

# Classical Education

Considerations for expanding the magnet program to K - 6

# Lake Havasu Classical Academy at Oro Grande

## What is Classical Education?

- Hierarchy of Learning: Grammar, Logic and Rhetoric.
  - Grammar: K – 6; students perform memorization and develop a knowledge base of facts, ideas, basic skills and principles. They will move from knowledge to organizing and analyzing these memorized facts, Ideas, skills and principles.
  - Virtue Education: Cultivate the virtues temperance, prudence, justice and fortitude. (self control, use of reason, regulation of relationships, and courage, emotional strength.)
  - Historical Lens: Develop informed and wise citizens. The curriculum annually focused on world and American based on historical timeline beginning in Ancient times. A literature curriculum placed in appropriate grade levels based on historical pattern.

Our Classical Curriculum is based on the Core Knowledge Foundation and the Hillsdale College Classical initiative.

Core Knowledge is coherent.

- Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, literacy and language, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.

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Core Knowledge is cumulative.

- It provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but it also helps prevent the repetitions and gaps that so often characterize current education.
- The curriculum is based on the historical timeline from Ancient times through Modernity. The timelines are taught in each developmental stage building knowledge and understanding for each student in a meaningful way that is focused, again, on the cultivation of the human experience.

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Core Knowledge is content-specific.

- The Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the Sequence presents a practical answer to the question, “What do our children need to know?” Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

## WHAT IS THE *CORE KNOWLEDGE SEQUENCE*?

The *Core Knowledge Sequence* is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it is intended to provide a coherent, content specific foundation of learning, while allowing flexibility to meet local needs.

The *Sequence* represents an effort to describe and state the *specific* core of shared knowledge that all children should learn in U.S. schools, and that speakers and writers assume their audience knows. It should be emphasized that the *Core Knowledge Sequence* is not a list of facts to be memorized. Rather, it is a guide to *coherent content* from grade to grade, designed to encourage *cumulative* academic progress as children build their *knowledge and skills* from one year to the next.

The *Core Knowledge Sequence* is distinguished by its specificity. While other standards provide general guidelines concerning what students should be able to do, they typically offer little help to teachers in detailing specific content or skills. The *Sequence* provides a solid foundation on which to build instruction. Moreover, because the *Sequence* offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that often result from vague curricular guidelines.

# Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> <li>I. Oral Language</li> <li>II. Nursery Rhymes, Poems, Finger-Plays, and Songs</li> <li>III. Storybook Reading and Storytelling</li> <li>IV. Emerging Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Listening and Speaking</li> <li>II. Reading</li> <li>III. Writing</li> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Reading and Writing</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Sayings and Phrases</li> </ul>
History and Geography	<ul style="list-style-type: none"> <li>Time: <ul style="list-style-type: none"> <li>I. Vocabulary</li> <li>II. Measures of Time</li> <li>III. Passage of Time (Past, Present, Future)</li> </ul> </li> <li>Space: <ul style="list-style-type: none"> <li>I. Vocabulary</li> <li>II. Actual and Representational Space</li> <li>III. Simple Maps</li> <li>IV. Basic Geographic Concepts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. Geography: Spatial Sense</li> <li>II. Overview of the Seven Continents</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Native American Peoples, Past and Present</li> <li>III. Early Exploration and Settlement</li> <li>IV. Presidents: Past and Present</li> <li>V. Symbols and Figures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Early World Civilizations</li> <li>III. Modern Civilization and Culture: Mexico</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. Early People and Civilizations</li> <li>II. Early Exploration and Settlement</li> <li>III. From Colonies to Independence: The American Revolution</li> <li>IV. Early Exploration of American West</li> <li>V. Symbols and Figures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Early Asian Civilizations</li> <li>III. Modern Japanese Civilization</li> <li>IV. The Ancient Greek Civilization</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. American Government: The Constitution</li> <li>II. The War of 1812</li> <li>III. Westward Expansion</li> <li>IV. The Civil War</li> <li>V. Immigration and Citizenship</li> <li>VI. Fighting for a Cause</li> <li>VII. Geography of the Americas</li> <li>VIII. Symbols and Figures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. World Geography</li> <li>II. The Ancient Roman Civilization</li> <li>III. The Vikings</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. The Earliest Americans</li> <li>II. Early Exploration of North America</li> <li>III. The Thirteen Colonies: Life and Times Before the Revolution</li> </ul> </li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>I. Attention to visual detail</li> <li>II. Creating Art</li> <li>III. Looking and Talking about Art</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Looking at and Talking About Art</li> </ul>	<ul style="list-style-type: none"> <li>I. Art from Long Ago</li> <li>II. Elements of Art</li> <li>III. Kinds of Pictures: Portrait and Still Life</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Kinds of Pictures: Landscapes</li> <li>IV. Abstract Art</li> <li>V. Architecture</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. American Indian Art</li> <li>III. Art of Ancient Rome and Byzantine Civilization</li> </ul>
Music	<ul style="list-style-type: none"> <li>I. Attention to Differences in Sound</li> <li>II. Imitate and Produce Sounds</li> <li>III. Listen and Sing</li> <li>IV. Listen and Move</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Keyboards; Composers)</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Composers)</li> <li>III. Songs</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Geometry</li> <li>III. Measurement</li> <li>IV. Numbers and Number Sense</li> <li>V. Addition and Subtraction with Concrete Objects</li> <li>VI. Money</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>
Science	<ul style="list-style-type: none"> <li>I. Human Characteristics, Needs and Development</li> <li>II. Animal Characteristics, Needs and Development</li> <li>III. Plant Characteristics, Needs and Growth</li> <li>IV. Physical Elements (Water, Air, Light)</li> <li>V. Introduction to Magnetism</li> <li>VI. Seasons and Weather</li> <li>VII. Taking Care of the Earth</li> <li>VIII. Tools</li> </ul>	<ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. Human Body (Five Senses)</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Living Things and Their Environments</li> <li>II. Human Body (Body Systems)</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle)</li> <li>II. Insects</li> <li>III. Human Body (Cells; Digestive and Excretory Systems)</li> <li>IV. Magnetism</li> <li>V. Simple Machines</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Introduction to Classification of Animals</li> <li>II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)</li> <li>III. Light and Optics</li> <li>IV. Sound</li> <li>V. Ecology</li> <li>VI. Astronomy</li> <li>VII. Science Biographies</li> </ul>

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Speeches</li> <li>V. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction and Drama</li> <li>IV. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>	<ul style="list-style-type: none"> <li>I. Writing, Grammar, and Usage</li> <li>II. Poetry</li> <li>III. Fiction, Nonfiction, and Drama</li> <li>IV. Foreign Phrases Commonly Used in English</li> </ul>
History and Geography	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Mountains)</li> <li>II. Europe in Middle Ages</li> <li>III. The Spread of Islam and the "Holy Wars"</li> <li>IV. Early and Medieval African Kingdoms</li> <li>V. China: Dynasties and Conquerors</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. The American Revolution</li> <li>II. Making a Constitutional Government</li> <li>III. Early Presidents and Politics</li> <li>IV. Reformers</li> <li>V. Symbols and Figures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Lakes)</li> <li>II. Early American Civilizations</li> <li>III. European Exploration, Trade, and the Clash of Cultures</li> <li>IV. The Renaissance and the Reformation</li> <li>V. England from the Golden Age to the Glorious Revolution</li> <li>VI. Russia: Early Growth and Expansion</li> <li>VII. Feudal Japan</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. Westward Expansion</li> <li>II. The Civil War: Causes, Conflicts, Consequences</li> <li>III. Native Americans: Cultures and Conflicts</li> <li>IV. U.S. Geography</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>World: <ul style="list-style-type: none"> <li>I. World Geography (Spatial Sense; Deserts)</li> <li>II. Lasting Ideas from Ancient Civilizations</li> <li>III. The Enlightenment</li> <li>IV. The French Revolution</li> <li>V. Romanticism</li> <li>VI. Industrialism, Capitalism, and Socialism</li> <li>VII. Latin American Independence Movements</li> </ul> </li> <li>American <ul style="list-style-type: none"> <li>I. Immigration, Industrialization, and Urbanization</li> <li>II. Reform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I. America Becomes a World Power</li> <li>II. World War I: "The Great War," 1914–1918</li> <li>III. Russian Revolution</li> <li>IV. America from the Twenties to the New Deal</li> <li>V. World War II</li> <li>VI. Geography of United States</li> </ul>	<ul style="list-style-type: none"> <li>I. The Decline of European Colonialism</li> <li>II. The Cold War</li> <li>III. The Civil Rights Movement</li> <li>IV. The Vietnam War and the Rise of Social Activism</li> <li>V. The Middle East and Oil Politics</li> <li>VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges</li> <li>VII. Civics: The Constitution—Principles and Structure of American Democracy</li> <li>VIII. Geography of Canada and Mexico</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>I. Art of the Middle Ages in Europe</li> <li>II. Islamic Art and Architecture</li> <li>III. Art of Africa</li> <li>IV. Art of China</li> <li>V. Art of a New Nation: The United States</li> </ul>	<ul style="list-style-type: none"> <li>I. Art of the Renaissance</li> <li>II. American Art: Nineteenth-Century United States</li> <li>III. Art of Japan</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)</li> </ul>	<ul style="list-style-type: none"> <li>I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture)</li> <li>II. Architecture Since the Industrial Revolution</li> </ul>
Music	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Orchestra; Vocal Ranges; Composers)</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Connections)</li> <li>III. American Musical Traditions (Spirituals)</li> <li>IV. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Classical Music: Romanticism and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)</li> <li>III. American Musical Traditions (Blues and Jazz)</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Non-Western Music</li> <li>III. Classical Music: Nationalists and Moderns</li> <li>IV. Vocal Music (Opera; American Musical Theater)</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Fractions and Decimals</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio and Percent</li> <li>III. Fractions and Decimals</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Probability and Statistics</li> <li>VII. Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>I. Numbers and Number Sense</li> <li>II. Ratio, Percent, and Proportion</li> <li>III. Computation</li> <li>IV. Measurement</li> <li>V. Geometry</li> <li>VI. Probability and Statistics</li> <li>VII. Pre-Algebra</li> </ul>	<ul style="list-style-type: none"> <li>I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents)</li> <li>II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement)</li> <li>III. Probability and Statistics</li> </ul>	<ul style="list-style-type: none"> <li>I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions)</li> <li>II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)</li> </ul>
Science	<ul style="list-style-type: none"> <li>I. Human Body (Circulatory and Respiratory Systems)</li> <li>II. Chemistry: Basic Terms and Concepts</li> <li>III. Electricity</li> <li>IV. Geology: The Earth and Its Changes</li> <li>V. Meteorology</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Classifying Living Things</li> <li>II. Cells: Structures and Processes</li> <li>III. Plant Structures and Processes</li> <li>IV. Life Cycles and Reproduction</li> <li>V. Human Body (Endocrine and Reproductive Systems)</li> <li>VI. Chemistry: Matter and Change</li> <li>VII. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Plate Tectonics</li> <li>II. Oceans</li> <li>III. Astronomy: Gravity, Stars, and Galaxies</li> <li>IV. Energy, Heat, and Energy Transfer</li> <li>V. The Human Body: Lymphatic and Immune Systems</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Atomic Structure</li> <li>II. Chemical Bonds and Reactions</li> <li>III. Cell Division and Genetics</li> <li>IV. History of the Earth and Life Forms</li> <li>V. Evolution</li> <li>VI. Science Biographies</li> </ul>	<ul style="list-style-type: none"> <li>I. Physics</li> <li>II. Electricity and Magnetism</li> <li>III. Electromagnetic Radiation and Light</li> <li>IV. Sound Waves</li> <li>V. Chemistry of Food and Respiration</li> <li>VI. Science Biographies</li> </ul>



## Language Arts

- I. Listening and Speaking
  - A. Classroom Discussion
  - B. Presentation of Ideas and Information
  - C. Comprehension and Discussion of Read-Alouds—All Texts
  - D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
  - E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
- II. Reading
  - A. Print Awareness
  - B. Phonemic Awareness
  - C. Phonics: Decoding and Encoding
  - D. Oral Reading and Fluency
  - E. Reading Comprehension—All Texts
  - F. Reading Comprehension—Fiction, Drama, and Poetry
  - G. Reading Comprehension—Nonfiction and Informational Text
- III. Writing
  - A. Narrative Writing
  - B. Informative/Explanatory Writing
  - C. Persuasive Writing (Opinion)
- IV. Language Conventions
  - A. Handwriting and Spelling
  - B. Parts of Speech and Sentence Structure
  - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
  - A. Stories
  - B. Aesop's Fables
  - C. Different Lands, Similar Stories
  - D. Literary Terms
- VII. Sayings and Phrases

## History and Geography

## World:

- I. Geography
  - A. Spatial Sense
  - B. Geographical Terms and Features
- II. Early World Civilizations
  - A. Mesopotamia: The "Cradle of Civilization"
  - B. Ancient Egypt
  - C. History of World Religions
- III. Modern Civilization and Culture: Mexico
  - A. Geography
  - B. Culture

## American:

- I. Early People and Civilizations
  - A. The Earliest People: Hunters and Nomads
  - B. Early American Civilizations

- II. Early Exploration and Settlement
  - A. Columbus
  - B. The Conquistadors
  - C. English Settlers
- III. From Colonies to Independence: The American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

## Visual Arts

- I. Art from Long Ago
- II. Elements of Art
  - A. Color
  - B. Line
  - C. Shape
  - D. Texture
- III. Kinds of Pictures: Portrait and Still Life

## Music

- I. Elements of Music
- II. Listening and Understanding
  - A. Musical Terms and Concepts
  - B. Music Can Tell a Story
  - C. American Musical Traditions (Jazz)
- III. Songs

## Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense
- III. Money
- IV. Computation
  - A. Addition
  - B. Subtraction
  - C. Solving Problems and Equations
- V. Measurement
- VI. Geometry

## Science

- I. Living Things and Their Environments
  - A. Habitats
  - B. Oceans and Undersea Life
  - C. Environmental Change and Habitat Destruction
  - D. Special Classifications of Animals
- II. The Human Body
  - A. Body Systems
  - B. Germs, Diseases, and Preventing Illness
- III. Matter
- IV. Properties of Matter: Measurement
- V. Introduction to Electricity
- VI. Astronomy
- VII. The Earth
  - A. Geographical Features of the Earth's Surface
  - B. What's Inside the Earth
- VIII. Science Biographies

History  
and  
Geography

See also Visual Arts 1:  
Art from Long Ago: Art of  
Ancient Egypt.

## History and Geography: Grade 1

**Teachers:** In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history and science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

## WORLD HISTORY AND GEOGRAPHY

## I. Geography

## A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

**Teachers:** Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying.

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.

## B. GEOGRAPHICAL TERMS AND FEATURES

- peninsula, harbor, bay, island

## II. Early World Civilizations

**Teachers:** As you introduce children to early civilizations, keep in mind the question, What is civilization? Help children see recurring features such as settling down, agriculture, building towns and cities, and learning how to write.

## A. MESOPOTAMIA: THE "CRADLE OF CIVILIZATION"

- Importance of Tigris and Euphrates Rivers
- Development of writing, why writing is important to the development of civilization
- Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization

## B. ANCIENT EGYPT

- Geography
  - Africa
  - Sahara Desert
- Importance of Nile River, floods and farming
- Pharaohs
  - Tutankhamen
  - Hatshepsut, woman pharaoh
- Pyramids and mummies, animal gods, Sphinx
- Writing: hieroglyphics



### III. History and Geography

#### Teacher Resources:

- *The Story of the World, Volume 1: Ancient Times*, Susan Wise Bauer
- *A History of the United States and Its People*, Edward Eggleston
- *A History of US, Book 1: The First Americans*, Joy Hakim

#### Read-aloud Resources:

- Core Knowledge *Tell It Again!* Read-Aloud Anthologies and Flipbooks (available in PDF as part of the Core Knowledge Language Arts resources at [coreknowledge.org](http://coreknowledge.org)):
  - o *Early World Civilizations*
  - o *Early American Civilizations*
  - o *A New Nation: American Independence*
  - o *Frontier Explorers*
- Various trade publications, including:
  - o *A Visit to Egypt*, Peter and Connie Roop
  - o DK Eyewitness Books (useful as a visual aid)
  - o *And Then What Happened, Paul Revere?*, Jean Fritz
  - o *The Inca Empire*, Sandra Newman
  - o *The Story of the Liberty Bell*, Natalie Miller
  - o *Tomie dePaola's Book of Bible Stories*, Tomie dePaola
  - o *Muhammad*, Demi

#### Fall Semester –

##### a. Geography

###### ♦ Spatial Sense:

Name your continent, country, state, and community

Understand map keys, legends, and symbols

Understand North, South, East, and West on a map

Identify major oceans: Pacific, Atlantic, Indian, Arctic

Identify seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia

Locate: Canada, United States, Mexico, and Central America

Locate: Equator, Northern Hemisphere, Southern Hemisphere, North Pole, and South Pole

###### ♦ Geographical Terms and Features: peninsula, harbor, bay, island

##### b. Early World Civilizations

###### ♦ Mesopotamia: The “Cradle of Civilization”

	August-September	October	November	December	January	February	March	April	May
<b>Math (Primary Mathematics)</b>	Lessons 1-3 (1A)	Lessons 4-5 (1A)	Lessons 6-7 (1A)	Lessons 8-9 (1A)	Lessons 1-2 (1B)	Lessons 3-4 (1B)	Lessons 5-6 (1B)	Lessons 7-8 (1B)	Lessons 9-10 (1B)
<b>Literature</b>	Frog Prince	Cinderella (& variations)	Pinocchio	Princess and the Pea	Aesop's Fables	Rumpelstiltskin	House at Pooh Corner	Why the Owl Has Big Eyes	Meow
(include approx. 2 poems per month)	Hansel and Gretel	Jack and the Beanstalk		Rapunzel	Puss-in-Boots	Sleeping Beauty		Lon Po Po/Little Red Riding Hood	How Got
	Thumbelina (& variations)	Pied Piper		Peter Rabbit	Br'er Rabbit	The Boy at the Dike			It C Alw Wo
<b>Literacy (Riggs*)</b>	Review Spelling List 4	Spelling Lists 4 & 5	Spelling Lists 5 & 6	Spelling List 7	Spelling List 8 & 9	Spelling List 10 & 11	Spelling List 12 & 13	Spelling List 14	Review
3 McCall-Harby per week & daily reading practice		Begin McCall Harby	Complete Primary Phonics Readers	Begin Levelled Readers					Cor Mo
<b>Science</b>	Habitats & Food Chains	Classification of Animals	Human Body	Human Body	Astronomy	Matter	Electricity	The Earth	The
	Oceans		Louis Pasteur	Edward Jenner			Thomas Edison		
	Jacques Cousteau								
	Environmental Change								
<b>History &amp; Geography</b>	Basic Geography and Maps	Mesopotamia	Ancient Egypt	Islam	First Americans	Early Exploration and Settlement	Thirteen Colonies	American Revolution	Exp Am We
	Modern Mexico		Judaism	Christianity	Maya, Aztec, Inca		American Revolution	American symbols	
<b>Art</b>		Art from long ago	Color	Line	Shape	Texture	Portrait	Still Life	
<b>Music</b>	Basic Elements	Basic Notation	Composers	Orchestra	Opera	Instrumental Music	Ballet	Jazz	Rev not elen
	2 songs	2 songs	Mozart	Prokofiev	2 songs	2 songs	2 songs	2 songs	2 so
			2 songs	2 songs					

\* Includes Phonics, Grammar, and Composition

# The Hillsdale Philosophy

## Academics Info

[HOME \](#)

The purpose of K-12 classical education is to make young adults who are strong in mind and character. A classical school achieves this through a time-tested, content-rich program that emphasizes traditional learning, virtuous living, and civic responsibility.

Teachers seek to train the affections of students...to raise their eyes toward those things that are good and true and beautiful across a multiplicity of traditional subjects. In order for students to join the 'great conversation'...to interact with the greatest minds, characters, and historical figures, a classical education must necessarily be grounded in language and literacy. Founders Academy students will at all times study literature, composition, history, mathematics, sciences, visual and performing arts, foreign languages, and other related subjects.

## Elements of Founders Academy's Academic Approach

- Ordered, respectful environment where a distraction-free classroom is sacrosanct.
- Content-rich, coherent liberal arts curriculum delivered by kindhearted, subject matter experts.
- Back-to-basics approach. Spelling counts. English grammar taught explicitly. Manners matter. Hard work is expected.
- Significant emphasis on phonics-based reading, spelling, grammar, and vocabulary.
- Text-centered, teacher-led classroom marked by Socratic, responsive discussion.
- Memory work, recitation and public speaking are cultivated through practice.
- Faculty, staff, and administrators are expected to teach and model Founders Academy's core virtues: Courage, Humility, Truth-seeking, Tenacity, and Self-control.
- Standardized testing does not drive the curriculum.
- Uniforms are required to eliminate distractions and to level the playing field.
- Organized according to K-6 lower school and 7-12 upper school to minimize transitions known to be socially and academically disruptive.
- Latin is introduced in 4th and 5th grade, and Latin is mandatory in sixth, seventh, eighth, and ninth grades. Students may continue in Latin, Greek or a modern language.
- Mathematics is taught conceptually.
- Founders Academy will be a Core Knowledge school (framework for our content-rich, K-8 curriculum)
- In humanities courses, students read primary source documents, letters, etc. and rarely use textbooks
- In literature courses, students read the great books, the classics.

“Text-centered, teacher-led classroom marked by Socratic, responsive discussion”

John Hattie, in his work Visible Learning, 2012, identifies how important it is for teachers to be clear on the goals (learning intentions) of any lesson, the surface and depth of conceptual learning, and what the outcome of the learning (success criteria) looks like.

“A key issue is that students need to be explicitly taught the learning intentions and the success criteria. The mind develops in response to challenge...and cognitive development is promoted by high-quality dialogue among peers supported by teachers. The (research) program attained effect sizes of 0.60+.”

The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.

The Socratic Discussion is patterned after the way Socrates conducted learning activities in Ancient Greece. All of his students were expected to share their thoughts and opinions regarding the written and spoken word. Students were further required to read, analyze and evaluate assigned materials prior to class discussion. Socrates remained silent to allow true discussion to flow from his students.

Today, when a class is conducted using the Socratic Discussion method, students are also required to come prepared to discuss assigned materials and share ideas and opinions, using the text or real life experience to back up their answers. They are not permitted to participate in the class unless they are prepared. This method of instruction can be used effectively for any genre or subject, fiction or nonfiction.



# The Hillsdale Materials

## Preface to the Scope and Sequence:

The following pages outline the Barney Charter School Initiative's Scope and Sequence for each of the major subjects from Kindergarten through 12<sup>th</sup> grade. Portions of this work are based on the [Core Knowledge® Sequence](#), an original work of the [Core Knowledge® Foundation](#) made available through licensing under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

# The Hillsdale Materials

The BCSI Scope and Sequence differs most significantly from the Core Knowledge Sequence in Literacy, Grammar, and Math, though changes are not limited to these subjects. In Literacy the BCSI Scope and Sequence is based on the Riggs Institute's *Writing and Spelling Road to Reading and Thinking* as supplemented and modified by Access Literacy, LLC. In Grammar and Math, the BCSI Scope and sequence is based, respectively, on the *Well-Ordered Language* series and curriculum from Singapore Math. The Barney Charter School Initiative has provided a scope and sequence for Latin from grades 6-9 and for all required subjects in grades 9-12.

# The Hillsdale Materials

The BCSI Scope and Sequence includes resource recommendations for teachers to pair with the listed subject matter. In Mathematics, Literature, Literacy, and Grammar, these resources are directly paired to the scope and sequence items, and fidelity to the curriculum requires that these resources be followed quite closely. In Science, History, Visual Arts, and Music, however, these resources should be viewed as aids to teaching the curriculum, but not as the curriculum itself. Teachers need not employ all of a given science textbook, for example, and fidelity to the curriculum requires that teachers of these subjects use discretion to teach each topic from the BCSI Scope and Sequence using the best available resources appropriate to students' grade level.

# K-5 Curriculum

	K	1st	2nd	3rd	4th	5th
English	Leveled Readers		General Knowledge Literature		Junior Great Books	
History			Core Knowledge American History and Geography Core Knowledge World History and Geography			
Math			Singapore Math			
Science			Core Knowledge Science			
Foreign Language			Spanish, French, or Latin			
Fine Arts			Music			
Physical Education			PE Class			

\*Indicates semester or every-other-day courses; all others are full year.

Note: In the founding years of a Great Hearts Academy, modifications to offerings (especially in math & foreign language) are made.

# GreatHearts

## CURRICULUM OVERVIEW