola, FL: A Beka Book, 1995.

ADDITIONAL MATERIALS:

Phonics Chart. Pensacola, FL: A Beka Book, 1995.

WEEKLY OUTLINE:

Teaching from the *Phonics Chart* and *Phonics and Reading Curriculum 1*, weekly lessons concentrate on the special sounds and letter combinations listed below. All three student texts, *Spelling & Poetry 1*; *Language 1: Seatwork Text*; and *Letters and Sounds 1: Phonics Seatwork Text*, are used concurrently and as directed by the curriculum guide found in *Phonics and Reading Curriculum 1*.

<u>WEEK</u>	<u>TOPIC</u>
1	Charts 1 and 2 Lessons 1-4: Short and long vowels Beginning/Ending sounds/blends
2	Charts 4 and 6 Lessons 5-10: Short-vowel rule Use of k or c before a vowel Two-vowel rule Use of ck or ke at the end of a word Use of u with q

- 3 Chart 7
Lessons 11-15: Rhyming words
- 4 Chart 5, 5A
Lessons 16-20: Suffix -s can mean more than one
s says "s" or "z"
- 5 Lessons 21-24: Beginning sentences with a capital letter, ending with a period
- 6 Chart 8
Lessons 25-29
Use of *ll*, *ff* or *ss* at the end of a word
- 7 Lessons 30-32
Compound words
- 8 Chart 9
- 9 Lessons 39-43
Opposites
- 10 Lessons 44-48
Review
- 11 Chart 10
Lessons 49-53
Syllables
Part of words
Word division
Between double consonants
Suffixes and root words
- 12 Lessons 54-58
Word division
Between root words and suffixes
- 13 Lesson 59
Review
- 14 Chart 11
Lessons 60-64
Word division
Between a vowel and a consonant
At the beginning of a word
- 15 Lessons 65-70
Review
- 16 Lessons 71-75
Doubling the final consonant
- 17 Chart 12
Lesson 76
- 18 Lessons 77-79
Review
- 19 Lessons 80-84
Dropping the silent e

20	Chart A Lessons 85-89 Alphabetical order
21	Lessons 90-92 When <i>c</i> is followed by <i>e</i> , <i>i</i> or <i>y</i> , it says “s” Homonyms
22	Lessons 93-97 Alphabetical order
23	Chart B Lessons 98-102 When <i>g</i> is followed by <i>e</i> , <i>i</i> or <i>y</i> , it says “j”
24	Lessons 103-107 Prefixes
25	Chart 13 Lessons 108-112
26	Lessons 113-117 Review
27	Chart D Lessons 118-122 Word division Between prefixes and root words
28	Chart E Lessons 123-126 Changing <i>y</i> to <i>i</i> before adding a suffix
29	Chart F Lessons 127-131
30	Lessons 132-135 Contractions
31	Charts G and H Lessons 136-140
32	Lessons 141-145 Review
33	Chart I and J Lessons 146-149
34	Chart K and L Lessons 150-154
35-36	Lessons 155-170 Review

READ ALOUD

Biro, Val. *The Emperor's New Clothes*. San Diego: Wright Group, 1986.

Branley, Franklyn M. *Flash, Crash, Rumble, and Roll*. New York: HarperCollins Children's Books, 1985.

Dalgliesh, Alice. *The Bears on Hemlock Mountain*. New York: Simon & Schuster Children's, 1981.

Fisher, Leonard Everett. *David and Goliath*. New York: Holiday House, 1993.

Flack, Marjorie and Kurt Wiese. *The Story About Ping*. New York: Puffin, 1977.

Gag, Wanda. *Millions of Cats*. New York: Coward-McCann, 1977.

Gibbons, Gail. *Sun Up, Sun Down*. New York: Harcourt Brace Jovanovich, 1983.

Hader, Berta and Elmer. *The Big Snow*. New York: Simon & Schuster Children's, 1993.

Johnston, Tony. *Yonder*. New York: Dial Books, 1988.

Langstaff, John. *Frog Went A-Courtin'*. New York: Harcourt Brace Jovanovich, 1983.

Leaf, Munro. *The Story of Ferdinand*. New York: Puffin, 1977.

Leeuwen, Jean Van. *The Amazing Air Balloon*. New York: Phyllis Fogelman Books, 2003.

Lionni, Leo. *Tillie and the Wall*. New York: Alfred A. Knopf, 1989.

McCloskey, Robert. *Blueberries for Sal*. New York: Puffin, 1976.

Payne, Emmy. *Katy No-Pocket*. Boston: Houghton Mifflin, 1944.

Rey, H.A. *Curious George*. Boston: Houghton Mifflin, 1973.

Richardson, Frederick. *Great Children's Stories: The Classic Volland Edition*. New York: Checkerboard, 1972.

Rylant, Cynthia. *When I Was Young in the Mountains*. New York: Dutton, 1993.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Benchley, Nathaniel. *George the Drummer Boy*. New York: HarperCollins Children's Books, 1977.

----. *Sam the Minuteman*. New York: HarperCollins Children's Books, 1987.

Coerr, Eleanor. *The Big Balloon Race*. New York: HarperCollins Children's Books, 1984.

Hall, Donald. *Ox Cart Man*. New York: Scholastic Inc., 1979.

Hoban, Lillian. *Arthur's Christmas*. New York: HarperTrophy, 1972.

----. *Arthur's Loose Tooth*. New York: HarperCollins Children's Books, 1985.

----. *Arthur's Pen Pal*. New York: HarperCollins Children's Books, 1982.

----. *A Bargain for Francis*. New York: HarperCollins, 1992.

Krensky, Stephen. *Lionel at Large*. New York: Dial Books, 1988.

Levinson, Nancy Smiler. *Clara and the Book Wagon*. New York: HarperCollins, 1991.

Little, Emily. *David and the Giant*. New York: Random House, 1987.

Lobel, Arnold. *Days with Frog and Toad*. New York: HarperTrophy, 1979.

----. *Frog and Toad Are Friends*. New York: HarperCollins Children's Books, 1970.

----. *Frog and Toad Together*. New York: HarperCollins Children's Books, 1972.

----. *Owl at Home*. New York: HarperCollins Children's Books, 1982.

Luttrell, Ida. *Tillie and Mert*. New York: HarperCollins Children's Books, 1992.

Milton, Joyce. *Dinosaur Days*. New York: Random House, 1985.

Minarik, Else Holmelund. *Little Bear*. New York: HarperCollins Children's Books, 1957.

----. *Little Bear's Friend*. New York: HarperCollins Children's Books, 1960.

----. *Little Bear's Visit*. New York: HarperCollins Children's Books, 1961.

O'Connor, Jane. *Sir Small and the Dragonfly*. New York: Random House, 1988.

Parish, Peggy. *Play Ball, Amelia Bedelia*. New York: HarperCollins, 1972.

Schechter, Ellen. *The Boy Who Cried "Wolf."* New York: Bantam, 1994.

Selsam, Millicent E. *Greg's Microscope*. New York: HarperCollins Children's Books, 1963.

Van Leeuwen, Jean. *Amanda Pig and Her Big Brother Oliver*. New York: Puffin, 1982.

Waber, Bernard. *Ira Sleeps Over*. Pine Plains, New York: Live Oak Media, 1984.

<u>WEEK</u>	<u>TOPIC</u>
1-2	<i>David and the Giant</i>
3	<i>Sir Small and the Dragonfly</i>

4	<i>Little Bear</i>
5-6	<i>Frog and Toad Together</i>
7	<i>Owl at Home</i>
8	<i>Little Bear's Friend</i>
9	<i>Days with Frog and Toad</i>
10	<i>Tillie and Mert</i>
11	<i>Amanda Pig and Her Big Brother Oliver</i>
12	<i>Little Bear's Visit</i>
13	<i>Frog and Toad Are Friends</i>
14	<i>Arthur's Loose Tooth</i>
15-16	<i>Arthur's Christmas Cookies</i>
17-18	<i>A Bargain for Francis</i>
19	<i>Lionel at Large</i>
20	<i>Arthur's Pen Pal</i>
21	<i>The Boy Who Cried "Wolf"</i>
22-23	<i>Greg's Microscope</i>
24-25	<i>Sam the Minuteman</i>
26-27	<i>The Big Balloon Race</i>
28-29	<i>Dinosaur Day</i>
30-31	<i>Clara and the Book Wagon</i>
32-33	<i>Ox Cart Man</i>
34	<i>Play Ball, Amelia Bedelia</i>
35	<i>George the Drummer Boy</i>
36	<i>Ira Sleeps Over</i>

PENMANSHIP

REQUIRED TEXTS:

Norris, Jill. *Traditional Manuscript: Daily Handwriting Practice*. Monterey, CA: Evan-Moor Educational Publishers, 2000.

Rigsby, Gloria. *Writing with Phonics*, Fourth Edition. Pensacola, FL: A Beka Book, 1995.

WEEK TOPIC

1	From Norris, <i>Traditional Manuscript: Daily Handwriting Practice</i> Capital and lowercase a-d
2	Capital and lowercase e-h

3	Capital and lowercase <i>i-l</i>
4	Capital and lowercase <i>m-p</i> Begin sentence writing
5	Capital and lowercase <i>q-t</i>
6	Capital and lowercase <i>u-x</i>
7	Capital and lowercase <i>y, z</i> Numbers 1-6
8	Colors
9	More colors
10	School supplies
11	Pets
12	Food
13	Animals
14	Sentences that make a story
15	Days of the week
16	More food
17	Number words
18	Shapes
19	Money words
20	Ordinals
	From Rigsby, <i>Writing with Phonics 1</i>
21	<i>e, i, u, a, o</i>
22	<i>t, l, s, c, b</i>
23	<i>n, A, h, r, m</i>
24	<i>w, f, d, g, G</i>
25	<i>l, P, k, T, y</i>
26	<i>j, v, z, q, x</i>
27	<i>B, C, D, E, F</i>
28	<i>H, J, K, L, M</i>
29	<i>R, S, U, V, W</i>
30	<i>X, Y, Z</i>
31-36	Review

FRENCH

REQUIRED TEXT:

Muzzy I (French): *The BBC Language Program for Children*. Fairfield: Early Advantage, 1997.

SONG CD:

McArthur, Barbara. *Sing, Dance, Laugh and Eat Quiche I*. Madison, WI: Frog Press, 1989.

WEEKLY OUTLINE:

The curriculum for Grade 1 and Grade 2 French is identical.

WEEK

TOPIC

- | | |
|----|--|
| 1 | Introducing oneself and asking others their names
Numbers 1-10
Song: <i>Je m'appelle...</i> (<i>Sing, Dance, Laugh and Eat Quiche I</i>) |
| 2 | Review numbers 1-10
Telling one's age
Song: <i>Joyeux Anniversaire</i> (<i>Happy Birthday</i>) |
| 3 | Review numbers 1-10
Song: <i>Un kilomètre à pied</i> (French counting song)
Introducing Muzzy characters: Le Roi, la Reine, Sylvie
Family members: Father, mother, self
Family tree (including sisters/brothers) |
| 4 | French calendar: Days of the week
Song: <i>Les Jours de la semaine</i> (to the tune of <i>Au Claire de la lune</i>)
Review family tree: Self and Muzzy characters
Basic Greetings: Muzzy Part 1, Scène 1
Telling others the names of your family members, using Muzzy characters as example |
| 5 | Review days of the week
Months of the year
Describing physical and personal characteristics |
| 6 | Review descriptions
Reporting one's possessions ("I have...")
Review vocabulary: Naming objects |
| 7 | Days and months
Song: <i>Les Mois de l'an</i> (to the tune of <i>Row, Row, Row Your Boat</i>)
Review reporting one's possessions |
| 8 | Review days and months
Introduce seasons
Make a calendar (birthday month) |
| 9 | Review fruit vocabulary from Muzzy
Introduce other fruit
Expressing likes/dislikes of fruit
Song: <i>Marie-Margot</i> (French song about fruit) |
| 10 | Asking for things politely
Offering things to other people
Restaurant skit |
| 11 | Numbers 11-20
Asking "How many?" and responding
<i>Il y a...</i> |

- 12 Expressing affection (I love you, you love me)
Saying the French vowels
AEIOU rhyme
- 13 Identifying yourself by name, age and occupation
Review counting from 11-20
Occupations
- 14 Asking one's name and review replying
Asking one's age and review replying
- 15 Seeking information: *Qu'est-ce que c'est?*
Giving information: *C'est un/une...; Je ne sais pas*
Song: *Qu'est-ce que c'est?*
- 16 Expressing likes/dislikes
Recognizing simple commands
Introducing other foods
Song: *Bifteck (Sing, Dance, Laugh and Eat Quiche !)*
Christmas project/French Christmas songs
- 17 Review simple commands/foods
Review expressing likes/dislikes
Asking the question "who" and replying
Review: *Je ne sais pas*
Responding: *Je ne sais pas* and *C'est...*
- 18 Naming selected countries
Identifying flags of various countries
- 19 Telling from where you come
Telling in what city you live
- 20 Naming letters of the French alphabet
Spelling words aloud in French
Song: *L'Alphabet*
- 21 Giving and following simple commands
Praise words
- 22 Naming and identifying parts of the body
Song: *Tête, épaules, genoux et pieds*
- 23 *Idem.*
- 24 Expressing and satisfying simple needs
J'ai froid; Je suis fatigué(e); etc.
- 25 *Idem.*
- 26 Asking where something is (*Où est...?*)
Describing location (vocabulary of prepositions)
Song: *Sur le pont d'Avignon* (French folk song)
- 27 *Idem.*
- 28 Describing capability (*Je peux...; Je ne peux pas...; Tu peux...*)
Understanding and using vocabulary: Action words

- 29 Identifying colors
Identifying colors of objects
Song: *Les couleurs (Sing, Dance, Laugh and Eat Quiche I)*
- 30 Learning specific articles of clothing
Describing articles of clothing by color
Describing what clothing you are wearing
- 31 *Idem.*
- 32 Learning to tell time (*Quelle heure est-il?*)
- 33 *Idem.*
- 34 Describing at what time you do certain daily activities
Vocabulary: Daily activities
Saying you are busy
- 35 *Idem.*
- 36 Describing illness
Prescribing a remedy

HISTORY

REQUIRED TEXTS:

- Brandt, Keith. *Abe Lincoln: The Young Years*. Mahwah, NJ: Troll, 1982.
- Bulla, Clyde Robert. *Squanto: Friend of the Pilgrims*. New York: Scholastic, 1982.
- Hedquist, Marion. *My America and My World 1: History and Geography Reader*. Pensacola, FL: A Beka Book, 1995.
- Krensky, Stephen. *Christopher Columbus*. New York: Random House, 1991.
- Longfellow, Henry Wadsworth. *Paul Revere's Ride*. New York: Dutton, 1990.
- Looby, Chris. *Benjamin Franklin*. New York: Chelsea House, 1990.
- Noble, Trinka Hakes. *The Scarlet Stockings Spy*. Chelsea, MI: Sleeping Bear Press, 2004.
- Santrey, Laurence. *George Washington: Young Leader*. Mahwah, NJ: Troll, 1982.
- Washington, George. *George Washington's Rules of Civility & Decent Behaviour in Company and Conversation*.
Carlisle, MA: Applewood Books, 1989.
- Young, Robert. *Christopher Columbus and His Voyage to the New World*. Englewood Cliffs, NJ: Silver Burdett Press, 1990.

TEACHER RESOURCE:

- Hedquist, Marion. *My America and My World 1: History and Geography Reader, Teacher's Edition*. Pensacola, FL: A Beka Book, 1995.

<u>WEEK</u>	<u>TOPIC</u>
	From Hedquist, <i>My America and My World 1</i>
1	Lessons 1-2 This Is My America My America's Flag
2	Lessons 3-4 My America's Freedoms
3-4	Lessons 5-8 Symbols of My America
5-6	Lessons 9-13 Great People of America

7	Lessons 14-15 My America Grows My America Talks
8-11	Lessons 16-24 My America Is Beautiful
12	Lesson 25 This Is My World Mexico
13	Lesson 26 Peru, Virgin Islands, Puerto Rico, Bahamas
14	Lesson 27 England, Netherlands
15	Lesson 28 Norway, France, Germany
16	Lesson 29 Switzerland, Italy
17	Lesson 30 Israel, Egypt
18	Lesson 31 India, China
19	Lesson 32 Australia, Guam, American Samoa
20	Longfellow, <i>Paul Revere's Ride</i>
21-22	Looby, <i>Benjamin Franklin</i>
23-24	Krensky, <i>Christopher Columbus</i> Young, <i>Christopher Columbus and His Voyage to the New World</i>
25-27	Bulla, <i>Squanto: Friend of the Pilgrims</i>
28-29	Brandt, <i>Abe Lincoln: The Young Years</i>
30	Santry, <i>George Washington: Young Leader</i>
31-32	Phillips, <i>George Washington's Rules of Civility...</i>
33-35	Noble, <i>The Scarlet Stockings Spy</i>
36	Review

GEOGRAPHY

REQUIRED TEXTS:

Hedquist, Marion. *My America and My World 1: History and Geography Reader*. Pensacola, FL: A Beka Book, 1995.*
Billings, Henry. *Maps, Globes, Graphs: An Interactive Program, Level A*. Austin, TX: Steck-Vaughn, 2004.

TEACHER RESOURCES:

Hedquist, Marion. *My America and My World 1: History and Geography Reader*, Teacher's Edition. Pensacola, FL: A Beka Book, 1995.

Billings, Henry. *Maps, Globes, Graphs: An Interactive Program, Level A*, Teacher's Edition. Austin, TX: Steck-Vaughn, 2004.

**My America and My World 1* serves as both the Grade 1 history text and the geography text. The subjects are integrated. The Teacher's Edition provides clear instructions for teaching each lesson.

<u>WEEK</u>	<u>TOPIC</u>
	From Hedquist, <i>My America and My World 1</i>
1	Lessons 1-2
2	Lessons 3-4
3-4	Lessons 5-8
5-6	Lessons 9-13
7	Lessons 14-15
8-11	Lessons 16-23
12	Lessons 24-25
13	Lesson 26
14	Lesson 27
15	Lesson 28
16	Lesson 29
17	Lesson 30
18	Lesson 31
19	Lesson 32
	From Billings, <i>Maps, Globes, Graphs</i>
20-22	Chapter 3
23-24	Review Italy, Spain, Bahamas, Atlantic Ocean
25-27	Chapter 4
28-29	Chapter 5
30-31	Chapter 6
32	Chapter 7
33-35	Review England, Atlantic Ocean, Thirteen Colonies
36	Making Globes

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Classroom Plants. Nashua, NH: Delta Education, Inc., 1996.

Force and Motion. Nashua, NH: Delta Education, Inc., 1999.

Investigating Water. Nashua, NH: Delta Education, Inc., 2004.

Observing an Aquarium. Nashua, NH: Delta Education, Inc., 1996.

Properties. Nashua, NH: Delta Education, Inc., 2003.

Sunshine and Shadows. Nashua, NH: Delta Education, Inc., 1996.

ADDITIONAL TEACHER RESOURCE:

Cole, Joanna. *The Magic School Bus Hops Home*. New York: Scholastic, 1995.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Classroom Plants</i>
1-2	Plants in Our World
3	Seed Plants
4	Roots Anchor and Absorb
5	Leaves Make Food
6	New Plants Form Plant Parts Plant Defenses
7	A Trip to a Greenhouse
	From <i>Sunshine and Shadows</i>
8	What Is a Shadow? Shadow Drawings What Makes a Shadow?
9	Shadows Change Places Shadow Opposite Light A Shadow Clock
10-11	A Separate Shadow Shadows Big and Small Shadows Long and Short
12	Shadows from Two Lights Shadow Plays
	From <i>Properties</i>
13	What Are Properties? Describing Properties Size and Colors
14	Shape (Session I) Shape (Session II) Texture
15	Weight Properties of Solids (Session I)

- 16 Properties of Solids (Session II)
Properties of Liquids
- 17 Properties of Gases
Sink or Float
Magnetism
- 18 Comparing Materials (Session I)
Comparing Materials (Session II)
- 19 Guess My Property
- 20 From *Force and Motion*
Measuring Force
Work in Motion
Levers for Lifting
- 21 Friction Stops Motion
Wheels Overcome Friction
The Wheel and Axle
- 22 Gears: Wheels with Teeth
Pulleys: Groovy Wheels
Inclined Planes
- 23 Wedges
Screws
- 24 Handy Dandy Simple Machines
- 25 From *Observing an Aquarium*
The Water Planet
Setting Up an Aquarium
Water Plants
- 26 Water Animals: Fish
Water Animals: Snails
The Tiniest Plants and Animals (Session I)
- 27 The Tiniest Plants and Animals (Session II)
Food Chains: Food Chain Game
Behavior of Fish
- 28 Behavior of Pond Snails
Birth and Growth (Session I)
- 29 Birth and Growth (Session II)
- 30 Cole, *The Magic School Bus Hops Home*
From *Investigating Water*
Properties of Water (Activity I)
Properties of Water (Activity II)
- 31 Climbing Water
What Shape Is Water?
Sink or Float
- 32 Making Bubbles (Activity I)
Making Bubbles (Activity II)

- 33 What Dissolves in Water?
Thick and Thin
Water as Ice (Activity I)
- 34 Water as Ice (Activity II)
Water as Ice (Activity III)
Water as Ice (Activity IV)
- 35 Where Does Water Go? (Session I)
Where Does Water Go? (Session II)
- 36 Water Out of Nowhere
Cleaning Water

ARITHMETIC

REQUIRED TEXT:

Larson, Nancy, Roseann Paolino and Maureen Hannan. *Math 2: An Incremental Development*. Norman, OK: Saxon Publishers, Inc., 2001.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5 Reading and Identifying Numbers to 100 Identifying Right and Left Graphing Data on a Graph Identifying One More and One Less Than a Number Telling and Showing Time to the Hour Writing Numbers to 100 Addition Facts: Doubles to 18
2	Lessons 6-10 Identifying the Attributes of Pattern Blocks Identifying Ordinal Position to Sixth Creating and Reading a Repeating Pattern Identifying and Acting Out Some, Some More Stories Comparing Numbers to 50 Comparing and Ordering Objects by Size (Area) Addition Facts: Adding 0 and Adding 1
3	Lessons 11-14 Identifying and Acting Out Some, Some Went Away Stories Numbering a Clock Face Identifying Even and Odd Numbers Identifying Ordinal Position to Twelfth
4	Lessons 15-18 Addition Facts: Adding 2 Identifying Weekdays and Days of the Weekend Creating and Reading a Pictograph Identifying Polygons
5	Lessons 19-22 Identifying Fractional Parts of a Whole Addition Facts: Adding 9 Identifying and Sorting Common Geometric Shapes by Attribute Drawing Pictures and Writing Number Sentences for Some, Some More and Some, Some Went Away Stories

- 6 Lessons 23-26
Dividing a Shape in Half
Shading One Half of a Shape
Dividing a Square in Half Two Different Ways
Addition Facts: Doubles Plus 1
Telling and Showing Time to the Half Hour
- 7 Lessons 27-30
Reading a Thermometer to the Nearest 10 Degrees
Counting Dimes and Pennies
Writing Addition and Subtraction Fact Families
Addition Facts: Sums of 8 and 9
- 8 Lessons 31-35
Creating and Reading a Bar Graph
Tallying, Counting by 5s
Identifying Horizontal, Vertical and Oblique Lines
Dividing a Whole Into Halves, Fourths and Eighths
Addition Facts: Sums of 10
- 9 Lessons 36-39
Adding 10 to a Multiple of 10
Finding Missing Numbers on a Piece of the Hundred Number Chart
Identifying Pairs
Identifying 10s and 1s
Identifying Halves, Fourths and Eighths of a Whole
- 10 Lessons 40-43
Addition Facts: Sums of 11
Naming Fractional Parts of a Whole
Trading Pennies for Dimes
Measuring Line Segments to the Nearest Inch
- 11 Lessons 44-47
Adding 10 to a Two-Digit Number
Addition Facts: Sums of 12
Identifying 1-Cup and $\frac{1}{2}$ -Cup Measuring Cups, Tablespoons, Teaspoons and $\frac{1}{2}$ Teaspoons
Reading a Recipe
Identifying Similarities and Differences Among Coins
Writing the Date Using Digits
- 12 Lessons 48-51
Creating a Bar Graph
Ordering Two-Digit Numbers
Addition Facts: Sums of 13 and 14
Counting Dimes, Nickels and Pennies
- 13 Lessons 52-55
Identifying a Line of Symmetry
Adding Two-Digit Numbers Using Dimes and Pennies (Part 1)
Adding Two-Digit Numbers Using Dimes and Pennies (Part 2)
Addition Facts: Sums of 15, 16, 17 and 18
Measuring to the Nearest Foot
- 14 Lessons 56-60
Drawing a Number Line
Drawing Line Segments to the Nearest Inch
Locating Points on a Number Line
Making Polygons on a Geoboard
Adding Three or More Single-Digit Numbers

- Writing Fractions Using Fraction Notation
Subtraction Facts: Subtracting 0
- 15 Lessons 61-64
Identifying and Creating Congruent Shapes
Adding Two-Digit Numbers with Regrouping (Part 1)
Adding Two-Digit Numbers with Regrouping (Part 2)
Using the Addition Algorithm (Part 1)
Using the Addition Algorithm (Part 2)
- 16 Lessons 65-68
Subtraction Facts: Subtracting 1
Identifying and Creating Similar Shapes and Designs
Creating and Reading a Venn Diagram
Identifying a.m. and p.m.
Identifying Noon and Midnight
Identifying Dozen and Half Dozen
Adding Three Two-Digit Numbers
- 17 Lessons 69-72
Reading a Thermometer to the Nearest 2 Degrees
Subtraction Facts: Subtracting 2
Identifying and Creating Overlapping Geometric Shapes
Subtracting 10 from a Two-Digit Number
Measuring and Drawing Line Segments to the Nearest Half Inch
- 18 Lessons 73-76
Adding Two-Digit Numbers with a Sum Greater than 100
Ordering Three-Digit Numbers
Subtraction Facts: Subtracting 3
Counting Large Collections by Grouping by 10s and by 100s
- 19 Lessons 77-80
Showing a Three-Digit Number Using Base 10 Blocks
Telling and Showing Time to Five-Minute Intervals
Adding Three Two-Digit Numbers with a Sum Greater Than 100
Subtraction Facts: Subtracting 4
- 20 Lessons 81-85
Using Comparison Symbols ($>$, $<$ and $=$)
Reading and Drawing a Pictograph with a Scale of 2
Writing a Fraction to Show a Part of a Set
Writing a Number in Expanded Form
Subtraction Facts: Subtracting 5
- 21 Lessons 86-89
Writing Money Amounts Using \$ and ¢
Subtracting Two-Digit Numbers Using Dimes and Pennies (Part 1)
Subtracting Two-Digit Numbers Using Dimes and Pennies (Part 2)
Subtracting Two-Digit Numbers (Part 1)
- 22 Lessons 90-93
Subtraction Facts: Subtracting 6
Subtracting Two-Digit Numbers (Part 2)
Writing Number Sentences to Show Equal Groups
Counting Quarters
- 23 Lessons 94-97
Rounding to the Nearest 10
Subtraction Facts: Subtracting 7

- Finding One Half of a Set with an Even Number of Objects
 Finding One Half of a Set with an Odd Number of Objects
- 24 Lessons 98-101
 Estimating a Sum
 Measuring Using Feet and Inches
 Subtraction Facts: Subtracting 8
 Identifying Geometric Solids (Cone, Cube, Sphere, Cylinder, Regular Solid and Pyramid)
- 25 Lessons 102-105
 Measuring and Drawing Line Segments Using Centimeters
 Multiplying by 1, Multiplying by 100
 Finding Perimeter
 Subtraction Facts: Subtracting 9
- 26 Lessons 106-110
 Telling and Showing Time to the Minute
 Counting Quarters, Dimes, Nickels and Pennies
 Identifying Parallel Lines and Line Segments
 Adding Three-Digit Numbers and Money Amounts
 Multiplication Facts: Multiplying by 5
- 27 Lessons 111-114
 Representing and Writing Mixed Numbers (Part 1)
 Representing and Writing Mixed Numbers (Part 2)
 Creating and Reading a Bar Graph with a Scale of 2
 Identifying Right Angles
- 28 Lessons 115-118
 Multiplication Facts: Multiplying by 2
 Acting Out and Drawing Pictures for Equal Groups Stories
 Writing Number Sentences for Equal Groups Stories
 Identifying Intersecting Lines
 Identifying Perpendicular Lines
- 29 Lessons 119-122
 Subtracting Three-Digit Numbers and Money Amounts
 Multiplication Facts: Multiplying by 3
 Making and Labeling an Array
 Writing Number Sentences for Arrays
- 30 Lessons 123-126
 Telling and Showing Time to the Quarter Hour
 Identifying and Showing Transformations: Translations, Rotations and Reflections
 Multiplication Facts: Multiplying by 4
 Locating and Graphing Points on a Coordinate Graph
- 31 Lessons 127-130
 Showing Change for \$1.00
 Dividing by 2
 Finding the Area of a Rectangle
 Multiplication Facts: Multiplying by 0
- 32 Lessons 131-135
 Measuring Weight (Mass) Using Metric Units
 Doubling a Number
 Dividing a Set of Objects Into Equal Groups
 Recording Information on a Graph
 Conducting a Probability Experiment
- 33-36 Review



Second Grade

PHONICS

REQUIRED TEXTS:*

- Ashbaugh, Kim Marie. *Spelling & Poetry 2*. Pensacola, FL: A Beka Book, 1995.
- Conrad, Shela. *Language 2*. Pensacola, FL: A Beka Book, 1996.
- Shimmin, Delores, Rebecca Bucy and Angela Ashworth. *Letters and Sounds 2, Phonics Seatwork Text*, Third Edition. Pensacola, FL: A Beka Book, 1995.

*As an alternative to the A Beka program, Hillsdale Academy also recommends the SRA Spelling Phonics Program by Alvin Granowsky.

- Granowsky, Alvin. *SRA: Phonics 2*. Desoto, TX: SRA/McGraw-Hill, 1995.
- Granowsky, Alvin. *SRA: Phonics 2, Teacher's Edition*. Desoto, TX: SRA/McGraw-Hill, 1995.

TEACHER RESOURCES:

- Ashbaugh, Kim, D. Beck, Shela Conrad, Delores Shimmin and N. Sleeth. *Phonics, Reading, & Spelling Curriculum 2*. Pensacola, FL: A Beka Book, 1995.
- Ashbaugh, Kim Marie. *Spelling & Poetry 2, Teacher's Edition*. Pensacola, FL: A Beka Book, 1995.
- *Spelling, Teacher's Key*, Third Edition. Pensacola, FL: A Beka Book, 1995.
- Conrad, Shela. *Language 2: Seatwork Text, Teacher's Key*. Pensacola, FL: A Beka Book, 1996.
- Shimmin, Delores, Rebecca Bucy and Angela Ashworth. *Letters and Sounds 2: Phonics Seatwork Text, Teacher's Key*. Pensacola, FL: A Beka Book, 1996.

ADDITIONAL MATERIALS:

- Phonics Chart*. Pensacola, FL: A Beka Book, 1995.

WEEKLY OUTLINE:

Teaching from the *Phonics Chart* and *Phonics, Reading, & Spelling Curriculum 2*, weekly lessons concentrate on the special sounds, letter combinations and concepts listed below. All three student texts—*Spelling & Poetry 2*; *Language 2*; and *Letters and Sounds 2: Phonics Seatwork Text*—are used concurrently and as directed by the curriculum guide found in *Phonics, Reading, & Spelling Curriculum 2*.

<u>WEEK</u>	<u>TOPIC</u>
1	Charts 1-5 Lessons 1-5 Short vowels Consonants Blends One-vowel rule

- 2 Charts 6-10
 Lessons 6-10
 Review one-vowel rule
 Two-vowel rule
- 3 Review Chart 6
 Lessons 11-15
 Syllables
 Beginning sentences with a capital letter
 Ending with a period
- 4 Review Chart 7
 Lessons 16-20
 Definitions of sentences and phrases
 Accented syllables
- 5 Review Charts 7-8
 Lessons 21-25
 Suffix -s can say "s" or "z"
 Root words and suffixes
- 6 Charts 8-9
 Lessons 26-30
 Compound words
 Opposites
- 7 Chart 9
 Lessons 31-35
 Days of the week
 Word division
- 8 Chart 10
 Lessons 36-40
 Review word division
 Months of the year
- 9 Charts 10-11
 Lessons 41-45
 Alphabetical order
 Doubling the final consonant
- 10 Chart 11
 Lessons 46-50
 Beginning punctuation
 Using 's to show ownership
 Question mark
- 11 Charts 11-12
 Lessons 51-55
 Contractions
 Prefixes
- 12 Charts 11-12
 Lessons 56-60
 Synonyms
- 13 Chart 13
 Lessons 61-65
 Dropping the silent e

- 14 Chart 13
Lessons 66-70
Alphabetical order
Exclamation point
- 15 Chart 13
Lessons 71-75
Changing *y* to *i*
- 16 Chart review
Lessons 76-80
Capitalizing *I*
- 17 Lessons 81-85
Sit, sat, set
Capitalizing names of persons/pets
- 18 Lessons 86-90
Two, to, too
- 19 Lessons 91-95
May, can
- 20 Lessons 96-100
Using words correctly
Teach, learn
Creative writing
- 21 Lessons 101-105
Right, Write
Capitalizing names of holidays and special days
- 22 Lessons 106-110
Recognizing singular and plural
Spellings of words
Creative writing
- 23 Charts A and B
Review
Lessons 111-115
Using words correctly
Blue and blew
- 24 Charts C and D
Review
Lessons 116-120
Creative writing
- 25 Charts E and F
Review
Lessons 121-125
- 26 Charts G and H
Review
Lessons 126-130
Creative writing
Charts I and J
Review

27	Lessons 131-135 Creative writing
28	Charts K and L Review Lessons 136-140 Abbreviations Creative writing
29	Lessons 141-145 Sentence types: Declarative, interrogative, exclamatory Creative writing
30	Lessons 146-150 Creative writing
31	Lessons 151-155 Review
32	Lessons 156-160 Review
33	Lessons 161-165 Review
34	Lessons 166-170 Review

READ ALOUD

Asbjørnsen, P.C. and J.E. Moe. *The Three Billy Goats Gruff*. New York: Harcourt Brace Jovanovich, 1985.
 Barker, Marjorie. *Magical Hands*. New York: Simon & Schuster, 1989.
 Batchelor, Mary. *The Children's Bible in 365 Stories*. Batavia, IL: Lion Publishing Corp., 1987.
 Bennett, William J. (editor). *The Children's Book of Heroes*. New York: Simon & Schuster, 1997.
 Brown, Marcia. *Stone Soup*. New York: Macmillan, 1947.
 Bunting, Eve. *How Many Days to America?* New York: Clarion, 1990.
 Gibbons, Gail. *Sunken Treasure*. New York: Harcourt Brace Jovanovich, 1983.
 McCloskey, Robert. *Time of Wonder*. New York: Puffin, 1989.
 Perrault, Charles. *Cinderella*. New York: Dial, 1985.
 Potter, Beatrix. *The Complete Adventures of Peter Rabbit*. New York: Puffin, 1984.
 Wilder, Laura Ingalls. *Little House in the Big Woods*. New York: Harper Trophy, 1971.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York: Simon & Schuster Children's, 1988.
 Barrett, Judi. *Cloudy With a Chance of Meatballs*. New York: Simon & Schuster Children's, 1982.
 Brenner, Barbara. *Wagon Wheels*. New York: HarperCollins Children's Books, 1993.
 Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*. Boston: Houghton Mifflin, 1993.
 Charles, Oz. *How is a Crayon Made?* New York: Scholastic, 1988.
 Dalgliesh, Alice. *The Courage of Sarah Noble*. New York: Aladdin Books, 1954.
 Freeman, Don. *Mop Top*. New York: Puffin, 1983.
 Green, Norma. *The Hole in the Dike*. New York: Scholastic, 1993.
 Kellogg, Steven. *Johnny Appleseed*. New York: Morrow Junior Book, 1988.
 Marshall, James and Harry Allard. *Miss Nelson is Missing!* New York: Houghton-Mifflin Company, 1985.

McCloskey, Robert. *Make Way for Ducklings*. New York: Scholastic, 1969.
 McGovern, Ann. *The Pilgrims' First Thanksgiving*. New York: Scholastic, 1993.
 Miles, Miska. *Annie and the Old One*. New York: Little Brown & Company, 1972.
 Monjo, F.N. *The Drinking Gourd*. New York: HarperCollins Children's Books, 1987.
 ----. *The One Bad Thing About Father*. New York: HarperCollins, 1970.
 Noble, Trinkia H. *Apple Tree Christmas*. New York: Dial Press, 1984.
 Sandin, Joan. *The Long Way Westward*. New York: HarperCollins Children's Books, 1989.
 Shub, Elizabeth. *The White Stallion*. New York: Bantam Doubleday Dell, 1996.
 Snyder, Dianne. *The Boy of the Three-Year Nap*. Boston: Houghton Mifflin, 1993.
 Steig, William. *Farmer Palmer's Wagon Ride*. New York: Farrar, Straus & Giroux, 1992.

<u>WEEK</u>	<u>TOPIC</u>
1	<i>Mop Top</i>
2-3	<i>Miss Nelson is Missing!</i>
4-5	<i>Wagon Wheels</i>
6	<i>The Hole in the Dike</i>
7-8	<i>The Long Way Westward</i>
9-10	<i>Johnny Appleseed</i>
11-12	<i>The White Stallion</i>
13	<i>The Pilgrims' First Thanksgiving</i>
14-15	<i>Apple Tree Christmas</i>
16-17	<i>Make Way for Ducklings</i>
18-19	<i>Mike Mulligan and His Steam Shovel</i>
20	<i>How is a Crayon Made?</i>
21-22	<i>The Drinking Gourd</i>
23-24	<i>The One Bad Thing About Father</i>
25-26	<i>A Weed is a Flower: The Life of George Washington Carver</i>
27	<i>Cloudy With a Chance of Meatballs</i>
28-29	<i>Annie and the Old One</i>
30-31	<i>The Courage of Sarah Noble</i>
32-33	<i>The Boy of the Three-Year Nap</i>
34-35	<i>Farmer Palmer's Wagon Ride</i>

PENMANSHIP

REQUIRED TEXT:

Rigsby, Gloria. *Writing with Phonics*, Fourth Edition. Pensacola: A Beka Book, 2006.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5: e, i, t, A, a, u, o, l, h
2	Lessons 6-10: f, T, c, d, g, b, k, p, r, m, n, s
3	Lessons 11-15: S, G, q, l, j, y, w, v, x, z
4	Lessons 16-20: C, E, D, L, H, K
5	Lessons 21-25: M, N, F, J, P, R, B
6	Lessons 26-30: U, O, V, W, Y, Z
7	Lessons 31-35: X, Q
8	Lessons 36-40: Trace and copy practice Letters and sentences
9	Lessons 41-45: Trace and copy practice Letters and sentences
10	Lessons 46-50: Trace and copy practice Letters and sentences
11	Lessons 51-55: Trace and copy practice Letters and sentences
12	Lessons 56-60: Trace and copy practice Letters and sentences
13	Lessons 61-65: Trace and copy practice Letters and sentences
14	Lessons 66-70: Trace and copy practice Letters and sentences
15	Lessons 71-75: Xx, Yy
16	Lessons 76-80: Zz, br, bi, ia, ica, ig, oi, or
17	Lessons 81-85: Write a letter, address an envelope Om, oo Copy a poem e, l, b
18	Lessons 86-90: Copy a paragraph Journal entry Write a story Copy a poem be, ba, bo
19	Lessons 91-95: Sentence writing Journal entry Copy a paragraph q, f

- 20 Lessons 96-100: Write a story
Journal entry
Copy a paragraph
P, g
- 21 Lessons 101-105: Copy a poem
Copy sentences
- 22 Lessons 106-110: Write a story
Ff, Hh
Copy a paragraph
- 23 Lessons 111-115: Journal entry
S, r
Copy a paragraph
Copy sentences
- 24 Lessons 116-120: Write a story
Sa, Sh, Ta, Tr, St, So, Ti, Ty, Ja, Jo, Br, Bo
- 25 Lessons 121-125: Write a story
Copy a paragraph
- 26 Lessons 126-130: Go, Ga
Journal entry
Copy a poem
Copy a paragraph
- 27 Lessons 131-135: g, d, go, da
Journal entry
Copy a paragraph
- 28 Lessons 136-140: B, R, P, W
Journal entry
Copy a paragraph
- 29 Lessons 141-145: Copy the alphabet and sentences
Copy a poem
Copy a paragraph
- 30 Lessons 146-150: Copy journal entries
Write a journal entry
Copy the alphabet
- 31 Lessons 151-155: Write a story
Copy journal entries
- 32 Lessons 156-160: Write a story
Copy names and sentences
Copy a paragraph
- 33 Lessons 161-165: Write a story
Copy paragraphs
- 34 Lessons 166-170: Write acrostics
- 35-36 Write additional journal entries

FRENCH

REQUIRED TEXT:

Muzzy I (French): *The BBC Language Program for Children*. Fairfield: Early Advantage, 1997.

SONG CD:

McArthur, Barbara. *Sing, Dance, Laugh and Eat Quiche I*. Madison, WI: Frog Press, 1989.

WEEKLY OUTLINE:

The curriculum for Grade 1 and Grade 2 French is identical.

<u>WEEK</u>	<u>TOPIC</u>
1	Introducing oneself and asking others their names Numbers 1-10 Song: <i>Je m'appelle...</i> (<i>Sing, Dance, Laugh and Eat Quiche I</i>)
2	Review numbers 1-10 Telling one's age Song: <i>Joyeux Anniversaire</i> (<i>Happy Birthday</i>)
3	Review numbers 1-10 Song: <i>Un kilomètre à pied</i> (French counting song) Introducing Muzzy characters: Le Roi, la Reine, Sylvie Family members: Father, mother, self Family tree (including sisters/brothers)
4	French calendar: Days of the week Song: <i>Les Jours de la semaine</i> (to the tune of <i>Au Claire de la lune</i>) Review family tree: Self and Muzzy characters Basic Greetings: Muzzy Part 1, Scène 1 Telling others the names of your family members, using Muzzy characters as example
5	Review days of the week Months of the year Describing physical and personal characteristics
6	Review descriptions Reporting one's possessions ("I have...") Review vocabulary: Naming objects
7	Days and months Song: <i>Les Mois de l'an</i> (to the tune of <i>Row, Row, Row Your Boat</i>) Review reporting one's possessions
8	Review days and months Introduce seasons Make a calendar (birthday month)
9	Review fruit vocabulary from Muzzy Introduce other fruit Expressing likes/dislikes of fruit Song: <i>Marie-Margot</i> (French song about fruit)
10	Asking for things politely Offering things to other people Restaurant skit
11	Numbers 11-20 Asking "How many?" and responding <i>Il y a...</i>

- 12 Expressing affection (I love you, you love me)
Saying the French vowels
AEIOU rhyme
- 13 Identifying yourself by name, age and occupation
Review counting from 11-20
Occupations
- 14 Asking one's name and review replying
Asking one's age and review replying
- 15 Seeking information—*Qu'est-ce que c'est?*
Giving information—*C'est un/une...; Je ne sais pas*
Song: *Qu'est-ce que c'est?*
- 16 Expressing likes/dislikes
Recognizing simple commands
Introducing other foods
Song: *Bifteck (Sing, Dance, Laugh and Eat Quiche I)*
Christmas project/French Christmas songs
- 17 Review simple commands/foods
Review expressing likes/dislikes
Asking the question "who" and replying
Review: *Je ne sais pas*
Responding: *Je ne sais pas* and *C'est...*
- 18 Naming selected countries
Identifying flags of various countries
- 19 Telling from where you come
Telling in what city you live
- 20 Naming letters of the French alphabet
Spelling words aloud in French
Song: *L'Alphabet*
- 21 Giving and following simple commands
Praise words
- 22 Naming and identifying parts of the body
Song: *Tête, épaules, genoux et pieds*
- 23 *Idem.*
- 24 Expressing and satisfying simple needs
J'ai froid; Je suis fatigué(e); etc.
- 25 *Idem.*
- 26 Asking where something is (*Où est...?*)
Describing location (vocabulary of prepositions)
Song: *Sur le pont d'Avignon* (French folk song)
- 27 *Idem.*
- 28 Describing capability (*Je peux/Je ne peux pas/Tu peux?*)
Understanding and using vocabulary: Action words

- 29 Identifying colors
Identifying colors of objects
Song: *Les couleurs (Sing, Dance, Laugh and Eat Quiche I)*
- 30 Learning specific articles of clothing
Describing articles of clothing by color
Describing what clothing you are wearing
- 31 *Idem.*
- 32 Learning to tell time (*Quelle heure est-il?*)
- 33 *Idem.*
- 34 Describing at what time you do certain daily activities
Vocabulary: Daily activities
Saying you are busy
- 35 *Idem.*
- 36 Describing illness
Prescribing a remedy

HISTORY

REQUIRED TEXTS:

Barkan, Joanne. *Abraham Lincoln and Presidents' Day*. New York: Simon & Schuster, 1990.

Brandt, Keith. *Paul Revere: Son of Liberty*. Mahwah, NJ: Troll, 1982.

Greene, Carol. *Laura Ingalls Wilder: Author of the Little House Books*. Chicago: Children's Press, 1990.

Hicks, Laurel and Naomi Sleeth. *Our America, History/Geography Reader, Grade 2*. Pensacola, FL: A Beka Book, 1996.

Hoobler, Dorothy and Thomas Hoobler. *George Washington and Presidents' Day*. New York: Simon & Schuster, 1990.

Sabin, Louis. *Thomas Alva Edison*. Mahwah, NJ: Troll, 1983.

-----. *Wilbur and Orville Wright: The Flight to Adventure*. Mahwah, NJ: Troll, 1983.

Wilke, Katharine E. *Daniel Boone: Taming the Wilds*. New York: Chelsea House, 1991.

<u>WEEK</u>	<u>TOPIC</u>
	From Hicks and Sleeth, <i>Our America, History/Geography Reader, Grade 2</i>
1	Lessons 1-3 America Our Home
2	Lesson 4 America's Flag Lesson 5 America's Freedoms
3	Lesson 6 Patriot Holidays Lesson 7 Memorial Day, Flag Day
4	Lesson 8 Independence Day, Labor Day Lesson 9 Veterans Day, Thanksgiving
5	Lesson 10 America's Songs Lesson 11 <i>The Star Spangled Banner</i>

6	Lesson 12 <i>America</i> Lesson 13 <i>America the Beautiful</i>
7	Lesson 14 <i>God Bless America</i> Lesson 15 The People Who Built America
8	Lessons 16-18 The Separatists
9	Lessons 19-20 America's Indians
10	Lessons 21-22 The Colonists
11-13	Brandt, <i>Paul Revere: Son of Liberty</i>
14	Lessons 23-24 The Colonists
15	Lesson 25 America's Pioneers
16-18	Wilke, <i>Daniel Boone: Taming the Wilds</i>
19	Lesson 26 America's Pioneers
20-21	Greene, <i>Laura Ingalls Wilder: Author of the Little House Books</i>
22	Lesson 27 America's Pioneers Lesson 28 America's Cowboys
23	Lessons 29-30 America's Cowboys
24	Barkan, <i>Abraham Lincoln and Presidents' Day</i>
25	Hoobler and Hoobler, <i>George Washington and Presidents' Day</i>
26	Lesson 31 America's Cowboys Lesson 32 The New Americans
27	Lesson 33 The New Americans Lesson 34 Tomorrow's America
28	Lessons 35-36 Tomorrow's America
29-32	Sabin, <i>Thomas Alva Edison</i>
33-36	Sabin, <i>Wilbur and Orville Wright</i>

GEOGRAPHY

REQUIRED TEXTS:

Armento, Beverly J., et al. *From Sea to Shining Sea*. Boston: Houghton Mifflin, 1991.

Billings, Henry. *Maps, Globes, Graphs*. Orlando, FL: Steck-Vaughn Company, 2000.

Hicks, Laurel and Naomi Sleeth. *Our America, History/Geography Reader, Grade 2*. Pensacola, FL: A Beka Book, 1996.*

<u>WEEK</u>	<u>TOPIC</u>
1	From Hicks and Sleeth, <i>Our America, History/Geography Reader, Grade 2</i> Lessons 1-3
2	Lessons 4-5
3	Lessons 6-7
4	Lessons 8-9
5	Lessons 10-11
6	Lessons 12-13
7	Lessons 14-15
8	Lessons 16-18
9	Lessons 19-20
10	Lessons 21-22
11	Lessons 23-24
12	Lesson 25
13	Lessons 26-27
14	Lessons 28-29
15	Lessons 30-31
16	Lessons 32-33
17	Lessons 34-35
18	Lesson 36
	From Billings, <i>Maps, Globes, Graphs</i>
19-20	Lesson 1, Land and Water
21-22	Lesson 2, Maps and Map Keys
23-24	Lesson 3, Directions
25-26	Lesson 4, Globes
27-28	Lesson 5, Continents and Oceans
29-30	Lesson 6, Boundaries
31-32	Lesson 7, Map Labels

33-34	From Armento, <i>From Sea to Shining Sea</i> Chapter 1, Mighty Waters
35	Chapter 2, Rustling Leaves and Grasses
36	Chapter 3, Majestic Peaks and Deserts

*Our America, *History/Geography Reader, Grade 2* is both the second grade history text as well as the geography text. The subjects are integrated.

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Amazing Air. Nashua, NH: Delta Education, Inc., 1996.

Investigating Water. Nashua, NH: Delta Education, Inc., 2004.

Length and Capacity. Nashua, NH: Delta Education, Inc., 1988.

Plant and Animal Populations. Nashua, NH: Delta Education, Inc., 1996.

Properties. Nashua, NH: Delta Education, Inc., 2003.

Using Your Senses. Nashua, NH: Delta Education, Inc., 1998.

ADDITIONAL TEACHER RESOURCE:

Great Explorations in Math and Science (GEMS). *Buzzing A Hive.* Berkeley, CA: The University of California, 1987.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Buzzing A Hive</i>
1	The Honeybee Bees and Flowers, Pollen and Nectar (Session I) Bees and Flowers, Pollen and Nectar (Session II)
2	Bee Enemies Bee School, Beehives, and Bee Dances
	From <i>Using Your Senses</i>
3	Your Eyes Are for Seeing Two Eyes See More Than One Seeing in Color Is Seeing Believing?
4	Your Ears Are for Hearing High and Low, Loud and Soft Can You Believe Your Ears?
5	Your Skin Is for Feeling Feeling Hot and Cold
6	Your Nose Is for Smelling Your Tongue Is for Tasting Taste and Smell Work Together
	From <i>Length and Capacity</i>
7	Comparing Lengths Comparing Widths Comparing Heights

8	Units of Length Measuring in Meters Measuring in Centimeters
9	Estimating Lengths (Session I) Estimating Lengths (Session II) Comparing Capacities (Session I) Comparing Capacities (Session II)
10	Units of Capacity Measuring in Liters Measuring in Milliliters
11	From <i>Amazing Air</i> Air Is Something Air Takes Up Space
12	From <i>Properties</i> What Are Properties? Describing Properties Size and Color
13	Shape (Session I) Shape (Session II)
14	Texture Weight
15	Properties of Solids (Session I) Properties of Solids (Session II)
16	Properties of Liquids Properties of Gases
17	Sink or Float Magnetism
18	Comparing Materials (Session I) Comparing Materials (Session II)
19	Guess My Property
20	From <i>Amazing Air</i> Air Has Volume Volume Changes with Temperature
21	Volume Changes with Pressure Air Has Weight Air Exerts Pressure (Session I)
22	High Pressure, Low Pressure Air Resistance (Session I) Air Resistance (Session II)
23	Air Exerts Pressure (Session II) Air Moves The Bernoulli Effect
24	Paper Airplanes (Session I) Paper Airplanes (Session II)

- From *Plant and Animal Populations*
- 25 Seeds or Eggs? (Session I)
Seeds and Plants (Session I)
Seeds or Eggs? (Session II)
- 26 Fruit Flies
Seeds and Plants (Session II)
- 27 Aphids (Session I)
Aphids (Session II)
Daphnia
- 28 Graphing Population Data
Population Experiments (Session I)
Land Predators (Session I)
Land Predators (Session II)
- 29 Population Experiments (Session II)
Water Predators (Session I)
Water Predators (Session II)
- From *Investigating Water*
- 30 Properties of Water
Water Drops
- 31 Climbing Water
What Shape Is Water?
Sink or Float?
- 32 Making Bubbles (Session I)
Making Bubbles (Session II)
- 33 What Dissolves in Water?
Thick and Thin
Water as Ice (Session I)
- 34 Water as Ice (Session II)
Water as Ice (Session III)
Water as Ice (Session IV)
- 35 Where Does Water Go? (Session I)
Where Does Water Go? (Session II)
- 36 Water Out of Nowhere
Cleaning Water

ARITHMETIC

REQUIRED TEXT:

Larson, Nancy. *Saxon Math 3, An Incremental Development*, Second Edition. Norman, OK: Saxon Publishers, Inc., 2001.

TEACHER RESOURCES:

Larson, Nancy. *Saxon Math 3, An Incremental Development*, Second Edition, Teacher Edition. Norman, OK: Saxon Publishers, Inc., 2001.

----. *Saxon Math 3: Teacher's Manual, Volume 1 and 2*. Norman, OK: Saxon Publishers, Inc., 2001.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-4 Telling and Showing Time to the Hour Solving Elapsed Time Problems Graphing Data on a Bar Graph Reading a Graph Identifying Digits and Writing Two-Digit Numbers Telling and Showing Time to the Half Hour
2	Lessons 5-8 Identifying Addends, Sums and the Commutative Property of Addition Addition Facts: Adding 0, Adding 1 and Doubles Identifying a Missing Addend Estimating Length to the Nearest Inch Identifying the Properties of a Rectangle Ordering Two-Digit Numbers
3	Lessons 9-11 Identifying Even and Odd Numbers Subtraction Facts: Subtracting 0 and 1, Differences of 0 and 1 Writing Number Sentences for Some, Some More and Some, Some Went Away Story Problems
4	Lessons 12-15 (Part 1) Dividing Squares Into Two or Four Equal Parts Counting Dimes and Nickels Adding 10 to a Two-Digit Number and Subtracting 10 from a Two-Digit Number Using Mental Computation Addition Facts: Sums of 10
5	Lessons 15 (Part 2)-18 Identifying the Relative Value of Pattern Blocks Making a Design with a Given Value Using Pattern Blocks Writing the Date Using Digits Dividing Squares Into Two, Four and Eight Equal Parts Identifying and Shading Halves, Fourths and Eighths Reading a Thermometer to the Nearest 10 Degrees Rounding a Number to the Nearest 10
6	Lessons 19-21 Rounding Numbers to the Nearest 10 Addition Facts: Adding 2 Writing Addition and Subtraction Fact Families Naming and Drawing Polygons Dividing a Square Into Three Equal Parts Identifying and Shading Thirds
7	Lessons 22-25 (Part 1) Rewriting Numbers by Regrouping 10s and 1s Trading Pennies and Dimes Making an Organized List Counting Dimes, Nickels and Pennies Writing Fractions Using the Fraction Bar Addition Facts: Adding 9
8	Lessons 25 (Part 2)-28 Writing Fraction Number Sentences That Equal 1 Identifying Dozen and Half Dozen Writing a Fraction to Show a Part of a Set Reading and Writing Numbers to 1,000 Using Digits Writing Money Amounts Using \$ and ¢

- 9 Lessons 29-31
 Reading and Shading a Thermometer to the Nearest 2 Degrees
 Addition Facts: Adding 3 and 4
 Collecting Data
 Tallying
 Adding Multiples of 10 Using Mental Computation
 Estimating the Sum of Two Two-Digit Numbers
- 10 Lessons 32-35 (Part 1)
 Estimating, Measuring and Drawing Line Segments Using Centimeters
 Adding a Multiple of 10 to a Number Using Mental Computation
 Ordering Three-Digit Numbers
 Listing Combinations
 Addition Facts: Adding 5 and 6
- 11 Lessons 35 (Part 2)-38
 Writing Number Sentences for Some, Some More and Some, Some Went Away Stories
 Writing Story Problems for Addition and Subtraction Number Sentences
 Counting Quarters
 Finding Half of a Set of Objects
 Adding Three or More Single-Digit Numbers
- 12 Lessons 39-41
 Telling and Showing Time to Five-Minute Intervals
 Identifying a.m. and p.m.
 Identifying the Number of Minutes in an Hour and the Number of Hours in a Day
 Addition Facts: Adding 7 and 8
 Drawing and Reading a Pictograph
 Conducting a Survey
 Identifying Place Value to Hundreds
 Writing Three-Digit Numbers in Expanded Form
- 13 Lessons 42-45 (Part 1)
 Adding Two-Digit Numbers Using Mental Computation
 Naming Line Segments
 Identifying a Missing Digit in an Addition Problem
 Multiplying by 1 and by 10
 Identifying Factors and Products
- 14 Lessons 45 (Part 2)-48
 Estimating the Capacity of Containers
 Ordering Containers by Capacity
 Identifying One-Cup Liquid Measure
 Identifying Pint, Quart, Half Gallon, Gallon and Liter Containers
 Reading a Thermometer to the Nearest Degree
 Identifying the Freezing and Boiling Points of Water and Normal Body Temperature on the Fahrenheit Scale
 Estimating a Reasonable Temperature
 Using Comparison Symbols ($>$, $<$ and $=$)
 Identifying Horizontal, Vertical and Oblique Lines and Line Segments
- 15 Lessons 49-51
 Finding Perimeter
 Subtraction Facts: Subtracting a Number from 10
 Making a Shape for a Given Perimeter
 Constructing a Number Line
- 16 Lessons 52-55 (Part 1)
 Adding Two-Digit Numbers Using the Addition Algorithm (Part 1)
 Using Estimation to Verify the Reasonableness of Calculated Results
 Adding Two-Digit Numbers Using the Addition Algorithm (Part 2)

- Drawing and Measuring Line Segments to the Nearest Half Inch
 Multiplication Facts: Multiplying by 7
- 17 Lesson 55 (Part 2)-58
 Locating and Naming Points on a Number Line with a Scale of 10
 Estimating Capacity
 Drawing a Bar Graph Using a Scale of 10
 Acting Out, Drawing Pictures and Writing Number Sentences for Equal Groups Stories
 Identifying and Drawing Lines of Symmetry
- 18 Lessons 59-61
 Writing Division Problems in Three Ways
 Dividing by 10, 7 and 1
 Identifying Quotients
 Subtraction Facts: Subtracting 2, Differences of 2
 Measuring with Cups, Tablespoons and Teaspoons
 Reading a Recipe
 Writing a Part of a Set as a Fraction
- 19 Lessons 62-65 (Part 1)
 Subtracting a Multiple of 10 from a Number Using Mental Computation
 Estimating Differences of Two Two-Digit Numbers
 Squaring Numbers
 Identifying Perfect Squares
 Simplifying Expressions with Exponents of 2
 Showing Three- and Four-Digit Numbers Using Base 10 Blocks
 Writing Three- and Four-Digit Numbers for a Model or a Picture
 Subtraction Facts: Subtracting 3 and 4, Differences of 3 and 4
- 20 Lessons 65 (Part 2)-68
 Following a Recipe
 Setting a Dial and Determining Elapsed Time
 Identifying the Missing Addend in a Some, Some More Story
 Subtracting Two-Digit Numbers
 Writing Numbers to 1,000 Using Words
- 21 Lessons 69-71
 Adding and Subtracting Multiples of 100
 Multiplication Facts: Multiplying by 2
 Drawing and Reading a Line Graph
 Telling and Showing Time to the Minute
- 22 Lessons 72-75 (Part 1)
 Estimating Sums and Differences of Three-Digit Numbers
 Rounding a Number to the Nearest Hundred
 Comparing Fractions with Denominators of 2, 3 and 6 Using Pattern Blocks (Part 1)
 Adding and Subtracting Fractions with Denominators of 2, 3 and 6 Using Pattern Blocks (Part 1)
 Writing a Fraction to Show a Part of a Whole
 Comparing Fractions with Denominators of 2, 3 and 6 Using Pattern Blocks (Part 2)
 Adding and Subtracting Fractions with Denominators of 2, 3 and 6 Using Pattern Blocks (Part 2)
 Subtraction Facts: Subtracting 5 and 6, Differences of 5 and 6
- 23 Lessons 75 (Part 2)-78
 Reading and Writing Roman Numerals to 31
 Adding Three-Digit Numbers
 Identifying Ordinal Position
 Reading and Writing Money Amounts to \$1,000
 Writing Money Amounts Using Fractions and Decimals
 Writing Checks

- 24 Lessons 79-81
 Selecting Coins for a Given Amount
 Subtraction Facts: Subtracting 7, 8 and 9
 Making Reasonable Predictions by Collecting and Analyzing Data
 Finding Square Roots of Perfect Squares
- 25 Lessons 82-85 (Part 1)
 Adding Money Amounts (Decimals)
 Reading and Showing the Temperature on the Celsius Scale
 Identifying the Number of Days in Each Month
 Identifying the Number of Days in a Year
 Multiplication Facts: Multiplying by 0
 Identifying the Commutative Property of Multiplication
 Multiplication Facts: Multiplying by 5
- 26 Lessons 85 (Part 2)-88
 Estimating and Measuring Distance Using Feet, Yards and Meters
 Identifying the Number of Inches in a Foot and in a Yard, Feet in a Yard and Centimeters in a Meter
 Identifying and Solving Larger-Smaller-Difference Problems
 Making and Drawing Arrays
 Writing Number Sentences for Arrays
 Estimating and Finding the Area of a Rectangle
- 27 Lessons 89-91
 Finding the Sum of Three Addends
 Division Facts: Dividing by 2 and 5
 Determining the Likelihood of an Event
 Determining the Fairness of a Game
 Subtracting Two- and Three-Digit Numbers (Part 1)
- 28 Lessons 92-95 (Part 1)
 Subtracting Two- and Three-Digit Numbers (Part 2)
 Comparing and Ordering Unit Fractions with Denominators of 2, 3, 4 and 8 Using Fraction Strips
 Adding and Subtracting Fractions with Like Denominators of 2, 3, 4 and 8 Using Fraction Strips
 Comparing Fractions with Denominators of 2, 3, 4, 5, 6, 8 and 10 Using Pictures
 Identifying Fractions That Equal $\frac{1}{2}$ Using Pictures
 Adding and Subtracting Fractions with Like Denominators of 2, 3, 4, 5, 6, 8 and 10
 Multiplication Facts: Multiplying by 3
- 29 Lessons 95 (Part 2)-98
 Identifying Units of Weight and Mass: Ounces, Pounds, Tons, Grams and Kilograms
 Estimating the Mass of an Object
 Subtracting Money Amounts (Decimals)
 Subtracting Across Zeros
 Telling and Showing Time to the Quarter Hour
 Showing Fractional Amounts Greater Than 1
 Writing Mixed Numbers
- 30 Lessons 99-101
 Measuring and Drawing Line Segments to the Nearest Quarter Inch
 Multiplication Facts: Multiplying by 4
 Identifying Parallel Lines and Line Segments
 Identifying the Properties of Quadrilaterals
 Finding the Missing Addend for a Sum of 100
- 31 Lessons 102-105 (Part 1)
 Making Change from \$1.00
 Reading and Writing Five-Digit Numbers
 Multiplying by 100 and by 1,000
 Writing a Four-Digit Number in Expanded Form

Division Facts: Dividing by 3 and by 4
Writing Multiplication and Division Fact Families

- 32 Lessons 105 (Part 2)-108
Identifying Perpendicular Lines and Line Segments
Adding Money Amounts to \$99,999.99
Writing Checks for Money Amounts to \$99,999.99
Acting Out, Drawing Pictures and Writing Number Sentences for Division Story Problems
- 33 Lessons 109-111
Multiplying a Multiple of 10, 100 or 1,000 by a Single-Digit Number
Multiplication Facts: Multiplying by 9
Identifying Transformations: Translation, Rotation and Reflection
Identifying a Fractional Part of a Set
Determining Age
- 34 Lessons 112-115 (Part 1)
Multiplying a One-Digit and a Two-Digit Number Using Mental Computation
Identifying Right, Obtuse and Acute Angles
Naming Triangles by Angle Size
Measuring Line Segments Using Millimeters
Multiplication Facts: Multiplying by 6
- 35 Lessons 115 (Part 2)-118
Identifying Geometric Solids
Constructing a Cube
Identifying Faces, Vertices and Edges of a Geometric Solid
Multiplying a Single-Digit Number and a Multi-Digit Number Using the Multiplication Algorithm
Identifying a Function Rule
Simplifying Expressions Containing Parentheses
Multiplying Three or More Factors
Using the Associative Property of Multiplication
- 36 Lessons 119-121
Writing Tenths Using Common and Decimal Fractions
Measuring to the Nearest Tenth of a Centimeter
Multiplication Facts: Multiplying by 8
Identifying the Factors of a Number
Identifying Prime Numbers Less Than 20
Finding the Volume of a Rectangular Prism



Third Grade

READ ALOUD

- Adler, David A. *A Picture Book of Jesse Owens*. New York: Holiday House, 1993.
- *A Picture Book of Sitting Bull*. New York: Holiday House, 1993.
- D'Aulaire, Ingri and Edgar Parin D'Aulaire. *Benjamin Franklin*. San Luis Obispo, CA: Beautiful Feet Books, 1998.
- *Columbus*. San Luis Obispo, CA: Beautiful Feet Books, 1996.
- De Paola, Tomie. *Francis: The Poor Man of Assisi*. New York: Holiday House, 1990.
- Grimm Brothers. *The Fisherman and His Wife*. North Mankato, MN: Creative Editions, 2001.
- Keats, Ezra Jack. *John Henry: An American Legend*. New York: Dragonfly Books, 1987.
- Locker, Thomas. *The Boy Who Held Back the Sea*. New York: Puffin, 1993.
- Parks, Edd Winfield. *Teddy Roosevelt: Young Rough Rider*. London: Aladdin Books, 1989.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

- Brandt, Keith. *Marie Curie: Brave Scientist*. United States of America: Troll Associates, 1983.
- Caudill, Rebecca. *A Certain Small Shepherd*. New York: Dell Publishers, 1987.
- Cohen, Barbara. *Molly's Pilgrim*. New York: Lothrop, Lee, and Shepard Books, 1998.
- D'Aulaire, Ingri and Edgar Parin D'Aulaire. *Pocahontas*. New York: Delacorte Press, 1989.
- Davidson, Margaret. *Louis Braille*. New York: Scholastic, Inc., 1971.
- Handford, S.A. *Aesop's Fables*. New York: Penguin Group, 1964.
- Jungman, Ann. *Sasha and the Wolfcub*. New York: Penguin Group, 1996.
- MacLachlan, Patricia. *Sarah, Plain and Tall*. New York: HarperCollins Publishers, 1985.
- McSwigan, Marie. *Snow Treasure*. New York: Scholastic, Inc., 1958.
- Moore, Lillian. *I'll Meet You at the Cucumbers*. New York: Bantam Skylark, 1989.
- Twain, Mark. *Huck Finn*. Parsippany, NJ: Pearson Education, Inc., 1991.

<u>WEEK</u>	<u>TOPIC</u>
1-3	<i>Marie Curie: Brave Scientist</i>
4-6	<i>Pocahontas</i>
7-9	<i>I'll Meet You at the Cucumbers</i>
10-12	<i>Sarah, Plain and Tall</i>
13-16	<i>Molly's Pilgrim</i>

17-19	<i>A Certain Small Shepherd</i>
20-24	<i>Snow Treasure</i>
25-27	<i>Sasha and the Wolfcub</i>
28-30	<i>Louis Braille</i>
31-33	<i>Aesop's Fables</i>
34-36	<i>Huck Finn</i>

GRAMMAR AND MECHANICS

REQUIRED TEXT:

A Beka Book, ed. *Language 3*. Pensacola, FL: A Beka Book, 1996.*

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:

Dimick, Carolyn Marie. *Exercises in English 4*. Chicago: Loyola University Press, 1995.

Dimick, Carolyn Marie. *Voyages in English 4*. Chicago: Loyola University Press, 1995.

<u>WEEK</u>	<u>TOPIC</u>
1-3	Recognizing/writing types of sentences Capitalization
4-6	Capitalization Beginning punctuation
7-9	Punctuation Writing journal entries
10-12	Writing good sentences Forming plurals
13-15	Forming plurals Forming contractions Noun/verb agreement Recognizing/writing synonyms, antonyms and homonyms
16-18	Writing friendly/thank-you letters Writing events in chronological order
19-21	Using <i>a</i> and <i>an</i> Using <i>may, can, teach, learn, sit, sat, set, to, two, too</i> correctly Using a dictionary
22-24	Writing book reports Using verbs that do/do not require helping words Memorizing Using seven helping verbs
25-27	Writing about a picture Recognizing/using nouns (common and proper) Recognizing/using subjects in a sentence Recognizing/using verbs
28-30	Diagramming subject/verb of simple sentence Using imagination to write stories Using proofreading skills Using <i>there, they're, their, himself, themselves, its, it's</i> correctly

- 31-33 Recognizing/using adjectives
Recognizing articles as adjectives
Writing good descriptions/Bible story
- 34-36 Review

PENMANSHIP

REQUIRED TEXT:

A Beka Book, ed. *Cursive Writing Skillbook 3: Writing with Phonics*. Pensacola, FL: A Beka Book, 1996.

<u>WEEK</u>	<u>TOPIC</u>
1	1-2
2	3-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32
8	33-37
9	38-42
10	43-47
11	48-52
12	53-57
13	58-62
14	63-67
15	68-72
16	73-77
17	78-82
18	83-87
19	88-92
20	93-97
21	98-102
22	103-107
23	108-112
24	113-117

25	118-122
26	123-127
27	128-132
28	133-137
29	138-142
30	143-147
31	148-152
32	153-157
33	158-162
34	163-167
35	Review
36	Review

SPELLING

REQUIRED TEXT:

A Beka Book, ed. *Spelling and Poetry 3*. Pensacola, FL: A Beka Book, 1996.*

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:
Roser, Nancy L. and Jean Wallace Gillet. *SRA Spelling 4*. DeSoto, TX: SRA/McGraw-Hill, 1999.

WEEKLY OUTLINE:

Each weekly lesson concentrates on the special sounds and letter combinations listed below.

<u>WEEK</u>	<u>TOPIC</u>
1	ck e o y ay
2	st fr pl tr
3	sh bl th th
4	cl fl gl
5	br dr pr
6	sc s mgr sk
7	spl spr tw sp
8	cr scr squ sn
9	sl str sw
10	thr arc h or
11	ou ow ow er
12	Thanksgiving
13	ur oi oy ir

- 14 oo oo wor igh all al king
- 15 Christmas
- 16 kn gn ang ing ong ung
- 17 ank ink onk unk
- 18 wa y a le
- 19 ed looked, ed wanted, ed played, tch
- 20 ear: (ear)th, b(ear)
(wh)ale, (wh)y
- 21 old, mb, ew, few
- 22 y est er ly
- 23 pa tri ot
- 24 en es ild ind c
- 25 o au aw ea
- 26 a ea ea ey phone
- 27 ie k(ey) (ch)orus
- 28 Easter
- 29 th(ought), c(aught), giant, fu(dge), a(sleep), (al)so, (be)cause
- 30 en un wr ould air u ough
- 31 ou arr ire ful
- 32 are ure war taint we
- 33 tion sion eigh or ar
- 34-35 Review
- 36 Summer

VOCABULARY

REQUIRED TEXT:

A Beka Book, ed. *Spelling and Poetry 3*. Pensacola, FL: A Beka Book, 1996.*

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:
Hodkinson, Kenneth and Joseph G. Ornato. *Wordly Wise Book 1*. Cambridge, MA: Educators Publishing Service, Inc., 1997.

WEEKLY OUTLINE:

Each spelling lesson includes two to three words that students must define and learn for vocabulary enrichment. Activity pages included in the spelling book teach students word usage and coordinate spelling words and vocabulary words.

<u>WEEK</u>	<u>TOPIC</u>
1	List 1
2	List 2
3	List 3

4	List 4
5	List 5
6	List 6
7	List 7
8	List 8
9	List 9
10	List 10
11	List 11
12	List 12
13	List 13
14	List 14
15	List 15
16	List 16
17	List 17
18	List 18
19	List 19
20	List 20
21	List 21
22	List 22
23	List 23
24	List 24
25	List 25
26	List 26
27	List 27
28	List 28
29	List 29
30	List 30
31	List 31
32	List 32
33	List 33
34	Review

FRENCH

REQUIRED TEXT:

Muzzy II (French): *The BBC Language Program for Children*. BBC. Fairfield: Early Advantage, 1997.

SONG CDS:

McArthur, Barbara. *Sing, Dance, Laugh and Eat Quiche I and II*. Frog Press, 1989.

Lozano, Patti. *Music That Teaches French*. Dolo Publications, 2004.

WEEKLY OUTLINE:

The curriculum for Grade 3 and Grade 4 French is identical.

WEEK

TOPIC

- | | |
|----|---|
| 1 | Review alphabet; spell name; review <i>Je m'appelle...</i>
Learn how to talk about the weather with gestures
Review numbers 1-30 |
| 2 | Telling one's age
Calendar: Review months and days of the year
Telling what date it is and what the weather is like
Introduce numbers 30-40 |
| 3 | Review months/days/seasons/weather/numbers
Song: <i>Quel temps fait-il aujourd'hui?</i> (<i>Music That Teaches French</i>)
Telling time: <i>Quelle heure est-il?</i> |
| 4 | Introduce <i>mots de passe</i> (passwords), given once each week. They must tell me the password before leaving the classroom.
Telling time: <i>Quelle heure est-il?</i>
Introduce quarter and half-hour expressions
Introduce <i>du matin, de l'après-midi, du soir</i> |
| 5 | Review telling time
Game: <i>Loup, quelle heure est-il?</i>
Introduce <i>Muzzy II</i> and the family of characters
Family vocabulary |
| 6 | Talking about one's family using new vocabulary
Possessive pronouns: <i>mon, ma, mes</i>
Drawing one's family tree
Song: <i>Une grande famille</i> (<i>Sing, Dance, Laugh and Eat Quiche II</i>) |
| 7 | Expressing greetings and relationships
Introducing oneself and others
Responding to questions with possessive pronouns <i>ton, ta, tes</i> : <i>Comment s'appelle ton père?</i>
Telling the ages of one's family members |
| 8 | Review telling time; saying whether one is early or late
Review parts of the body
Review possessive pronouns |
| 9 | Review parts of the body
Draw a monster, following directions
Song: <i>Tête, épaules, genoux et pieds</i>
Meeting more Muzzy characters |
| 10 | Expressing need, love and hate
Introduce ingredients for a cake
Understanding and using new vocabulary: Dialogue
Practice simple dialogue with commands
Write own dialogue with new Muzzy characters, using new vocabulary |

- 11 Finish writing dialogue; practice, perform for other students
Saying how often one does something
Understanding and using new vocabulary
Introduce clothing vocabulary
- 12 Review clothing vocabulary
Relay: Clothing
Song: *Lève toi, lève toi il fait beau (Music That Teaches French)*
- 13 Review clothing vocabulary and song
Review ingredients for a cake
Expressing needs
Saying that one wants something and responding
Asking whether one has something and responding
- 14 Review expressing needs and desires
Introduce food and drink vocabulary
Understanding and using new vocabulary
- 15 Using commands
Asking questions: *Qu'est-ce qui se passe? Qu'est-ce que c'est? Qui es-tu?*
Understanding and using new vocabulary
Song: *Qui a volé les biscuits? (Sing, Dance, Laugh and Eat Quiche I)*
- 16 Review *Muzzy II (Part 1)*
Referring to someone/no one
Using commands
Understanding and using new vocabulary
- 17 Using expressions of courtesy
Understanding and using new vocabulary
- 18 Review foods
Naming new foods
Offering foods to others and accepting or declining
Christmas project/French Christmas songs
- 19 Review foods
Review offering foods to others and accepting or declining
Understanding and using new vocabulary
Write own dialogue in party scene
- 20 *Idem.*
Practice, perform dialogue
Song: *Biftek (Sing, Dance, Laugh and Eat Quiche I)*
- 21 Review song: *Biftek*
Expressing actions that are happening in the present
Understanding and using new vocabulary
- 22 Review expressing actions that are happening in the present
Introduce expressing actions that happened in the past
Understanding and recognizing new vocabulary
Following commands; performing charades; guessing what happened with guidance
- 23 Review recognizing verbs in the past tense
Recounting, with guidance, events that happened in the past
Naming rooms and places in a house

- 24 Review past events
Review house vocabulary
Asking where someone/an object is: *Où est...?*
Review other questions and responses: *Qu'est-ce que c'est? C'est un/une...; Je ne sais pas*
Review colors
- 25 Review past events/questions and responses
Review *Muzzy II* (Part II)
- 26 Using expressions relating to calm and quiet
Saying that someone has to do something
Expressing future actions
- 27 *Idem.*
- 28 Expressing directions: *à droit, à gauche, tout droit*
Review someone/no one
Referring to something/nothing
Understanding and giving directions
- 29 Review directions
Understanding events that happened a long time ago
Telling about things that are happening now
Understanding and recognizing new vocabulary
- 30 Review directions
Review events a long time ago and now
Asking which way to go and responding
- 31 Giving directions
Understanding and using vocabulary
Write and perform dialogue
- 32 Review *Muzzy II* (Part III)
Review clothing
Describing how things look and fit and responding
Comparing sizes
- 33 Review describing how things look and fit and responding
Comparing sizes
Understanding and using new vocabulary
- 34 Saying what is going to happen
Asking about health and responding
- 35 *Idem.*
Understanding and using new vocabulary
- 36 Placing a telephone call and responding
Practicing and using new vocabulary

HISTORY

REQUIRED TEXTS:

Hakim, Joy. *A History of US, Book One: The First Americans, Prehistory-1600*. New York: Oxford University Press, Inc., 1999.
 -----, *A History of US, Book Two: Making Thirteen Colonies, 1600-1740*. New York: Oxford University Press, Inc., 1999.
 McConnell, David B. *Our Michigan Adventure*. Hillsdale, MI: Hillsdale Educational Publishers, Inc., 2002.

TEACHER RESOURCE:*

Hakim, Joy. *A History of US: Teacher Resources*. New York: Oxford University Press, 1994.

*The Teacher Resources text includes worksheets and tests to complement each *A History of US* text. Each worksheet clearly indicates the chapters it covers.

<u>WEEK</u>	<u>TOPIC</u>
	From Hakim, <i>The First Americans, Prehistory-1600</i>
1	Chapters 1-3 History? Why? Away with Time In the Beginning
2	Chapters 4-6 How the First Americans Became Indians Put On Your Earmuffs Cliff Dwellers and Others
3	Chapters 7-9 The Show-Offs Taking a Tour Plains Indians Are Not Plain at All
4	Chapters 10-12 Mound for Mound, Those Are Heavy Hills Indians of the Eastern Forests People of the Long House
5	Chapters 13-15 Let's Turn North The Power of the Press A Boy Named Christopher Has a Dream
6	Chapters 16-18 A New Land Is Discovered The Next Voyage Stowaways: Worms and a Dog
7	Chapters 19-21 Sailing Around the World What's in a Name? About Beliefs and Ideas
8	Chapters 22-24 New Spain Ponce de León, Pizarro and Spanish Colonies Gloom, Doom and a Bit of Cheer
9	Chapters 25-27 North of New Spain Being a Conquistador with Coronado Conquistadors: California to Florida
10	Chapters 28-30 A Place Called Santa Fe Las Casas Cares The Big Picture
11	Chapters 31-34 From Spain to England to France

- France to America: Pirates and Adventures
Rain, Ambush and Murder
New France
- 12 Chapters 35-39
Elizabeth and Friends
Utopia in America
Lost: A Colony
An Armada Is a Fleet of Ships
The End: Keep Reading
- From Hakim, *Making Thirteen Colonies, 1600-1740*
- 13 Chapters 1-3
A Sign in the Sky
Across the Ocean
The First Virginians
- 14 Chapters 4-6
English Settlers Come to Stay
John Smith
The Starving Time
- 15 Chapters 7-9
A Lord, A Hurricane, A Wedding
A Share in America
Jamestown Makes It
- 16 Chapters 10-12
1619—A Big Year
Indians vs. Colonists
Massacre in Virginia, Poverty in England
- 17 Chapters 13-15
The Mayflower: Saints and Strangers
Pilgrims, Indians and Puritans
Puritans, Puritans and More Puritans
- 18 Chapters 16-18
Of Towns and Schools and Sermons
Roger Williams
Woman, Hold Your Tongue
- 19 Chapters 19-22
Statues on the Common
Of Witches and Dinosaurs
Connecticut, New Hampshire and Maine
King Philip's War
- 20 Chapters 23-26
The Indians Win This One
What's a Colony?
Silvernails and Big Tub
West to Jersey
- 21 Chapters 27-30
Cromwell and Charles
William the Wise
Ben Franklin
Maryland's Form of Toleration

22	Chapters 31-34 Carry Me Back to Ole Virginny The Good Life Virginia's Capital Pretend Some More
23	Chapters 35-38 Carolina: Riches, Rice, Slaves Carolina: Dissenters and Pirates Royal Colonies and a No-Blood Revolution A Nasty Triangle
24	Chapters 39-42 Four and Nine Make Thirteen Over the Mountains Westward Ho The End—and the Beginning
	From McConnell, <i>Our Michigan Adventure</i>
25	Chapter 1 Meet Michigan
26	Chapter 2 Michigan's First People
27	Chapter 3 Explorers from Far Away
28	Chapter 4 Becoming a State—It Was Not Easy!
29	Chapter 5 Slavery and the Trouble That Followed
30	Chapter 6 Using Nature's Gifts!
31	Chapter 7 On the Move—Rivers, Roads, Ships, Trains and Cars
32	Chapter 8 Two Wars and Other Worries—30 Tough Years
33	Chapter 9 Michigan to the Year 2000 and Beyond
34	Chapter 10 Neat Stuff We Make and Grow
35	Chapter 11 Michigan's People—Who Are We?
36	Chapter 12 So Much to See in Michigan! Chapter 13 It Happens in Lansing—Our State Government

GEOGRAPHY

REQUIRED TEXT:

Billings, Henry. *Maps, Globes, Graphs: An Interactive Program, Level C*. Austin, TX: Harcourt Achieve, Inc., 2004.

<u>WEEK</u>	<u>TOPIC</u>
1	Directions and Map Key
2	Distance and Scale
3	Resource Maps
4	Landform Maps
5	Route Maps
6	Grids
7	Latitude
8	Longitude
9	Graphs
10	Pictures of Our World
11	Main Direction
12	In-Between Directions
13	Review
14	Symbols
15	Review
16	Boundaries and Borders
17	Borders of Land and Water
18	Highland and Lowland
19	Review
20	Measuring Distance
21	Understanding Road Maps
22	Review
23	Map Grid
24	Special Purpose Map
25	We Live in Space
26	North Pole and South Pole
27-36	The Southeast and the Northeast

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Earth Movements. Nashua, NH: Delta Education, Inc., 2004.

Plant and Animal Populations. Nashua, NH: Delta Education, Inc., 2004.

Solar System. Nashua, NH: Delta Education, Inc., 2003.

States of Matter. Nashua, NH: Delta Education, Inc., 2003.

ADDITIONAL TEACHER RESOURCES:

Cole, Joanna. *The Magic School Bus Inside the Earth*. New York: Scholastic, 1993.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Plant and Animal Populations</i>
1	Seeds or Eggs? (Session 1) Seeds and Plants (Session 1)
2	Seeds or Eggs? (Session 2) Seeds and Plants (Session 2)
3	A Field Trip An Art Farm
4	Fruit Flies Aphids (Session 1)
5	Aphids (Session 2) Daphnia Graphing Population Data
6	Population Experiments (Session 1) Land Predators (Session 1)
7	Population Experiments (Session 2) Land Predators (Session 2) Water Predators (Session 1)
8	Water Predators (Session 2) The Changing Populations Game
9	Eyewitness Video: Plant Evaluation: <i>Plant and Animal Populations</i>
	From <i>Earth Movements</i>
10	Our Earth The Earth's Crust (Session 1)
11	The Earth's Crust (Session 2) Rocks: Clues to the Past (Session 1)
12	Rocks: Clues to the Past (Session 2) Convection Currents (Session 1) Convection Currents (Session 2)
13	Continents Adrift (Session 1) Continents Adrift (Session 2) Plates in Motion

14	Ocean-Floor Spreading Subduction
15	A Model Volcano (Sessions 1-2) A Model Volcano (Session 3)
16	The Vibrating Earth The Ring of Fire
17	Cole, <i>The Magic School Bus Inside the Earth</i> Evaluation: <i>Earth Movements</i>
	From <i>Solar System</i>
18	Meet Our Solar System Earth Orbits the Sun
19	Planetary Orbits Are Not Circles Making Circles
20	Scale and Relative Size Modeling Planet Size
21	Scale and Relative Distance Modeling Planet Distances
22	Days and Years (Session 1) Days and Years (Session 2)
23	Asteroids, Meteoroids and Comets (Session 1) Asteroids, Meteoroids and Comets (Session 2)
24	Star Light, Star Bright Constellations: Stories in the Sky
25	Eyewitness Video: Planets Evaluation: <i>Solar System</i>
	From <i>States of Matter</i>
26	What Is a Solid? What Is a Liquid?
27	What Is a Gas? Melting Ice (Sessions 1-2)
28	Hurry Up or Slow Down (Session 1) Hurry Up or Slow Down (Sessions 2-3)
29	Using a Thermometer Measuring Melting Points
30	From Liquid to Gas From Gas to Liquid
31	From Liquid to Solid (Session 1) From Liquid to Solid (Session 2)
32	Measuring Freezing Points (Session 1) Measuring Freezing Points (Session 2)
33-34	A Tasty State of Matter (Making Ice Cream) Evaluation: <i>States of Matter</i>
35-36	Review

ARITHMETIC

REQUIRED TEXT:

Hake, Stephen and John Saxon. *Math 5/4: An Incremental Development*. Norman, OK: Saxon Publishers, Inc., 1994.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5 Review of Addition Addition Stories Missing Addends (Part 1) Missing Addends (Part 2) Sequences Digits Place Value Ordinal Numbers Months of the Year
2	Lessons 6-10 Review of Subtraction Addition and Subtraction Fact Families Writing Numbers Through 999 Adding Money Adding with Regrouping Even Numbers, Odd Numbers
3	Lessons 11-13 Addition Stories with Missing Addends Missing Numbers in Subtraction Adding Three-Digit Numbers Investigation 1: Number Lines
4	Lessons 14-17 Subtracting Two-Digit and Three-Digit Numbers Missing Two-Digit Addends Subtracting Two-Digit Numbers with Regrouping Expanded Form More on Missing Numbers in Subtraction Adding Columns of Numbers with Regrouping
5	Lessons 18-20 Reading Scales Reading Time from a Clock Rounding Numbers to the Nearest 10 Rounding Money to the Nearest Dollar Investigation 2: Units of Length, Perimeter
6	Lessons 21-25 Triangles, Rectangles, Squares and Circles Naming Fractions Adding Dollars and Cents Lines, Segments, Rays and Angles More About Missing Numbers in Addition and Subtraction Subtraction Stories
7	Lessons 26-29 Drawing Pictures of Fractions Multiplication as Repeated Addition Elapsed Time Multiplication Table Multiplication Facts (0s, 1s, 2s, 5s)

- 8 Lessons 30-32
Subtracting Three-Digit Numbers with Regrouping
Investigation 3: Multiplication Patterns, Area, Squares and Square Roots
Word Problems About Comparing
Multiplication Facts (9s)
- 9 Lessons 33-36
Writing Numbers Through Hundred Millions (Part 1)
Writing Numbers Through Hundred Millions (Part 2)
Naming Mixed Numbers
Two Forms of Money
Fractions of a Dollar
- 10 Lessons 37-40
Reading Fractions and Mixed Numbers from a Number Line
Multiplication Facts (Memory Group)
Reading an Inch Scale to the Nearest Fourth
Capacity
- 11 Lessons 41-44
Subtracting Across Zero
Missing Factors
Multiplying Multiples of 10 and 100
Rounding Numbers to the Nearest Hundred
Adding and Subtracting Decimal Numbers (Part 1)
Multiplying Two-Digit Numbers (Part 1)
Investigation 4: Decimal Numbers
- 12 Lessons 45-48
Parentheses
Associative Property
Naming Lines and Segments
Division
Other Ways to Show Division
Multiplying Two-Digit Numbers (Part 2)
- 13 Lessons 49-51
Stories About Equal Groups (Part 1)
Adding and Subtracting Decimal Numbers (Part 2)
Adding Numbers with More Than Three Digits
Checking One-Digit Division
Investigation 5: Percents
- 14 Lessons 52-55
Subtracting Numbers with More Than Three Digits
Stories About Equal Groups (Part 2)
One-Digit Division with a Remainder
The Calendar
Rounding Numbers to the Nearest Thousand
Multiples
Factors
- 15 Lessons 56-60
Using Pictures to Compare Fractions
Rate Word Problems
Multiplying Three-Digit Numbers
Estimating Arithmetic Answers
Rate Problems with a Given Total

- 16 Lessons 61-63
Remaining Fraction
Two-Step Equations
Multiplying Three or More Factors
Exponents
Polygons
Investigation 6: Displaying Data Using Graphs
- 17 Lessons 64-67
Division with Two-Digit Answers (Part 1)
Divisor, Dividend and Quotient
Division with Two-Digit Answers (Part 2)
Similar and Congruent Figures
Multiplying by Multiples of 10
- 18 Lessons 68-70
Division with Two-Digit Answers and a Remainder
Millimeters
Stories About a Fraction of a Group
Investigation 7: Collecting Data with Surveys
- 19 Lessons 71-75
Division Answers Ending with 0
Finding Information to Solve Problems
Geometric Transformations
Fraction of a Set
Measuring Turns
- 20 Lessons 76-79
Division with Three-Digit Answers
Dividing Money
U.S. Customary Units of Weight
Metric Units of Mass
Classifying Triangles
Symmetry
- 21 Lessons 80-82
Division with 0s in Three-Digit Answers
Investigation 8: Graphing Relationships
Angle Measures
Tessellations
- 22 Lessons 83-86
Sales Tax
Change Back
Decimal Numbers to Thousandths
Multiplying by 10, 100 and 1,000
Multiplying Round Numbers Mentally
- 23 Lessons 87-90
Multiplying Two-Digit Numbers (Part 1)
Remainders in Stories About Equal Groups
Mixed Numbers and Improper Fractions
Multiplying Two Two-Digit Numbers (Part 2)
- 24 Lessons 91-94
Decimal Place Value
Classifying Quadrilaterals
Estimating Multiplication and Division Answers

	Two-Step Word Problems Investigation 9: Investigating Fractions with Manipulatives
25	Lessons 95-98 Two-Step Problems About a Fraction of a Group Average Mean, Median, Range, Mode Geometric Solids
26	Lessons 99-101 Decimal Numbers and Money Constructing Geometric Models Tables Schedules Investigation 10: Probability
27	Lessons 102-105 Decimal Number Line: Tenths and Hundredths Fractions Equal to 1 Fractions Equal to $\frac{1}{2}$ Changing Improper Fractions to Whole or Mixed Numbers Dividing by 10
28	Lessons 106-110 Evaluating Expressions Adding and Subtracting Fractions with Common Denominators Formulas Distributive Property Equivalent Fractions Dividing by Multiples of 10
29	Lessons 111-113 Estimating Area Reducing Fractions Multiplying a Three-Digit Number by a Two-Digit Number Investigation 11: Volume
30	Lessons 114-117 Simplifying Fraction Answers Renaming Fractions Common Denominators Rounding Whole Numbers Through Hundred Millions
31	Lessons 118-120 Dividing by Two-Digit Numbers Adding and Subtracting Fractions with Different Denominators Adding and Subtracting Mixed Numbers with Different Denominators Cumulative Assessment 23 Investigation 12: Solving Equations
32	Topic A: Using Money Manipulatives to Represent Decimal Place Value Topic B: Roman Numerals Through 39
33	Topic C: Roman Numbers Through Thousands Topic D: Base 5
34-35	Supplemental Practice: Lessons 61-120
36	Review



Fourth Grade

READ ALOUD

- Anderson, Hans Christian. *The Little Match Girl*. New York: Putnam, 1987.
- Eckert, Allan W. *Incident at Hawks Hill*. Boston: Little Brown, 1998.
- Fisher, Leonard Everett. *The Olympians: Great Gods and Goddesses of Ancient Greece*. New York: Holiday House, 1984.
- Freedman, Russell. *Buffalo Hunt*. New York: Scholastic, 1988.
- Hodges, Margaret. *The Kitchen Knight: A Tale of King Arthur*. New York: Holiday House, 1990.
- Hughes, Shirley. *Dogger*. New York: Lothrop, Lee and Shepard Books, 1988.
- Richmond, Robin. *Introducing Michelangelo*. Boston: Little Brown, 1992.
- Singer, Isaac Bashevis. *Stories for Children*. New York: Farrar, Straus, Giroux, 1984.
- White, E.B. *Stuart Little*. New York: HarperCollins Publishers, 1999.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

- Buck, Pearl S. *The Big Wave*. New York: HarperCollins Publishers, 1986.
- de Angeli, Marguerite. *The Lion in the Box: A Christmas Story*. New York: Dell Publishing, 1992.
- Estes, Eleanor. *The Hundred Dresses*. Orlando: Harcourt Brace Jovanovich, Inc., 1971.
- Fritz, Jean. *The Cabin Faced West*. New York: Penguin Group, 1987.
- Knight, Eric. *Lassie Come Home*. New York: Bantam Doubleday, 1992.
- Sewell, Anna. *Black Beauty*. New York: Scholastic, Inc., 1877.
- Wallace, Bill. *A Dog Called Kitty*. New York: Simon & Schuster Inc., 1992.
- Wilder, Laura Ingalls. *Little House in the Big Woods*. New York: HarperCollins Publishers, 1987.

<u>WEEK</u>	<u>TOPIC</u>
1-3	<i>The Hundred Dresses</i>
4-7	<i>A Dog Called Kitty</i>
8-12	<i>The Cabin Faced West</i>
13-17	<i>Lassie Come Home</i>
18-19	<i>The Lion in the Box: A Christmas Story</i>
20-21	<i>The Big Wave</i>
22-30	<i>Black Beauty</i>
31-36	<i>Little House in the Big Woods</i>

GRAMMAR AND MECHANICS

REQUIRED TEXT:*

A Beka Book, ed. *Language A*. Pensacola, FL: A Beka Book, 1996.

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:

Dimick, Carolyn Marie. *Exercises in English 5*. Chicago: Loyola University Press, 1995.

----- *Voyages in English 5*. Chicago: Loyola University Press, 1995.

TEACHER RESOURCE:

A Beka Book, ed. *Language A*, Teacher Edition. Pensacola, FL: A Beka Book, 1996.

<u>WEEK</u>	<u>TOPIC</u>
1	Sentences and sentence fragments, introducing declarative sentences
2	Imperative, exclamatory, run-ons and commas
3-4	Adding details to writing Writing letters
5-6	Gathering information by observing and reading
7	Using an encyclopedia
8-9	Writing reports, oral reports
10	Abbreviations, end marks, commas, direct quotes
11	Quotation marks, apostrophes, possessive words
12	Colons, underlining, capitalization rules
13	More capitalization rules: Titles, names, etc.
14	Parts of speech
15-16	Verbs and verb phrases
17	Nouns
18	Simple and compound subjects and verbs
19	Diagramming simple and compound subjects and verbs
20	Rules for making nouns plural
21	Pronouns and antecedents Pronouns as subjects
22-23	Recognizing pronoun forms, possessive pronouns and contractions
24	Identifying and diagramming adjectives
25	Comparisons
26-27	Adverbs
28	Good and well Using negatives

29	Prepositions and prepositional phrases
30	Distinguishing prepositions from adverbs
31	Conjunctions and interjections
32	Parts of speech
33	Using the dictionary
34-35	Subject/verb agreement
36	Troublesome words: Sit, set; lie, lay; there, their; to, too; can, may

PENMANSHIP

REQUIRED TEXT:

Rand, Phyllis. *Penmanship Mastery 1*. Pensacola, FL: A Beka Book, 1996.

<u>WEEK</u>	<u>TOPIC</u>
1	1-5
2	6-10
3	11-15
4	16-20
5	21-25
6	26-30
7	31-35
8	36-40
9	41-45
10	46-50
11	51-55
12	56-60
13	61-65
14	66-70
15	71-75
16	76-80
17	81-85
18	86-90
19	91-95
20	96-100

21	101-105
22	106-110
23	111-115
24	116-120
25	121-125
26	126-130
27	131-135
28	136-140
29	141-145
30	146-150
31	151-155
32	156-160
33	161-165
34	166-170
35-36	Review

SPELLING

REQUIRED TEXT:*

Rand, Phyllis. *Spelling Vocabulary and Poetry 4*. Pensacola, FL: A Beka Book, 1998.

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:
Roser, Nancy L. and Jean Wallace Gillet. *SRA Spelling 4*. DeSoto, TX: SRA/McGraw-Hill, 1999.

WEEKLY OUTLINE:

Each weekly lesson concentrates on the special sounds and letter combinations listed below.

<u>WEEK</u>	<u>TOPIC</u>
1	Various spellings of long <i>a</i> sound
2	Various spellings of long <i>e</i> sound
3	<i>i</i> before <i>e</i> except after <i>c</i> , or when long <i>a</i> sound is made, as in <i>neighbor</i>
4	Various spellings of long <i>i</i> sound
5	Exceptions to the <i>ie</i> rule Long <i>o</i> can be spelled <i>o</i> , <i>ough</i> and <i>oa</i>
6	Rule for doubling final consonant before suffixes Various <i>aw</i> spellings
7	Reinforce rule for doubling final consonant Vowel sound <i>oo</i> can be spelled <i>u</i>
8	Exceptions to final consonant doubling rule <i>ow</i> can be spelled <i>ou</i>

- 9 Review
- 10 Review when to double final consonant
Review *ow* can be spelled *ou*
- 11 Review when to double final consonant
Vowel sound *i* can be spelled *y*
- 12 Words ending in *y* preceded by a consonant, change the *y* to *i* before all suffixes except those beginning with *i*
The long vowel sound *i* can be spelled *y*
- 13 Words ending in *y* preceded by a consonant, change the *y* to *i* before all suffixes except those beginning with *i*
The sound *aw* can also be spelled *au*
- 14 Words ending in *y* preceded by a consonant, change the *y* to *i* before all suffixes except those beginning with *i*
The sound *oy* can also be spelled *oi*
- 15 Words ending in *y* preceded by a consonant, change the *y* to *i* before all suffixes except those beginning with *i*
What the letter *a* says in unstressed syllables
- 16 For words ending in *y* preceded by a vowel, do not change the *y* before adding a suffix
- 17 In adding a suffix to a word ending in silent *e*, retain the *e* if the suffix begins with a consonant
ar says *ar* as in *star*
- 18 Review
- 19 In adding a suffix to a word ending in silent *e*, drop the *e* if the suffix begins with a vowel
When *c* comes before *e*, *i* or *y*, it says *s*
- 20 In adding a suffix to a word ending in silent *e*, drop the *e* if the suffix begins with a vowel
When *g* comes before *e*, *i* or *y*, it says *s*
- 21 In adding a suffix to a word ending in silent *e*, drop the *e* if the suffix begins with a vowel
When *g* comes before *e*, *i* or *y*, it says *j*
- 22 In words ending in *ue*, drop the final *e* before a suffix
ough makes many sounds
- 23 For words ending in *ce* and *ge*, when *c* has the *s* sound and *g* the *j* sound, the silent *e* is kept before the two
suffixes *-able* and *-ous*
The suffix *-or* rather than *-er* usually follows *t*
- 24 Nouns ending in *s*, *x*, *z*, *ch*, *shs* or *ss* form their plurals by adding *-es*
The suffix *-ar* forms many adjectives and nouns
- 25 Some nouns ending in *f* or *fe* form the plural by changing *f* or *fe* to *ves*
In English, the sound *kw* is spelled *qu*
- 26 Some nouns ending in *f* or *fe* form the plural by changing *f* or *fe* to *ves*
qu can sound like *k*
- 27 Review
- 28 Some nouns that end in *o* preceded by a consonant form their plural by adding *es*
The sound of *r* can be spelled *rh*
- 29 Most nouns that end in *o*, especially musical terms, form their plurals by adding *s*
Both the sound of *sh* and the sound of *k* can be spelled *ch*

- 30 Review
The sound of *er* can be spelled *er, ir, ur*
- 31 Review
ture says *ture* as in *pasture*
- 32 Learning correct pronunciation is an aid to good spelling
In some words, *t* is silent when it is between *s* and *-le* or *-en*
- 33 When final *c* is pronounced *k*, add *k* before the suffixes *-ed, -ing, -er* and *-y*
The sound *u* (*oo*) can be spelled *eu* and *ew*
- 34 Instead of adding *ly* to words ending in *ic*, add *ally*
sc can say *s* as in *saw*
- 35-36 Review

VOCABULARY

REQUIRED TEXT:*

A Beka Book. *Spelling Vocabulary and Poetry 4*, Second Edition. Pensacola, FL: A Beka Book, 1998.

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:
Hodkinson, Kenneth and Joseph G. Ornato. *Wordly Wise Book 2*. Cambridge, MA: Educators Publishing Service, Inc., 1997.

WEEKLY OUTLINE:

Each spelling lesson includes five to seven words that students must define and learn for vocabulary enrichment. Activity pages included in the spelling book teach students word usage and coordinate spelling words and vocabulary words.

<u>WEEK</u>	<u>TOPIC</u>
1	List 1
2	List 2
3	List 3
4	List 4
5	List 5
6	List 6
7	List 7
8	List 8
9	List 9
10	List 10
11	List 11
12	List 12
13	List 13
14	List 14
15	List 15
16	List 16

17	List 17
18	List 18
19	List 19
20	List 20
21	List 21
22	List 22
23	List 23
24	List 24
25	List 25
26	List 26
27	List 27
28	List 28
29	List 29
30	List 30
31	List 31
32	List 32
33	List 33
34	List 34
35	List 35
36	Review 4

FRENCH

REQUIRED TEXT:

Muzzy II (French): *The BBC Language Program for Children*. Fairfield: Early Advantage, 1997.

SONG CDS:

McArthur, Barbara. *Sing, Dance, Laugh and Eat Quiche I and II*. Frog Press, 1989.

Lozano, Patti. *Music That Teaches French*. Dolo Publications, 2004.

WEEKLY OUTLINE:

The curriculum for Grade 3 and Grade 4 French is identical.

<u>WEEK</u>	<u>TOPIC</u>
1	Review alphabet; spell name; review <i>Je m'appelle...</i> Learn how to talk about the weather with gestures Review numbers 1-30
2	Telling one's age Calendar: Review months and days of the year

- Telling what date it is and what the weather is like
Introduce numbers 30-40
- 3 Review months/days/seasons/weather/numbers
Song: *Quel temps fait-il aujourd'hui?* (Music That Teaches French)
Telling time: *Quelle heure est-il?*
- 4 Introduce *mots de passe* (passwords), given once each week. They must tell me the password before leaving the classroom.
Telling time: *Quelle heure est-il?*
Introduce quarter- and half-hour expressions
Introduce *du matin, de l'après-midi, du soir*
- 5 Review telling time
Game: *Loup, quelle heure est-il?*
Introduce *Muzzy II* and the family of characters
Family vocabulary
- 6 Talking about one's family using new vocabulary
Possessive pronouns: *mon, ma, mes*
Drawing one's family tree
Song: *Une grande famille* (Sing, Dance, Laugh and Eat Quiche II)
- 7 Expressing greetings and relationships
Introducing oneself and others
Responding to questions with possessive pronouns *ton, ta, tes*: *Comment s'appelle ton père?*
Telling the ages of one's family members
- 8 Review telling time; saying whether one is early or late
Review parts of the body
Review possessive pronouns
- 9 Review parts of the body
Draw a monster, following directions
Song: *Tête, épaules, genoux et pieds*
Meeting more Muzzy characters
- 10 Expressing need, love and hate
Introduce ingredients for a cake
Understanding and using new vocabulary: Dialogue
Practice simple dialogue with commands
Write own dialogue with new Muzzy characters, using new vocabulary
- 11 Finish writing dialogue; practice, perform for other students
Saying how often one does something
Understanding and using new vocabulary
Introduce clothing vocabulary
- 12 Review clothing vocabulary
Relay clothing
Song: *Lève toi, lève toi il fait beau* (Music That Teaches French)
- 13 Review clothing vocabulary and song
Review ingredients for a cake
Expressing needs
Saying that one wants something and responding
Asking whether one has something and responding
- 14 Review expressing needs and desires
Introduce food and drink vocabulary
Understanding and using new vocabulary

- 15 Using commands
Asking questions: *Qu'est-ce qui se passe? Qu'est-ce que c'est? Qui es-tu?*
Understanding and using new vocabulary
Song: *Qui a volé les biscuits? (Sing, Dance, Laugh and Eat Quiche I)*
- 16 Review *Muzzy II* (Part 1)
Referring to someone/no one
Using commands
Understanding and using new vocabulary
- 17 Using expressions of courtesy
Understanding and using new vocabulary
- 18 Review foods
Naming new foods
Offering foods to others and accepting or declining
Christmas project/French Christmas songs
- 19 Review foods
Review offering foods to others and accepting or declining
Understanding and using new vocabulary
Write own dialogue in party scene
- 20 *Idem.*
Practice, perform dialogue
Song: *Biftek (Sing, Dance, Laugh and Eat Quiche I)*
- 21 Review song: *Biftek*
Expressing actions that are happening in the present
Understanding and using new vocabulary
- 22 Review expressing actions that are happening in the present
Introduce expressing actions that happened in the past
Understanding and recognizing new vocabulary
Following commands; performing charades; guessing what happened with guidance
- 23 Review recognizing verbs in the past tense
Recounting, with guidance, events that happened in the past
Naming rooms and places in a house
- 24 Review past events
Review house vocabulary
Asking where someone/an object is: *Où est...?*
Review other questions and responses: *Qu'est-ce que c'est? C'est un/une...; Je ne sais pas*
Review colors
- 25 Review past events/questions and responses
Review *Muzzy II* (Part II)
- 26 Using expressions relating to calm and quiet
Saying that someone has to do something
Expressing future actions
- 27 *Idem.*
- 28 Expressing directions: *à droit, à gauche, tout droit*
Review someone/no one
Referring to something/nothing
Understanding and giving directions

- 29 Review directions
Understanding events that happened a long time ago
Telling about things that are happening now
Understanding and recognizing new vocabulary
- 30 Review directions
Review events a long time ago and now
Asking which way to go and responding
- 31 Giving directions
Understanding and using vocabulary
Writing and performing dialogue
- 32 Review *Muzzy II* (Part III)
Review clothing
Describing how things look and fit and responding
Comparing sizes
- 33 Review describing how things look and fit and responding
Comparing sizes
Understanding and using new vocabulary
- 34 Saying what is going to happen
Asking about health and responding
- 35 *Idem.*
Understanding and using new vocabulary
- 36 Placing a telephone call and responding
Practicing and using new vocabulary

HISTORY

REQUIRED TEXTS:

Hakim, Joy. *A History of US, Book Three: From Colonies to Country, 1735-1791*. New York: Oxford University Press, 1999.
 ----. *A History of US, Book Four: The New Nation, 1789-1850*. New York: Oxford University Press, 1999.
 Burrell, Roy. *First Ancient History*. New York: Oxford University Press, 2000.

SUPPLEMENTAL RESOURCES:

Dowley, Tim. *The Student Bible Atlas*. Minneapolis, MN: Augsburg Fortress, 1996.
 Pofahl, Jane. *Ancient Civilizations: Mesopotamia*. Minneapolis, MN: Instructional Fair, 1993.

TEACHER RESOURCES:

Hakim, Joy. *A History of US, Teacher Resources: Worksheets and Tests for Book Three & Four*. New York: Oxford University Press, 1999.*
 ----. *A History of US, Book Three: From Colonies to Country: 1735-1791, Teaching Guide for Second Edition*. New York: Oxford University Press, 1999.
 ----. *A History of US, Book Four: The New Nation: 1789-1850, Teaching Guide for Second Edition*. New York: Oxford University Press, 1999.

*The Teacher Resources text includes worksheets and tests to complement each *A History of US* text. Each worksheet clearly indicates the chapters it covers.

<u>WEEK</u>	<u>TOPIC</u>
1	From Hakim, <i>A History of US: From Colonies to Country, 1735-1791</i> Chapter 1: Freedom of the Press Chapter 2: Jenkins Ear Chapter 3: French and Indian War

- 2 Chapter 4: A Most Remarkable Man
Chapter 5: Pitt Steps In
Chapter 6: Good-bye France
- 3 Chapter 7: Staying in Charge
Chapter 8: What Is an American?
Chapter 9: A Girl Who Always Did Her Best
- 4 Chapter 10: The Rights of Englishmen
Chapter 11: A Taxing King
Chapter 12: The Firebrands
- 5 Chapter 13: A Massacre in Boston
Chapter 14: One If by Land, Two If by Sea
Chapter 15: An American Original
- 6 Chapter 16: On the Way to the Second Continental Congress
Chapter 17: Naming a General
Chapter 18: The War of the Hills
- 7 Chapter 19: Fighting Palm Trees
Chapter 20: Declaring Independence
Chapter 21: Signing Up
- 8 Chapter 22: Revolutionary Women and Children
Chapter 23: Freedom Fighters
Chapter 24: Soldiers from Everywhere
- 9 Chapter 25: Black Soldiers
Chapter 26: Fighting a War
Chapter 27: How Billy Wished France Wouldn't Join In
- 10 Chapter 28: Valley Forge to Vincennes
Chapter 29: The States Write Constitutions
Chapter 30: More About Choices
- 11 Chapter 31: When It's Over, Shout Hooray
Chapter 32: Experimenting with a Nation
Chapter 33: Looking Northwest
- 12 Chapter 34: A Man with Ideas
Chapter 35: A Philadelphia Welcome
Chapter 36: Summer in Philly
- 13 Chapter 37: A Slap on the Back
Chapter 38: Roger to the Rescue
Chapter 39: Just What Is a Constitution?
- 14 Chapter 40: Good Words and Bad
Chapter 41: No More Secrets
Chapter 42: If You Can Keep It
- 15 From Hakim, *A History of US: The New Nation, 1789-1850*
Chapter 1: The Father of Our Country
Chapter 2: About Being President
Chapter 3: The Parties Begin
- 16 Chapter 4: A Capital City
Chapter 5: Counting Noses
Chapter 6: The Adams Family Moves to Washington

- 17 Chapter 7: About President Adams
Chapter 8: Alien and Sedition: Awful and Sorry
Chapter 9: Something Important: Judicial Review
- 18 Chapter 10: Meet Mr. Jefferson
Chapter 11: Meriwether and William—or Lewis and Clark
Chapter 12: An Orator in a Red Jacket Speaks
- 19 Chapter 13: The Great Tekamthi, Also Called Tecumseh
Chapter 14: Osceola
Chapter 15: The Revolutionary War Part II, or the War of 1812
- 20 Chapter 16: The Other Constitution
Chapter 17: That Good President Monroe?
Chapter 18: JQA vs. AJ
- 21 Chapter 19: A Day of Celebration and Tears
Chapter 20: Old Hickory
Chapter 21: Yankee Ingenuity: Cotton and Muskets
- 22 Chapter 22: Modern Transportation
Chapter 23: Teakettle Power
Chapter 24: Making Words
- 23 Chapter 25: A Time to Weep
Chapter 26: The Second Seminole War
Chapter 27: History's Paradox
- 24 Chapter 28: A Man Who Didn't Do As His Neighbors Did
Chapter 29: African-Americans
Chapter 30: The King and His People
- 25 Chapter 31: Abolitionists Want to End Slavery
Chapter 32: Frederick Douglass
Chapter 33: Naming Presidents
- 26 Chapter 34: A Triumvirate Is Three People
Chapter 35: The Great Debate
Chapter 36: Liberty for All [Ends the study of U.S. history]

From Burrell, *First Ancient History*

- 27 Introduction: The Stone Age
Chapter 1: First Civilizations
Chapter 1: From Food Gathering to Farming
- 28 Chapter 1: From Hunting to Stock Farming
Chapter 1: Attraction of River Valleys
- 29 Chapter 1: Irrigation and Flood
Chapter 1: The Rise of the Leaders
- 30 Chapter 2: Sumer: The First Settlers
Chapter 2: The Useful Date Palm
- 31 Chapter 2: Nam-sha Learns to Read and Write
Chapter 2: Clay Bricks and Buildings
- 32 Chapter 2: Gods and Heroes
Chapter 2: Houses and Everyday Life

33	Chapter 2: Conquerors and Kings Chapter 2: Law Givers
34	Chapter 2: The Royal Tombs at Ur Chapter 2: Babylon
35	Chapter 2: Science in Babylon Chapter 2: Reading the Wedge-Shaped Writing
36	Review

GEOGRAPHY

REQUIRED TEXTS:

Billings, Henry. *Maps, Globes, Graphs: An Interactive Program, Level D*. Austin, TX: Harcourt Achieve, Inc., 2004.
 Johansen, Mary Lee. *Success with Maps, Level D*. New York: Scholastic, Inc., 1985.
 McConnell, David B. *Michigan Student Desktop Map Lessons*. Hillsdale, MI: Hillsdale Educational Publishers, Inc., 1988.
 Armento, Beverly. *This Is My Country*. Boston: Houghton Mifflin, 1991.

<u>WEEK</u>	<u>TOPIC</u>
1-2	From Billings, <i>Maps, Globes, Graphs</i> Directions and Legends
3-4	Intermediate Directions
5-6	Grids
7-8	Distance and Scale
9	Route Maps
10	Relief Maps
11-12	Latitude
13	Longitude
14	Graphs
15	From Johansen, <i>Success with Maps</i> Symbols, Colors, Patterns and Numbers
16	Landform, Bodies of Water, Boundaries and Borders
17	Scale and Distance, Road Maps, Map Grids and Special Purpose Maps
18	Comparing Maps, Hemispheres, Latitude and Longitude
19	Seasons, Earth in Space, and Time Zones
20-27	From McConnell, <i>Michigan Student Desktop Map Lessons</i> The Geography of Michigan
28-36	From <i>This Is My Country</i> The Midwest through The West

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

- Dinosaurs and Fossils*. Nashua, NH: Delta Education, Inc., 2004.
Electrical Currents. Nashua, NH: Delta Education, Inc., 2003.
Powders and Crystals. Nashua, NH: Delta Education, Inc., 1995.
Small Things and Microscopes. Nashua, NH: Delta Education, Inc., 1998.
Sound. Nashua, NH: Delta Education, Inc., 2004.
Weather Watching. Nashua, NH: Delta Education, Inc., 2003.

ADDITIONAL TEACHER RESOURCES:

- Cole, Joanna. *The Magic School Bus in the Haunted Museum*. New York: Scholastic, 1995.
----. *The Magic School Bus: In the Time of the Dinosaurs*. New York: Scholastic, 1994.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Weather Watching</i>
1	What Is Weather? (Session 1) Measuring Temperature What Is Weather? (Session 2)
2	Temperature Changes (Session 1) What Is Weather? (Session 3) Temperature Changes (Session 2)
3	Wind Direction (Session 1) Wind Strength (Session 1) Wind Direction (Session 2) Clouds (Session 1)
4	Wind Strength (Session 2) Clouds (Session 2) Precipitation (Session 1) Thunder and Lightning (Session 1)
5	Hurricanes (Session 1) Tornadoes
6	Rainbows Weather Maps
7	Hurricanes (Session 2)
	From <i>Electrical Currents</i>
8	Simple Circuits Electrical Symbols
9	Series and Parallel Series and Parallel Bulbs
10	A Paper Clip Switch Solid Conductors
11	Liquid Conductors Electrical Resistance

- 12 How Do Bulbs Work?
Making a Bulb
- 13 Making a Fuse
Circuit Puzzles
- 14 Evaluation: *Electrical Currents*
- From *Dinosaurs and Fossils*
- 15 Making Fossils (Session 1)
Making Fossils (Session 2)
- 16 Bone Detectives
How Big Is Big?
Shoe Prints
- 17 Stride and Height
Dinosaur Strides
How Dinosaurs Lived
- 18 Classification (Session 1)
Classification (Session 2)
Classifying Dinosaurs (Session 1)
- 19 Classifying Dinosaurs (Session 2)
On Your Toes!
- 20 Cole, *The Magic School Bus: In the Time of the Dinosaurs*
Evaluation: Dinosaur Classification
- From *Powders and Crystals*
- 21 What Is It?
Use Your Senses! (Sessions 1-2)
- 22 A Closer Look
What's My Name?
- 23 The Water Test
The Vinegar Test
- 24 The Iodine Test
The BTB Test
- 25 The Heat Test
Mystery Mixtures
- 26 Three New Substances
More Mystery Mixtures
- 27 Evaluation: *Powders and Crystals*
- From *Small Things and Microscopes*
- 28 The Mystery of Magnification
Flea Games
Mastering the Microscope
- 29 The Micro Detectives (Session 1)
The Micro Detectives (Session 2)
Patterns Appear

- 30 Dead or Alive?
Microscopic Building Blocks
The Secret Life of Animals
- 31 Population Explosion? (Session 1)
A Neighboring Safari
A Pond-Water Zoo
- 32 Population Explosion? (Session 2)
Evaluation: *Small Things and Microscopes*
- From *Sound*
- 33 How Do Sounds Vary? (Session 1)
How Do Sounds Vary? (Session 2)
Good Vibrations
- 34 How Sound Travels
How We Hear Sound
Bouncing Sound
- 35 Musical Vibrations
Loud or Soft?
High or Low?
- 36 Plink-Plank, Toot-Toot (Session 1)
Plink-Plank, Toot-Toot (Session 2)
Thick and Thin
Cole, *The Magic School Bus in the Haunted Museum*
Evaluation: *Sound*

ARITHMETIC

REQUIRED TEXT:

Hake, Stephen and John Saxon. *Math 6/5*, Third Edition. Norman, OK: Saxon Publishers, 2004.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5 Sequences: Digits Even and Odd Numbers Using Money to Illustrate Place Value Comparing Whole Numbers Naming Whole Numbers Through Hundreds: Dollars and Cents
2	Lessons 6-10 Adding One-Digit Numbers: Using the Addition Algorithm Writing and Comparing Numbers Through Hundred Thousands Subtraction Facts: Fact Families Practicing the Subtraction Algorithm Missing Addends
3	Lessons 11-13 Test 1 Investigation 1: Story Problems Story Problems About Combining Lines, Number Lines, Tally Marks Multiplication as Repeated Addition Adding and Subtracting Dollars and Cents
4	Lessons 14-17 Missing Numbers in Subtraction

- Making a Multiplication Table
- Test 2
- Story Problems About Separating
- Multiplying by One-Digit Numbers

- 5 Lessons 18-20
- Multiplying Three Factors
- Missing Numbers in Multiplication
- Division Facts
- Three Ways to Show Division
- Test 3

- 6 Lessons 21-25
- Investigation 2: Fractions: Halves, Fourths and Tenths
- Problems About Equal Groups
- One-Digit Division with a Remainder
- Divisibility by 2, 5 and 10
- Recognizing Halves
- Parentheses
- Associative Property
- Listing the Factors of Whole Numbers

- 7 Lessons 26-29
- Test 4
- Division Algorithm
- Reading Scales
- Measuring Time
- Multiplying by Multiples of 10 and 100

- 8 Lessons 30-32
- Interpreting Pictures of Fractions and Percents
- Test 5
- Investigation 3: Fractions: Thirds, Fifths and Eighths
- Pairs of Lines
- Angles
- Polygons

- 9 Lessons 33-36
- Rounding Numbers Using a Number Line
- Division with Zeros in the Quotient
- Problems About Comparing
- Problems About Elapsed Time
- Test 6
- Classifying Triangles

- 10 Lessons 37-40
- Drawing Pictures of Fractions
- Fractions and Mixed Numbers on a Number Line
- Comparing Fractions by Drawing Pictures
- Pictures of Mixed Numbers
- Writing Quotients as Mixed Numbers (Part 1)
- Test 7

- 11 Lessons 41-44
- Investigation 4: Measuring Angles
- Adding and Subtracting Fractions with Common Denominators
- Short Division
- Writing Quotients as Mixed Numbers (Part 2)
- Adding and Subtracting Whole Numbers, Fractions and Mixed Numbers
- Measuring Lengths with a Ruler

- 12 Lessons 45-48
Classifying Quadrilaterals
Test 8
Stories About a Fraction of a Group
Simplifying Mixed Measures
Reading and Writing Whole Numbers in Expanded Notation
- 13 Lessons 49-51
Solving Two-Step Word Problems
Finding an Average
Test 9
Investigation 5: Organizing and Analyzing Data
Multiplying by Two-Digit Numbers
- 14 Lessons 52-55
Naming Numbers Through Hundred Billions
Perimeter
Measures of a Circle
Dividing by Multiples of 10
Multiplying by Three-Digit Numbers
Test 10
- 15 Lessons 56-60
Multiplying by Three-Digit Numbers That Include 0
Simple Probability
Writing Quotients as Mixed Numbers (Part 3)
Fractions Equal to 1
Subtracting a Fraction from 1
Finding a Fraction to Complete a Whole
- 16 Lessons 61-63
Test 11
Investigation 11
Using Letters to Identify Geometric Figures
Estimating Arithmetic Answers
Subtracting a Fraction from a Whole Number Greater Than 1
- 17 Lessons 64-67
Using Money to Model Decimal Numbers
Decimal Parts of a Meter
Test 12
Reading a Centimeter Scale
Writing Tenths and Hundredths as Decimal Numbers
- 18 Lessons 68-70
Naming Decimal Numbers
Fractions of a Second
Comparing and Ordering Decimal Numbers
Writing Equivalent Decimal Numbers
Writing Cents Correctly
Test 13
Investigation 7: Pattern Recognition
- 19 Lessons 71-75
Fractions, Decimals and Percents
Area (Part 1)
Adding and Subtracting Decimal Numbers
Converting Units of Length
Changing Improper Fractions to Whole or Mixed Numbers

- 20 Lessons 76-79
Test 14
Multiplying Fractions
Converting Units of Weight and Mass
Exponents and Powers
Finding Equivalent Fractions by Multiplying by 1
- 21 Lessons 80-82
Prime and Composite Numbers
Test 15
Investigation 8: Displaying Data
Reducing Fractions (Part 1)
Greatest Common Factor (GCF)
- 22 Lessons 83-86
Properties of Geometric Solids
Mean, Median, Mode and Range
Converting Units of Capacity
Test 16
Multiplying Fractions and Whole Numbers
- 23 Lessons 87-90
Using Manipulatives and Sketches to Divide Fractions
Transformations
Finding a Square Root
Reducing Fractions (Part 2)
Test 17
- 24 Lessons 91-94
Investigation 9: Line Graphs
Simplifying Improper Fractions
Dividing by Two-Digit Numbers
Comparative Bar Graphs
Using Estimation When Dividing by Two-Digit Numbers
- 25 Lessons 95-98
Reciprocals
Test 18
Using Reciprocals to Divide Fractions
Ratios
Negative Numbers
- 26 Lessons 99-101
Adding and Subtracting Whole Numbers and Decimal Numbers
Simplifying Decimal Numbers
Test 19
Investigation 10: Graphing Points on a Coordinate Plane
Rounding Mixed Numbers to the Nearest Whole Number
- 27 Lessons 102-105
Subtracting Decimal Numbers Using Zeros
Volume
Rounding Decimal Numbers to the Nearest Whole Number
Symmetry
Test 20
- 28 Lessons 106-110
Reading and Ordering Decimal Numbers Through Ten-Thousandths
Using Percent to Name Part of a Group
Schedules

Multiplying Decimal Numbers
Using Zeros as Placeholders

- 29 Lessons 111-113
Test 21
Investigation 11: Scale Drawings
Multiplying Decimal Numbers by 10, 100 and 1,000
Finding the Least Common Multiple of Two Numbers
Writing Mixed Numbers as Improper Fractions
- 30 Lessons 114-117
Problems with No Solutions or Many Solutions
Area (Part 2)
Test 22
Finding Common Denominators to Add, Subtract and Compare Fractions
Dividing a Decimal Number by a Whole Number
- 31 Lessons 118-120
Using Zero as a Placeholder
Dividing Decimal Numbers by 10, 100 and 1,000
Dividing by a Decimal Number
Multiplying Mixed Numbers
Test 23
- 32-33 Investigation 12: Tessellations
Topic A: Roman Numerals Through 39
- 34-35 Topic B: Roman Numerals Through Thousands
Topic C: Base 5
- 36 Review



Fifth Grade

READ ALOUD

James, Kate. *Poems for Children*. New York: Derrydale, 1993.
Newton, Stanley D. *Paul Bunyan of the Great Lakes*. AuTrain, MI: Avery, 1992.
Razzi, Jim. *Custer and Crazy Horse*. New York: Scholastic, 1989.
Russell, William F., ed. *Classic Myths to Read Aloud*. New York: Crown, 1989.
Smith, Jessie Wilcox. *A Child's Book of Stories*. New York: Children's Classics, 1988.
Thurber, James. *Many Moons*. New York: Harcourt Brace Jovanovich, 1970.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Bishop, Claire Huchet, as told by Janet Joly. *Twenty and Ten*. New York: Puffin, 1978.
Cohen, Barbara. *Thank You, Jackie Robinson*. New York: Scholastic, 1974.
DeJong, Meindert. *The House of Sixty Fathers*. New York: HarperCollins Children's Books, 1987.
Farley, Walter. *The Black Stallion*. New York: Random House, 1944.
Henry, Marguerite. *Justin Morgan Had a Horse*. London: Aladdin, 1991.
Rand, Phyllis. *God's Gift of Language B*. Pensacola, FL: A Beka Book, 1999.
Stoutenburg, Adrien. *American Tall Tales*. New York: Penguin, 1976.
Tolkien, J.R.R. *The Hobbit*. Boston: Houghton Mifflin Company, 1966.
Holy Bible, New International Version

WEEKLY OUTLINE:

In conjunction with the study of *Thank You, Jackie Robinson*, Weeks 24-27, students will learn how to do a book report using Rand's *God's Gift of Language B*, pages 194-199. Students then select a book (outside of the required texts) on which to write a book report during Weeks 28-30. Book selection is subject to the teacher's approval. The report must follow the format described in Rand's *God's Gift of Language B*, pages 194-199.

<u>WEEK</u>	<u>TOPIC</u>
1-2	<i>Holy Bible</i> : Ruth
3-5	<i>Twenty and Ten</i>
6-8	<i>American Tall Tales</i>
9-13	<i>The House of Sixty Fathers</i>
14-18	<i>Justin Morgan Had a Horse</i>
19-23	<i>The Black Stallion</i>

- 24-27 *Thank You, Jackie Robinson*
- 28-30 Book Report
- 31-36 *The Hobbit*

GRAMMAR AND MECHANICS

REQUIRED TEXT:

Rand, Phyllis. *God’s Gift of Language B*. Pensacola, FL: A Beka Book, 1999.*

*As an alternative to the A Beka program, Hillsdale Academy also recommends the following:
 Warriner, John E. *English Composition and Grammar: Introductory Course*. Chicago: Harcourt Brace Jovanovich, 1988.

TEACHER RESOURCE:

Rand, Phyllis. *God’s Gift of Language B: Writing and Grammar Work Text*, Second Edition. Pensacola, FL: A Beka Book, 1999.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5
2	Lessons 6-10
3	Lessons 11-15
4	Lessons 16-18
5	Lessons 19-24
6	Lessons 25-30
7	Lessons 31-36
8	Lessons 37-41
9	Lessons 42-45
10	Lessons 46-50
11	Lessons 51-55
12	Lessons 56-59
13	Lessons 60-65
14	Lessons 66-70
15	Lessons 71-75
16	Lessons 76-81
17	Lessons 82-86
18	Lessons 87-91
19	Lessons 92-96
20	Lessons 97-101
21	Lessons 102-105

22	Lessons 106-110
23	Lessons 111-116
24	Lessons 117-122
25	Lessons 123-129
26	Lessons 130-136
27	Lessons 137-142
28	Lessons 143-148
29	Lessons 149-151
30	Lessons 152-157
31	Lessons 158-164
32	Lessons 165-170
33-36	Review

PENMANSHIP

REQUIRED TEXT:

Hackney, Clinton S. *Zaner-Bloser Handwriting, Level 6*. Columbus, OH: Zaner-Bloser, Inc., 2003.

TEACHER RESOURCE:

Hackney, Clinton S. *Zaner-Bloser Handwriting, Level 6, Teacher's Edition*. Columbus, OH: Zaner-Bloser, Inc., 2003.

WEEKLY OUTLINE:

Penmanship is taught only for the first two trimesters.

<u>WEEK</u>	<u>TOPIC</u>
1	Pages 4-5
2	Pages 6-7
3	Pages 8-9
4	Page 10
5	Pages 14-17
6	Pages 18-22
7	Pages 23-27
8	Pages 28-31
9	Pages 32-36
10	Pages 37-40
11	Pages 41-44
12	Page 45

13	Page 46
14	Pages 48-49
15	Pages 50-51
16	Pages 52-53
17	Pages 56-57
18	Page 58
19	Page 60
20	Page 62

SPELLING

REQUIRED TEXT:

Woodruff, G. Willard and George N. Moore. *Working Words in Spelling*, Revised Edition. Lexington, MA: D.C. Heath and Company, 1994.

TEACHER RESOURCE:

Woodruff, G. Willard and George N. Moore. *Working Words in Spelling, Level 6*, Teacher's Edition. Lexington, MA: D.C. Heath and Company, 1994.

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5
6	Lesson 6 Review
7	Lesson 7
8	Lesson 8
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12 Review
13	Lesson 13
14	Lesson 14
15	Lesson 15

16	Lesson 16
17	Lesson 17
18	Lesson 18 Review
19	Lesson 19
20	Lesson 20
21	Lesson 21
22	Lesson 22
23	Lesson 23
24	Lesson 24 Review
25	Lesson 25
26	Lesson 26
27	Lesson 27
28	Lesson 28
29	Lesson 29
30	Lesson 30 Review
31	Lesson 31
32	Lesson 32
33	Lesson 33
34	Lesson 34
35	Lesson 35
36	Lesson 36 Review

VOCABULARY

REQUIRED TEXT:

Hodkinson, Kenneth and Sandra Adams. *Wordly Wise 3000, Book 3*. Cambridge, MA: Educators Publishing Service, Inc., 1999.

<u>WEEK</u>	<u>WORD LIST</u>
1-2	1
3-4	2
5-6	3

7-8	4
9-10	5
11-12	6
13-14	7
15-16	8
17-18	9
19-20	10
21-22	11
23-24	12
25-26	13
27-28	14
29-30	15
31-32	16
33-34	17-18
35-36	19-20

FRENCH

REQUIRED TEXTS:

Vallette, Jean-Paul, and Rebecca M. *Discovering French – Bleu*. Evanston, IL: Houghton Mifflin, 2001.
 -----. *Discovering French – Bleu Activity Book*. Evanston, IL: Houghton Mifflin, 2001.

WEEKLY OUTLINE:

The curriculum for Grade 5 and Grade 6 French is identical.

<u>WEEK</u>	<u>TOPIC</u>
1	Review alphabet Review numbers 1-1,000 Review days of the week/month/weather/seasons Introduce useful expressions for the FL classroom
2	Recognizing cognates Naming Francophone countries Learning continents and bodies of water
3	Review countries/continents/bodies of water Introduction of France: Regions/mountains/rivers/borders with other countries Learning to use the textbook
4	Leçon 1: <i>La rentrée</i> review Saying hello and asking someone's name Introducing oneself and spelling one's name Talking about telephone numbers Recognizing spelling marks and accents

- 5 *Leçon 2: Tu es français?*
Talking about your nationality and where you are from
Using masculine and feminine adjectives
Using *je suis* and *tu es*
Recognizing silent letters at the end of words
- 6 Review *Leçon 2*
Review numbers
- 7 *Leçon 3: Salut! Ça va?*
Greeting friends/classmates/teachers/other adults appropriately
Asking how people feel
Expressing feelings of frustration and appreciation
Saying good-bye
Pronunciation: Final consonants
- 8 Learning how to address adults: *Monsieur/Madame/Mademoiselle*
Review *Leçon 3*
Leçon 4: Quelle heure est-il?
Review *du matin, de l'après-midi, du soir*
- 9 Review time
Asking for and indicating time, including hours, half hours, quarter hours and minutes
Asking and saying when certain events are scheduled
Talking about appointments or dates
Quelle heure vs. À quelle heure/Il est vs. À
Learning about the French 24-hour clock system
- 10 *Idem.*
Write a dialogue, using material from *Leçons 1-4*
- 11 Finish writing dialogue; practice, perform in class
Leçon 5: Copain ou copine?
Introducing or pointing out someone
Finding out who someone is
Talking about people: Indefinite articles
Saying telephone numbers using double-digits
Using liaison to link words in French
- 12 *Idem.*
- 13 *Leçon 6: Une coïncidence*
Finding out another person's name
Describing people and giving their nationalities
Inquiring about people: Definite articles
Pronunciation: Nasal vowels
- 14 *Idem.*
Mini-lesson: Québec, Canada
- 15 *Leçon 7: Les photos d'Isabelle*
Finding out how old a friend is
Asking about how old others are
Introducing and talking about family members: Possessive pronouns
- 16 Review
Pronunciation: Nasal vowels
Christmas project/French Christmas songs
- 17 Review *Leçon 7*
Leçon 8: Le jour et la date

- Review talking about days of the week
 Telling people when you will see them again
 Review talking about the date/expressing the date in French
 Talking about birthdays
 Using casual question forms: *C'est quand?*
- 18 *Idem.*
 Comparing date patterns in French and English
- 19 Talking about French and American holidays
 Making calendars with French and American holidays/birthdays of classmates
 Scavenger hunt
- 20 *Leçon 9: Tu as faim?*
 Saying you are hungry
 Offering a friend something; asking a friend for something
 Talking about foods—additional vocabulary
 Using indefinite articles for masculine and feminine nouns
- 21 Review *Leçon 9*
 Recognizing and repeating intonation
Leçon 10: Au café
 Identifying beverages
 Ordering beverages in a café
 Requesting something from a friend and from an adult, using *s'il te plaît* and *s'il vous plaît*
- 22 Pronunciation: Stressing final syllables of words or groups of words
 Learning about *le café*
 Review *Leçon 10*
- 23 *Leçon 11: Ça fait combien?*
 Talking about menu items
 Asking how much something costs
 Asking a friend to lend you some money
- 24 *Idem.*
 Using *il* and *elle* to replace subject pronouns
 Pronunciation: The consonant “r”
- 25 Review *Leçons 9-11*
 Make a menu with prices in euros
 Write a dialogue with customers and waiter in a café setting
- 26 Continue writing dialogue; practice, perform in class
- 27 *Leçon 12: Le temps*
 Talking about the weather—additional vocabulary
 Using weather expressions
- 28 *Idem.*
 Review seasons
 Game: *Le jeu de l'oie des saisons*
- 29 Talking about the weather—*la météo*—in different parts of the world
 Write a weather report: Choose three cities around the world, season; use props to illustrate weather
 Practice, perform weather report
- 30 Talking about weather/seasons/clothing
 Review clothing vocabulary

- 31 Choose season and write a fashion show script using clothing for that season
Practice, perform fashion show
- 32 Photo Essay: *À l'école en France*
Learning about the French school system: Grade levels and grading system
Comparing typical French and American class days
Learning about French courses of study: Subjects, schedule
- 33 Leçon 13: *Mes activités*
Describing daily activities
Saying what people like to do and don't like to do
Verb—aimer
- 34 *Idem.*
Talking about what you want, would like, and do not want or like to do
- 35 *Idem.*
Inviting a friend, accepting an invitation, turning down an invitation
- 36 Review: Leçon 13
Write a short dialogue inviting a friend
Practice, perform dialogue

HISTORY

REQUIRED TEXTS:

Hakim, Joy. *A History of US, Book Seven: Reconstructing America, 1865-1890*. New York: Oxford University Press, 1999.

----- *A History of US, Book Six: War, Terrible War, 1855-1865*. New York: Oxford University Press, 1999.

Perl, Lila. *The Ancient Egyptians*. New York: Franklin Watts, 2004.

SUPPLEMENTAL RESOURCES:

Allan, Tony. *Pharaohs and Pyramids*. London: Usborne Publishing, Ltd., 1997.

Green, Roger Lancelyn. *Tales of Ancient Egypt*. New York: Penguin Group, 2004.

Payne, Elizabeth. *The Pharaohs of Ancient Egypt*. New York: Random House, 1964.

WEEK TOPIC

- | | |
|---|--|
| | From Hakim, <i>A History of US: War, Terrible War, 1855-1865</i> |
| 1 | Chapter 1: Americans Fighting Americans
Chapter 2: The War Begins
Chapter 3: Harriet and Uncle Tom |
| 2 | Chapter 4: Harriet, Also Known as Moses
Chapter 5: Abraham Lincoln
Chapter 6: New Salem |
| 3 | Chapter 7: Mr. President Lincoln
Chapter 8: President Jefferson Davis
Chapter 9: Slavery |
| 4 | Chapter 10: John Brown's Body
Chapter 11: Lincoln's Problems
Chapter 12: The Union Generals |
| 5 | Chapter 13: The Confederate Generals
Chapter 14: President Davis's Problems
Chapter 15: Choosing Sides |

- 6 Chapter 16: The Soldiers
Chapter 17: Willie and Tad
Chapter 18: General McClellan's Campaign
- 7 Chapter 19: War at Sea
Chapter 20: Emancipation Means Freedom
Chapter 21: Determined Soldiers
- 8 Chapter 22: Marching Soldiers
Chapter 23: Awesome Fighting
Chapter 24: Lee the Fox
- 9 Chapter 25: Speeches at Gettysburg
Chapter 26: More Battles—Will it Ever End?
Chapter 27: The Second Inaugural
- 10 Chapter 28: Closing in on the End
Chapter 29: Mr. McLean's Parlor
Chapter 30: A Play at Ford's Theater
- 11 Chapter 31: After Words

From Hakim, *A History of US: Reconstructing America, 1865-1890*

- 12 Chapter 1: Reconstruction Means Rebuilding
Chapter 2: Who Was Andrew Johnson?
Chapter 3: Presidential Reconstruction
- 13 Chapter 4: Slavery and States' Rights
Chapter 5: Congressional Reconstruction
Chapter 6: Thaddeus Stevens: Radical
- 14 Chapter 7: Impeaching a President
Chapter 8: Welcome to Meeting Street
Chapter 9: A Southern Girl's Diary
- 15 Chapter 10: A Failed Revolution
Chapter 11: Meanwhile, Out West
Chapter 12: Riding the Trail
- 16 Chapter 13: Rails Across the Country
Chapter 14: Taking the Train
Chapter 15: Fencing the Homestead
- 17 Chapter 16: Reaping a Harvest
Chapter 17: The Trail Ends on a Reservation
Chapter 18: The People of the Pierced Noses
- 18 Chapter 19: A Villain, a Dreamer, a Cartoonist
Chapter 20: Phineas Taylor Barnum
Chapter 21: Huck, Tom and Friends
- 19 Chapter 22: Immigrants Speak
Chapter 23: More About Immigrants
Chapter 24: The Strange Case of the Chinese Laundry
- 20 Chapter 25: Going to Court
Chapter 26: Tea in Wyoming
Chapter 27: Are You a Citizen If You Can't Vote?

21	Chapter 28: Mary in the Promised Land Chapter 29: One Hundred Candles Chapter 30: How Were Things in 1876?
22	Chapter 31: The Wizard of Electricity Chapter 32: Jim Crow—What a Fool! Chapter 33: Ida B. Wells
23	Chapter 34: Lynching Means Killing by a Mob Chapter 35: A Man and His Times Chapter 36: A Man Ahead of His Times
24	Chapter 37: End Words
	From Perl, <i>The Ancient Egyptians</i>
25	Introduction: How We Know About Ancient Egypt
26	Chapter 1: Farmers, Bakers and Brewers
27	Chapter 2: Priests and Scribes
28	Chapter 3: Kings, Queens and Pharaohs
29	Chapter 4: Builders in Stone
30	Chapter 5: Quarrymen and Craft Workers
31	Chapter 6: Warriors and Captives
32	Chapter 7: Mummy Makers
33	Chapter 8: Legacy of Ancient Egypt
34-36	Review

GEOGRAPHY

REQUIRED TEXT:

Billings, Henry. *Maps, Globes, Graphs, Level E*. Orlando, FL: Steck-Vaughn, 2000.

SUPPLEMENTAL RESOURCES:

Finch, Spencer. *Maps for the Overhead: United States Geography*. New York: Scholastic, 2004.

Gravois, Michael. *Spectacular State Report Projects for Any State*. New York: Scholastic, 2001.

Schneider, Steven. *A Thematic Unit About My State: Open-ended Activities for Any State*. Monterey, CA: Evan-Moor, 1996.

TEACHER RESOURCE:

Maps, Globes, Graphs, Level E, Teacher's Edition. Orlando, FL: Steck-Vaughn, 2000.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Maps, Globes, Graphs, Level E</i>
1-2	Chapter 1
3-4	Chapter 2
5	Geography Themes Up Close: Place
6-7	Chapter 3

8-9	Chapter 4
10	Geography Themes Up Close: Movement
11-12	Chapter 5
13-14	Chapter 6
15	Geography Themes Up Close: Human/Environment Interaction
16-17	Chapter 7
18-19	Chapter 8
20	Geography Themes Up Close: Regions
21-22	Chapter 9
23-24	Chapter 10
25	Geography Themes Up Close: Location
26-27	Chapter 11
28-29	Chapter 12
30-36	Use supplemental resources and other teacher-developed materials for U.S. states and capitals, culminating in a state research report

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Erosion. Nashua, NH: Delta Education, Inc., 1994.

Food Chains and Webs, Third Edition. Nashua, NH: Delta Education, Inc., 2003.

You and Your Body. Nashua, NH: Delta Education, Inc., 1996.

Electromagnetism. Nashua, NH: Delta Education, Inc., 1997.

Lenses and Mirrors. Nashua, NH: Delta Education, Inc., 1994.

Earth, Moon, and Sun. Nashua, NH: Delta Education, Inc., 1994.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Earth, Moon, and Sun</i>
1	Activity 1: Solar Journal Activity 2: Lunar Journal
2	Activity 3: How Big Are the Planets? Activity 4: How Far Are the Planets?
3	Activity 5: The Earth-Moon System Activity 6: The Rectified Globe Activity 7: The Human Sundial
4	Activity 8: Earth's Motion in Space Activity 9: The Reason for the Seasons

- 5 Activity 10: Modeling Moon Phases
Activity 11: Eclipses of All Kinds
Activity 12: Tides
- 6 Activity 13: Simple Celestial Navigation
Assessment Activity
- From *Lenses and Mirrors*
- 7 Activity 1: Mirrors and Reflection
Activity 2: Tic-Tac-Reflect
- 8 Activity 3: Pinhole Viewer
Activity 4: Mirror Maze
- 9 Activity 5: Hinged Mirrors
Activity 6: Corner Mirrors
Activity 7: Curved Mirrors
- 10 Activity 8: Lenses and Refraction
Activity 9: Images
- 11 Activity 10: Seeing Inside Your Eye
Activity 11: Testing Your Eyesight
- 12 Activity 12: Inventor's Workshop
Assessment Activity
- From *You and Your Body*
- 13 Activity 1: Human Bone
Activity 2: Muscles and Movement
Activity 3: Reaction Time
- 14 Activity 4: The Pumping Heart
Activity 5: Lung Volume and Vital Capacity
Activity 6: Lung Function
- 15 Activity 7: Skin
Activity 8: Teeth
- 16 Activity 9: Testing for Fat
Activity 10: Testing for Protein
Activity 11: Testing for Carbohydrates
- 17 Activity 12: Human Nutrition
Activity 13: Smell
- 18 Activity 14: Touch, Hearing and Sight
Assessment Activity
- From *Electromagnetism*
- 19 Activity 1: Magnetic Attraction
Activity 2: Magnetic Fields
- 20 Activity 3: Multiple Magnets
Activity 4: Temporary Magnetism
- 21 Activity 5: A Compass in a Circuit
Activity 6: Building an Electromagnet
- 22 Activity 7: Talking with a Telegraph
Activity 8: Building a Buzzer

- 23 Activity 9: A Simple Motor
Activity 10: A Motor Model
- 24 Activity 11: Opposing Electromagnetic Fields
Assessment Activity
- From *Food Chains and Webs*
- 25 Activity 1: Soil
Activity 2: Plants and Soil
- 26 Activity 3: Plants as Producers
Activity 4: Observing Crickets
- 27 Activity 5: Observing Anoles
Activity 6: Observing Earthworms
- 28 Activity 7: Animal Behavior
Activity 8: What Do Crickets Eat?
- 29 Activity 9: Earthworms and Decomposers
Activity 10: Mystery Pellets
- 30 Activity 11: Food Chain Game
Activity 12: Web of Life
Assessment Activity
- From *Erosion*
- 31 Activity 1: Weathering
Activity 2: Erosion
- 32 Activity 3: The Roots of Erosion
Activity 4: Rock Races
- 33 Activity 5: Is it Inclined to Erode?
Activity 6: Erosion and Flooding
- 34 Activity 7: Water In, Water Out
Activity 8: Two Soil Types
- 35 Activity 9: River Sediment
Activity 10: Shoreline Erosion
- 36 Activity 11: Wind Erosion
Activity 12: Erosion and Glaciers
Assessment Activity

ARITHMETIC

REQUIRED TEXT:

Hake, Stephen and John Saxon. *Saxon Math 7/6*. Norman, OK: Saxon Publishers, 2004.

TEACHER RESOURCE:

Hake, Stephen and John Saxon. *Saxon Math 7/6*, Teacher's Manual, Vol. 1 and 2. Norman, OK: Saxon Publishers, 2004.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5 Adding Whole Numbers and Money Subtracting Whole Numbers and Money Fact Families (Part 1)

- Multiplying Whole Numbers and Money
 - Dividing Whole Numbers and Money
 - Fact Families (Part 2)
 - Missing Numbers in Addition
 - Missing Numbers in Subtraction
 - Missing Numbers in Multiplication
 - Missing Numbers in Division
 - Order of Operations (Part 1)
- 2
- Lessons 6-10
 - Fractional Parts
 - Lines, Segments and Rays
 - Linear Measure
 - Perimeter
 - The Number Line: Ordering and Comparing
 - Sequences
 - Scales
- 3
- Lessons 11-14
 - Problems About Combining
 - Problems About Separating
 - Place Value Through Trillions
 - Multistep Problems
 - Problems About Comparing
 - Elapsed-Time Problems
 - The Number Line: Negative Numbers
 - Investigation 1: Frequency Tables, Histograms, Surveys
- 4
- Lessons 15-19
 - Problems About Equal Groups
 - Rounding Whole Numbers
 - Estimating
 - The Number Line: Fractions and Mixed Numbers
 - Average
 - Line Graphs
 - Factors
 - Prime Numbers
- 5
- Lessons 20-23
 - Greatest Common Factor (GCF)
 - Divisibility
 - Equal Groups' Stories with Fractions
 - Ratio
 - Investigation 2: Investigating Fractions with Manipulatives
- 6
- Lessons 24-28
 - Adding and Subtracting Fractions That Have Common Denominators
 - Writing Division Answers as Mixed Numbers
 - Multiples
 - Using Manipulatives to Reduce Fractions
 - Adding and Subtracting Mixed Numbers
 - Measures of a Circle
 - Angles
- 7
- Lessons 29-32
 - Multiplying Fractions
 - Reducing Fractions by Dividing by Common Factors
 - Least Common Multiple (LCM)
 - Reciprocals
 - Areas of Rectangles

- Expanded Notation
- More on Elapsed Time
- Investigation 3: Measuring and Drawing Angles with a Protractor

- 8 Lessons 33-37
 - Writing Percents as Fractions (Part 1)
 - Decimal Place Value
 - Writing Decimal Numbers as Fractions (Part 1)
 - Reading and Writing Decimal Numbers
 - Subtracting Fractions and Mixed Numbers from Whole Numbers
 - Adding and Subtracting Decimal Numbers

- 9 Lessons 38-41
 - Adding and Subtracting Decimal Numbers and Whole Numbers
 - Squares and Square Roots
 - Multiplying Decimal Numbers
 - Using Zero as a Placeholder
 - Circle Graphs
 - Finding a Percent of a Number
 - Investigation 4: Data Collection and Surveys

- 10 Lessons 42-46
 - Renaming Fractions by Multiplying by 1
 - Equivalent Division Problems
 - Missing-Number Problems with Fractions and Decimals
 - Simplifying Decimal Numbers
 - Comparing Decimal Numbers
 - Dividing a Decimal Number by a Whole Number
 - Writing Decimal Numbers in Expanded Notation
 - Mentally Multiplying Decimal Numbers by 10 and by 100

- 11 Lessons 47-50
 - Circumference
 - Pi (π)
 - Subtracting Mixed Numbers with Regrouping (Part 1)
 - Dividing by a Decimal Number
 - Decimal Number Line (Tenths)
 - Dividing by a Fraction
 - Investigation 5: Displaying Data

- 12 Lessons 51-55
 - Rounding Decimal Numbers
 - Mentally Dividing Decimal Numbers by 10 and by 100
 - Decimal Charts
 - Simplifying Fractions
 - Reducing by Grouping Factors Equal to 1
 - Dividing Fractions
 - Common Denominators (Part 1)

- 13 Lessons 56-60
 - Common Denominators (Part 2)
 - Adding and Subtracting Fractions: Three Steps
 - Probability and Chance
 - Adding Mixed Numbers
 - Polygons

- 14 Lessons 61-64
 - Adding Three or More Fractions
 - Writing Mixed Numbers as Improper Fractions
 - Subtracting Mixed Numbers with Regrouping (Part 2)

Classifying Quadrilaterals
Investigation 6: Attributes of Geometric Solids

- 15 Lessons 65-69
Prime Factorization
Division by Primes
Factor Trees
Multiplying Mixed Numbers
Using Prime Factorization to Reduce Fractions
Dividing Mixed Numbers
Lengths of Segments
Complementary and Supplementary Angles
- 16 Lessons 70-73
Reducing Fractions Before Multiplying
Parallelograms
Fractions Chart
Multiplying Three Fractions
Exponents
Writing Decimal Numbers as Fractions (Part 2)
Investigation 7: The Coordinate Plane
- 17 Lessons 74-78
Writing Fractions as Decimal Numbers
Writing Fractions and Decimals as Percents (Part 1)
Comparing Fractions by Converting to Decimal Form
Finding Unstated Information in Fraction Problems
Capacity
- 18 Lessons 79-82
Area of a Triangle
Using Scale Factor to Solve Ratio Problems
Arithmetic with Units of Measure
Volume of a Rectangular Prism
Investigation 8: Geometric Construction of Bisectors
- 19 Lessons 83-87
Proportions
Order of Operations (Part 2)
Using Cross Products to Solve Proportions
Area of a Circle
Finding Missing Factors
- 20 Lessons 88-91
Using Proportions to Solve Ratio Problems
Estimating Square Roots
Measuring Turns
Geometric Formulas
Investigation 9: Experimental Probability
- 21 Lessons 92-96
Expanded Notation with Exponents
Order of Operations with Exponents
Powers of Fractions
Classifying Triangles
Writing Fractions and Decimals as Percents (Part 2)
Reducing Units Before Multiplying
Functions
Graphing Functions

22	Lessons 97-100 Transversals Sum of the Angle Measures of Triangles and Quadrilaterals Fraction-Decimal-Percent Equivalents Algebraic Addition of Integers Investigation 10: Compound Experiments
23	Lessons 101-105 Ratio Problems Involving Totals Mass and Weight Perimeter of Complex Shapes Algebraic Addition Activity Using Proportions to Solve Percent Problems
24	Lessons 106-110 Two-Step Equations Area of Complex Shapes Transformations Corresponding Parts Similar Triangles Symmetry
25	Lessons 111-114 Applications Using Division Multiplying and Dividing Integers Adding and Subtracting Mixed Measures Multiplying by Powers of 10 Unit Multipliers Investigation 11: Scale Drawings and Models
26	Lessons 115-119 Writing Percents as Fractions (Part 2) Compound Interest Finding a Whole When a Fraction Is Known Estimating Area Finding a Whole When a Percent Is Known
27	Investigation 12: Platonic Solids Topic A: Roman Numerals
28-36	Review



Sixth Grade

READ ALOUD

Colum, Padraic. *The Children's Homer: The Adventures of Odysseus and the Tale of Troy*. New York: Collier Books, 1982.
Fleischman, Sid. *By the Great Horn Spoon*. New York: Little, Brown for Young Readers, 1988.
Winterfield, Henry. *Detectives in Togas*. Orlando, FL: Odyssey Classics, 2002.
----- *Mystery of the Roman Ransom*. Orlando, FL: Odyssey Classics, 2002.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Colum, Padraic. *The Children's Homer*. New York: Aladdin, 2004.
De Angeli, Marguerite. *The Door in the Wall*. New York: Laurel Leaf, 1998.
Gipson, Fred. *Old Yeller*. New York: Harper Perennial Modern Classics, 2001.
Morrow, Honore. *On to Oregon*. New York: HarperCollins, 1991.
Speare, Elizabeth George. *The Bronze Bow*. Boston, MA: Houghton Mifflin, 1997.
Sperry, Armstrong. *Call It Courage*. New York: Aladdin, 1990.
Tunis, John R. *Go Team, Go!* New York: HarperTrophy, 1991.
Ullman, James Ramsey. *Banner in the Sky*. New York: HarperTrophy, 1988.
Yates, Elizabeth. *Amos Fortune*. New York: Puffin, 1989.

<u>WEEK</u>	<u>TOPIC</u>
1-3	<i>Old Yeller</i>
4-6	<i>Call It Courage</i>
7-9	<i>Amos Fortune</i>
10-12	<i>The Door in the Wall</i>
13-17	<i>On to Oregon</i>
18-23	<i>The Bronze Bow</i>
24-29	<i>Banner in the Sky</i>
30-32	<i>Go Team, Go!</i>
33-36	<i>The Children's Homer</i>

GRAMMAR AND MECHANICS

REQUIRED TEXT:*

A Beka Book, ed. *Language Arts 6 Curriculum*. Pensacola, FL: A Beka Book, 1996.

*As an alternative to the A Beka Program, Hillsdale Academy recommends the following:

Warriner, John E. *English Composition and Grammar: First Course*. Orlando, FL: Harcourt Brace Jovanovich, 1988.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-4
2	Lessons 5-9
3	Lessons 10-13
4	Lessons 24-27
5	Lessons 28-30
6	Lessons 31-33
7	Lessons 34-37
8	Lessons 38-40
9	Lessons 41-43
10	Lessons 44-46
11	Lessons 47-49
12	Lessons 50-51
13	Lessons 52-58
14	Lessons 59-66
15	Lessons 67-73
16	Lessons 74-79
17	Lessons 80-84
18	Lessons 85-88
19	Lessons 89-92
20	Lessons 93-96
21	Lessons 97-100
22	Lessons 108-111
23	Lessons 112-115
24	Lessons 116-118
25	Lessons 119-124
26	Lessons 125-129

27	Lessons 130-133
28	Lessons 144-148
29	Lessons 149-153
30	Lessons 154-158
31	Lessons 159-161
32	Lessons 162-166
33	Lessons 167-170
34-36	Review

PENMANSHIP

REQUIRED TEXT:

Zaner-Bloser. *Handwriting: Self-Instruction for Middle School*. Columbus, OH: Zaner-Bloser, 2003.

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5
6	Lesson 6
7	Unit 1 Checkup
8	Lesson 7
9	Lesson 8
10	Lesson 9
11	Lesson 10
12	Lesson 11
13	Lesson 12
14	Unit 2 Checkup
15	Lesson 13
16	Lesson 14
17	Lesson 15
18	Lesson 16
19	Lesson 17

20	Lesson 18
21	Unit 3 Checkup
22	Lesson 19
23	Lesson 20
24	Lesson 21
25	Lesson 22
26	Lesson 23
27	Lesson 24
28	Unit 4 Checkup
29-30	Handwriting Post-test
31-32	Record of Student's Handwriting Skills
33-36	Further Practice and Review

VOCABULARY

REQUIRED TEXT:

Hodkinson, Kenneth and Sandra Adams. *Wordly Wise 3000, Book 4*. Cambridge, MA: Educator's Publishing Service, Inc., 1998.

<u>WEEK</u>	<u>TOPIC</u>
1-2	Lesson 1, Exercises A-E, Test 1
3-4	Lesson 2, Exercises A-E, Test 2
5-6	Lesson 3, Exercises A-E, Test 3
7-8	Lesson 4, Exercises A-E, Test 4
9-10	Lesson 5, Exercises A-E, Test 5
11-12	Lesson 6, Exercises A-E, Test 6
13-14	Lesson 7, Exercises A-E, Test 7
15-16	Lesson 8, Exercises A-E, Test 8
17-18	Lesson 9, Exercises A-E, Test 9
19-20	Lesson 10, Exercises A-E, Test 10
21-22	Lesson 11, Exercises A-E, Test 11
23-24	Lesson 12, Exercises A-E, Test 12
25-26	Lesson 13, Exercises A-E, Test 13
27-28	Lesson 14, Exercises A-E, Test 14
29-30	Lesson 15, Exercises A-E, Test 15

- 31-32 Lesson 16, Exercises A-E, Test 16
- 33-34 Lesson 17, Exercises A-E, Test 17
- 35-36 Lesson 18, Exercises A-E, Test 18
Lessons 19-20, Exercises A-E, Test 19-20

SPELLING

REQUIRED TEXT:

Woodruff, G. Willard and George N. Moore. *Working Words in Spelling, Level 7*. Boston, MA: D.C. Heath & Co., 1990.

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5
6	Lesson 6 Review
7	Lesson 7
8	Lesson 8
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12 Review
13	Lesson 13
14	Lesson 14
15	Lesson 15
16	Lesson 16
17	Lesson 17
18	Lesson 18 Review
19	Lesson 19
20	Lesson 20
21	Lesson 21
22	Lesson 22

23	Lesson 23
24	Lesson 24 Review
25	Lesson 25
26	Lesson 26
27	Lesson 27
28	Lesson 28
29	Lesson 29
30	Lesson 30 Review
31	Lesson 31
32	Lesson 32
33	Lesson 33
34	Lesson 34
35	Lesson 35
36	Lesson 36 Review

FRENCH

REQUIRED TEXTS:

Vallette, Jean-Paul and Rebecca M. *Discovering French – Bleu*. Evanston, IL: Houghton Mifflin, 2001.

-----, *Discovering French – Bleu Activity Book*. Evanston, IL: Houghton Mifflin, 2001.

WEEKLY OUTLINE:

The curriculum for Grade 5 and Grade 6 French is identical.

<u>WEEK</u>	<u>TOPIC</u>
1	Review alphabet Review numbers 1-1,000 Review days of the week/month/weather/seasons Introduce useful expressions for the FL classroom
2	Recognizing cognates Naming Francophone countries Learning continents and bodies of water
3	Review countries/continents/bodies of water Introduction of France: Regions/mountains/rivers/borders with other countries Learning to use the textbook
4	Leçon 1: <i>La rentrée</i> review Saying hello and asking someone's name Introducing oneself and spelling one's name Talking about telephone numbers Recognizing spelling marks and accents

- 5 *Leçon 2: Tu es français?*
Talking about your nationality and where you are from
Using masculine and feminine adjectives
Using *je suis* and *tu es*
Recognizing silent letters at the end of words
- 6 Review *Leçon 2*
Review numbers
- 7 *Leçon 3: Salut! Ça va?*
Greeting friends/classmates/teachers/other adults appropriately
Asking how people feel
Expressing feelings of frustration and appreciation
Saying good-bye
Pronunciation: Final consonants
- 8 Learning how to address adults: *Monsieur/Madame/Mademoiselle*
Review *Leçon 3*
Leçon 4: Quelle heure est-il?
Review *du matin, de l'après-midi, du soir*
- 9 Review time
Asking for and indicating time, including hours, half hours, quarter hours and minutes
Asking and saying when certain events are scheduled
Talking about appointments or dates
Quelle heure vs. À quelle heure/Il est vs. À
Learning about the French 24-hour clock system
- 10 *Idem.*
Write a dialogue, using material from *Leçons 1-4*
- 11 Finish dialogue; practice, perform in class
Leçon 5: Copain ou copine?
Introducing or pointing out someone
Finding out who someone is
Talking about people: Indefinite articles
Saying telephone numbers using double-digits
Using liaison to link words in French
- 12 *Idem.*
- 13 *Leçon 6: Une coïncidence*
Finding out another person's name
Describing people and giving their nationalities
Inquiring about people: Definite articles
Pronunciation: Nasal vowels
- 14 *Idem.*
Mini-lesson: Québec, Canada
- 15 *Leçon 7: Les photos d'Isabelle*
Finding out how old a friend is
Asking about how old others are
Introducing and talking about family members: Possessive pronouns
- 16 Review
Pronunciation: Nasal vowels
Christmas project/French Christmas songs
- 17 Review *Leçon 7*
Leçon 8: Le jour et la date

- Review talking about days of the week
 Telling people when you will see them again
 Review talking about the date/expressing the date in French
 Talking about birthdays
 Using casual question forms: *C'est quand?*
- 18 *Idem.*
 Comparing date patterns in French and English
- 19 Talking about French and American holidays
 Making calendars with French and American holidays/birthdays of classmates
 Scavenger hunt
- 20 *Leçon 9: Tu as faim?*
 Saying you are hungry
 Offering a friend something; asking a friend for something
 Talking about foods—additional vocabulary
 Using indefinite articles for masculine and feminine nouns
- 21 Review *Leçon 9*
 Recognizing and repeating intonation
Leçon 10: Au café
 Identifying beverages
 Ordering beverages in a café
 Requesting something from a friend and from an adult, using *s'il te plaît* and *s'il vous plaît*
- 22 Pronunciation: Stressing final syllables of words or groups of words
 Learning about *le café*
 Review *Leçon 10*
- 23 *Leçon 11: Ça fait combien?*
 Talking about menu items
 Asking how much something costs
 Asking a friend to lend you some money
- 24 *Idem.*
 Using *il* and *elle* to replace subject pronouns
 Pronunciation: The consonant “r”
- 25 Review *Leçons 9-11*
 Make a menu with prices in euros
 Write a dialogue with customers and waiter in a café setting
- 26 Continue writing dialogue; practice, perform in class
- 27 *Leçon 12: Le temps*
 Talking about the weather—additional vocabulary
 Using weather expressions
- 28 *Idem.*
 Review seasons
 Game: *Le jeu de l'oie des saisons*
- 29 Talking about the weather—*la météo*—in different parts of the world
 Write a weather report: Choose three cities around the world, season; use props to illustrate weather
 Practice, perform weather report
- 30 Talking about weather/seasons/clothing
 Review clothing vocabulary

- 31 Choose season and write a fashion show script using clothing for that season
Practice, perform fashion show
- 32 Photo essay: *À l'école en France*
Learning about the French school system: Grade levels and grading system
Comparing typical French and American class days
Learning about French courses of study: Subjects, schedule
- 33 Leçon 13: *Mes activités*
Describing daily activities
Saying what people like to do and don't like to do
Verb—*aimer*
- 34 *Idem.*
Talking about what you want, would like, and do not want or like to do
- 35 *Idem.*
Inviting a friend, accepting an invitation, turning down an invitation
- 36 Review Leçon 13
Write a short dialogue inviting a friend
Practice, perform dialogue in class

HISTORY

REQUIRED TEXTS:

- D'Aulaire, Ingri and Edgar Parin D'Aulaire. *D'Aulaire's Book of Greek Myths*. New York: Dell Publishing, 1962.
- Haaren, John H. and A.B. Poland. *Famous Men of Greece*. Lebanon, TN: Greenleaf Press, 1992.
- Hakim, Joy. *A History of US: An Age of Extremes, 1880-1917*. New York: Oxford University Press, 2002.
- . *A History of US: War, Peace, and All That Jazz, 1918-1945*. New York: Oxford University Press, 2002.
- . *A History of US: All the People, 1945-1999*. New York: Oxford University Press, 2002.
- Low, Alice. *The Macmillan Book of Greek Gods and Heroes*. New York: Macmillan Publishing Company, 1985.
- Ross, Cynthia. *A Literature Unit for D'Aulaire's Book of Greek Myths*. Huntington Beach, CA: Teacher Created Materials, Inc., 1993.

SUPPLEMENTAL RESOURCES:

- Connolly, Peter. *The Ancient Greece of Odysseus*. Oxford: Oxford University Press, 2002.
- D'Aulaire, Ingri and Edgar Parin D'Aulaire. *D'Aulaire's Book of Greek Myths*. Audio cassette. New York: Airplay, Inc., 1996.
- Rearick, John. *Greek Myths: 8 Short Plays for the Classroom*. New York: Scholastic, Inc., 1997.

<u>WEEK</u>	<u>TOPIC</u>
1	From Hakim, <i>A History of US: An Age of Extremes, 1880-1917</i> Chapters 1-5 Carnegie A Bookkeeper Named Rockefeller Mr. Storyteller Powerful Pierpont Monopoly—Not Always a Game
2	Chapters 6-10 Builders and Dreamers Lady L Presidents Again The People's Party Making Money
3	Chapters 11-15 Hard Times

- Gold and Silver
- A Cross of Gold
- Some Bad Ideas
- Producing Goods

- 4 Chapters 16-20
- Harvest at Haymarket
- Workers, Labor (and a Triangle)
- Rolling the Leaf in Florida
- Catching the Day
- Telling It Like It Is

- 5 Chapters 21-25
- Bread and Roses, Too
- The Fourth Estate
- Ida, Sam and the Muckrakers
- A Boon to the Writer
- In Wilderness Is Preservation

- 6 Chapters 26-30
- The Gilded Age Turns Progressive
- Teedie
- From Dude to Cowboy
- The Spanish-American War
- Aloha Oe

- 7 Chapters 31-35
- Teddy Bear President
- Jane Addams, Reformer
- Henry Ford
- The Birdmen
- William Howard Taft

- 8 Chapters 36-37
- A Schoolteacher President
- War

- 9 From Hakim, *A History of US: War, Peace, and All That Jazz, 1918-1945*
- Chapters 1-5
- War's End
- Fourteen Points
- Another Kind of War
- The Prohibition Amendment
- Mom, Did You Vote?

- 10 Chapters 6-10
- Red Scare
- Soft-Hearted Harding
- Silent Cal and the Roaring Twenties
- Everyone's Hero
- Only the Ball Was White

- 11 Chapters 11-15
- American Music
- Space's Pioneer
- The Lone Eagle
- The Prosperity Balloon
- Getting Rich Quickly

- 12 Chapters 16-20
Down and Out
Economic Disaster
A Boy Who Loved History
How About This?
A Lonely Little Girl
- 13 Chapters 21-25
First Lady of the World
Handicap or Character Builder?
Candidate Roosevelt
President Roosevelt
Twentieth-Century Monsters
- 14 Chapters 26-30
A Final Solution
War and Scientists
Fighting Wolves
Pearl Harbor
Taking Sides
- 15 Chapters 31-35
World War
A Two-Front War
Forgetting the Constitution
A Hot Island
Axing the Axis
- 16 Chapters 36-40
Going for D-Day
A Wartime Diary
April in Georgia
President HST
A Final Journey
- 17 Chapters 41-44
Day by Day
A Little Boy
Peace
Picturing History
- 18 From Hakim, *A History of US: All the People, 1945-1999*
Chapters 1-5
The Making of a President
A Major Leaguer
A (Very Short) History of Russia
A Curtain of Iron
The Marshall Plan
- 19 Chapters 6-10
A “Lost” Election
Spies
Tail Gunner Joe
Liking Ike
Houses, Kids, Cars and Fast Food
- 20 Chapters 11-15
French Indochina
Separate But Unequal
Linda Brown—and Others

- MLKs, Senior and Junior
Rosa Parks Was Tired
- 21 Chapters 16-20
Three Boys and Six Girls
Passing the Torch
Being President Isn't Easy
Some Brave Children Meet a Roaring Bull
Standing with Lincoln
- 22 Chapters 21-25
The President's Number
LBJ
The Biggest Vote in History
Salt and Pepper the Kids
A King Gets a Prize and Goes to Jail
- 23 Chapters 26-30
From Selma to Montgomery
War in Southeast Asia
Lyndon in Trouble
Friedan, Schlafly and Friends
As Important As the Cotton Gin
- 24 Chapters 31-35
Picking and Picketing
These Are the Times That Try Men's Souls
Up to the Mountain
A New Kind of Power
The Counterculture Rocks
- 25 Chapters 36-40
Nixon: Vietnam, China and Watergate
A Congressman and a Peanut Farmer
Taking a Leading Role
Living on the Edge
The End of the Cold War
- 26 Chapters 41-46
A Quilt, Not a Blanket
Is It Me or We?
The Land That Never Has Been Yet
A Boy from Hope
Being President Still Isn't Easy
The Big Story
- 27-28 D'Aulaire and D'Aulaire, *Literature Unit for D'Aulaire's*, p. 22: Mapping Skills
Macmillan, *Macmillan Book of Greek Gods and Heroes*, pp. 3-10: Introduction and Background of Myth
- 29-30 D'Aulaire and D'Aulaire, *D'Aulaire's Book of Greek Myths*, pp.16-23, 72, 74: Zeus and His Family; Prometheus; Pandora
Haaren and Poland, *Famous Men of Greece*, pp. 1-6, 7-9: Introduction: The Gods of Greece; Deucalion and the Flood
D'Aulaire and D'Aulaire, *D'Aulaire's Book of Greek Myth*, pp. 76-79: Deucalion
- 31-32 Haaren and Poland, *Famous Men of Greece*, pp. 15-19, 21-26, 27-32, 33-37: Perseus; Hercules and His Labors; Jason and the Golden Fleece; Theseus
D'Aulaire and D'Aulaire, *Literature Unit for D'Aulaire's*, p. 34: Hands-on Activity: I Am Theseus
Rearick, *Greek Myths: 8 Short Plays for the Classroom*, pp. 30-37: Ransom: The Story of Theseus and the Minotaur
Begin work on play

- 33-34 Haaren and Poland, *Famous Men of Greece*, pp. 39-42, 43-46, 47-56: Agamemnon, King of Men; Achilles, Bravest of Greeks; The Adventures of Odysseus
Low, *Macmillan Book of Greek Gods and Heroes*, pp. 146-169: Odysseus; The Trojan War; The Voyage of Odysseus
- 35-36 Perform "Ransom: The Story of Theseus and the Minotaur"

GEOGRAPHY

REQUIRED TEXTS:

Billings, Henry. *Maps, Globes, Graphs: An Interactive Program, Level F*. Orlando, FL: Steck-Vaughn, 2004.

Shireman, Myrl. *Discovering the World of Geography, Grades 6-7*. Quincy, IL: Mark Twain Media, Inc. Publishers, 2003.

<u>WEEK</u>	<u>TOPIC</u>
	From Billings, <i>Maps, Globes, Graphs: An Interactive Program, Level F</i>
1-3	Directions Symbols and Legends
4-6	Scale and Distance Route Maps
7-10	Physical Maps Special Purpose Maps Grids
11-13	Latitude Longitude
14-16	The Earth and the Sun Time Zones
17-18	Graphs
19	Review
	From Shireman, <i>Discovering the World of Geography, Grades 6-7</i>
20-22	Unit 1: Political Geography of Western Hemisphere Nations
23	Unit 2: Population and Area of Western Hemisphere Nations
24	Unit 3: Physical Features of the Western Hemisphere
25	Unit 4: Using Latitude and Longitude
26-28	Unit 5: Climate in the Western Hemisphere
29	Unit 6: Major Cities of the Western Hemisphere
30	Unit 7: Agriculture in the Western Hemisphere
31-32	Unit 8: Natural Resources of the Western Hemisphere
33	Unit 9: Central America and the West Indies
34	Unit 10: Which Country, State, Province or Territory Is Described?
35	Unit 11: Where Are You? What Are the Physical and Human Characteristics?
36	Unit 12: Solve These Problems (Problems Relating to Standards)

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Flight and Rocketry. Nashua, NH: Delta Education, Inc., 1998.

Pond Life. Nashua, NH: Delta Education, Inc., 1997.

Rocks and Minerals. Nashua, NH: Delta Education, Inc., 1996.

Weather Forecasting. Nashua, NH: Delta Education, Inc., 1995.

Oceans. Nashua, NH: Delta Education, Inc., 1998.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Pond Life</i>
1	Activity 1: Ecosystems and Habitats Activity 2: Using a Magnifier
2	Activity 3: A Visit to the Pond Activity 4: Building a Pond Ecosystem
3	Activity 5: Macroscopic Pond Life Activity 6: Microscopic Pond Life
4	Activity 7: Life in a Hay Infusion Activity 8: Observing Pond Snails
5	Activity 9: Observing Fish Activity 10: Investigating Duckweed
6	Activity 11: Aquatic Food Chains Activity 12: Investigating Pond Life Assessment Activity
	From <i>Weather Forecasting</i>
7	Activity 1: Building Weather Stations Activity 2: Why Forecast the Weather
8	Activity 3: Collecting Weather Data Activity 4: High and Low Pressure
9	Activity 5: Forecasting with a Barometer Activity 6: Decoding Weather Data
10	Activity 7: Weather Fronts Activity 8: Isobars and Isotherms
11	Activity 9: Creating a Cloud Activity 10: Classifying Clouds
12	Activity 11: Folklore and Forecasting Activity 12: Severe Storms Assessment Activity
	From <i>Rocks and Minerals</i>
13	Activity 1: Rock and Mineral Properties Activity 2: Making a Rock
14	Activity 3: The Luster of Minerals Activity 4: The Hardness of Minerals

- 15 Activity 5: The Streak Test
Activity 6: The Acid Test
- 16 Activity 7: Crystal Forms
Activity 8: Growing Crystals
- 17 Activity 9: Investigating the Rock Models
Activity 10: Identifying Rocks
- 18 Activity 11: Applications—Past and Present
Activity 12: A Field Trip
Assessment Activity
- From *Oceans*
- 19 Activity 1: The Water Planet
Activity 2: Composition of Ocean Water
- 20 Activity 3: Properties of Ocean Water
Activity 4: Mapping the Ocean Floor
- 21 Activity 5: The Water Cycle
Activity 6: Ocean Waves
- 22 Activity 7: Surface Currents
Activity 8: Density Currents
- 23 Activity 9: Tides
Activity 10: Adapting to Life in the Ocean
- 24 Activity 11: Life at the Ocean's Edge
Activity 12: Curious Sea Creatures
Assessment Activity
- From *Flight and Rocketry*
- 25 Activity 1: Properties of Air
Activity 2: Parachutes
- 26 Activity 3: Hot Air Balloons
Activity 4: Kites
- 27 Activity 5: Airplane Design
Activity 6: Bernoulli Principle
- 28 Activity 7: Airfoils
Activity 8: Propeller Planes
- 29 Activity 9: Jet Planes
Activity 10: Controlling a Plane
- 30 Activity 11: Helicopters
Activity 12: Rockets
Assessment Activity
- 31-36 Review and Outdoor Flight and Rocket Activities

ARITHMETIC

REQUIRED TEXT:

Hake, Stephen and John Saxon. *Math 8/7: An Incremental Development*. Norman, OK: Saxon Publishers, Inc., 2004.

TEACHER RESOURCE:

Hake, Stephen and John Saxon. *Math 8/7: An Incremental Development*, Teacher's Edition. Norman, OK: Saxon Publishers, Inc., 2004.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-5 Arithmetic with Whole Numbers and Money Variables and Evaluation Properties of Operations Sequences Missing Numbers in Addition, Subtraction, Multiplication and Division Number Line Place Value Through Hundred Trillions Reading and Writing Whole Numbers
2	Lessons 6-10 Factors Divisibility Lines and Angles Fractions and Percents Inch Ruler Adding, Subtracting and Multiplying Fractions Reciprocals Writing Division Answers as Mixed Numbers Improper Fractions
3	Lessons 11-13 Problems About Combining Problems About Separating Problems About Comparing Elapsed-Time Problems Problems About Equal Groups Investigation 1: Investigating Fractions and Percents with Manipulatives
4	Lessons 14-17 Problems About Parts of a Whole Equivalent Fractions Reducing Fractions (Part 1) U.S. Customary System Measuring Angles with a Protractor
5	Lessons 18-20 Polygons Similar and Congruent Perimeter Exponents Rectangular Area (Part 1) Square Root Investigation 2: Using a Compass and Straightedge (Part 1)
6	Lessons 21-25 Prime and Composite Numbers Prime Factorization Problems About a Fraction of a Group Subtracting Mixed Numbers with Regrouping Reducing Fractions (Part 2) Dividing Fractions
7	Lessons 26-29 Multiplying and Dividing Mixed Numbers Multiples Least Common Multiple

	Equivalent Division Problems Two-Step Word Problems Average (Part 1) Rounding Whole Numbers Rounding Mixed Numbers Estimating Answers
8	Lessons 30-32 Common Denominators Adding and Subtracting Fractions with Different Denominators Reading and Writing Decimal Numbers Metric System Investigation 3: Coordinate Plane
9	Lessons 33-36 Comparing Decimals Rounding Decimals Decimal Numbers on the Number Line Adding, Subtracting, Multiplying and Dividing Decimal Numbers Ratio Simple Probability
10	Lessons 37-40 Area of a Triangle Rectangular Area (Part 2) Interpreting Graphs Proportions Sum of the Angle Measures of a Triangle Angle Pairs
11	Lessons 41-45 Using Formulas Distributive Property Repeating Decimals Converting Decimals to Fractions Converting Fractions to Decimals Converting Percents to Decimals Division Answers Dividing by a Decimal Number Investigation 4: Stem-and-Leaf Plots, Box-and-Whisker Plots
12	Lessons 46-48 Unit Price Rates Sales Tax Powers of 10 Fraction-Decimal-Percent Equivalents
13	Lessons 49-50 Adding Mixed Measures Unit Multipliers and Unit Conversion Investigation 5: Creating Graphs
14	Lessons 51-54 Scientific Notation for Large Numbers Order of Operations Multiplying Rates Ratio Word Problems
15	Lessons 55-56 Average (Part 2) Subtracting Mixed Measures

- 16 Lessons 57-60
Negative Exponents
Scientific Notation for Small Numbers
Line Symmetry
Functions (Part 1)
Adding Integers on the Number Line
Fractional Part of a Number (Part 1)
Percent of a Number (Part 1)
- 17 Lessons 61-63
Area of a Parallelogram
Angles of a Parallelogram
Classifying Triangles
Symbols of Inclusion
Investigation 6: Classifying Quadrilaterals
- 18 Lessons 64-67
Adding Signed Numbers
Ratio Problems Involving Totals
Circumference of Pi
Geometric Solids
- 19 Lessons 68-70
Algebraic Addition
More on Scientific Notation
Volume
Investigation 7: Balanced Equations
- 20 Lessons 71-74
Finding the Whole Group When a Fraction Is Known
Implied Ratios
Multiplying and Dividing Signed Numbers
Fractional Part of a Number (Part 2)
- 21 Lessons 75-77
Area of a Complex Figure
Area of a Trapezoid
Complex Fractions
Percent of a Number (Part 2)
- 22 Lessons 78-80
Graphing Inequalities
Insufficient Information
Quantitative Comparisons
Transformations
- 23 Lessons 81-83
Using Proportions to Solve Percent Problems
Area of a Circle
Multiplying Powers of 10
Multiplying Numbers in Scientific Notation
Investigation 8: Using a Compass and Straightedge (Part 2)
- 24 Lessons 84-86
Algebraic Terms
Order of Operations with Signed Numbers
Functions (Part 2)
Number Families
- 25-26 Lessons 87-90
Multiplying Algebraic Terms

- Multiple Unit Multipliers
- Converting Units of Area
- Diagonals
- Interior Angles
- Exterior Angles
- Mixed-Number Coefficients
- Negative Coefficients

- 27 Lessons 91-93
 - Evaluations with Signed Numbers
 - Signed Numbers Without Parentheses
 - Percent of Change
 - Two-Step Equalities and Inequalities
 - Investigation 9: Graphing Functions

- 28 Lessons 94-96
 - Compound Probability
 - Volume of a Right Solid
 - Estimating Angle Measures
 - Distributive Property with Algebraic Terms

- 29 Lessons 97-100
 - Similar Triangles
 - Indirect Measure
 - Scale
 - Scale Factor
 - Pythagorean Theorem
 - Estimating Square Roots
 - Irrational Numbers

- 30 Lessons 101-102
 - Translating Expressions into Equations
 - Transversals
 - Simplifying Equations
 - Investigation 10: Probability, Chance and Odds

- 31 Lessons 103-105
 - Powers of Negative Numbers
 - Dividing Terms
 - Semicircles, Arcs and Sectors
 - Surface Area of a Right Solid
 - Surface Area of a Sphere
 - More on Roots

- 32 Lessons 106-109
 - Solving Literal Equations
 - Transforming Formulas
 - Slope
 - Formulas and Substitution
 - Equations with Exponents

- 33 Lessons 110-111
 - Simple Interest and Compound Interest
 - Successive Discounts
 - Dividing in Scientific Notation
 - Investigation 11: Scale Factor in Surface Area and Volume

- 34 Lessons 112-114
 - Applications of the Pythagorean Theorem
 - Volume of Pyramids, Cones and Spheres
 - Graphing Linear Equations

- 35 Lessons 115-117
Volume, Capacity and Mass in the Metric System
Factoring Algebraic Expressions
Slope-Intercept Form of Linear Equations
- 36 Lessons 118-120
Copying Angles and Triangles
Division by Zero
Graphing Nonlinear Equations
Investigation 12: Proof of the Pythagorean Theorem



Seventh Grade

READ ALOUD

Shakespeare, William. *The Comedy of Errors*. New York: Simon & Schuster, 1996. (This edition is from the The Folger Shakespeare Library.)

Lamb, Charles and Mary. *Tales from Shakespeare*. New York: New American Library, 1986.

Students read the Shakespeare play aloud, taking parts after they have read the prose version by Lamb.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Aldrich, Bess Streeter. *A Lantern in Her Hand*. Mattituck, NY: Amereon, 1928.

Green, Roger Lancelyn. *King Arthur and His Knights of the Round Table*. New York: Penguin, 1974.

Hautzig, Esther. *The Endless Steppe*. New York: HarperCollins Children's Books, 1987.

Henry, O. *The Best Short Stories of O. Henry*. New York: Random House, 1994.

Johnston, Anne Fellows. *Joel: A Boy of Galilee*. San Francisco: Foundation for American Christian Education, 1992.

Keith, Harold. *Rifles for Watie*. New York: HarperCollins Children's Books, 1987.

Kipling, Rudyard. *Captains Courageous*. New York: Bantam, 1982.

Lewis, C.S. *The Lion, the Witch, and the Wardrobe*. New York: HarperCollins, 1994.

Orczy, Baroness. *The Scarlet Pimpernel*. New York: Penguin, 1987.

Richter, Conrad. *The Light in the Forest*. New York: Ballantine Books, 1994.

<u>WEEK</u>	<u>TOPIC</u>
1-2	<i>A Retrieved Reformation</i>
3-5	<i>Joel: A Boy of Galilee</i>
6-9	<i>Rifles for Watie</i>
10-12	<i>The Light in the Forest</i>
13	<i>The Gift of the Magi</i>
14-16	<i>The Lion, the Witch, and the Wardrobe</i>
17-20	<i>The Endless Steppe</i>
21-24	<i>King Arthur and His Knights of the Round Table</i>
25-28	<i>The Scarlet Pimpernel</i>

29-32 *A Lantern in Her Hand*

33-36 *Captains Courageous*

GRAMMAR AND MECHANICS

REQUIRED TEXT:

Warriner, John E. *English Composition and Grammar: Second Course*. New York: Harcourt Brace Jovanovich, 1990.

TEACHER RESOURCE:

Warriner, John E. *English Composition and Grammar: Second Course, Teacher's Edition*. New York: Harcourt Brace Jovanovich, 1990.

<u>WEEK</u>	<u>TOPIC</u>
1	Chapter 1: Writing and Thinking
2	Chapter 7: Writing Letters and Completing Forms
3-4	Chapter 10: The Sentence
5-6	Chapter 11: Nouns, Pronouns, Adjectives
7-8	Chapter 12: Verbs, Adverbs, Prepositions, Conjunctions, Interjections
9-10	Chapter 17: Agreement
11-12	Chapter 22: Capital Letters
13-14	Chapter 2: Writing Paragraphs: Structure and Development
15-16	Chapter 8: Writing Complete Sentences
17-18	Chapter 13: Complements
19-20	Chapter 14: The Phrase
21-22	Chapter 15: The Clause
23-24	Chapter 18: Using Verbs Correctly
25-26	Chapter 23: Punctuation: End Marks, Commas, Semicolons, Colons
27-28	Chapter 3: Writing Paragraphs: Four Types of Paragraphs
29-30	Chapter 9: Writing Effective Sentences
31-32	Chapter 16: The Kinds of Sentence Structure
33	Chapter 19: Using Pronouns Correctly
34	Chapter 20: Using Modifiers Correctly
35	Chapter 24: Punctuation: Italics, Quotation Marks, Apostrophes, Hyphens
36	Chapter 21: Glossary of Usage

VOCABULARY

REQUIRED TEXT:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots B*. Cambridge, MA: Educators Publishing Service, 1990.

<u>WEEK</u>	<u>TOPIC</u>
1-2	Lesson 1
3-4	Lesson 2
5-6	Lesson 3
7-8	Lesson 4
9-10	Lesson 5
11-12	Lesson 6
13-14	Lesson 7
15-16	Lesson 8
17-18	Lesson 9
19-20	Lesson 10
21-22	Lesson 11
23-24	Lesson 12
25-26	Lesson 13
27-28	Lesson 14
29-30	Lesson 15
31-32	Lesson 16
33-36	Review

SPELLING

REQUIRED TEXTS:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots B*. Cambridge, MA: Educators Publishing Service, 1990.

Warriner, John E. *English Composition and Grammar: Second Course*. New York: Harcourt Brace Jovanovich, 1990.

TEACHER RESOURCE:

Warriner, John E. *English Composition and Grammar: Second Course, Teacher's Edition*. New York: Harcourt Brace Jovanovich, 1990.

Students use vocabulary words as spelling words. In addition to the word lists taken from Fifer and Flowers, *Vocabulary from Classical Roots B*, they are assigned one exercise from Warriner's *English Composition and Grammar*, Chapter 25.

<u>WEEK</u>	<u>TOPIC</u>
1-2	Lesson 1 Exercise 1
3-4	Lesson 2 Exercise 2

5-6	Lesson 3 Exercise 3
7-8	Lesson 4 Exercise 4
9-10	Lesson 5 Exercise 5
11-12	Lesson 6 Exercise 6
13-14	Lesson 7 Exercise 7
15-16	Lesson 8 Exercise 8
17-18	Lesson 9 Exercise 9
19-20	Lesson 10 Exercise 10
21-22	Lesson 11 Exercise 11
23-24	Lesson 12 Exercise 12
25-26	Lesson 13 Exercise 13
27-28	Lesson 14 Exercise 14
29-30	Lesson 15 Exercise 15
31-32	Lesson 16
33-36	Review

FRENCH I

REQUIRED TEXTS:

Valette, Jean-Paul and Rebecca M. *Discovering French – Bleu*. Evanston, IL: Houghton Mifflin, 2001.

----- *Discovering French – Bleu Activity Book*. Evanston, IL: Houghton Mifflin, 2001.

<u>WEEK</u>	<u>TOPIC</u>
1	Review alphabet Review numbers 1-1,000 Review days of the week/month/weather/seasons Introduce useful expressions for the FL classroom
2	Review saying hello and asking someone's name Review spelling marks and accents Review introducing oneself and spelling one's name

- Review talking about your nationality and where you are from
Review using *je suis* and *tu es*
- 3 Review Leçon 13: *Mes activités*
- 4 Review Leçon 13
Write a short dialogue inviting a friend
Practice/perform dialogue
- 5 Leçon 14: *Qui est là?*
Talking about where people are, using *où* and the verb *être*
Using subject pronouns to talk about people
Using the negative *ne...pas*
Asking and answering yes/no questions, using *est-ce que*
- 6 Review vocabulary
Review *être* conjugations with their subject pronouns
Verb manipulation
Pronunciation: Vowel “a”
- 7 Review Leçon 14
Total Physical Response Storytelling (TPRS): Short dialogue using vocabulary and gestures assigned to that vocabulary
- 8 Leçon 15: *Une boum*
Describing what one person or several people are doing or are not doing
Using regular -er verbs with gestures
- 9 Review -er verbs and gestures
Talking about what people like and don't like to do: verb + infinitive construction
Expressing approval or regret
- 10 Review Leçon 15
Pronunciation: Vowels “i” and “u”
TPRS
- 11 Leçon 16: *Une interview*
Asking for information and asking about people with *est-ce que*: Review *où*; introduce *quand*, *comment*, etc.
- 12 Review information questions
Asking and describing what people are doing, using the verb *faire*
- 13 Verb manipulation—*faire* and subject pronouns
Expressions with *faire*
- 14 Review information questions
Review *faire*
Forming questions with inversion
Pronunciation: Vowel “y”
Learning about Sénégal and its French heritage
- 15 Review Leçon 16
Expressing mild doubt or surprise
Write an interview and interview a classmate
Practice/perform interview
TPRS
- 16 Christmas project
- 17 Leçon 17: *Les personnes et les objets*
Describing people's physical appearance and age, using photos of famous people, classmates, family members

- 18 Review vocabulary
Identifying objects
Discussing what one owns and doesn't own
Describing one's room, using *Il y a...*
- 19 Introducing prepositions
Describing what is in one's room and where things are located
Discussing whether what they have works or not (*marcher*)
- 20 Review Leçon 17
Draw one's room; show it to a classmate and discuss what is in it
TPRS
- 21 Leçon 18: *Vive la différence!*
Talking about what one has, using the verb *avoir*
Identifying and designating people and things, using definite articles *le, la, les*
- 22 Review *avoir*
Expressions with *avoir*
Practicing singular/plural and masculine/feminine nouns
Using the indefinite article expressing negation: *pas de*
Choose a friend and write a comparison between oneself and him/her
- 23 Making generalizations, using definite articles
Discussing repeated events, using the article *le*
Pronunciation: Articles *le* and *les*
- 24 Review Leçon 18
Contradicting a negative statement
Learning about Montpellier and Strasbourg
TPRS
- 25 Leçon 19: *Le copain de Mireille*
Talking about character traits and nationality
Understanding adjective formation, placement and agreement with nouns
- 26 Review adjectives
Learning how to form plural adjectives
Talking about famous people, using new adjectives
Describe a famous person; class guesses who it is
- 27 *Idem.*
- 28 Review Leçon 19
Pronunciation: Final consonants on feminine adjective forms
Students write description of classmate; teacher reads to class; class guesses who it is
TPRS
- 29 Write a dialogue about a party invitation: Students write questions/answers, talking about others who will attend
Practice, perform dialogue
Talking about past events, using *avoir* and regular -er verbs
Guided manipulation of past tense
- 30 Review talking about past events
Leçon 20: *La voiture de Roger*
Describing possessions
Learning placement of certain adjectives
Changing *des* to *de* before an adjective

- 31 Review adjectives and placement
Talking about the colors of one's possessions
Placement and agreement of colors
Describing people and things, using *il est* and *c'est*
- 32 Review *il est* and *c'est*
Writing a sandwich poem about one's friends and family
Expressing opinions on general topics, using *c'est* and *ce n'est pas*
- 33 *Idem.*
- 34 Review Leçon 20
Practicing adjective placement and agreement
- 35 Students bring an object to class and describe it, using *Il/Elle est... C'est...* and appropriate adjectives
Getting someone's attention, using *Dis!* and *Dis donc!*
Pronunciation: The letters *ch*
TPRS
- 36 Wrap-up/film

HISTORY

REQUIRED TEXTS:

- Cootes, R.J. and L.E. Snellgrove. *The Ancient World*, Second Edition. New York: Longman. 1991.
----. *The Middle Ages*, Second Edition. New York: Longman, 1989.
Marks, Anthony and Graham Tingay. *The Romans*. Tulsa, OK: EDC Publishing, 1990.

TEACHER RESOURCES:

- Corbishley, Mike. *Growing Up in Ancient Rome*. Mahwah, NJ: Troll, 1994.
----. *The Middle Ages*. New York: Facts on File, 1990.
Macaulay, David. *City*. Boston: Houghton Mifflin, 1974.
----. *Castle*. Boston: Houghton Mifflin, 1977.
----. *Cathedral: The Story of Its Construction*. Boston: Houghton Mifflin, 1973.
MacDonald, Fiona and Gerald Wood. *A Roman Fort*. New York: Peter Bedrich Books, 1993.
Nichols, Roger, translation. *Livy: Stories of Rome*. New York: Cambridge University Press, 1982.
Shearer, Cynthia and Robert G. *The Greenleaf Guide to Famous Men of the Middle Ages*. Lebanon, TN: Greenleaf, 1992.

SUPPLEMENTAL RESOURCES:

- The Masterpiece Collection: Richard Wagner*. Compact Disc. Nashville: Regency Music.
Gregorian Chant—Gregorianischer Choral directed by P. Hubert Dopf S.J. Compact Disc. Vienna, 1985.

WEEK TOPIC

Roman History

- 1-2 Cootes, *The Ancient World*, Chapter 19
Marks and Tingay, *The Romans*, pp. 3-5, 10-11
The Founding of Rome Through Social Struggles
- 3-7 Cootes and Snellgrove, *The Ancient World*, Chapter 20
Marks and Tingay, *The Romans*, pp. 6-9, 14, 16, 18-21
Gaulic Invasion
Italiote and Samnite Wars
First Punic War, Second Punic War, Third Punic War
Conquest of Greece, Macedonia, Asia Minor

- 8 Cootes and Snellgrove, *The Ancient World*, Chapter 21
 Marks and Tingay, *The Romans*, pp. 12-13, 15, 17, 53
 Gracchi Brothers
 The Generals: Marius and Sulla
- 9-11 Cootes and Snellgrove, *The Ancient World*, Chapter 22
 Marks and Tingay, *The Romans*, pp. 13, 22-29
 Civil War: Pompey and Caesar
 Second Civil War: Antony and Octavius
 Augustus: Second Founder of Rome
- 12 Cootes and Snellgrove, *The Ancient World*, Chapter 23
 Marks and Tingay, *The Romans*, pp. 23-24, 30-33, 52, 54-61, 69-75
 Busy Life of the Capital
 Jobs and Occupation, Money and Trade, Entertainments, Gladiator Fights, Famous Baths, Architecture, Building
 Technology, The Legal System
 Tiberius, Caligula, Claudius, Nero
- 13 Cootes and Snellgrove, *The Ancient World*, Chapter 24
 Marks and Tingay, *The Romans*, pp. 24-25, 41-43, 48-51, 68-69
 Writing and Books
 Roman Customs and Education
 The Flavian Dynasty: Vespasian, Titus, Domitian
 Clothes and Fashion, Marriage and Childbirth, Writing and Books
 Medicine and Doctors
- 14 Cootes and Snellgrove, *The Ancient World*, Chapter 25
 Marks and Tingay, *The Romans*, pp. 34-40, 44-47, 53
 Homes and Home Life
 The Apartments of the Poor, The Houses and Villas of the Rich, Household Slaves, Food and Eating Habits
- 15 Cootes and Snellgrove, *The Ancient World*, Chapter 26
 Marks and Tingay, *The Romans*, pp. 49, 62-67, 70, 79
 Religion and Rise of Christianity
 Roman Gods, Early Christians and Persecutions
 The Acceptance of Christianity
 Funerals and Burials, Foretelling the Future, Alternatives to State Religion
 Festivals, Calendar, Temples
- 16-17 Cootes and Snellgrove, *The Ancient World*, Chapter 27
 Marks and Tingay, *The Romans*, pp. 76-80, 90-91
 Decline and Fall, Division of the Empire, Barbarian Invasions, Byzantine Empire, The Legacy of Rome
 Diocletian, Constantine, Theodosius, Honorius
- 18-19 Cootes and Snellgrove, *The Ancient World*, Chapters 28-31
 Marks and Tingay, *The Romans*, pp. 24-26, 28-29, 45
 Roman Britain, A New Province for Rome, Making the Province Secure
 The Administration of the Empire, Hadrian's Wall
 Permanent Fortifications
 The Five Good Emperors: Nerva, Trajan, Hadrian, Antoninus Pius, Marcus Aurelius

Middle Ages

- From Cootes and Snellgrove, *The Middle Ages*
- 20 Chapter 1: The Coming of the English
- 21 Chapter 2: The Roman Church
- 22 Chapter 3: The Heathens Become Christians
- 23 Chapter 4: Justinian and Mohammed

24	Chapter 5: The Emperor Charlemagne
25	Chapter 6: Early English Life and Customs
26	Chapter 7: The Vikings and Alfred the Great
27	Chapter 8: The Kingdom of All England
28	Chapter 10: The Rule of William the Conqueror
29	Chapter 11: Henry II and Thomas Becket
30	Chapter 12: The Crusades Chapter 13: The Catholic Church
31	Chapter 14: Magna Carta and the Beginning of Parliament
32	Chapter 15: Edward I, Wales and Scotland
33	Chapter 16: Life in an English Manor Chapter 17: Town Life and Trade
34	Chapter 18: Black Death and Peasants' Revolt
35	Chapter 19: The Hundred Years War
36	Chapter 20: A Time of Change

GEOGRAPHY

REQUIRED TEXT:

Helgren, David M. and Robert J. Sager. *World Geography Today*. Orlando, FL: Holt, Rinehart and Winston, 1992.

TEACHER RESOURCE:

Helgren, David M. and Robert J. Sager. *World Geography Today*, Teacher Edition. Orlando, FL: Holt, Rinehart and Winston, 1992.

SUPPLEMENTAL MATERIAL:

Hammond, Dean and Kathleen. *Hammond Atlas of the World*, Second Edition. Maplewood, NJ: Hammond, Inc., 1999.

<u>WEEK</u>	<u>TOPIC</u>
1-2	Introduction and Map Skills Chapter 1: The Geographer's World
3-4	Chapter 2: The Earth in Space
5-6	Chapter 3: The Earth's Atmosphere and Climates
7	Chapter 4: The Water Planet
8	Chapter 5: Global Landforms
9-10	Chapter 6: Patterns of Life
11	Chapter 7: Global Cultures
12	Chapter 8: Global Economics and Global Population
13-14	Chapter 23: Introducing Europe

15	Chapter 24: Northern Europe
16	Chapter 25: West Central Europe
17	Chapter 26: Southern Europe
18	Chapter 27: Eastern Europe
19-20	Chapter 28: Introducing Russia and Northern Eurasia
21	Chapter 29: Russia
22	Chapter 30: Ukraine, Belarus and the Caucasus
23	Chapter 31: Central Asia
24-25	Chapter 32: Introducing Southwest Asia
26-27	Chapter 33: The Eastern Mediterranean
28	Chapter 34: Interior Southwest Asia
29-30	Chapter 35: Introducing Africa
31	Chapter 36: North Africa
32	Chapter 37: West Africa
33	Chapter 38: East Africa
34	Chapter 39: Central Africa
35	Chapter 40: Southern Africa
36	Unit Review and Test

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Earth Processes. Hudson, NH: Delta Education, Inc. 1996.

Fungi—Small Wonders. Hudson, NH: Delta Education, Inc., 1994.

Newton's Toy Box. Hudson, NH: Delta Education, Inc., 1996.

Astronomy. Hudson, NH: Delta Education, Inc., 1999.

Color and Light. Hudson, NH: Delta Education, Inc., 1997.

SUPPLEMENTAL RESOURCES:*

Maton, Anthea, et al. *Exploring Physical Science*. Upper Saddle River, NJ: Prentice Hall, 1997.

----- *Dynamic Earth*. Upper Saddle River, NJ: Prentice Hall, 1997.

----- *Parade of Life: Monerans, Protists, Fungi, and Plants*. Upper Saddle River, NJ: Prentice Hall, 1997.

----- *Exploring the Universe*. Upper Saddle River, NJ: Prentice Hall, 1997.

*Each Prentice Hall Text is used to supplement the Delta Science Module units. A teacher's edition is available for each of the student texts listed.

<u>WEEK</u>	<u>TOPIC</u>
	From <i>Newton's Toy Box</i> and supplemented by material in <i>Exploring Physical Science</i>
1	Newton's First Law of Motion; "Motion in Review" The Force of Gravity; "Gravity and Balance" Newton's Second Law of Motion; "Moving Masses"
2	The Force of Air Resistance; "The Parachute Drop" Parabolic Trajectories; "Basketball Arcs" Parabolic Motion; "Ball and Cup Contest"
3	Average Speed; "Rolling On" Average Speed; Gravitational Potential Energy; Kinetic Energy; "Great Race" Acceleration; "Accelerating Masses"
4	Elastic Potential Energy; Energy Conservation; "The Come-Back-Can" Newton's Third Law of Motion; "Action-Reaction in Action" Newton's Third Law; Potential and Kinetic Energy; "The Grasshopper Game"
5	Momentum and Its Conservation; "Clacker Conservation" Assessment Review (Part 1) Assessment Review (Part 2)
6	Assessment Sections 1-2 Assessment Section 3 and Homework Section Return and Discussion of Assessment
	From <i>Fungi—Small Wonders</i> and supplemented by material in <i>Parade of Life: Monerans, Protists, Fungi and Plants</i>
7	Parts of Seed Plants and Their Functions; "Observing Seed Plants" Parts of Mushrooms and Mold and Their Functions; "Mushrooms and Mold" Comparison of Spores and Seeds; "Spore Prints"
8	Reproduction in Yeast; "Yeast Is a Fungus Too!" Effect of Food on Reproduction in Yeast; "Feeding Fungi" Comparing Growth of Molds in Various Growing Media; "Growing a Mold Garden, Part 1"
9	Effect of Temperature on Budding in Yeast; "Budding and Temperature" Growth of Molds; "Growing a Mold Garden, Part 2" Testing for Chlorophyll; "Testing for Pigment, Part 1" Testing for Chlorophyll; "Testing for Pigment, Part 2" Growth of Molds; "Growing a Mold Garden, Part 3"
10	Fermentation; "It's a Gas" Fermentation in Baking; "Putting Yeast to Work, Part 1" Fermentation in Baking; "Putting Yeast to Work, Part 2"
11	Antifungals and Fungicides; "Retarding Fungal Growth, Part 1" Antifungals and Fungicides; "Retarding Fungal Growth, Part 2" Helpful and Harmful Effects of Fungi; "Fungi: Good or Bad?"
12	Field/forest-path trip to collect fungi Reports by students on helpful and harmful fungi Continued reports by students on helpful and harmful fungi
13	Assessment Review (Part 1) Assessment Review (Part 2) Assessment Sections 1-2
14	Assessment Section 3 and Homework Section Return and Discussion of Assessment
	From <i>Earth Processes</i> and supplemented by material in <i>Dynamic Earth</i>
	Continental Drift; "Pieces of a Puzzle"

- 15 Continental Drift; Sedimentary Rock Samples; “Pieces of a Puzzle” (continued)
Model of Earth and Its Interior
Igneous Rock Samples; “The Structure of the Earth”
Composition of Earth’s Crust; Weathering
Metamorphic Rock Samples; “The Earth’s Weathered Crust, Part 1”
- 16 Formation of Sedimentary Rocks; “Sediments Become Rocks, Part 1”
Formation of Igneous Rocks; Model Volcano; “Volcanoes Make Rocks, Part 1”
Completion of Three Activities; “The Earth’s Weathered Crust, Part 2”
“Sediments Become Rocks, Part 2”
“Volcanoes Make Rocks, Part 2”
- 17 Review of Earth Processes; Practice in Identifying Rock Samples
Formation of Metamorphic Rock; Interactions of Sedimentary, Igneous and Metamorphic Rocks; “The Rock Cycle”
Modeling Mountain Formation; “Mountain Building”
- 18 Modeling Compressional and Shear Waves in Earthquakes; “Earthquake!”
Model Seismograph; Richter Scale; “Building a Seismograph”
Plotting Locations of Earthquakes and Volcanoes; “Ring of Fire”
- 19 Isostasy; “A Balancing Act”
Modeling Convection Currents in Earth’s Mantle; “Convection Currents”
Modeling Ocean-Floor Spreading; “The Ocean Floor”
- 20 Connection Between Crustal Plate Movement and Continental Drift; “Plate Tectonics”
Assessment Review (Part 1)
Assessment Review (Part 2)
- 21 Assessment Sections 1-2
Assessment Section 3 and Homework Section
Return and Discussion of Assessment
- 22 From *Astronomy* and supplemented by material in *Exploring the Universe*
Modeling Hourly Movement of Sky Objects; “The Sky in Motion”
Movement of Sky Objects; “The Sky in Motion” (continued)
Modeling Sky and Rotating Earth; “As the Earth Turns”
- 23 View of Sky Related to Latitude
Astrolabe and Solar Quadrant; “Skies Around the World, Part 1”
Sky View Related to Latitude; “Skies Around the World, Part 2”
Monthly Movement of Sky Objects; “Stars Throughout the Year”
- 24 Movement of Sun Through Constellations and the Seasons; “The Sun and Seasons”
Model of Stonehenge and the Seasons; “The Sun and Seasons” (continued)
Solar System Scale Model; “Planet Watch”
- 25 Modeling Positions of the Planets; “Planet Watch”
Identifying Starfields and Matching with Constellations; “Constellations and Myths”
Myths of Constellations; “Constellations and Myths” (continued)
- 26 Three-Dimensional Model of Big Dipper; Stellar Distances; “Three-Dimensional Starfield”
Lenses, Telescopes and Magnification; “Seeing More”
Stages of Stellar Evolution; “Life Cycle of a Star”
- 27 Discussion of Handout “Cycles” (from *Astronomy*)
Classification of Galaxies; Counting Galaxies; “Galaxies”
Probability of Other Life in Universe; “Are We Alone?”
- 28 Assessment Review (Part 1)
Assessment Review (Part 2)
Assessment Sections 1-2

- 29 Assessment Section 3 and Homework Section
Return and Discussion of Assessment
- From *Color and Light* and supplemented by material from *Exploring Physical Science*
- 29 Spectrum of Sunlight Through Prism; “The Spectrum of Visible Light”
- 30 Producing Colors by Mixing; Primary Colors of Light Subtraction; “Mixing Pigments”
Paper Chromatography; “Separating Colors, Part 1”
Paper Chromatography; “Separating Colors, Part 2”
- 31 Color Filters and Their Combinations; “Color Filters and Light”
Combing Colored Beams of Light; Primary Colors of Light Addition; “Mixing Light Beams”
Separating Light with Prisms; Secondary Colors of Light Addition; “Primary Colors”
- 32 Complementary Colors; “Primary Colors” (continued)
Colored Paper Illuminated by Different Colors of Light; “Colored Lighting”
Colored Images from Colored Dots; “Color Images”
- 33 Mixing Proportions of Colors; “Shades of Color”
Viewing Colored Drawings Through Colored Filters; “Color Filters and Sight, Part 1”
Viewing Colored Drawings Through Colored Filters; “Color Filters and Sight, Part 2”
- 34 Making 3-D Glasses; Drawing 3-D Pictures; “Seeing in 3-D”
Relation of Afterimages to Complementary Colors; “Sight and Afterimages”
Making Color Wheels; “Color Wheels, Part 1”
- 35 Color Addition by Color Wheel Spinning; “Color Wheels, Part 2”
Assessment Review (Part 1)
Assessment Review (Part 2)
- 36 Assessment Sections 1-2
Assessment Section 3 and Homework Section
Return and Discussion of Assessment

MATHEMATICS

REQUIRED TEXT:

Saxon, John H. Jr. *Algebra ½: An Incremental Development*, Third Edition. Norman, OK: Saxon Publishers, Inc., 2000.

TEACHER RESOURCE:

Saxon, John H. Jr. *Algebra ½: An Incremental Development*, Third Edition, Teacher Edition. Norman, OK: Saxon Publishers, Inc., 2000.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-4 Whole Number Place Values Expanded Notation Reading and Writing Whole Numbers The Number Line and Ordering Rounding Whole Numbers Subtraction Addition and Subtraction Patterns Multiplication Division Multiplication and Division Patterns
2	Lessons 5-8 Addition and Subtraction Word Problems Reading and Writing Decimal Numbers

- Adding and Subtracting Decimal Numbers
- Rounding Decimal Numbers
- Estimation
- Multiplying and Dividing by Powers of 10
- Ordering Decimal Numbers

- 3 Lessons 9-12
 - Points, Lines, Rays and Line Segments
 - Angles
 - Perimeter
 - Divisibility
 - Word Problems and Equal Groups
 - Prime Numbers and Composite Numbers
 - Products of Prime Numbers

- 4 Lessons 13-16
 - Common Factors and the Greatest Common Factor
 - Multiplication Word Problems
 - Fractions
 - Expanding and Reducing Fractions
 - Fractions and Decimals
 - Fractions to Decimals
 - Rounding Repeaters
 - Decimals to Fractions
 - Exponents

- 5 Lessons 17-20
 - Areas of Rectangles
 - Multiplying Fractions and Whole Numbers
 - Fractional Part of a Number
 - Symbols for Multiplication
 - Multiplying Fractions
 - Dividing Fractions
 - Multiples
 - Least Common Multiple

- 6 Lessons 21-24
 - Average
 - Multiple Fractional Factors
 - U.S. Customary System
 - Unit Multipliers
 - Metric System

- 7 Lessons 25-28
 - Area as Difference
 - Mode, Median, Mean and Range
 - Average in Word Problems
 - Areas of Triangles
 - Improper Fractions, Mixed Numbers and Decimal Numbers

- 8 Lessons 29-32
 - Graphs
 - Adding and Subtracting Fractions
 - Adding and Subtracting Fractions with Unequal Denominators
 - Order of Operations
 - Variables and Evaluation

- 9 Lessons 33-36
 - Multiple Unit Multipliers
 - Conversion of Units of Area

	Adding Mixed Numbers Rate Subtracting Mixed Numbers Rate Word Problems
10	Lessons 37-40 Equations: Answers and Solutions Rectangular Coordinates Equivalent Equations Addition-Subtraction Rule for Equations Reciprocals Multiplication Rule Division Rule
11	Lessons 41-44 Overall Average Symbols of Inclusion Division in Order of Operations Multiplying Mixed Numbers Dividing Mixed Numbers Roots Order of Operations with Exponents and Roots
12	Lessons 45-48 Volume Order of Operations with Fractions Evaluation of Exponential Expressions and Radicals Fractional Part of a Number Fractional Equations
13	Lessons 49-52 Surface Area Scientific Notation for Numbers Greater Than 10 Scientific Notation for Numbers Between 0 and 1 Decimal Part of a Number Fractions and Symbols of Inclusion
14	Lessons 53-56 Percent Ratio and Proportion Fractions, Decimals and Percents Reference Numbers Equations with Mixed Numbers
15	Lessons 57-60 Mixed Number Problems The Distance Problem Proportions with Fractions Circles
16	Lessons 61-64 Solving Equations in Two Steps Fractional Part Word Problems Changing Rates Semicircles
17	Lessons 65-68 Proportions with Mixed Numbers Using Proportions with Similar Triangles Ratio Word Problems

	Using Ratios to Compare Percent Word Problems Visualizing Percents Less Than 100
18	Lessons 69-72 Absolute Value Adding Signed Numbers Rules for Addition of Signed Numbers Powers of Fractions Roots of Fractions Graphing Inequalities
19	Lessons 73-75 Right Circular Cylinders Inserting Parentheses Order of Addition Implied Ratios
20	Lessons 76-78 Multiplication with Scientific Notation Percents Greater Than 100 Opposites
21	Lessons 79-81 Simplifying More Difficult Notations Increases in Percent Multiplication and Division of Signed Numbers
22	Lessons 82-84 Evaluation with Signed Numbers Rate Problems as Proportion Problems Formats for the Addition Rule Negative Coefficients Properties of Equality
23	Lessons 85-87 Equation of a Line Graphing a Line Algebraic Phrases Properties of Algebra
24	Lessons 88-90 Surface Area of a Right Solid Trichotomy Symbols of Negation Algebraic Sentences
25	Lessons 91-93 Order of Operations with Signed Numbers and Symbols of Inclusion Estimating Roots Fraction Bars as Symbols of Inclusion
26	Lessons 94-96 Terms Adding Like Terms (Part 1) Variables on Both Sides Multiple-Term Equations
27	Lessons 97-99 Two-Step Problems

	Adjacent Angles
	Complementary and Supplementary Angles
	Measuring Angles
	Exponents and Signed Numbers
28	Lessons 100-102
	Advanced Ratio Problems
	Multiplication of Exponential Expressions
	Variable Bases
	Adding Like Terms (Part 2)
29	Lessons 103-105
	Distributive Property
	Classifying Triangles
	Angles in Triangles
	Evaluating Powers of Negative Bases
30	Lessons 106-108
	Roots of Negative Numbers
	Negative Exponents
	Zero Exponents
	Roman Numerals
	Fractional Percents
31	Lessons 109-111
	Simple Interest
	Compound Interest
	Markup and Markdown
	Commission
	Profit
32	Lessons 112-114
	Probability (Part 1)
	Inch Scale
	Metric Scale
	Probability (Part 2): Independent Events
33	Lessons 115-117
	Polygons
	Congruence and Transformation
	Area of Parallelograms and Trapezoids
	Equations with x^2
	Pythagorean Theorem
	Demonstration of the Pythagorean Theorem
34	Lessons 118-120
	English Volume Conversions
	Metric Volume Conversions
	Volume of Pyramids, Cones and Spheres
	Surface Area of Pyramids and Cones
35	Lessons 121-123
	Forming Solids
	Symmetry
	Permutations
	Numerals and Numbers
	The Subsets of the Real Numbers
36	Review



Eighth Grade

READ ALOUD

Hale, Edward Everett. *The Man Without a Country*. Sandwich, MA: Chapman Billies, Inc., 1994.*

Hemingway, Ernest. *Old Man and the Sea*. New York: Scribner, 1980.*

*Students undertake additional study and analysis of these two books beyond reading them aloud in class; therefore, they are also part of the Instructional Collection.

INSTRUCTIONAL COLLECTION

REQUIRED TEXTS:

Fast, Howard. *April Morning*. New York: Crown Publishers, 1961.

Hale, Edward Everett. *The Man Without a Country*. Sandwich, MA: Chapman Billies, Inc., 1994.

Hemingway, Ernest. *Old Man and the Sea*. New York: Scribner, 1980.

Hunt, Irene. *Across Five Aprils*. New York: Berkley Books, 1964.

Lee, Harper. *To Kill a Mockingbird*. New York: Warner Books, 1960.

Schaefer, Jack. *Shane*. New York: Dell Laurel-Leaf, 1949.

Schumacher, Julie A., ed. *The American Tradition: Short Stories from 1820-1920*. Logan, IA: Perfect Learning Corporation, 2006.

Shakespeare, William. *The Merchant of Venice*. New York: Washington Square Press, 1992.

Twain, Mark. *The Adventures of Tom Sawyer*. New York: Penguin Group, 1994.

Wilder, Thornton. *Our Town*. New York: HarperCollins, 1965.

WEEK TOPIC

1	From Schumacher, <i>The American Tradition: Short Stories from 1820-1920</i> (Weeks 1-5) Washington Irving's <i>The Legend of Sleepy Hollow</i> Nathaniel Hawthorne's <i>Young Goodman Brown</i>
2	Edgar Allan Poe's <i>The Masque of the Red Death</i>
3	Mark Twain's <i>The Celebrated Jumping Frog of Calaveras County</i> Ambrose Bierce's <i>An Occurrence at Owl Creek Bridge</i>
4	Charles Waddell Chesnutt's <i>The Wife of His Youth</i>
5	O'Henry's <i>A Retrieved Reformation</i> Willa Cather's <i>A Sculptor's Funeral</i>
6-9	<i>April Morning</i>
10-11	<i>The Man Without a Country</i>

12-15	<i>The Adventures of Tom Sawyer</i>
16-19	<i>Across Five Aprils</i>
20-24	<i>Shane</i>
25-26	<i>Old Man and the Sea</i>
27-31	<i>To Kill a Mockingbird</i>
32-33	<i>The Merchant of Venice</i>
34-36	<i>Our Town</i>

GRAMMAR AND MECHANICS

REQUIRED TEXT:

Warriner, John E. *English Composition and Grammar: Third Course*. New York: Harcourt Brace Jovanovich, Inc., 1988.

TEACHER RESOURCE:

Warriner, John E. *English Composition and Grammar: Third Course, Teacher's Edition*. New York: Harcourt Brace Jovanovich, Inc., 1988.

<u>WEEK</u>	<u>TOPIC</u>
1-4	Chapter 12: The Parts of Speech: The Work That Words Do
5-8	Chapter 13: The Parts of a Sentence: Subject, Predicate, Complement
9-15	Chapter 14: The Phrase: Prepositional, Verbal, and Appositive Phrases
16-22	Chapter 15: The Clause: Independent and Subordinate Clauses
23	Chapter 16: Agreement: Subject and Verb, Pronoun and Antecedent
24-25	Chapter 17: The Correct Use of Verbs: Principal Parts, Regular and Irregular Verbs
26-27	Chapter 18: The Correct Use of Pronouns: Nominative and Objective Uses
28-29	Chapter 19: The Correct Use of Modifiers: Comparison and Placement
30	Chapter 22: Punctuation: End Marks and Commas
31	Chapter 23: Punctuation: Semicolons and Colons
32	Chapter 24: Punctuation: Italics and Quotation Marks
33	Chapter 25: Punctuation: Apostrophes
34	Chapter 26: Punctuation: Hyphens, Dashes, Parentheses
35-36	Review

COMPOSITION

REQUIRED TEXT:

Goldenberg, Phyllis, et al. *Grammar for Writing: Fourth Course*. New York: William H. Sadlier, Inc., 2000.

TEACHER RESOURCE:

Goldenberg, Phyllis, et al. *Grammar for Writing: Fourth Course*, Teacher's Edition. New York: William H. Sadlier, Inc., 2000.

WEEKLY OUTLINE:

All students write a book report on Irene Hunt's *Across Five Aprils*, which is part of the Instructional Collection. For the research paper, students select a topic related to American history. Topic selection is subject to teacher's approval.

<u>WEEK</u>	<u>TOPIC</u>
	Chapter 1: The Writing Process
1	Lesson 1.1: Prewriting
2	Lesson 1.2: Prewriting and Drafting
3	Lesson 1.3: Revising and Editing
4	Lesson 1.4: Proofreading and Publishing
	Chapter 2: Writing Effective Paragraphs and Essays
5	Lesson 2.1: Unity
6	Lesson 2.2: Elaborating with Supporting Details
7	Lesson 2.3: Coherence
8	Lesson 2.4: Types of Paragraphs
9	Lesson 2.5: Writing Essays
	Chapter 3: Writing Workshops
10-12	Lesson 3.1: Narrative Writing: Autobiographical Incident
13-15	Lesson 3.2: Persuasive Writing
16-18	Lesson 3.3: Expository Writing
19-24	Lesson 3.4: Writing About Literature: Analyzing Fiction Book Report
25-36	Lesson 3.5: Expository Writing: Research Paper

SPELLING

REQUIRED TEXTS:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots*. Cambridge, MA: Educators Publishing Service, 2003.

Goldenberg, Phyllis, et al. *Grammar for Writing: Fourth Course*. New York: William H. Sadlier, Inc., 2000.

TEACHER RESOURCES:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots*, Teacher's Guide and Answer Key. Cambridge, MA: Educators Publishing Service, 2005.

Goldenberg, Phyllis, et al. *Grammar for Writing: Fourth Course*, Teacher's Edition. New York: William H. Sadlier, Inc., 2000.

WEEKLY OUTLINE:

Spelling words are taken from the alternate word lists in *Vocabulary from Classical Roots* and from commonly misspelled words in Chapter 30 of *Grammar for Writing: Fourth Course*. In addition to words from the required texts, the teacher may wish to supplement vocabulary words selected from the works that comprise the Instructional Collection.

<u>WEEK</u>	<u>TOPIC</u>
1-8	Alternate weekly: Vocabulary words and commonly misspelled words
9	Unit test

10-17	Alternate weekly: Vocabulary words and commonly misspelled words
18	Unit test
19-26	Alternate weekly: Vocabulary words and commonly misspelled words
27	Unit test
28-35	Alternate weekly: Vocabulary words and commonly misspelled words
36	Unit test

VOCABULARY

REQUIRED TEXT:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots*. Cambridge, MA: Educators Publishing Service, 2003.

TEACHER RESOURCE:

Fifer, Norma and Nancy Flowers. *Vocabulary from Classical Roots, Teacher's Guide and Answer Key*. Cambridge, MA: Educators Publishing Service, 2005.

<u>WEEK</u>	<u>WORD LIST</u>
1-2	Lesson 1: The Person
3-4	Lesson 2: The Person
5-6	Lesson 3: Personal Relationships
7-8	Lesson 4: Personal Relationships
9	Unit test
10-11	Lesson 5: Feelings
12-13	Lesson 6: Feelings
14-15	Lesson 7: Creature Comforts
16-17	Lesson 8: Creature Comforts
18	Unit test
19-20	Lesson 9: The Head
21-22	Lesson 10: The Head
23-24	Lesson 11: The Body
25-26	Lesson 12: The Body
27	Unit test
28-29	Lesson 13: The Hands
30-31	Lesson 14: The Hands
32-33	Lesson 15: The Feet

34-35 Lesson 16: The Feet

36 Unit test

FRENCH II

REQUIRED TEXTS:

Vallette, Jean-Paul and Rebecca M. *Discovering French – Bleu*. Evanston, IL: Houghton Mifflin, 2001.

----- *Discovering French – Bleu Activity Book*. Evanston, IL: Houghton Mifflin, 2001.

<u>WEEK</u>	<u>TOPIC</u>
1	Review alphabet Review numbers 1-1,000 Review days of the week/month/weather/seasons Introduce useful expressions for the FL classroom
2	Review saying hello and asking someone's name Review spelling marks and accents Review introducing oneself and spelling one's name Review talking about your nationality and where you are from Review using <i>je suis</i> and <i>tu es</i>
3	Review verbs: <i>être/avoir/faire/-er</i> verbs Review talking about past actions Review Leçon 19 Review adjective agreement and placement Review describing people/possessions
4	Review Leçon 20 Review additional adjectives/agreement/placement Review describing people/possessions Review expressing opinions, using <i>c'est</i> and <i>ce n'est pas</i> Write a short dialogue, talking about someone and describing him or her Practice/perform dialogue
5	Writing a letter to a French penpal: Question review, vocabulary review, description review Leçon 21: <i>La ville et la maison</i> Identifying and describing city places, streets, buildings and neighborhoods Learning about the French city of Tours
6	Review vocabulary Giving your address Asking for and giving directions, using commands and impersonal <i>il y a</i> and <i>c'est</i>
7	<i>Idem.</i>
8	Review giving and asking for directions Write a dialogue between student and a visitor to his/her neighborhood: Visitor asks where things are and for directions Practice/perform dialogue
9	Describing the inside and outside of one's home Room vocabulary Write an interview, asking someone about his/her hometown and neighborhood, asking about his/her house Practice/perform interview
10	Review Leçon 21 TPRS

- 11 *Leçon 22: Weekend à Paris*
 Describing places one often goes to, using the verb *aller* and contractions with *à*
 Manipulate verb
 Learning about attractions in Paris
- 12 Review places and *aller*
 Manipulate verbs
 Review forming contractions with *à*
 Talking about how one gets around and modes of transportation
- 13 Review
 Talking about what one is going to do, using *aller* + infinitive
 Talking about going to someone's house, using the expression *chez*
- 14 Using expressions with *aller* and *faire*
 Negative sentences with *aller* + infinitive
- 15 Review *Leçon 22*
 Pronunciation: Semi-vowels "w" and "j"
 Write a conversation with a classmate, asking questions about what he/she plans to do on the weekend. Try to find out as much as possible.
 Practice/perform conversation
- 16 Christmas project
- 17 Review verb *aller* and using the construction *aller* + infinitive
 Review contractions with *à*
Leçon 23: Au Café de l'Univers
 Talking about where people are coming from, using the verb *venir* and contractions with *de*
 Manipulate verb
- 18 Review
 Talking about activities: Sports, games and music, using contractions with *à* and *de*
 Stress pronouns and uses
- 19 Review: *aller/venir/à/de*/stress pronouns
 Song: *Qui a volé les biscuits?* to illustrate stress pronouns
 Using the construction noun + *de* + noun to describe objects
- 20 Review noun + *de* + noun
 Contradicting someone/expressing surprise
 Pronunciation: Vowels "o" and "oe"
 Learning about attractions in Paris and in French cafés
- 21 Review *Leçon 23*
 Write a dialogue, asking a classmate whom he/she is going to visit and what they are going to do. Then, decide if you are going to go along.
 TPRS
- 22 *Leçon 24: Mes voisins*
 Identifying and describing family members; explaining relationships, using *de*
- 23 Review explaining relationships, using *de*
 Talking about relationships and ownership, using possessive adjectives
 Drawing one's family tree and explaining relationships to other classmates
- 24 Review relationships and ownership
 Using ordinal numbers
 Expressing doubt

- 25 Review Leçon 24
Pronunciation: Vowel sounds “o”
Write an interview, using new vocabulary
Practice/perform interview
TPRS
- 26 Video essay: *À Paris*
Learning about Paris
Recognizing major historic and modern attractions
Learning about various ways of traveling and sightseeing in Paris
Students list places Jean-Marc mentions and locate them on the map of Paris. Then, they talk about what places they would like to visit and why.
- 27 Virtual visit to Paris
Students will visit Paris via the Internet. They will write about when they will arrive, how, where they will stay, what attractions they will visit, the métro, where and what they will eat, and how they will spend their last day in Paris.
- 29 Leçon 25
Talking about clothing and accessories, and stores that sell clothes
Talking about what people are wearing and where to go shopping
Asking for help from a salesperson and finding out prices
Using numbers to 1,000 to discuss prices
- 30 Review vocabulary and expressions
Saying whether clothes fit and what they look like
Expressing opinions
- 31 Review vocabulary and expressions
Using regular -er verbs in the present tense
Setting up a shop: In groups of three, students will open a shop, and decide what they will sell. Then, they will write a dialogue about two people shopping for clothes. The other student is the salesperson.
Practice dialogue
- 32 Perform dialogues in clothing store
Review Leçon 25
- 33 Fashion show: One person will model clothing, the other will describe what he/she is wearing, using prepared script
- 34 Leçon 26: *Rien n'est parfait!*
Talking about clothing and accessories and describing what clothes look like
Using verbs *mettre*, *acheter* and *préférer*
- 35 Review
- 36 Wrap-up/film

HISTORY

REQUIRED TEXTS:

Boorstin, Daniel J. and Brooks Mather Kelley. *A History of the United States*. Needham, MA: Prentice Hall, 1999.
Declaration of Independence
U.S. Constitution

TEACHER RESOURCE:

Boorstin, Daniel J. and Brooks Mather Kelley. *A History of the United States*, Annotated Teacher's Edition. Needham, MA: Prentice Hall, 1999.

<u>WEEK</u>	<u>TOPIC</u>
	From Boorstin and Kelley, <i>A History of the United States</i>
1-2	Chapter 1: What Europeans Found: The American Surprise
3-4	Chapter 2: An Assortment of Colonies
5-6	Chapter 3: New Ways in a New World
7-9	Chapter 4: The Road to Revolution and Victory
10-13	Chapter 5: From Confederation to Nation Read the <i>Declaration of Independence</i> Read the <i>U.S. Constitution</i>
14-16	Chapter 6: The United States Begins
17-18	Chapter 7: Jefferson in Power
19-21	Chapter 8: Struggles of a Young Nation
22-23	Chapter 9: The Jacksonian Era
24-25	Chapter 10: The Flourishing Land
26-27	Chapter 11: Reforming and Expanding
28-29	Chapter 12: The Failure of the Politicians
30-31	Chapter 13: The Civil War
32-33	Chapter 14: To Punish or Forgive?
34-35	Chapter 15: The Passing of the Frontier
36	Review

GEOGRAPHY

REQUIRED TEXT:

Helgren, David M. and Robert J. Sager. *World Geography Today*. Austin, TX: Holt, Rinehart and Winston, 2000.

<u>WEEK</u>	<u>TOPIC</u>
1-2	Chapter 10: Introducing the United States
3-4	Chapter 11: The Northeastern United States
5-6	Chapter 12: The Southern United States
7-8	Chapter 13: The Midwestern United States
9-10	Chapter 14: The Interior West
11-12	Chapter 15: The Pacific States
13-14	Chapter 16: Canada
15-16	Chapter 17: Introducing Middle and South America
17	Chapter 18: Mexico

18	Chapter 19: Central America and the Caribbean Islands
19	Chapter 20: Caribbean South America
20	Chapter 21: Atlantic South America
21	Chapter 22: Pacific South America
22-23	Chapter 41: Introducing East and Southeast Asia
24	Chapter 42: China, Taiwan and Mongolia
25	Chapter 43: Japan and Korea
26	Chapter 44: Mainland Southeast Asia
27	Chapter 45: Island Southeast Asia
28-29	Chapter 46: Introducing South Asia
30-31	Chapter 47: India
32	Chapter 48: The Indian Perimeter
33-34	Chapter 49: Australia
35-36	Chapter 50: The Pacific Islands and Antarctica

SCIENCE

TEACHER RESOURCES:

The science curriculum is guided by the Delta Science Modules. There are no texts for the student. Each module's teacher guide contains worksheets for the student.

DELTA SCIENCE MODULES:

Simple Machines. Nashua, NH: Delta Education, Inc., 1994.

DNA: From Genes to Proteins. Hudson, NH: Delta Education, Inc., 1994.

Plants in Our World, Teacher's Guide. Hudson, NH: Delta Education, Inc., 1996.

Chemical Interactions. Hudson, NH: Delta Education, Inc., 1994.

Electrical Connections. Hudson, NH: Delta Education, Inc., 1996.

SUPPLEMENTAL RESOURCES:*

Maton, Anthea, et al. *Exploring Physical Science*. Upper Saddle River, NJ: Prentice Hall, 1997.

----- *Parade of Life: Monerans, Protists, Fungi, and Plants*. Upper Saddle River, NJ: Prentice Hall, 1997.

Padilla, Michael, et al. *Cells and Heredity*. Upper Saddle River, NJ: Prentice Hall, 2000.

*Each Prentice Hall text is used to supplement the Delta Science Module units. A teacher's edition is available for each one of the student texts listed.

<u>WEEK</u>	<u>TOPIC</u>
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1	From <i>Plants in Our World</i> and supplemented by material in <i>Parade of Life: Monerans, Protists, Fungi, and Plants</i> Distinctions Between Plant and Animal Cells; "Plant and Animal Cells" Plant Stems; "Plant Stems: Structure and Function, Part 1" Plant Stems; "Plant Stems: Structure and Function, Part 2"
2	Effect of Light and Water on Seedling Growth; "What Do Plants Need? Part 1" Field trip to observe types of plants and to collect samples of algae in lake and moss in woods Transpiration; "Stomata and Transpiration, Part 1"

- 3 Transpiration; “Stomata and Transpiration, Part 2”
Effect of Light and Water on Seedling Growth; Phototropism; “What Do Plants Need? Part 2”
Photosynthesis—Intake of Carbon Dioxide; “Plants Take in Gas, Part 1”
- 4 Photosynthesis—Intake of Carbon Dioxide; “Plants Take in Gas, Part 2”
Photosynthesis—Production of Oxygen; “Plants Give Off Gas, Part 1”
Photosynthesis—Production of Oxygen; “Plants Give Off Gas, Part 2”
- 5 Chlorophyll as Green Pigment; “Paper Chromatography”
Photosynthesis—Production of Starch; “Plants Make Food, Part 1”
Photosynthesis—Necessity of Chlorophyll; “Chlorophyll”
- 6 Plant Respiration—Production of Carbon Dioxide; “Cellular Respiration in Plants, Part 1”
Plant Respiration—Production of Carbon Dioxide; “Cellular Respiration in Plants, Part 2”
Photosynthesis—Production of Starch; “Plants Make Food, Part 2”
- 7 Starch and Glucose in Plants; “Plants Store Food”
Importance and Uses of Plants; “The Uses of Plants”
Assessment Review (Part 1)
- 8 Assessment Review (Part 2)
Assessment Sections 1-2
Assessment Section 3 and Homework Section
- 9 Return and Discussion of Assessment
From *Chemical Interactions* and supplemented by material in *Exploring Physical Science*
Density of Liquids; “The Density of Liquids”
Pressure/Volume Relationship in a Gas; “Pressure and Volume of a Gas”
- 10 Solutions and Suspensions; “Solutions and Suspensions”
Models of Atoms; “Atomic Structure”
Structure of Atoms; “Atomic Structure” (continued)
- 11 Covalent Bonding; Modeling Molecules; “Making Molecules”
Distinguishing Ionic and Covalent Compounds; “Ionic and Covalent Compounds”
Modeling Chemical Reactions; “Chemical Equations”
- 12 Balancing Chemical Equations with Models; “Chemical Equations” (continued)
Modeling Isomers of Hydrocarbon Molecules; “Isomers”
Bonding in Organic Compounds; “Organic Compounds”
- 13 Testing for Acids and Bases; “Acids and Bases”
Acids and Bases; “Acids and Bases” (continued)
Neutralizing Acids and Bases; Titrations; “Neutralization”
- 14 Oxidation—Rusting; “Oxidation, Part 1”
Precipitates in Double-Replacement Reactions; “Precipitates”
Oxidation Observations; “Oxidation, Part 2”
- 15 Assessment Review (Part 1)
Assessment Review (Part 2)
Assessment Sections 1-2
- 16 Assessment Section 3 and Homework Section
Return and Discussion of Assessment
From *Electrical Connections* and supplemented by material in *Exploring Physical Science*
Introductory Electrostatic Demonstrations; Constructing an Electroscope; “The Electroscope”
- 17 Experiments with the Electroscope; “The Electroscope” (continued)
Constructing a Circuit; “Simple Circuits, Part 1”
Simple Circuits; “Simple Circuits, Part 2”

- 18 Circuits from Circuit Diagrams; Parallel and Series Circuits; “Circuit Symbols”
Constructing a Current Detector; “The Galvanometer”
Measuring Current Electricity; “Comparing Currents”
- 19 Current Conservation in Series and Parallel Circuits; “Conservation of Current”
Electrical Resistance; “Resistance”
Resistors in Series; “Series Resistors”
- 20 Resistors in Parallel; “Extra Experiment”
Batteries in Series; “Batteries in Series”
Batteries in Parallel; “Batteries in Parallel”
- 21 Electric Motor; “Motor Model”
Switches; “A Model of a Three-Way Switch”
Variable Resistance; “A Control Circuit”
- 22 Fruit Batteries; Heating in Resistors; Explanation of the Galvanometer
Assessment Review (Part 1)
Assessment Review (Part 2)
- 23 Assessment Sections 1-2
Assessment Section 3 and Homework Section
- From *DNA: From Genes to Proteins* and supplemented by material in *Exploring Physical Science*
- 24 Features, Characteristics and Variations; “How Do I Look?”
Relation of Proteins to Variations; “Proteins and Appearances”
Structures and Their Functions in Cells; “What’s in a Cell?”
- 25 Modeling a Cell; “Modeling a Cell”
Modeling Genetic Material in the Nucleus; “What’s in the Nucleus?”
Modeling DNA; “Modeling DNA”
- 26 Replication of DNA; “Replicating DNA”
Transcription; RNA from DNA; “Modeling a Message”
Protein Synthesis; Transcription and Translation; “The Code Makes a Product”
- 27 Protein Synthesis; Transcription and Translation; “The Code Makes a Product” (continued)
Genes, Chromosomes and Mutations; “Genes and Mutations”
Bacteria and Viruses; “Simpler Cells”
- 28 Extraction of DNA; “Extra Experiment”
Transplanting Genes; DNA Recombination; “How We Use DNA in Cells”
DNA Fingerprinting; Human Genome Project; “DNA Fingerprinting”
- 29 Film, “Voyage into the Cell”
Assessment Review (Part 1)
Assessment Review (Part 2)
- 30 Assessment Sections 1-2
Assessment Section 3 and Homework Section
Return and Discussion of Assessment
- From *Simple Machines* and supplemented by material in *Exploring Physical Science*
- 31 Work as Force Through Distance; “Doing Work”
Levers; “Levers”
Mechanical Advantage
- 32 Effects of Friction; “Friction”
The Wheel; “Inventing the Wheel”
The Wheel and Axle; “The Wheel and Axle”

- 33 Traction and Friction; “Tractor Traction”
Gears and Gear Ratios; “Gears”
Pulleys; “Pulleys”
- 34 Inclined Planes; “Inclined Planes”
The Wedge; “Wedges”
The Screw; “Screws”
- 35 Household Simple Machines; “Domestic Simple Machines”
Assessment Review (Part 1)
Assessment Review (Part 2)
- 36 Assessment Sections 1-2
Assessment Section 3 and Homework Section
Return and Discussion of Assessment

MATHEMATICS

REQUIRED TEXT:

Saxon, John H. Jr. *Algebra I: An Incremental Development*, Third Edition. Norman, OK: Saxon Publishers, Inc., 2003.

TEACHER RESOURCES:

Saxon, John H. Jr. *Algebra I: An Incremental Development*, Third Edition, Teacher’s Edition. Norman, OK: Saxon Publishers, Inc., 2003.

Sellers, James. *Real-World Applications for Algebra 1: An Incremental Development*, Third Edition. Norman, OK: Saxon Publishers, Inc., 2001.*

**Real-World Applications for Algebra I* is an integral component of the Saxon Algebra I curriculum.

<u>WEEK</u>	<u>TOPIC</u>
1	Lessons 1-4 Addition and Subtraction of Fractions Lines and Segments Angles Polygons Triangles Quadrilaterals Perimeter Circumference Review of Arithmetic Real World Problems: 1, 2, 3 and 4
2	Lessons 5-7 Sets Absolute Value Addition of Signed Numbers Rules for Addition Adding More Than Two Numbers Inserting Parentheses Mentally Definition of Subtraction The Opposite of a Number Simplifying More Difficult Notations Real World Problem: 5
3	Lessons 8-10 Area Rules for Multiplication of Signed Numbers Inverse Operations Rules for Division of Signed Numbers

- Summary
- Division by Zero
- Exchange of Factors in Multiplication
- Conversions of Area
- Real World Problem: 6

- 4 Lessons 11-13
- Reciprocal and Multiplicative Inverse
- Order of Operations
- Products of Signed Numbers
- Symbols of Inclusion
- Order of Operations
- Multiple Symbols of Inclusion
- More on Order of Operations
- Products of Signed Numbers
- Real World Problems: 7 and 8

- 5 Lessons 14-18
- Evaluation of Algebraic Expressions
- Surface Area
- More Complicated Evaluations
- Factors and Coefficients
- Terms
- The Distributive Property
- Like Terms
- Addition of Like Terms
- Real World Problems: 9 and 10

- 6 Lessons 19-22
- Exponents
- Powers of Negative Numbers
- Roots
- Evaluation of Powers
- Volume
- Product Rule for Exponents
- Addition of Like Terms with Exponents
- Review of Numerical and Algebraic Expressions
- Statements and Sentences
- Conditional Equations
- Real World Problems: 11, 12 and 13

- 7 Lessons 23-27
- Equivalent Equations
- Additive Property of Equality
- Multiplicative Property of Equality
- Solution of Equations
- More Complicated Equations
- More on the Distributive Property
- Simplifying Decimal Equations

- 8 Lessons 28-32
- Fractional Parts of Numbers
- Functional Notation
- Negative Exponents
- Zero Exponents
- Algebraic Phrases
- Decimal Parts of a Number
- Equations with Parentheses
- Word Problems
- Real World Problems: 14, 15 and 16

- 9 Lessons 33-35
 Products of Prime Factors
 Statements About Unequal Quantities
 Greatest Common Factor
 Factoring the Greatest Common Factor
 Canceling
 Real World Problems: 17 and 18
- 10 Lessons 36-38
 Distributive Property of Rational Expressions That Contain Positive Exponents
 Minus Signs and Negative Exponents
 Inequalities
 Greater Than and Less Than
 Graphical Solutions of Inequalities
 Ratio Problems
 Real World Problems: 19, 20 and 21
- 11 Lessons 39-41
 Trichotomy Axiom
 Negated Inequalities
 Advanced Ratio Problems
 Quotient Rule for Exponents
 Distributive Property of Rational Expressions That Contain Negative Exponents
 Addition of Like Terms in Rational Expressions
 Two-Step Problems
 Real World Problem: 22
- 12 Lessons 42-44
 Solving Multivariable Equations
 Least Common Multiple
 Least Common Multiples of Algebraic Expressions
 Addition of Rational Expressions with Equal Denominators
 Addition of Rational Expressions with Unequal Denominators
- 13 Lessons 45-48
 Range, Median, Mode and Mean
 Conjunctions
 Percents Less Than 100
 Percents Greater Than 100
 Polynomials
 Degree
 Addition of Polynomials
 Real World Problems: 23, 24, 25 and 26
- 14 Lessons 49-51
 Multiplication of Polynomials
 Polynomial Equations
 Ordered Pairs
 Cartesian Coordinate System
 Graphs of Linear Equations
 Graphs of Vertical and Horizontal Lines
- 15 Lessons 52-53
 More on Addition of Rational Expressions with Unequal Denominators
 Overall Average
 Power Rule for Exponents
 Conversions of Volume
 Real World Problems: 27 and 28

- 16 Lessons 54-55
Substitution Axiom
Simultaneous Equations
Solving Simultaneous Equations by Substitution
Complex Fractions
Division Rule for Complex Fractions
Real World Problem: 29
- 17 Lessons 56-58
Finite and Infinite Sets
Membership in a Set
Rearranging Before Graphing
Addition of Algebraic Expressions with Negative Expressions
Percent Word Problems
Real World Problems: 30, 31 and 32
- 18 Lessons 59-61
Rearranging Before Substitution
Geometric Solids
Prisms and Cylinders
Subsets
Subsets of the Set of Real Numbers
Real World Problem: 33
- 19 Lessons 62-65
Square Roots
Higher Order Roots
Evaluating Using Plus or Minus
Product of Square Roots Rule
Repeating Decimals
Domain
Additive Property of Inequality
Addition of Radical Expressions
Weighted Average
Real World Problem: 35
- 20 Lessons 66-68
Simplification of Radical Expressions
Square Roots of Large Numbers
Review of Equivalent Equations
Elimination
More About Complex Fractions
- 21 Lessons 69-71
Factoring Trinomials
Probability
Designated Order
Trinomials with Common Factors
Subscripted Variables
Real World Problems: 36 and 37
- 22 Lessons 72-74
Factors That Are Sums
Pyramids and Cones
Factoring the Difference of Two Squares
Probability Without Replacement
Scientific Notation
Real World Problems: 38 and 39

- 23 Lessons 75-77
Writing the Equation of a Line
Slope-Intercept Method of Graphing
Consecutive Integers
Consecutive Odd and Consecutive Even Integers
Fraction and Decimal Word Problems
Real World Problems: 40, 41 and 42
- 24 Lessons 78-81
Rational Equations
Systems of Equations with Subscripted Variables
Operations with Scientific Notation
Graphical Solutions
Inconsistent Equations
Dependent Equations
Real World Problems: 43 and 44
- 25 Lessons 82-84
Evaluating Functions
Domain and Range
Coin Problems
Multiplication of Radicals
Functions
- 26 Lessons 85-87
Stem-and-Leaf Plots
Histograms
Division of Polynomials
More on Systems of Equations
Tests for Functions
Real World Problem: 45
- 27 Lessons 88-90
Quadratic Equations
Solution of Quadratic Equations by Factoring
Value Problems
Word Problems with Two Statements of Equality
Real World Problems: 46 and 47
- 28 Lessons 91-93
Multiplicative Property of Inequality
Spheres
Uniform Motion Problems About Equal Distances
Products of Rational Expressions
Quotients of Rational Expressions
Real World Problems: 48, 49 and 50
- 29 Lessons 94-96
Uniform Motion Problems of the Form $D_1 + D_2 = N$
Graphs of Non-Linear Functions
Recognizing Shapes of Various Non-Linear Functions
Difference of Two Squares Theorem
Real World Problems: 51 and 52

- 30 Lessons 97-99
Angles and Triangles
Pythagorean Theorem
Pythagorean Triples
Distance Between Two Points
Slope Formula
Uniform Motion—Unequal Distances
Real World Problems: 53 and 54
- 31 Lessons 100-102
Place Value
Rounding Numbers
Factorable Denominators
Absolute Value Inequalities
- 32 Lessons 103-105
More on Rational Equations
Abstract Rational Equations
Factoring by Grouping
- 33 Lessons 106-108
Linear Equations
Equation of a Line Through Two Points
Line Parallel to a Given Line
Equation of a Line with a Given Slope
Square Roots Revisited
Radical Equations
Real World Problems: 55 and 56
- 34 Lessons 109-111
Advanced Trinomial Factoring
Vertical Shifts—Horizontal Shifts
Reflection About the x Axis
Combinations of Shifts and Reflections
More on Conjunctions
Disjunctions
- 35 Lessons 112-115
More on Multiplication of Radical Expressions
Direct Variation
Inverse Variation
Exponential Key
Exponential Growth
Using the Graphing Calculator to Graph Exponential Functions
Linear Inequalities
Real World Problems: 57 and 58
- 36 Lesson 116
Quotient Rule for Square Roots



Supplemental Reading Lists

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- Harness, Cheryl. *Young Abe Lincoln*. Des Moines, IA: National Geographic Society, 1996.
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THIRD GRADE

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FIFTH GRADE

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SIXTH GRADE

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*First Printing 1995
Second Printing 1997
Third Printing 2000
Fourth Printing 2009*

*Library of Congress Card Number TX 4-007-754
ISBN 0-916308-66-9*