



## Leading students to *Reverence Truth*, *Desire Goodness*, and *Rejoice in Beauty*

**Classical education** is a method of learning designed to help students both understand and engage with the ideas and works that shape the world in which they live.

In its **method**, classical education is an approach to learning modelled on the kind of education commonly received by the great thinkers, inventors, scientists, and artists responsible for the development of Western culture. It is a method of teaching conceived to harmonize with the natural stages of a child's mental development, in a three-part process of training the mind to learn - an approach called the **TRIVIUM: Grammar, Logic, Rhetoric**.

- 1 | Foundation or GRAMMAR** Students are first equipped with the basic 'tools of learning' - supplying their minds with facts and ensuring solid and basic abilities in language, mathematics, etc.
- 2 | Organization or LOGIC** Students are then given conceptual tools (concepts and modes of reasoning) by which to organize the facts they have learned and are assigned tasks in which to use those 'tools of learning'.
- 3 | Expression or RHETORIC** Students are enabled to express their ideas eloquently, allowing them to communicate the results of their work, their discoveries, and their excitement at learning.

In its **content**, classical schooling is intended to introduce the student to the entire universe, and to do so purposefully; the classical curriculum links education directly with the purpose of the Christian life. What you see in the curriculum below is thus a presentation of that scheme, intended to preserve the way a classical Christian education knits together every part of the curriculum, as both a reflection of God's order and a way of answering His call to come to Him.

	SK	GRADES 1&2	GRADES 3&4	GRADES 5&6	GRADES 7&8
ENGLISH	<p>Development of listening skills; delight in the sounds and cadence of English; practice in retelling stories; letter sounds; phonics based approach to beginning reading skills; introduction to careful printing.</p> <p>Daily reading aloud of fictional tales as well as non-fiction literature about the natural world. Opportunities to discuss and recall the main events.</p> <p><i>Literature carefully chosen for a fine use of language, art and worthy themes   Institute for Excellence in Writing</i></p>	<p><b>1   READING</b> Phonics-based approach.</p> <p><b>WRITING</b> Penmanship and copywork; spelling; simple story questions.</p> <p><b>LISTENING</b> Classroom reading of a rich assortment of fairy tales, myths, classic fiction, and poetry.</p> <p><b>SPEAKING</b> Poetry memorization and recitation; oral narration.</p> <p><b>2   READING</b> Independent and group reading of picture books and novels.</p> <p><b>WRITING</b> Simple story summaries; basic sentence structure, capitalization, punctuation, parts of speech; spelling; penmanship and copywork.</p> <p><b>LISTENING</b> Classroom reading of a rich assortment of fairy tales, myths, classic fiction, and poetry.</p> <p><b>SPEAKING</b> Poetry memorization and recitation; oral narration.</p> <p><i>Logic of English</i></p>	<p><b>3   READING</b> Novel studies including study of vocabulary, content and style (i.e. similes and metaphors).</p> <p><b>WRITING</b> Spelling; cursive writing; grammar drills; paragraph structure; descriptive paragraphs; story summaries.</p> <p><b>LISTENING &amp; SPEAKING</b> Large and small group recitations; reading aloud; group discussions; reports; memorization.</p> <p><b>4   READING</b> Novel studies including study of vocabulary, content and style (i.e. similes, metaphors, characterization).</p> <p><b>WRITING</b> Spelling; research skills; summaries; paragraph development; creative writing; cursive writing.</p> <p><b>LISTENING &amp; SPEAKING</b> Group recitations; sound-off; dictation; discussions; memorization; reading and presentations.</p> <p><i>Spelling Workout (Modern Curriculum Press)   Shurley Grammar   Classically Cursive (Veritas Press)   Imitation in Writing: Aesop's Fables (Logos School)   Selections from Building Christian English Series (Rod &amp; Staff)</i></p>	<p><b>5-6   READING</b> In class novel studies, including discussion of plot, theme, setting and characterization; reading novels independently.</p> <p><b>WRITING</b> Development of spelling, vocabulary, and correct grammar and syntax; writing with clarity; planning and writing a cohesive paragraph; penmanship; writing book reports.</p> <p><b>GRAMMAR</b> Formal English grammar instruction including parts of speech, parts of sentence structure, verb tenses, moods and voices; complex grammatical structures.</p> <p><b>LISTENING &amp; SPEAKING</b> Oral reports; memorization; oral reading; group discussion; recitations.</p> <p><i>Spelling Workout   Institute for Excellence in Writing: various resources   Sentence Composing for Middle School (Heinemann)   Paragraphs for Middle School (Heinemann)   Writing with Ease (Peace Hill Press)   Writing with Skill (Peace Hill Press)</i></p>	<p><b>7-8   READING</b> In class novel studies, including discussion of plot, theme, literary devices, characterization and theme; drama (Wilde &amp; Shakespeare); reading novels independently; poetry studies.</p> <p><b>WRITING</b> A focus on writing clear, organized compositions; the five paragraph essay with introduction, thesis statement, supporting paragraphs, and conclusion; writing book reports; writing poetry using various metres.</p> <p><b>GRAMMAR</b> Formal English grammar instruction including the study of different usages of subordinate clauses; learning to articulate, using grammatical terms, the relationships among the various parts of a complex sentence.</p> <p><b>LISTENING &amp; SPEAKING</b> Oral reports; memorization; oral reading; group discussion; recitations.</p> <p><i>Drawing Sentences: A Guide to Diagramming (Butler Books)   Grammar Is Important (The Book Society of Canada)</i></p>
READING	<p><b>BOOKS</b> Fairy tales, fables, tales of adventure and heroism, lovely picture books that explore art, science, history and math; introduction to early readers.</p> <p><b>POETRY</b> A.A. Milne, R.L. Stevenson, Rossetti, Nursery Rhymes</p>	<p><b>1   BOOKS</b> Early readers, for example: Arnold Lobel, <i>Frog and Toad</i></p> <p><b>2   BOOKS</b> Classic picture books, early readers, and novels. Ludwig Bemelmans, <i>Madeline</i> Laura Ingalls Wilder, <i>Little House in the Big Woods</i></p>	<p><b>3   BOOKS</b> Novel studies and book reports. E.B. White, <i>Charlotte's Web</i> Farley Mowat, <i>Owls in the Family</i> Barbara Smucker, <i>Henry's Red Sea</i> Natalie Kinsey-Warnock, <i>The Night the Bells Rang</i></p> <p><b>POETRY</b> Frost, Mansfield, Keats, Tennyson</p> <p><b>4   BOOKS</b> Novel studies and book reports. C.S. Lewis, <i>The Lion, the Witch, and the Wardrobe</i> Lois Lowry, <i>Number the Stars</i> Caroline Lawrence, <i>The Thieves of Ostia</i> Marguerite de Angeli, <i>The Door in the Wall</i></p> <p><b>POETRY</b> Frost, Mansfield, Keats, Tennyson</p>	<p><b>5   BOOKS</b> Novel studies. Wilson Rawls, <i>Where the Red Fern Grows</i> T.S. White, <i>The Sword in the Stone</i> C.S. Lewis, <i>The Silver Chair</i></p> <p><b>6   BOOKS</b> Novel studies. R.L. Stevenson, <i>Treasure Island</i> Charles Dickens, <i>A Christmas Carol</i> Farley Mowat, <i>The Dog Who Wouldn't Be</i></p> <p><b>POETRY</b> Formal introduction to poetry. Select poems. <i>Poetry for the Grammar Stage (Memoria Press)</i></p>	<p><b>7   BOOKS</b> Novel studies. George Eliot, <i>Silas Marner</i></p> <p><b>8   BOOKS</b> Novel studies. Mary Shelley, <i>Frankenstein</i> W.O. Mitchell, <i>Who Has Seen the Wind</i></p> <p><b>7-8, alternating years:</b> Homer, <i>The Odyssey</i> Vergil, <i>The Aeneid</i> Oscar Wilde, <i>The Importance of Being Ernest</i> George Orwell, <i>Animal Farm</i> Shakespeare, <i>All's Well That Ends Well</i> Shakespeare, <i>Julius Caesar</i></p> <p><b>POETRY</b> A wide variety of poems are studied, from Shakespeare and Milton to Housman and Auden.</p>
LATIN			<p><b>4  </b> An introduction to the Latin language with an emphasis on grammar and precise work. <i>New First Steps in Latin (Focus Publishing)</i></p>	<p><b>5-6  </b> Increasingly complicated verb forms and syntactical structures, still with an emphasis on careful, thoughtful work. <i>New First Steps in Latin (Focus Publishing)   New Second Steps in Latin (Focus Publishing)</i></p>	<p><b>7-8  </b> Increasingly complex grammar and syntax. By the end of the 8th grade, the students have covered the essentials of Latin Grammar. <i>New Second Steps in Latin (Focus Publishing)   New Third Steps in Latin (Focus Publishing)</i></p>
FRENCH		<p><b>1-2  </b> Building basic vocabulary and pronunciation skills; identifying and describing elements that are part of the students' environment; building short sentences to convey meaningful messages; asking simple questions; listening to a wide selection of books; singing songs.</p>	<p><b>3-4  </b> A phonetic and grammatical approach to French: conjugating basic verbs; reading simple texts; demonstrating an understanding of the main ideas and selecting relevant details in a text; writing simple sentences; developing conversation skills; using dictionaries; memorizing classical poetry. <i>First Start French Level 1 (Memoria Press)</i></p>	<p><b>5-6  </b> Further developing writing and speaking skills; deepening the understanding of the structure of the language and how to make accurate statements; producing a variety of simple texts by following a model; memorizing classical poetry; learning about French culture. <i>First Start French Level 2 (Memoria Press)</i></p>	<p><b>7-8  </b> Rigorous study of grammar; reading of a variety of texts; participating in interviews and oral presentations; memorizing classical poetry; introduction to French literature. <i>Complete French Grammar (McGraw-Hill Education)</i></p>
BIBLE	<p>Daily reading aloud of Bible stories from the Old and New Testaments.</p>	<p><b>1-2  </b> Daily reading aloud of Bible stories from the Old and New Testaments.</p>	<p><b>3-4  </b> Reading and comprehension/discussion of the books of the Old and New Testaments. <i>Christian Studies I, II, &amp; III (Memoria Press)   Golden Children's Bible</i></p>	<p><b>5-8  </b> Daily reading of an Old and New Testament passage, primarily from the Psalms, Isaiah and the Gospels. Memorizing the names of the books of the Bible; understanding the relationship of divine inspiration and human authorship; working knowledge of biblical timeline and narrative; in-depth study of biblical passages from eight different Bible books over four years; discovering the relevancy of biblical teaching to all of life.</p>	
HISTORY		<p><b>2   ANCIENT HISTORY</b> Introduction to important figures and events of the ancient world; students learn about the art and cultures of ancient Mesopotamia, Egypt, Greece, and Rome. <i>Story of the World, Volume 1 (Well-Trained Mind Press)</i></p>	<p><b>Year 1   THE MIDDLE AGES</b> Study focuses on major historical events in the years 400 to 1600; familiarization with concepts such as feudalism and the role of kings, nobles, monks, knights and peasants; study of the challenges to the monarchy and the rise of parliament and democracy; weekly readings, discussion and map work; students research a series of topics related to feudalism; grade 4 students lead a class in a reading and map work. <i>Story of the World, Volume 2 (Well-Trained Mind Press)</i></p> <p><b>Year 2   EARLY MODERN TIMES</b> Study focuses on the Age of Exploration to the new world (from 1600-1850); weekly readings, discussion and map work; grade 4 students research and present a project on an explorer to the class. <i>Story of the World, Volume 3 (Well-Trained Mind Press)</i></p>	<p><b>Year 1   THE MODERN AGE</b> From 1850 to the present; students research and present two projects: 1) a biography of a famous person from the last half of the 19th century and 2) an event or an achievement from the first half of the 20th century. <i>Story of the World, Volume 4 (Well-Trained Mind Press)</i></p> <p><b>Year 2   CANADIAN HISTORY</b> From earliest times to the present; students research and present a biography of an important person in Canadian history. <i>The Story of Canada (Key Porter Books)</i></p> <p>The history curriculum accents biographies of influential individuals and aspects of culture. Students learn about note taking and historical writing.</p>	<p><b>Year 1   ANCIENT GREEK HISTORY</b> <i>Ancient Greece (Yale University Press)   Reading of ancient authors (Euripides, Herodotus, Plutarch)</i></p> <p><b>Year 2   ANCIENT ROMAN HISTORY</b> <i>Ancient Rome (Yale University Press)   Reading of ancient authors (Suetonius, Vergil, Plutarch)</i></p> <p>The history curriculum accents political and cultural history. Students continue to practice note-taking and historical writing, and now learn about correct documentation. Each year students research and present two written essays on topics related to Greek and Roman history.</p>

# SK

# GRADES 1&2

# GRADES 3&4

# GRADES 5&6

# GRADES 7&8

## LOGIC

## MATH

## MUSIC

## ART/DRAMA

## PHYS ED

## SCIENCE

## GEOG

**7 | INFORMAL LOGIC** Study of 28 informal fallacies; aim is to help students to identify the good and bad arguments of others, and to improve their own skills in argumentation.  
*The Art of Argument (Classical Academic Press)*

**8 | FORMAL LOGIC (Introduction)** Study focuses on the form of the syllogism, and the correct use of evidence to prove a point.  
*Introductory Logic (Canon Press)*

Hands-on math with concrete materials; counting; patterns; measurement; shapes; graphs; calendar.

**1 |** Addition and subtraction; place value; skip-counting; money values; story problems; telling time; measurement; graphs.  
*A Beka Arithmetic | Singapore Primary Mathematics*

**2 |** Addition and subtraction; multiplication and division; skip-counting; simple fractions; money values; story problems; telling time; measurement; rounding; graphs.  
*A Beka Arithmetic | Singapore Primary Mathematics*

**3 |** Multiplication and division (including tables up to 12); Roman numerals; money and story problems; averaging; equations; fractions; measurements.  
*A Beka Arithmetic*

**4 |** Mental math; measurements; tables and graphs; fractions; time; geometry; area and perimeter; whole numbers; multiplication and division tables up to 12; problem solving strategies.  
*Singapore Primary Mathematics*

**5 |** Decimals (place values, rounding off); four operations of decimals; measures; symmetry; solid figures; volume; whole numbers (place values, millions, approximation and estimation, multiplying and dividing, order of operations); fractions; area of triangle; ratios; angles.  
*Singapore Primary Mathematics*

**6 |** Decimals (approximation and estimation, multiplying and dividing, conversion of measurements); percentage; average; rate; line graphs; triangles; 4-sided figures; tessellations; volume; basic algebra; solid figures (drawing and nets); ratios; percentage; speed.  
*Singapore Primary Mathematics*

**7 |** Fractions (division, order of operations); circles (radius/diameter, circumference, area); volume; triangles and 4 sided figures; challenging word problems; factors and multiples; real numbers; approximation and estimation; introduction to Algebra; angles and parallel lines; triangles and polygons.  
*Singapore Primary Mathematics | Discovering Mathematics*

**8 |** Ratio, rate and speed; percentage; number patterns; graphing; simple inequalities; plane figures; volumes and surface areas of solids; Algebra (expansion and factorisation, fractions); congruence and similarity; linear equations in two unknowns; quadratics functions and equations; data management and probability.  
*Discovering Mathematics*

Daily listening to classical music, singing, playing rhythm instruments.

**1 |** Learn the vocabulary of the basic elements of music, understanding pitch, rhythm, dynamics and timbre, consisting of Solfege and Curwen; study of the orchestra and some music history; repertoire focus is on learning to read simple but beautiful hymns in quarter, eighth and half notes, keeping beat and matching pitch.

**2 |** Expanding students' vocabulary of rhythms, musical terms, and musical repertoire; sharpening motor skills associated with creating music; exploring time signatures, intervals, taking steps toward composing melodies together in class.

**3-4 |** Building tonal scales beginning in keys closely related to C Major and A minor, which introduces whole tones and semitones, sharps and flats; introducing the concept of key, along with tonic, subdominant, and dominant; the principle of moveable Do is planted in students minds.

**5 |** Interpreting notes on the staff in the context of their key, using moveable Do and tonic, subdominant and dominant; introducing the phrase and cadences, with their implications for rhetoric in language and music; reading hymns and other repertoire in moveable Do, in keys closely and more distantly related to C Major and A minor and with special attention to the linguistic aspect of phrase; creating four-bar melodies within given boundaries, applying their vocabulary of rhythms, harmony, and melodic contour.

**6 |** Building melodic phrases in greater detail and with a deepened understanding of the rhetorical function of cadences and phrases; exploring the different kinds of cadences and their effect on the human ear, the different kinds of phrase periods and their effect; studying structural form and the architecture of a 16-bar piece of music, observing logical melodic contour, strong harmonic function, tension and resolution between home key and related keys (or sequence), and the enigmatic gravity that exists towards the home key.

**7-8 |** Fluently read and audiate musical symbols on the page; singing at sight in a number of keys, using moveable solfege syllables; familiar with a variety of musical styles and periods of music history, along with their cultural and historical context; previous study of musical architecture allows students to appreciate musical rhetoric and its relation to the texts they sing.

Art appreciation; projects exploring elements of art (line, texture, shape, colour); portrait; sculpture; still life; drawing step-by-step.

**1-2 |** Colour wheel; lines; shapes; drawing step-by-step; working with various materials; picture studies.

**3-4 |** Units covering colour theory, line and drawing, portraits, landscape and still life with creative projects for each unit. Additional projects relating to grades 3-4 history, literature, and science curriculum. Studies on great works of art and artists integrated into the units.  
*Creating Art (Memoria Press) | Drawing with Children: A Creative Method for Adult Beginners, Too (G.P. Putnam's Sons) | God and the History of Art (How Great Thou ART Publications)*

**5-8 | ART** Four year curriculum on the History of Western Art from prehistoric to contemporary. Students learn: 1) all the major art movements in Western art; 2) titles and artists for over five dozen artistic masterpieces; 3) fundamental techniques for drawing well. Students complete numerous art projects that relate to each time period.  
*History of Art: Creation to Contemporary (Veritas Press) | The Da Vinci Initiative*

**DRAMA** History of theatre; learning the basics of Improvisation through games and exercises; mime; strength of movement in performance; quality of performance; confidence on-stage.

Daily outdoor play time. Swimming lessons on Friday afternoons from December - April.

**1-8 |** Co-operative team-play and good sportsmanship; principles of exercise for flexibility, endurance, and cardio-vascular fitness; skills specific to sports (dribbling, passing, kicking, defence and strategies).  
Soccer, baseball, basketball, volleyball, broomball, skating, soccer, dance, running, skipping.  
Swimming lessons on Friday afternoons from December - April.

Aim is to engage all their senses, to increase their observational abilities, and to instill a deep regard for the wonder and beauty of creation.

Introduction to birds, plants, insects and seasons.  
Daily nature walk.  
Classroom nature table.

**Year 1 | SOLAR SYSTEM** Study of the planets, stars, sun, moon; familiarization with concepts such as rotation and revolution.

**Year 2 | LIFE SCIENCE** Study of birds and mammals (identification and classification) and plants (identification, parts of, classification and lifecycle).

**Year 1 | LIFE SCIENCE** Introduction to animal classification (mammals, birds, reptiles, amphibians, fish); comparison of animals; research skills; memorization of the bones of the human skeleton.

*Anatomy & Bones; Mammals; Birds; Reptiles & Amphibians (all Logos School Materials) | Introducing Mammals; Introducing Birds; Introducing Reptiles (all Pembroke Publishers)*

**Year 2 | EARTH SCIENCE** Rocks and minerals; weather (student projects and class presentations).  
*Guide to Rocks & Minerals (Usborne) | Simon & Schuster's Guide to Rocks & Minerals*

**Year 1 | BIOLOGY** Biological classification and nomenclature of the 3 domains and 6 kingdoms; microorganisms; mushrooms, molds and yeast; plants and trees; insects; spiders and arachnids; life in water; reptiles; birds; mammals.

*Exploring the World of Biology (Memoria Press) | What's that Bird? (Memoria Press)*

**Year 2 | HUMAN ANATOMY & PHYSIOLOGY** Cells, health and nutrition; the systems (skeletal, muscular, digestive, respiratory, renal, nervous, cardiovascular, integumentary and immune).  
*Exploring Creation with Human Anatomy and Physiology (Apologia)*

**HISTORY OF MEDICINE** Imhotep 3500 B.C to Watson, Crick and Bernard mid-1900's.  
*Exploring the History of Medicine (Memoria Press)*

**Year 1 | EARTH EXPLORATION** History of earth by explorers (Marco Polo, Maury, Agassiz, Lewis and Clark, Torricelli, Goddard, etc.) and some of their scientific discoveries (wind, tides, magnetic fields, time and longitude, ocean currents, the three spheres, glaciers, rivers, valleys and flight).  
*Exploring Planet Earth (Memoria Press)*

**ASTRONOMY** A look at the sky through observational astronomy while learning how it was discovered through history. Topics include the moon; Mars; terrestrial planets; Jupiter; Saturn; Jovian planets; plutoids; asteroids; comets and meteors; telescopes; famous space scientists; Milky Way and galaxies; extrasolar planets; stars; constellations.  
*Exploring the World of Astronomy (Memoria Press)*

**Year 2 | CHEMISTRY** Topics include ancient metals; alchemy; electrolysis and alkali metal; the periodic table; inert gases; Dalton and the electron; salts; water; carbon; organic chemistry; nitrogen and silicon compounds; modern metals.  
*Exploring the World of Chemistry (Memoria Press)*

**PHYSICS** Topics include motion; gravity; simple machines; energy; heat; states of matter; wave motion; light; electricity; magnetism; electromagnetism; nuclear energy.  
*Exploring the World of Physics (Memoria Press)*

**1-2 |** Basic map reading skills; memorization of the names of the continents and oceans.

**Year 1 |** A study of the regions of Canada; memorization of the names of the Great Lakes, provinces and territories, and their capitals.

**Year 2 |** A study of Ontario, with an emphasis on research skills.

**5-6 | WORLD GEOGRAPHY** Memorization of all countries and their capitals; identifying major physical features (mountain ranges, oceans, lakes); students research and present a project about a capital city.