## HILLSDALE ACADEMY
### K-8 Reference Guide

### ORGANIZATION OF THIS GUIDE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Hillsdale Academy School Culture</td>
<td>3</td>
</tr>
<tr>
<td>Student/Parent Handbook</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Handbook</td>
<td>17</td>
</tr>
<tr>
<td>K-8 Curriculum Overview</td>
<td>25</td>
</tr>
<tr>
<td>Art</td>
<td>28</td>
</tr>
<tr>
<td>Music</td>
<td>31</td>
</tr>
<tr>
<td>Physical Education</td>
<td>33</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>35</td>
</tr>
<tr>
<td>First Grade</td>
<td>37</td>
</tr>
<tr>
<td>Second Grade</td>
<td>41</td>
</tr>
<tr>
<td>Third Grade</td>
<td>43</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>45</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>47</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>49</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>51</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>53</td>
</tr>
<tr>
<td>Supplemental Reading Lists</td>
<td>203</td>
</tr>
<tr>
<td>Additional Titles for Classroom and Home Teachers</td>
<td>207</td>
</tr>
<tr>
<td>List of Publishers</td>
<td>209</td>
</tr>
</tbody>
</table>
## ORGANIZATION OF THIS GUIDE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Hillsdale Academy School Culture</td>
<td>3</td>
</tr>
<tr>
<td>Student/Parent Handbook</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Handbook</td>
<td>17</td>
</tr>
<tr>
<td>K-8 Curriculum Overview</td>
<td>25</td>
</tr>
<tr>
<td>Art</td>
<td>29</td>
</tr>
<tr>
<td>Music</td>
<td>31</td>
</tr>
<tr>
<td>Physical Education</td>
<td>33</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>35</td>
</tr>
<tr>
<td>First Grade</td>
<td>51</td>
</tr>
<tr>
<td>Second Grade</td>
<td>69</td>
</tr>
<tr>
<td>Third Grade</td>
<td>89</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>109</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>129</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>147</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>167</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>185</td>
</tr>
<tr>
<td>Supplemental Reading Lists</td>
<td>203</td>
</tr>
<tr>
<td>Additional Titles for Classroom and Home Teachers</td>
<td>207</td>
</tr>
<tr>
<td>List of Publishers</td>
<td>209</td>
</tr>
</tbody>
</table>
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 gymasia, 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.
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.
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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>83-87%</td>
<td>B+</td>
</tr>
<tr>
<td>78-79%</td>
<td>B</td>
</tr>
<tr>
<td>70-72%</td>
<td>C</td>
</tr>
<tr>
<td>63-67%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

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 for any reason are excused from all subsequent school activities for the day.
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 the next 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.

<table>
<thead>
<tr>
<th>AGE OF CHILD AS OF AUGUST 15 OF CURRENT ACADEMIC YEAR</th>
<th>GRADE OF PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>6</td>
<td>Grade 1</td>
</tr>
<tr>
<td>7</td>
<td>Grade 2</td>
</tr>
<tr>
<td>8</td>
<td>Grade 3</td>
</tr>
<tr>
<td>9</td>
<td>Grade 4</td>
</tr>
<tr>
<td>10</td>
<td>Grade 5</td>
</tr>
<tr>
<td>11</td>
<td>Grade 6</td>
</tr>
<tr>
<td>12</td>
<td>Grade 7</td>
</tr>
<tr>
<td>13</td>
<td>Grade 8</td>
</tr>
<tr>
<td>14</td>
<td>Grade 9</td>
</tr>
<tr>
<td>15</td>
<td>Grade 10</td>
</tr>
<tr>
<td>16</td>
<td>Grade 11</td>
</tr>
<tr>
<td>17</td>
<td>Grade 12</td>
</tr>
</tbody>
</table>
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
- 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:

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 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 off 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.
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.
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.
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 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. Students 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:


READ ALOUD


PHONICS

REQUIRED TEXTS:

TEACHER RESOURCES:

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

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Letters and Sounds K, Lessons 1-5: Names and sounds of I and U</td>
</tr>
<tr>
<td>2</td>
<td>Letters and Sounds K, Lessons 6-10: Names and sounds of E and A; Concept of five vowels</td>
</tr>
<tr>
<td>3</td>
<td>Letters and Sounds K, Lessons 11-15: Name and sound of O</td>
</tr>
<tr>
<td>4</td>
<td>Letters and Sounds K, Lessons 16-20: Names and sounds of T and L; Consonant vowel blends</td>
</tr>
<tr>
<td>5</td>
<td>Letters and Sounds K, Lessons 21-25: Names and sounds of B and N; One-vowel words</td>
</tr>
<tr>
<td>6</td>
<td>Letters and Sounds K, Lessons 26-30: Names and sounds of M and H</td>
</tr>
<tr>
<td>7</td>
<td>Letters and Sounds K, Lessons 31-35: Names and sounds of Ss and Cc</td>
</tr>
<tr>
<td>8</td>
<td>Letters and Sounds K, Lessons 36-40: Names and sounds of Dd and Gg</td>
</tr>
<tr>
<td></td>
<td>Sight words the and a</td>
</tr>
<tr>
<td>9</td>
<td>Letters and Sounds K, Lessons 41-45: Names and sounds of Rr and Ff</td>
</tr>
<tr>
<td>10</td>
<td>Letters and Sounds K, Lessons 46-50: Names and sounds Jj and Kk</td>
</tr>
<tr>
<td></td>
<td>Adding final consonants to blends to make one-vowel words</td>
</tr>
<tr>
<td>11</td>
<td>Letters and Sounds K, Lessons 51-55: Names and sounds Vv and Ww</td>
</tr>
<tr>
<td></td>
<td>Sentences, capitals and periods</td>
</tr>
<tr>
<td></td>
<td>Adding final consonants to blends to make one-vowel words</td>
</tr>
<tr>
<td>12</td>
<td>Letters and Sounds K, Lessons 56-60: Names and sounds Yy and Pp</td>
</tr>
<tr>
<td></td>
<td>Sentences, capitals and periods</td>
</tr>
<tr>
<td></td>
<td>Adding final consonants to blends to make one-vowel words</td>
</tr>
</tbody>
</table>
Letters and Sounds K, Lessons 61-65: Names and sounds Xx and Zz
Sentences and question marks

Letters and Sounds K, Lessons 66-70: Name and sound Qq
Adding a vowel to make a word
Words ending in two consonants

Letters and Sounds K, Lessons 71-75
Words ending in two consonants
Initial vowel words
Sentences

Letters and Sounds K, Lessons 76-80
Phonics review

Letters and Sounds K, Lessons 81-85
Sight words to, do, of, you

Letters and Sounds K, Lessons 86-90
One-vowel rule
Two-vowel rule

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

Letters and Sounds K, Lessons 96-100
Phonics Chart 6
Marking short, long and silent vowels

Letters and Sounds K, Lessons 101-105
Phonics Chart 6
My Blend and Word Book

Letters and Sounds K, Lessons 106-110
Phonics Chart 6

Letters and Sounds K, Lessons 111-115
Phonics Chart 6-7

Letters and Sounds K, Lessons 116-120
Phonics Chart 7

Letters and Sounds K, Lessons 121-125
Phonics Chart 7

Letters and Sounds K, Lessons 126-130
Phonics Chart 7

Letters and Sounds K, Lessons 131-135
Phonics Chart 8

Letters and Sounds K, Lessons 136-140
Phonics Chart 8

Letters and Sounds K, Lessons 141-145
Phonics Chart 8
HANDWRITING

REQUIRED TEXT:

TEACHER RESOURCE:

WEEK            TOPIC
1              Lessons 1-5: Introduction to writing; writing positions; writing lowercase i
2              Lessons 6-10: Writing lowercase i, u and e
3              Lessons 11-15: Writing lowercase a and o
4              Lessons 16-20: Writing lowercase t and l; connecting letters
5              Lessons 21-25: Writing lowercase b and n
6              Lessons 26-30: Writing lowercase m and h
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:

TEACHER RESOURCE:
**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.

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

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


**HISTORY**

**REQUIRED TEXTS:**

**SUPPLEMENTAL TEXTS:**

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prehistoric Michigan</td>
</tr>
<tr>
<td>2</td>
<td>Ice Age in Michigan</td>
</tr>
<tr>
<td>3-5</td>
<td>Discussion of Native Indians in Michigan</td>
</tr>
<tr>
<td>6</td>
<td>Aliki, <em>The Story of Johnny Appleseed</em></td>
</tr>
<tr>
<td>7</td>
<td>D'Aulaire and D'Aulaire, <em>Columbus</em></td>
</tr>
<tr>
<td>8</td>
<td>Indian Homes</td>
</tr>
<tr>
<td>9</td>
<td>Michigan Indians Medicine Man</td>
</tr>
<tr>
<td>10</td>
<td>Review—Weeks 1-9</td>
</tr>
<tr>
<td>11</td>
<td>Europeans in the New World</td>
</tr>
<tr>
<td>12</td>
<td>French Influence in Michigan</td>
</tr>
<tr>
<td>13</td>
<td>First Settlement by the Pilgrims</td>
</tr>
<tr>
<td>14</td>
<td>The First Thanksgiving</td>
</tr>
<tr>
<td>15</td>
<td>French Influence</td>
</tr>
<tr>
<td>16</td>
<td>The English in Michigan</td>
</tr>
<tr>
<td>17</td>
<td>The Revolutionary War—Northwest Territory</td>
</tr>
<tr>
<td>18-19</td>
<td>The War of 1812</td>
</tr>
<tr>
<td>20-21</td>
<td>Lewis Cass, Explorer of Michigan</td>
</tr>
<tr>
<td>22</td>
<td>Steamship Settling the Wilderness</td>
</tr>
<tr>
<td>23</td>
<td>Michigan’s Statehood</td>
</tr>
<tr>
<td>24-25</td>
<td>D'Aulaire and D'Aulaire, <em>Abraham Lincoln Dodson, Honest Abe</em></td>
</tr>
<tr>
<td>26-27</td>
<td>D'Aulaire and D'Aulaire, <em>George Washington</em></td>
</tr>
</tbody>
</table>
Loggers in Michigan
   Kellogg, Paul Bunyan
Farming, Factories and Tourists in Early Michigan
Aliki, The Many Lives of Benjamin Franklin
Henry Ford—Car Manufacturing in Detroit
The Legend of Sleeping Bear and Gull Island
State Flag and State Stone
State Flower and State Bird
State Fish and State Tree
State Nickname
   Santrey, Davy Crockett, Young Pioneer
McGovern, Wanted Dead or Alive: The True Story of Harriet Tubman
Review

GEOGRAPHY

REQUIRED TEXTS:

WEEK  TOPIC
   From Parker, A Little People's Beginning on Michigan
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
SCIENCE

REQUIRED TEXTS:

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:

WEEK       TOPIC
1           From Delta Science Module: Properties
            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

From GEMS, Ant Homes Under the Ground
7-9          Ants, Ants, Ants
            Ants and Ant Tunnels
            What Happens Inside an Ant’s Home
            How Ants Grow and Change
            Fill the Hill
            Cole, The Magic School Bus Gets Ants in Its Pants

From Delta Science Module: From Seed to Plants
10          Leaves

From GEMS, Ladybugs
11-13        Getting to Know Ladybugs
            Ladybugs Eating Aphids
            Eggs and Baby Ladybugs
            Ladybug Pupae and Life Cycle
            Ladybugs Rescue the Orange Trees

From Delta Science Module: Finding the Moon
14-17        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
From Step-by-Step Science Series: Sound
18-20 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

From GEMS, Frog Math
21-22 The Lost Button Story
   Sort, Classify and “Guess the Sort”
   Designer Buttons
   Frog Guesstimation
   The Frog Pond Game
   Hop to the Pond Game

From Council for Environmental Education, Project WILD
23-24 Everybody Needs a Home
   What Bear Goes Where?
   What Is Wild?
   Color Crazy
   Wildlife Is Everywhere

From GEMS, Tree Homes
25 A Tree and Its Holes
   Black Bears
   Getting Warmer
   Raccoons
   Owls
   From Delta Science Module: Food Chains and Webs
   Mystery Pellets

From GEMS, Tree Homes
26-27 More Tree Homes

From Delta Science Module: From Seed to Plants
28-30 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

From Flanagan, Insect Lore: The Butterfly Curriculum
31-33 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:**  

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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

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

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

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

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

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:

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

TEACHER RESOURCES:

ADDITIONAL MATERIALS:

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.

WEEK 1

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHARTS 1 AND 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lessons 1-4: Short and long vowels</td>
</tr>
<tr>
<td></td>
<td>Beginning/Ending sounds/blends</td>
</tr>
</tbody>
</table>

WEEK 2

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHARTS 4 AND 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lessons 5-10: Short-vowel rule</td>
</tr>
<tr>
<td></td>
<td>Use of k or c before a vowel</td>
</tr>
<tr>
<td></td>
<td>Two-vowel rule</td>
</tr>
<tr>
<td></td>
<td>Use of ck or ke at the end of a word</td>
</tr>
<tr>
<td></td>
<td>Use of u with q</td>
</tr>
</tbody>
</table>
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 c is followed by e, i or y, it says “s”
Homonyms

22  Lessons 93-97
Alphabetical order

23  Chart B
Lessons 98-102
When g is followed by e, i or y, 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 y to 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


---

**INSTRUCTIONAL COLLECTION**

**REQUIRED TEXTS:**


---

**WEEK** | **TOPIC**
---|---
1-2 | David and the Giant

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

**PENMANSHIP**

**REQUIRED TEXTS:**

**WEEK** | **TOPIC**
---|---
1 | From Norris, *Traditional Manuscript: Daily Handwriting Practice*
   | Capital and lowercase a-d
2 | Capital and lowercase e-h
Capital and lowercase i-l

Capital and lowercase m-p
Begin sentence writing

Capital and lowercase q-t

Capital and lowercase u-x

Capital and lowercase y, z
Numbers 1-6

Colors

More colors

School supplies

Pets

Food

Animals

Sentences that make a story

Days of the week

More food

Number words

Shapes

Money words

Ordinals

From Rigsby, *Writing with Phonics 1*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>e, i, u, a, o</td>
<td>t, l, s, c, b</td>
<td>n, A, h, r, m</td>
<td>w, f, d, g, G</td>
<td>l, P, K, T, y</td>
<td>j, v, z, q, x</td>
</tr>
</tbody>
</table>
# FRENCH

**REQUIRED TEXT:**


**SONG CD:**


**WEEKLY OUTLINE:**

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1    | Introducing oneself and asking others their names  
Numbers 1-10  
Song: *Je m'appelle...* (*Sing, Dance, Laugh and Eat Quiche I*) |
| 2    | Review numbers 1-10  
Telling one's age  
Song: *Joyeux Anniversaire* (*Happy Birthday*) |
| 3    | Review numbers 1-10  
Song: *Un kilomètre à pied* (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: *Les Jours de la semaine* (to the tune of *Au Claire de la lune*)  
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: *Les Mois de l'an* (to the tune of *Row, Row, Row Your Boat*)  
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: *Marie-Margot* (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  
*Il y a...* |
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: Biftek (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
Identifying colors
Identifying colors of objects
Song: Les couleurs (Sing, Dance, Laugh and Eat Quiche I)

Learning specific articles of clothing
Describing articles of clothing by color
Describing what clothing you are wearing

Idem.

Learning to tell time (Quelle heure est-il?)
Idem.

Describing at what time you do certain daily activities
Vocabulary: Daily activities
Saying you are busy
Idem.

Describing illness
Prescribing a remedy

HISTORY

REQUIRED TEXTS:

TEACHER RESOURCE:

WEEK | TOPIC | FROM HEDQUIST, MY AMERICA AND MY WORLD 1
--- | --- | ---
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, Paul Revere’s Ride

21-22 Looby, Benjamin Franklin

23-24 Krensky, Christopher Columbus
Young, Christopher Columbus and His Voyage to the New World

25-27 Bulla, Squanto: Friend of the Pilgrims

28-29 Brandt, Abe Lincoln: The Young Years

30 Santry, George Washington: Young Leader

31-32 Phillips, George Washington’s Rules of Civility...

33-35 Noble, The Scarlet Stockings Spy

36 Review

**GEOGRAPHY**

**REQUIRED TEXTS:**
**TEACHER RESOURCES:**


*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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Hedquist, <em>My America and My World 1</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lessons 1-2</td>
</tr>
<tr>
<td>2</td>
<td>Lessons 3-4</td>
</tr>
<tr>
<td>3-4</td>
<td>Lessons 5-8</td>
</tr>
<tr>
<td>5-6</td>
<td>Lessons 9-13</td>
</tr>
<tr>
<td>7</td>
<td>Lessons 14-15</td>
</tr>
<tr>
<td>8-11</td>
<td>Lessons 16-23</td>
</tr>
<tr>
<td>12</td>
<td>Lessons 24-25</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 26</td>
</tr>
<tr>
<td>14</td>
<td>Lesson 27</td>
</tr>
<tr>
<td>15</td>
<td>Lesson 28</td>
</tr>
<tr>
<td>16</td>
<td>Lesson 29</td>
</tr>
<tr>
<td>17</td>
<td>Lesson 30</td>
</tr>
<tr>
<td>18</td>
<td>Lesson 31</td>
</tr>
<tr>
<td>19</td>
<td>Lesson 32</td>
</tr>
</tbody>
</table>

| From Billings, *Maps, Globes, Graphs* |
| 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:

ADDITIONAL TEACHER RESOURCE:

WEEK | TOPIC
--- | ---
1-2 | From Classroom Plants
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 Sunshine and Shadows
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
11 | Shadows Big and Small
   | Shadows Long and Short
12 | Shadows from Two Lights
   | Shadow Plays
   | From Properties
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)
What Dissolves in Water?
Thick and Thin
Water as Ice (Activity I)

Water as Ice (Activity II)
Water as Ice (Activity III)
Water as Ice (Activity IV)

Where Does Water Go? (Session I)
Where Does Water Go? (Session II)

Water Out of Nowhere
Cleaning Water

ARITHMETIC

REQUIRED TEXT:

WEEK   TOPIC
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 Eigths
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 Eigths 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 ½-Cup Measuring Cups, Tablespoons, Teaspoons and ½ 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
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-101</td>
<td>Estimating a Sum, Measuring Using Feet and Inches, Subtraction Facts: Subtracting 8, Identifying Geometric Solids (Cone, Cube, Sphere, Cylinder, Regular Solid and Pyramid)</td>
</tr>
<tr>
<td>102-105</td>
<td>Measuring and Drawing Line Segments Using Centimeters, Multiplying by 1, Multiplying by 100, Finding Perimeter, Subtraction Facts: Subtracting 9</td>
</tr>
<tr>
<td>106-110</td>
<td>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</td>
</tr>
<tr>
<td>111-114</td>
<td>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</td>
</tr>
<tr>
<td>119-122</td>
<td>Subtracting Three-Digit Numbers and Money Amounts, Multiplication Facts: Multiplying by 3, Making and Labeling an Array, Writing Number Sentences for Arrays</td>
</tr>
<tr>
<td>123-126</td>
<td>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</td>
</tr>
<tr>
<td>127-130</td>
<td>Showing Change for $1.00, Dividing by 2, Finding the Area of a Rectangle, Multiplication Facts: Multiplying by 0</td>
</tr>
<tr>
<td>131-135</td>
<td>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</td>
</tr>
<tr>
<td>33-36</td>
<td>Review</td>
</tr>
</tbody>
</table>
Second Grade

PHONICS

REQUIRED TEXTS:

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

TEACHER RESOURCES:

ADDITIONAL MATERIALS:

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.

WEEK 1

<table>
<thead>
<tr>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts 1-5</td>
</tr>
<tr>
<td>Lessons 1-5</td>
</tr>
<tr>
<td>Short vowels</td>
</tr>
<tr>
<td>Consonants</td>
</tr>
<tr>
<td>Blends</td>
</tr>
<tr>
<td>One-vowel rule</td>
</tr>
</tbody>
</table>
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
READ ALOUD

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:

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

**REQUIRED TEXT:**

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

   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:

SONG CD:

WEEKLY OUTLINE:
The curriculum for Grade 1 and Grade 2 French is identical.

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

Learning specific articles of clothing
Describing articles of clothing by color
Describing what clothing you are wearing

Idem.

Learning to tell time (Quelle heure est-il?)

Idem.

Describing at what time you do certain daily activities
Vocabulary: Daily activities
Saying you are busy

Idem.

Describing illness
Prescribing a remedy

**HISTORY**

**REQUIRED TEXTS:**

**WEEK**

**TOPIC**

From Hicks and Sleeth, *Our America, History/Geography Reader, Grade 2*

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
   The Star Spangled Banner
Lesson 12
America
Lesson 13
America the Beautiful

Lesson 14
God Bless America
Lesson 15
The People Who Built America

Lessons 16-18
The Separatists

Lessons 19-20
America’s Indians

Lessons 21-22
The Colonists

Brandt, Paul Revere: Son of Liberty

Lessons 23-24
The Colonists

Lesson 25
America’s Pioneers

Wilke, Daniel Boone: Taming the Wilds

Lesson 26
America’s Pioneers

Greene, Laura Ingalls Wilder: Author of the Little House Books

Lessons 27-28
America’s Cowboys

Lesson 29-30
America’s Cowboys

Barkan, Abraham Lincoln and Presidents’ Day

Hoobler and Hoobler, George Washington and Presidents’ Day

Lesson 31
America’s Cowboys
Lesson 32
The New Americans

Lesson 33
The New Americans
Lesson 34
Tomorrow’s America

Lessons 35-36
Tomorrow’s America

Sabin, Thomas Alva Edison

Sabin, Wilbur and Orville Wright
## GEOGRAPHY

**REQUIRED TEXTS:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lessons 1-3</td>
</tr>
<tr>
<td>2</td>
<td>Lessons 4-5</td>
</tr>
<tr>
<td>3</td>
<td>Lessons 6-7</td>
</tr>
<tr>
<td>4</td>
<td>Lessons 8-9</td>
</tr>
<tr>
<td>5</td>
<td>Lessons 10-11</td>
</tr>
<tr>
<td>6</td>
<td>Lessons 12-13</td>
</tr>
<tr>
<td>7</td>
<td>Lessons 14-15</td>
</tr>
<tr>
<td>8</td>
<td>Lessons 16-18</td>
</tr>
<tr>
<td>9</td>
<td>Lessons 19-20</td>
</tr>
<tr>
<td>10</td>
<td>Lessons 21-22</td>
</tr>
<tr>
<td>11</td>
<td>Lessons 23-24</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 25</td>
</tr>
<tr>
<td>13</td>
<td>Lessons 26-27</td>
</tr>
<tr>
<td>14</td>
<td>Lessons 28-29</td>
</tr>
<tr>
<td>15</td>
<td>Lessons 30-31</td>
</tr>
<tr>
<td>16</td>
<td>Lessons 32-33</td>
</tr>
<tr>
<td>17</td>
<td>Lessons 34-35</td>
</tr>
<tr>
<td>18</td>
<td>Lesson 36</td>
</tr>
</tbody>
</table>

From Billings, *Maps, Globes, Graphs*
- 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
From Armento, From Sea to Shining Sea

33-34  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:

#### ADDITIONAL TEACHER RESOURCE:

#### WEEK  TOPIC
1  From *Buzzing A Hive*
   - 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
3  From *Using Your Senses*
   - 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
7  From *Length and Capacity*
   - Comparing Lengths
   - Comparing Widths
   - Comparing Heights
Units of Length
Measuring in Meters
Measuring in Centimeters

Estimating Lengths (Session I)
Estimating Lengths (Session II)
Comparing Capacities (Session I)
Comparing Capacities (Session II)

Units of Capacity
Measuring in Liters
Measuring in Milliliters

From Amazing Air
Air Is Something
Air Takes Up Space

From Properties
What Are Properties?
Describing Properties
Size and Color

Shape (Session I)
Shape (Session II)

Texture
Weight

Properties of Solids (Session I)
Properties of Solids (Session II)

Properties of Liquids
Properties of Gases

Sink or Float
Magnetism

Comparing Materials (Session I)
Comparing Materials (Session II)

Guess My Property

From Amazing Air
Air Has Volume
Volume Changes with Temperature

Volume Changes with Pressure
Air Has Weight
Air Exerts Pressure (Session I)

High Pressure, Low Pressure
Air Resistance (Session I)
Air Resistance (Session II)

Air Exerts Pressure (Session II)
Air Moves
The Bernoulli Effect

Paper Airplanes (Session I)
Paper Airplanes (Session II)
From *Plant and Animal Populations*
25  Seeds or Eggs? (Session I)
25  Seeds and Plants (Session I)
25  Seeds or Eggs? (Session II)
26  Fruit Flies
26  Seeds and Plants (Session II)
27  Aphids (Session I)
27  Aphids (Session II)
27  Daphnia
28  Graphing Population Data
28  Population Experiments (Session I)
28  Land Predators (Session I)
28  Land Predators (Session II)
29  Population Experiments (Session II)
29  Water Predators (Session I)
29  Water Predators (Session II)

From *Investigating Water*
30  Properties of Water
30  Water Drops
31  Climbing Water
31  What Shape Is Water?
31  Sink or Float?
32  Making Bubbles (Session I)
32  Making Bubbles (Session II)
33  What Dissolves in Water?
33  Thick and Thin
33  Water as Ice (Session I)
34  Water as Ice (Session II)
34  Water as Ice (Session III)
34  Water as Ice (Session IV)
35  Where Does Water Go? (Session I)
35  Where Does Water Go? (Session II)
36  Water Out of Nowhere
36  Cleaning Water

**ARITHMETIC**

**REQUIRED TEXT:**

**TEACHER RESOURCES:**

WEEK TOPIC
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

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

Lesson 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

Lesson 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

Lesson 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

Lesson 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

Lesson 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

Lesson 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 ½ 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

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:

WEEK	TOPIC
1-3	Marie Curie: Brave Scientist
4-6	Pocahontas
7-9	I’ll Meet You at the Cucumbers
10-12	Sarah, Plain and Tall
13-16	Molly’s Pilgrim
GRAMMAR AND MECHANICS

REQUIRED TEXT:

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

WEEK | TOPIC
--- | ---
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 a and an
      | Using may, can, teach, learn, sit, sat, set, to, two, too 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 there, they're, their, himself, themselves, it's, it's correctly
31-33  Recognizing/using adjectives
       Recognizing articles as adjectives
       Writing good descriptions/Bible story

34-36  Review

---

**PENMANSHIP**

**REQUIRED TEXT:**

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

**REQUIRED TEXT:**

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

**WEEKLY OUTLINE:**
Each weekly lesson concentrates on the special sounds and letter combinations listed below.

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

REQUISITED TEXT:

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

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>List 1</td>
</tr>
<tr>
<td>2</td>
<td>List 2</td>
</tr>
<tr>
<td>3</td>
<td>List 3</td>
</tr>
</tbody>
</table>
List 4
List 5
List 6
List 7
List 8
List 9
List 10
List 11
List 12
List 13
List 14
List 15
List 16
List 17
List 18
List 19
List 20
List 21
List 22
List 23
List 24
List 25
List 26
List 27
List 28
List 29
List 30
List 31
List 32
List 33
Review
FRENCH

REQUIRED TEXT:

SONG CDS:

WEEKLY OUTLINE:
The curriculum for Grade 3 and Grade 4 French is identical.

WEEK    TOPIC
1        Review alphabet; spell name; review je m'appelle...
        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
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

Review past events/questions and responses
Review Muzzy II (Part II)

Using expressions relating to calm and quiet
Saying that someone has to do something
Expressing future actions

Idem.

Expressing directions: à droite, à gauche, tout droit
Review someone/no one
Referring to something/nothing
Understanding and giving directions

Review directions
Understanding events that happened a long time ago
Telling about things that are happening now
Understanding and recognizing new vocabulary

Review directions
Review events a long time ago and now
Asking which way to go and responding

Giving directions
Understanding and using vocabulary
Write and perform dialogue

Review Muzzy II (Part III)
Review clothing
Describing how things look and fit and responding
Comparing sizes

Review describing how things look and fit and responding
Comparing sizes
Understanding and using new vocabulary

Saying what is going to happen
Asking about health and responding

Idem.
Understanding and using new vocabulary

Placing a telephone call and responding
Practicing and using new vocabulary

HISTORY
REQUIRED TEXTS:
**TEACHER RESOURCE:**


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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>FROM HAKIM, THE FIRST AMERICANS, PREHISTORY-1600</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Chapters 1-3&lt;br&gt;History? Why?&lt;br&gt;Away with Time&lt;br&gt;In the Beginning</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Chapters 4-6&lt;br&gt;How the First Americans Became Indians&lt;br&gt;Put On Your Earmuffs&lt;br&gt;Cliff Dwellers and Others</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Chapters 7-9&lt;br&gt;The Show-Offs&lt;br&gt;Taking a Tour&lt;br&gt;Plains Indians Are Not Plain at All</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Chapters 10-12&lt;br&gt;Mound for Mound, Those Are Heavy Hills&lt;br&gt;Indians of the Eastern Forests&lt;br&gt;People of the Long House</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Chapters 13-15&lt;br&gt;Let’s Turn North&lt;br&gt;The Power of the Press&lt;br&gt;A Boy Named Christopher Has a Dream</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Chapters 16-18&lt;br&gt;A New Land Is Discovered&lt;br&gt;The Next Voyage&lt;br&gt;Stowaways: Worms and a Dog</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Chapters 19-21&lt;br&gt;Sailing Around the World&lt;br&gt;What’s in a Name?&lt;br&gt;About Beliefs and Ideas</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Chapters 22-24&lt;br&gt;New Spain&lt;br&gt;Ponce de Léon, Pizarro and Spanish Colonies&lt;br&gt;Gloom, Doom and a Bit of Cheer</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Chapters 25-27&lt;br&gt;North of New Spain&lt;br&gt;Being a Conquistador with Coronado&lt;br&gt;Conquistadors: California to Florida</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Chapters 28-30&lt;br&gt;A Place Called Santa Fe&lt;br&gt;Las Casas Cares&lt;br&gt;The Big Picture</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Chapters 31-34&lt;br&gt;From Spain to England to France</td>
</tr>
</tbody>
</table>
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, Our Michigan Adventure
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
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directions and Map Key</td>
</tr>
<tr>
<td>2</td>
<td>Distance and Scale</td>
</tr>
<tr>
<td>3</td>
<td>Resource Maps</td>
</tr>
<tr>
<td>4</td>
<td>Landform Maps</td>
</tr>
<tr>
<td>5</td>
<td>Route Maps</td>
</tr>
<tr>
<td>6</td>
<td>Grids</td>
</tr>
<tr>
<td>7</td>
<td>Latitude</td>
</tr>
<tr>
<td>8</td>
<td>Longitude</td>
</tr>
<tr>
<td>9</td>
<td>Graphs</td>
</tr>
<tr>
<td>10</td>
<td>Pictures of Our World</td>
</tr>
<tr>
<td>11</td>
<td>Main Direction</td>
</tr>
<tr>
<td>12</td>
<td>In-Between Directions</td>
</tr>
<tr>
<td>13</td>
<td>Review</td>
</tr>
<tr>
<td>14</td>
<td>Symbols</td>
</tr>
<tr>
<td>15</td>
<td>Review</td>
</tr>
<tr>
<td>16</td>
<td>Boundaries and Borders</td>
</tr>
<tr>
<td>17</td>
<td>Borders of Land and Water</td>
</tr>
<tr>
<td>18</td>
<td>Highland and Lowland</td>
</tr>
<tr>
<td>19</td>
<td>Review</td>
</tr>
<tr>
<td>20</td>
<td>Measuring Distance</td>
</tr>
<tr>
<td>21</td>
<td>Understanding Road Maps</td>
</tr>
<tr>
<td>22</td>
<td>Review</td>
</tr>
<tr>
<td>23</td>
<td>Map Grid</td>
</tr>
<tr>
<td>24</td>
<td>Special Purpose Map</td>
</tr>
<tr>
<td>25</td>
<td>We Live in Space</td>
</tr>
<tr>
<td>26</td>
<td>North Pole and South Pole</td>
</tr>
<tr>
<td>27-36</td>
<td>The Southeast and the Northeast</td>
</tr>
</tbody>
</table>
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:

ADDITIONAL TEACHER RESOURCES:

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

## WEEK 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

## WEEK 3
- Lessons 11-13
  - Addition Stories with Missing Addends
  - Missing Numbers in Subtraction
  - Adding Three-Digit Numbers
  - Investigation 1: Number Lines

## WEEK 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

## WEEK 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

## WEEK 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

## WEEK 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

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:

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

REQUIRED TEXT:

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

TEACHER RESOURCE:

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

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

**REQUIRED TEXT:**

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

**WEEKLY OUTLINE:**
Each weekly lesson concentrates on the special sounds and letter combinations listed below.

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

Review when to double final consonant
Vowel sound i can be spelled y

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

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

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

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

For words ending in y preceded by a vowel, do not change the y before adding a suffix

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

Review

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

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

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

In words ending in ue, drop the final e before a suffix
ough makes many sounds

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

Nouns ending in s, x, z, ch, shs or ss form their plurals by adding -es
The suffix -ar forms many adjectives and nouns

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

Some nouns ending in f or fe form the plural by changing f or fe to ves
qu can sound like k

Review

Some nouns that end in o preceded by a consonant form their plural by adding es
The sound of r can be spelled m

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
Review
The sound of er can be spelled er, ir, ur

Review
ture says ture as in pasture

Learning correct pronunciation is an aid to good spelling
In some words, t is silent when it is between s and -le or -en

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

Instead of adding ly to words ending in ic, add ally
sc can say s as in saw

Review

VOCABULARY

REQUIRED TEXT:

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

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>List 1</td>
</tr>
<tr>
<td>2</td>
<td>List 2</td>
</tr>
<tr>
<td>3</td>
<td>List 3</td>
</tr>
<tr>
<td>4</td>
<td>List 4</td>
</tr>
<tr>
<td>5</td>
<td>List 5</td>
</tr>
<tr>
<td>6</td>
<td>List 6</td>
</tr>
<tr>
<td>7</td>
<td>List 7</td>
</tr>
<tr>
<td>8</td>
<td>List 8</td>
</tr>
<tr>
<td>9</td>
<td>List 9</td>
</tr>
<tr>
<td>10</td>
<td>List 10</td>
</tr>
<tr>
<td>11</td>
<td>List 11</td>
</tr>
<tr>
<td>12</td>
<td>List 12</td>
</tr>
<tr>
<td>13</td>
<td>List 13</td>
</tr>
<tr>
<td>14</td>
<td>List 14</td>
</tr>
<tr>
<td>15</td>
<td>List 15</td>
</tr>
<tr>
<td>16</td>
<td>List 16</td>
</tr>
</tbody>
</table>
FRENCH

REQUIRED TEXT:

SONG CDS:

WEEKLY OUTLINE:
The curriculum for Grade 3 and Grade 4 French is identical.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1    | Review alphabet; spell name; review je m'appelle...  
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 droite, 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
   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:**

**SUPPLEMENTAL RESOURCES:**

**TEACHER RESOURCES:**

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

**WEEK** | **TOPIC**
--- | ---
1 | From Hakim, *A History of US: From Colonies to Country, 1735-1791*
   | Chapter 1: Freedom of the Press
   | Chapter 2: Jenkins Ear
   | Chapter 3: French and Indian War
Chapter 7: About President Adams
Chapter 8: Alien and Sedition: Awful and Sorry
Chapter 9: Something Important: Judicial Review

Chapter 10: Meet Mr. Jefferson
Chapter 11: Meriwether and William—or Lewis and Clark
Chapter 12: An Orator in a Red Jacket Speaks

Chapter 13: The Great Tekamthi, Also Called Tecumseh
Chapter 14: Osceola
Chapter 15: The Revolutionary War Part II, or the War of 1812

Chapter 16: The Other Constitution
Chapter 17: That Good President Monroe?
Chapter 18: JQA vs. AJ

Chapter 19: A Day of Celebration and Tears
Chapter 20: Old Hickory
Chapter 21: Yankee Ingenuity: Cotton and Muskets

Chapter 22: Modern Transportation
Chapter 23: Teakettle Power
Chapter 24: Making Words

Chapter 25: A Time to Weep
Chapter 26: The Second Seminole War
Chapter 27: History’s Paradox

Chapter 28: A Man Who Didn’t Do As His Neighbors Did
Chapter 29: African-Americans
Chapter 30: The King and His People

Chapter 31: Abolitionists Want to End Slavery
Chapter 32: Frederick Douglass
Chapter 33: Naming Presidents

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

Introduction: The Stone Age
Chapter 1: First Civilizations
Chapter 1: From Food Gathering to Farming

Chapter 1: From Hunting to Stock Farming
Chapter 1: Attraction of River Valleys

Chapter 1: Irrigation and Flood
Chapter 1: The Rise of the Leaders

Chapter 2: Sumer: The First Settlers
Chapter 2: The Useful Date Palm

Chapter 2: Nam-sha Learns to Read and Write
Chapter 2: Clay Bricks and Buildings

Chapter 2: Gods and Heroes
Chapter 2: Houses and Everyday Life
Chapter 2: Conquerors and Kings
Chapter 2: Law Givers

Chapter 2: The Royal Tombs at Ur
Chapter 2: Babylon

Chapter 2: Science in Babylon
Chapter 2: Reading the Wedge-Shaped Writing

Review

GEOGRAPHY

REQUIRED TEXTS:

WEEK               TOPIC
1-2                From Billings, Maps, Globes, Graphs
                   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
                   From Johansen, Success with Maps
15                 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
                   From McConnell, Michigan Student Desktop Map Lessons
20-27              The Geography of Michigan
                   From This Is My Country
28-36              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:

ADDITIONAL TEACHER RESOURCES:
-----.

WEEK  TOPIC
1  From Weather Watching
   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)
8  From Electrical Currents
   Simple Circuits
   Electrical Symbols
9  Series and Parallel
   Series and Parallel Bulbs
10 A Paper Clip Switch
    Solid Conductors
11 Liquid Conductors
    Electrical Resistance
ARITHMETIC


WEEK  TOPIC
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

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

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

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

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

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

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

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
READ ALOUD

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:
*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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Holy Bible: Ruth</td>
</tr>
<tr>
<td>3-5</td>
<td>Twenty and Ten</td>
</tr>
<tr>
<td>6-8</td>
<td>American Tall Tales</td>
</tr>
<tr>
<td>9-13</td>
<td>The House of Sixty Fathers</td>
</tr>
<tr>
<td>14-18</td>
<td>Justin Morgan Had a Horse</td>
</tr>
<tr>
<td>19-23</td>
<td>The Black Stallion</td>
</tr>
</tbody>
</table>
Thank You, Jackie Robinson

Book Report

The Hobbit

**GRAMMAR AND MECHANICS**

**REQUIRED TEXT:**

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

**TEACHER RESOURCE:**

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

REQUIRED TEXT:

TEACHER RESOURCE:

WEEKLY OUTLINE:
Penmanship is taught only for the first two trimesters.

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

REQUIRED TEXT:

TEACHER RESOURCE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>6</td>
<td>Lesson 6</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>7</td>
<td>Lesson 7</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>10</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>11</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 12</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>14</td>
<td>Lesson 14</td>
</tr>
<tr>
<td>15</td>
<td>Lesson 15</td>
</tr>
</tbody>
</table>
VOCABULARY

REQUIRED TEXT:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WORD LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1</td>
</tr>
<tr>
<td>3-4</td>
<td>2</td>
</tr>
<tr>
<td>5-6</td>
<td>3</td>
</tr>
</tbody>
</table>
FRENCH

REQUIRED TEXTS:

WEEKLY OUTLINE:
The curriculum for Grade 5 and Grade 6 French is identical.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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: La rentrée review  
      | Saying hello and asking someone’s name  
      | Introducing oneself and spelling one’s name  
      | Talking about telephone numbers  
      | Recognizing spelling marks and accents |
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

Review Leçon 2
Review numbers

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

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

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

Idem.
Write a dialogue, using material from Leçons 1-4

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

Idem.

Leçon 6: Une coincidence
Finding out another person’s name
Describing people and giving their nationalities
Inquiring about people: Definite articles
Pronunciation: Nasal vowels

Idem.
Mini-lesson: Québec, Canada

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

Review
Pronunciation: Nasal vowels
Christmas project/French Christmas songs

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:

SUPPLEMENTAL RESOURCES:

WEEK     TOPIC
         From Hakim, A History of US: War, Terrible War, 1855-1865
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
Chapter 28: Mary in the Promised Land
Chapter 29: One Hundred Candles
Chapter 30: How Were Things in 1876?

Chapter 31: The Wizard of Electricity
Chapter 32: Jim Crow—What a Fool!
Chapter 33: Ida B. Wells

Chapter 34: Lynching Means Killing by a Mob
Chapter 35: A Man and His Times
Chapter 36: A Man Ahead of His Times

Chapter 37: End Words

From Perl, The Ancient Egyptians
Introduction: How We Know About Ancient Egypt

Chapter 1: Farmers, Bakers and Brewers
Chapter 2: Priests and Scribes
Chapter 3: Kings, Queens and Pharaohs
Chapter 4: Builders in Stone
Chapter 5: Quarrymen and Craft Workers
Chapter 6: Warriors and Captives
Chapter 7: Mummy Makers
Chapter 8: Legacy of Ancient Egypt

Review

GEOGRAPHY

REQUIRED TEXT:

SUPPLEMENTAL RESOURCES:

TEACHER RESOURCE:

WEEK TOPIC
1-2 From Maps, Globes, Graphs, Level E
Chapter 1

3-4 Chapter 2

5 Geography Themes Up Close: Place

6-7 Chapter 3
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:

WEEK | TOPIC
--- | ---
From Earth, Moon, and Sun
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

Use supplemental resources and other teacher-developed materials for U.S. states and capitals, culminating in a state research report.
Activity 10: Modeling Moon Phases
Activity 11: Eclipses of All Kinds
Activity 12: Tides

Activity 13: Simple Celestial Navigation
Assessment Activity

From Lenses and Mirrors
Activity 1: Mirrors and Reflection
Activity 2: Tic-Tac-Reflect
Activity 3: Pinhole Viewer
Activity 4: Mirror Maze
Activity 5: Hinged Mirrors
Activity 6: Corner Mirrors
Activity 7: Curved Mirrors
Activity 8: Lenses and Refraction
Activity 9: Images
Activity 10: Seeing Inside Your Eye
Activity 11: Testing Your Eyesight
Activity 12: Inventor’s Workshop
Assessment Activity

From You and Your Body
Activity 1: Human Bone
Activity 2: Muscles and Movement
Activity 3: Reaction Time
Activity 4: The Pumping Heart
Activity 5: Lung Volume and Vital Capacity
Activity 6: Lung Function
Activity 7: Skin
Activity 8: Teeth
Activity 9: Testing for Fat
Activity 10: Testing for Protein
Activity 11: Testing for Carbohydrates
Activity 12: Human Nutrition
Activity 13: Smell
Activity 14: Touch, Hearing and Sight
Assessment Activity

From Electromagnetism
Activity 1: Magnetic Attraction
Activity 2: Magnetic Fields
Activity 3: Multiple Magnets
Activity 4: Temporary Magnetism
Activity 5: A Compass in a Circuit
Activity 6: Building an Electromagnet
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
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
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:

TEACHER RESOURCE:

WEEK TOPIC
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

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Old Yeller</td>
</tr>
<tr>
<td>4-6</td>
<td>Call It Courage</td>
</tr>
<tr>
<td>7-9</td>
<td>Amos Fortune</td>
</tr>
<tr>
<td>10-12</td>
<td>The Door in the Wall</td>
</tr>
<tr>
<td>13-17</td>
<td>On to Oregon</td>
</tr>
<tr>
<td>18-23</td>
<td>The Bronze Bow</td>
</tr>
<tr>
<td>24-29</td>
<td>Banner in the Sky</td>
</tr>
<tr>
<td>30-32</td>
<td>Go Team, Go!</td>
</tr>
<tr>
<td>33-36</td>
<td>The Children’s Homer</td>
</tr>
</tbody>
</table>
# GRAMMAR AND MECHANICS

**REQUIRED TEXT:**

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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lessons 1-4</td>
</tr>
<tr>
<td>2</td>
<td>Lessons 5-9</td>
</tr>
<tr>
<td>3</td>
<td>Lessons 10-13</td>
</tr>
<tr>
<td>4</td>
<td>Lessons 24-27</td>
</tr>
<tr>
<td>5</td>
<td>Lessons 28-30</td>
</tr>
<tr>
<td>6</td>
<td>Lessons 31-33</td>
</tr>
<tr>
<td>7</td>
<td>Lessons 34-37</td>
</tr>
<tr>
<td>8</td>
<td>Lessons 38-40</td>
</tr>
<tr>
<td>9</td>
<td>Lessons 41-43</td>
</tr>
<tr>
<td>10</td>
<td>Lessons 44-46</td>
</tr>
<tr>
<td>11</td>
<td>Lessons 47-49</td>
</tr>
<tr>
<td>12</td>
<td>Lessons 50-51</td>
</tr>
<tr>
<td>13</td>
<td>Lessons 52-58</td>
</tr>
<tr>
<td>14</td>
<td>Lessons 59-66</td>
</tr>
<tr>
<td>15</td>
<td>Lessons 67-73</td>
</tr>
<tr>
<td>16</td>
<td>Lessons 74-79</td>
</tr>
<tr>
<td>17</td>
<td>Lessons 80-84</td>
</tr>
<tr>
<td>18</td>
<td>Lessons 85-88</td>
</tr>
<tr>
<td>19</td>
<td>Lessons 89-92</td>
</tr>
<tr>
<td>20</td>
<td>Lessons 93-96</td>
</tr>
<tr>
<td>21</td>
<td>Lessons 97-100</td>
</tr>
<tr>
<td>22</td>
<td>Lessons 108-111</td>
</tr>
<tr>
<td>23</td>
<td>Lessons 112-115</td>
</tr>
<tr>
<td>24</td>
<td>Lessons 116-118</td>
</tr>
<tr>
<td>25</td>
<td>Lessons 119-124</td>
</tr>
<tr>
<td>26</td>
<td>Lessons 125-129</td>
</tr>
<tr>
<td>WEEK</td>
<td>TOPIC</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>27</td>
<td>Lessons 130-133</td>
</tr>
<tr>
<td>28</td>
<td>Lessons 144-148</td>
</tr>
<tr>
<td>29</td>
<td>Lessons 149-153</td>
</tr>
<tr>
<td>30</td>
<td>Lessons 154-158</td>
</tr>
<tr>
<td>31</td>
<td>Lessons 159-161</td>
</tr>
<tr>
<td>32</td>
<td>Lessons 162-166</td>
</tr>
<tr>
<td>33</td>
<td>Lessons 167-170</td>
</tr>
<tr>
<td>34-36</td>
<td>Review</td>
</tr>
</tbody>
</table>

**PENMANSHIP**

*REQUIRED TEXT:*


<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>3</td>
<td>Lesson 3</td>
</tr>
<tr>
<td>4</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>5</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>6</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>7</td>
<td>Unit 1 Checkup</td>
</tr>
<tr>
<td>8</td>
<td>Lesson 7</td>
</tr>
<tr>
<td>9</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>10</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>11</td>
<td>Lesson 10</td>
</tr>
<tr>
<td>12</td>
<td>Lesson 11</td>
</tr>
<tr>
<td>13</td>
<td>Lesson 12</td>
</tr>
<tr>
<td>14</td>
<td>Unit 2 Checkup</td>
</tr>
<tr>
<td>15</td>
<td>Lesson 13</td>
</tr>
<tr>
<td>16</td>
<td>Lesson 14</td>
</tr>
<tr>
<td>17</td>
<td>Lesson 15</td>
</tr>
<tr>
<td>18</td>
<td>Lesson 16</td>
</tr>
<tr>
<td>19</td>
<td>Lesson 17</td>
</tr>
</tbody>
</table>
Lesson 18
Unit 3 Checkup
Lesson 19
Lesson 20
Lesson 21
Lesson 22
Lesson 23
Lesson 24
Unit 4 Checkup
Handwriting Post-test
Record of Student's Handwriting Skills
Further Practice and Review

VOCABULARY

REQUIRED TEXT:

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

**SPELLING**

**REQUIRED TEXT:**
FRENCH

REQUIRED TEXTS:

WEEKLY OUTLINE:
The curriculum for Grade 5 and Grade 6 French is identical.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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: La rentrée 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 coincidence
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:

SUPPLEMENTAL RESOURCES:

WEEK	TOPIC
1 From Hakim, A History of US: An Age of Extremes, 1880-1917
   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
<table>
<thead>
<tr>
<th>Chapters 16-20</th>
<th>Harvest at Haymarket</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workers, Labor (and a Triangle)</td>
</tr>
<tr>
<td></td>
<td>Rolling the Leaf in Florida</td>
</tr>
<tr>
<td></td>
<td>Catching the Day</td>
</tr>
<tr>
<td></td>
<td>Telling It Like It Is</td>
</tr>
<tr>
<td>Chapters 21-25</td>
<td>Bread and Roses, Too</td>
</tr>
<tr>
<td></td>
<td>The Fourth Estate</td>
</tr>
<tr>
<td></td>
<td>Ida, Sam and the Muckrakers</td>
</tr>
<tr>
<td></td>
<td>A Boon to the Writer</td>
</tr>
<tr>
<td></td>
<td>In Wilderness Is Preservation</td>
</tr>
<tr>
<td>Chapters 26-30</td>
<td>The Gilded Age Turns Progressive</td>
</tr>
<tr>
<td></td>
<td>Teedie</td>
</tr>
<tr>
<td></td>
<td>From Dude to Cowboy</td>
</tr>
<tr>
<td></td>
<td>The Spanish-American War</td>
</tr>
<tr>
<td></td>
<td>Aloha Oe</td>
</tr>
<tr>
<td>Chapters 31-35</td>
<td>Teddy Bear President</td>
</tr>
<tr>
<td></td>
<td>Jane Addams, Reformer</td>
</tr>
<tr>
<td></td>
<td>Henry Ford</td>
</tr>
<tr>
<td></td>
<td>The Birdmen</td>
</tr>
<tr>
<td></td>
<td>William Howard Taft</td>
</tr>
<tr>
<td>Chapters 36-37</td>
<td>A Schoolteacher President</td>
</tr>
<tr>
<td></td>
<td>War</td>
</tr>
</tbody>
</table>

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?             |
| Chapters 6-10                 | Red Scare                      |
|                               | Soft-Hearted Harding           |
|                               | Silent Cal and the Roaring Twenties|
|                               | Everyone's Hero                |
|                               | Only the Ball Was White        |
| Chapters 11-15                | American Music                 |
|                               | Space's Pioneer                |
|                               | The Lone Eagle                 |
|                               | The Prosperity Balloon         |
|                               | Getting Rich Quickly           |
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

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
Low, *Macmillan Book of Greek Gods and Heroes*, pp. 146-169: Odysseus; The Trojan War; The Voyage of Odysseus

Perform “Ransom: The Story of Theseus and the Minotaur”

**GEOGRAPHY**

**REQUIRED TEXTS:**


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

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC From Pond Life</th>
</tr>
</thead>
</table>
| 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 |

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC From Weather Forecasting</th>
</tr>
</thead>
</table>
| 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 |

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC From Rocks and Minerals</th>
</tr>
</thead>
</table>
| 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 |
Activity 5: The Streak Test  
Activity 6: The Acid Test  
Activity 7: Crystal Forms  
Activity 8: Growing Crystals  
Activity 9: Investigating the Rock Models  
Activity 10: Identifying Rocks  
Activity 11: Applications—Past and Present  
Activity 12: A Field Trip  
Assessment Activity

From Oceans  
Activity 1: The Water Planet  
Activity 2: Composition of Ocean Water  
Activity 3: Properties of Ocean Water  
Activity 4: Mapping the Ocean Floor  
Activity 5: The Water Cycle  
Activity 6: Ocean Waves  
Activity 7: Surface Currents  
Activity 8: Density Currents  
Activity 9: Tides  
Activity 10: Adapting to Life in the Ocean  
Activity 11: Life at the Ocean's Edge  
Activity 12: Curious Sea Creatures  
Assessment Activity

From Flight and Rocketry  
Activity 1: Properties of Air  
Activity 2: Parachutes  
Activity 3: Hot Air Balloons  
Activity 4: Kites  
Activity 5: Airplane Design  
Activity 6: Bernoulli Principle  
Activity 7: Airfoils  
Activity 8: Propeller Planes  
Activity 9: Jet Planes  
Activity 10: Controlling a Plane  
Activity 11: Helicopters  
Activity 12: Rockets  
Assessment Activity

Review and Outdoor Flight and Rocket Activities

**ARITHMETIC**

**REQUIRED TEXT:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-93</td>
<td>Evaluations with Signed Numbers&lt;br&gt;Percent of Change&lt;br&gt;Two-Step Equalities and Inequalities&lt;br&gt;Investigation 9: Graphing Functions</td>
</tr>
<tr>
<td>94-96</td>
<td>Compound Probability&lt;br&gt;Volume of a Right Solid&lt;br&gt;Estimating Angle Measures&lt;br&gt;Distributive Property with Algebraic Terms</td>
</tr>
<tr>
<td>97-100</td>
<td>Similar Triangles&lt;br&gt;Indirect Measure&lt;br&gt;Scale&lt;br&gt;Scale Factor&lt;br&gt;Pythagorean Theorem&lt;br&gt;Estimating Square Roots&lt;br&gt;Irrational Numbers</td>
</tr>
<tr>
<td>101-102</td>
<td>Translating Expressions into Equations&lt;br&gt;Transversals&lt;br&gt;Simplifying Equations&lt;br&gt;Investigation 10: Probability, Chance and Odds</td>
</tr>
<tr>
<td>103-105</td>
<td>Powers of Negative Numbers&lt;br&gt;Dividing Terms&lt;br&gt;Semicircles, Arcs and Sectors&lt;br&gt;Surface Area of a Right Solid&lt;br&gt;Surface Area of a Sphere&lt;br&gt;More on Roots</td>
</tr>
<tr>
<td>106-109</td>
<td>Solving Literal Equations&lt;br&gt;Transforming Formulas&lt;br&gt;Slope&lt;br&gt;Formulas and Substitution&lt;br&gt;Equations with Exponents</td>
</tr>
<tr>
<td>110-111</td>
<td>Simple Interest and Compound Interest&lt;br&gt;Successive Discounts&lt;br&gt;Dividing in Scientific Notation&lt;br&gt;Investigation 11: Scale Factor in Surface Area and Volume</td>
</tr>
<tr>
<td>112-114</td>
<td>Applications of the Pythagorean Theorem&lt;br&gt;Volume of Pyramids, Cones and Spheres&lt;br&gt;Graphing Linear Equations</td>
</tr>
</tbody>
</table>
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

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

INSTRUCTIONAL COLLECTION
REQUIRED TEXTS:

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

**REQUIRED TEXT:**

**TEACHER RESOURCE:**

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

**REQUIRED TEXT:**

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

**SPELLING**

**REQUIRED TEXTS:**

**TEACHER RESOURCE:**

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.

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

**FRENCH I**

**REQUIRED TEXTS:**
-----.

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

TEACHER RESOURCES:

SUPPLEMENTAL RESOURCES:

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
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

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

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

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

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

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

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

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*

Chapter 1: The Coming of the English

Chapter 2: The Roman Church

Chapter 3: The Heathens Become Christians

Chapter 4: Justinian and Mohammed
Chapter 5: The Emperor Charlemagne
Chapter 6: Early English Life and Customs
Chapter 7: The Vikings and Alfred the Great
Chapter 8: The Kingdom of All England
Chapter 10: The Rule of William the Conqueror
Chapter 11: Henry II and Thomas Becket
Chapter 12: The Crusades
Chapter 13: The Catholic Church
Chapter 14: Magna Carta and the Beginning of Parliament
Chapter 15: Edward I, Wales and Scotland
Chapter 16: Life in an English Manor
Chapter 17: Town Life and Trade
Chapter 18: Black Death and Peasants’ Revolt
Chapter 19: The Hundred Years War
Chapter 20: A Time of Change

GEOGRAPHY

REQUIRED TEXT:

TEACHER RESOURCE:

SUPPLEMENTAL MATERIAL:

WEEK     TOPIC
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
Chapter 24: Northern Europe
Chapter 25: West Central Europe
Chapter 26: Southern Europe
Chapter 27: Eastern Europe
Chapter 28: Introducing Russia and Northern Eurasia
Chapter 29: Russia
Chapter 30: Ukraine, Belarus and the Caucasus
Chapter 31: Central Asia
Chapter 32: Introducing Southwest Asia
Chapter 33: The Eastern Mediterranean
Chapter 34: Interior Southwest Asia
Chapter 35: Introducing Africa
Chapter 36: North Africa
Chapter 37: West Africa
Chapter 38: East Africa
Chapter 39: Central Africa
Chapter 40: Southern Africa
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:

SUPPLEMENTAL RESOURCES:*

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

21 Assessment Sections 1-2
Assessment Section 3 and Homework Section
Return and Discussion of Assessment

From Astronomy and supplemented by material in Exploring the Universe
22 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
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 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 |

**MATHEMATICS**

**REQUIRED TEXT:**

**TEACHER RESOURCE:**
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
<table>
<thead>
<tr>
<th>Lessons</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-40</td>
<td>Adding Mixed Numbers, Rate, Subtracting Mixed Numbers, Rate Word Problems</td>
</tr>
<tr>
<td>41-44</td>
<td>Equations: Answers and Solutions, Rectangular Coordinates, Equivalent Equations, Addition-Subtraction Rule for Equations, Reciprocals, Multiplication Rule, Division Rule</td>
</tr>
<tr>
<td>45-48</td>
<td>Overall Average, Symbols of Inclusion, Division in Order of Operations, Multiplying Mixed Numbers, Dividing Mixed Numbers, Roots, Order of Operations with Exponents and Roots</td>
</tr>
<tr>
<td>49-52</td>
<td>Volume, Order of Operations with Fractions, Evaluation of Exponential Expressions and Radicals, Fractional Part of a Number, Fractional Equations</td>
</tr>
<tr>
<td>53-56</td>
<td>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</td>
</tr>
<tr>
<td>57-60</td>
<td>Percent, Ratio and Proportion, Fractions, Decimals and Percents, Reference Numbers, Equations with Mixed Numbers</td>
</tr>
<tr>
<td>61-64</td>
<td>Mixed Number Problems, The Distance Problem, Proportions with Fractions, Circles</td>
</tr>
<tr>
<td></td>
<td>Proportions with Mixed Numbers, Using Proportions with Similar Triangles, Ratio Word Problems</td>
</tr>
</tbody>
</table>
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
READ ALOUD

*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:

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

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.

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

SPELLING

REQUIRED TEXTS:

TEACHER RESOURCES:

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-8</td>
<td>Alternate weekly: Vocabulary words and commonly misspelled words</td>
</tr>
<tr>
<td>9</td>
<td>Unit test</td>
</tr>
</tbody>
</table>
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:**

**TEACHER RESOURCE:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WORD LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Lesson 1: The Person</td>
</tr>
<tr>
<td>3-4</td>
<td>Lesson 2: The Person</td>
</tr>
<tr>
<td>5-6</td>
<td>Lesson 3: Personal Relationships</td>
</tr>
<tr>
<td>7-8</td>
<td>Lesson 4: Personal Relationships</td>
</tr>
<tr>
<td>9</td>
<td>Unit test</td>
</tr>
<tr>
<td>10-11</td>
<td>Lesson 5: Feelings</td>
</tr>
<tr>
<td>12-13</td>
<td>Lesson 6: Feelings</td>
</tr>
<tr>
<td>14-15</td>
<td>Lesson 7: Creature Comforts</td>
</tr>
<tr>
<td>16-17</td>
<td>Lesson 8: Creature Comforts</td>
</tr>
<tr>
<td>18</td>
<td>Unit test</td>
</tr>
<tr>
<td>19-20</td>
<td>Lesson 9: The Head</td>
</tr>
<tr>
<td>21-22</td>
<td>Lesson 10: The Head</td>
</tr>
<tr>
<td>23-24</td>
<td>Lesson 11: The Body</td>
</tr>
<tr>
<td>25-26</td>
<td>Lesson 12: The Body</td>
</tr>
<tr>
<td>27</td>
<td>Unit test</td>
</tr>
<tr>
<td>28-29</td>
<td>Lesson 13: The Hands</td>
</tr>
<tr>
<td>30-31</td>
<td>Lesson 14: The Hands</td>
</tr>
<tr>
<td>32-33</td>
<td>Lesson 15: The Feet</td>
</tr>
</tbody>
</table>
### WEEK 1
1. Review alphabet
2. Review numbers 1-1,000
3. Review days of the week/month/weather/seasons
4. Introduce useful expressions for the FL classroom

### WEEK 2
1. Review saying hello and asking someone’s name
2. Review spelling marks and accents
3. Review introducing oneself and spelling one’s name
4. Review talking about your nationality and where you are from
5. Review using *je suis* and *tu es*

### WEEK 3
1. Review verbs: *être/avoir/faire/-er* verbs
2. Review talking about past actions
3. Review Leçon 19
4. Review adjective agreement and placement
5. Review describing people/possessions

### WEEK 4
1. Review Leçon 20
2. Review additional adjectives/agreement/placement
3. Review describing people/possessions
4. Review expressing opinions, using *c’est* and *ce n’est pas*
5. Write a short dialogue, talking about someone and describing him or her
6. Practice/perform dialogue

### WEEK 5
1. Writing a letter to a French penpal: Question review, vocabulary review, description review
2. Leçon 21: *La ville et la maison*
3. Identifying and describing city places, streets, buildings and neighborhoods
4. Learning about the French city of Tours

### WEEK 6
1. Review vocabulary
2. Giving your address
3. Asking for and giving directions, using commands and impersonal *il y a* and *c’est*

### WEEK 7
1. *Idem.*

### WEEK 8
1. Review giving and asking for directions
2. Write a dialogue between student and a visitor to his/her neighborhood: Visitor asks where things are and for directions
3. Practice/perform dialogue

### WEEK 9
1. Describing the inside and outside of one’s home
2. Room vocabulary
3. Write an interview, asking someone about his/her hometown and neighborhood, asking about his/her house
4. Practice/perform interview

### WEEK 10
1. Review Leçon 21
2. 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:
Declaration of Independence
U.S. Constitution

TEACHER RESOURCE:
WEEK       TOPIC
From Boorstin and Kelley, *A History of the United States*
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 *Declaration of Independence*
Read the U.S. Constitution
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:**

WEEK       TOPIC
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
Chapter 19: Central America and the Caribbean Islands
Chapter 20: Caribbean South America
Chapter 21: Atlantic South America
Chapter 22: Pacific South America
Chapter 41: Introducing East and Southeast Asia
Chapter 42: China, Taiwan and Mongolia
Chapter 43: Japan and Korea
Chapter 44: Mainland Southeast Asia
Chapter 45: Island Southeast Asia
Chapter 46: Introducing South Asia
Chapter 47: India
Chapter 48: The Indian Perimeter
Chapter 49: Australia
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:

SUPPLEMENTAL RESOURCES:

*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.

WEEK     TOPIC
1         From Plants in Our World and supplemented by material in Parade of Life: Monerans, Protists, Fungi, and Plants
          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"
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:**  

**TEACHER RESOURCES:**  


*Real-World Applications for Algebra I is an integral component of the Saxon Algebra I curriculum.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 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 D1+D2=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

KINDERGARTEN


FIRST GRADE

Harness, Cheryl. *Young Abe Lincoln*. Des Moines, IA: National Geographic Society, 1996.

SECOND GRADE


**THIRD GRADE**

-----. *Ramona the Pest.* New York: Scholastic, 1968.
-----. *Ramona Quimby, Age 8.* New York: Scholastic, 1981.

**FOURTH GRADE**


**FIFTH GRADE**


**SIXTH GRADE**


**SEVENTH GRADE**


**EIGHTH GRADE**

Additional Titles for Classroom and Home Teachers


List of Publishers

A Beka Book
P.O. Box 19100
Pensacola, FL 32523-9100
(877) 223-5226
abeka.com

ABDO Publishing Company
4940 Viking Drive
Suite 622
Edina, MN 55435
(800) 800-1312
abdpub.com

Ace
See G.P. Putnam’s Sons

Airplay, Inc.
No contact information available
Check amazon.com for product availability.

Aladdin
2-3 Fitzroy Mews
London W1T 6DF
England, UK
020-7383-2084
aladdinbooks.co.uk

Alfred A. Knopf
See Random House

Allyn & Bacon/Longman Publishers
1185 Avenue of the Americas
New York, NY 10036
(212) 782-3300
abllongman.com

Amereon
4470 Wickham Avenue
Mattituck, NY 11952-9500
(631) 298-5100
E-mail: amereon@aol.com

Ann Arbor Media Group, LLC
2500 South State Street
Ann Arbor, MI 48104
(877) 722-2264
annarbormediagroup.com

Applewood Books
1 River Road
Carlisle, MA 01741
(781) 271-0055
awb.com

Athenaeum
See Simon and Schuster

Augsburg Fortress
P.O. Box 1209
Minneapolis, MN 55440-1209
(800) 328-4648
augsburgfortress.org

Avery Color Studios
511 D Avenue
Gwinn, MI 49841
(906) 346-3908

Ballantine Books
See Random House

Bantam
See Random House

Bantam Doubleday Dell
See Random House

Bantam Skylark
See Random House

Barbour Publishing, Inc.
P.O. Box 719
1810 Barbour Drive
Uhrichsville, OH 44683
(800) 852-8010
barbourbooks.com

Beautiful Feet Books
1306 Mill Street
San Luis Obispo, CA 93401
(800) 889-1978
bfbooks.com

Berkeley Books
See Penguin Group

Bullseye Books
See Random House

Cambridge University Press
100 Brook Hill Drive
West Nyack, NY 10994-2133
(845) 353-7500
cambridge.org/us

Candlewick Press
(800) 733-3000
candlewick.com
Hillsdale College Press

Books by the Hillsdale College Press include the Hillsdale Academy Reference Guide; the Champions of Freedom series on economics; The Christian Vision series; and other works.

Hillsdale Academy Reference Guide
A Model for America, Grades K-8
©1997 by Hillsdale College Press
Hillsdale, Michigan 49242

Printed in the United States of America. All rights reserved.
No part of this publication may be reproduced
without the prior permission of the publisher.

First Printing 1995
Second Printing 1997
Third Printing 2000
Fourth Printing 2009

Library of Congress Card Number TX 4-007-754