

The Paideia School

Bible 4

The Prophets of Israel

Biblical Principles

1. God speaks propositional truth to man through the Bible. The Bible is inspired by the Holy Spirit, is inerrant in all that it affirms, and is the Christian's infallible guide to belief and behavior.
2. Since God has used men to speak His message to mankind, there is legitimacy to the Bible-teaching ministry, including hermeneutics, exegesis, and apologetics, among believers.
3. Scripture can have only one "true" meaning because of the unity of the mind of God and the corresponding nature of truth. A passage can have only one correct interpretation, yet may have several applications to various persons' lives.
4. The Scriptures themselves acknowledge that they contain "mysteries" and passages that are difficult to understand.
5. God intends that study of, and meditation on, the Scriptures should help students to grow and develop their personalities in wholeness.

Bible Department Goals

1. Gain a working knowledge of the Bible, thus attaining fluency with Biblical principles and precepts, in order to forge a Biblical worldview that will form the foundation for all life experiences and endeavors.
2. Spend the majority of class and study time devoted to the subject of the Bible primarily in the Biblical text itself, with scholarly support from reference works.
3. Train in sound principles of hermeneutics, rightly dividing the Word of Truth.
4. Maintain the unity of the Spirit in the bond of peace by adhering to The Paideia School's Statement of Faith and to its Secondary Doctrine Policy. We do not advocate denominational distinctives, yet allow doctrinal discussion and debate for the benefits of mutual understanding and improving rhetorical skill.
5. Integrate knowledge and skills from other disciplines and encourage the application of Biblical truth as the proper framework for discerning truth and error in other subjects.
6. Teach the Bible with a blend and balance of academic rigor and pastoral concern. We develop virtuous scholars who study the Word and submit to it.
7. Engage/Present key themes and concepts of the course in cogent/elegant/persuasive verbal and written form, based on original research and analysis/reflection.

Course Goals:

Students will:

1. Read, identify, and describe the prophets of Israel; focus on the Old Testament books I Kings to Malachi.
2. Develop a Biblical worldview as they integrate Biblical study into areas such as: history, literature, math, science, and entertainment.
3. Memorize and recite weekly Bible verses and chapter concepts.

Course Objectives

First Quarter

- **Wisdom – Introduce Worldview**

Character Trait: Obedience

- John 14:23
- Biblical Truth:
 - God is Truth
 - God is Awesome, Spirit, Eternal, Unchangeable, Omnipotent, Omniscient, Omnipresent, and Holy
 - God is Father, Son, and Holy Spirit
 - God is Creator

- **Fellowship**

Character Trait: Trust

- Psalm 31:14
- Biblical Truths
 - Created to glorify God
 - Created to rely on God
 - Sin separates (Cycle of Sin: Disobedience, Consequence, Repentance, Restoration, and Peace)
 - God restores – Restoration and Peace

Bible Memory Work – Verses and Concepts

Second Quarter

- **Image Bearing**

Character Trait: Holiness

I Kings 15:9-15

Biblical Truths:

- Created in God's image
- Worth in Christ
- Consequences of Sin (Cycle of Sin)
- Redemption in Christ (Cycle of Sin)

- **Servanthood**

Character Trait: Kindness

Nehemiah 1

Biblical Truths:

- Created to love and serve one another
- Sin causes disharmony with others (Cycle of Sin)
- Jesus restores

- **Dominion**

Character Trait: Initiative

Ecclesiastes 9:10

Biblical Truth:

- Created to take dominion over the earth

Bible Memory Work – Verses and Concepts

Third Quarter

- **Creation, Fall, Flood, God's plan for redemption: Genesis 1-50**
Biblical Truth:
 - God is Creator
 - Sin Separates
 - God RestoresCharacter Trait: Obedience
- **God's Special People: Exodus through Judges**
The calling and forming of the Hebrew Nation
Biblical Truth:
 - God is Truth
 - God is Awesome
 - Sin separatesCharacter Trait: Trust
- **God's Chosen Kings: I Samuel through II Chronicles**
Biblical Truth:
 - Created to rely on God
 - Sin Separates
 - Created to love and serve one anotherCharacter Trait: Obedience
- **Ahijah and Elijah Speak to Israel I Kings 18:21**
Biblical Truth
 - God is Awesome
 - God Restores
 - Sin SeparatesCharacter Traits: Reverence, Obedience
- **Elijah and Elisha speak to Israel II Kings 2**
Biblical Truth
 - God restores
 - God is Awesome
 - God is TruthCharacter Trait: Reverence, Gratitude
- **Amos, Hosea, and Jonah speak to Israel : II Kings 10 through Jonah**
Biblical Truth
 - God is Truth
 - God is Awesome
 - Created to Rely on GodCharacter Trait: Obedience, Humility, Compassion

Fourth Quarter

- **Kings, a Queen, and a Child: IIChronicles 11- Joel**
Biblical Truth
 - God Created us to be His children
 - God is Father, Son, and Holy Spirit
 - Sin SeparatesCharacter Trait: Obedience, Reverence, Gratitude

- **Isaiah Speaks to Judah II Chronicles 25 – II Kings 20, Isaiah (selected passages)**
 Biblical Truth
 - God is Awesome
 - Created us to Rely on Him
 - Sin Separates
 Character Traits: Joy, Trust, Reverence
 - **Jeremiah Speaks to Judah: II Chronicles 33 – Jeremiah**
 Biblical Truth
 - God is Truth
 - Created us to be His children and praise Him
 - Sin Separates
 Character Traits: Joy, Perseverance, Obedience
 - **Daniel Speaks while a captive in Babylon: Daniel 3**
 Biblical Truth
 - God is Awesome
 - Created to be His Children
 - Created to Rely on Him
 Character Traits: Obedience, Reverence, Holiness
 - **Set Free At Last Ezra and Nehemiah**
 Biblical Truth
 - God is Truth
 - God is Awesome
 - Consequences of Sin
 Character Traits: Initiative, Perseverance, Gratitude
- Bible Memory Work – Verses and Concepts

Teacher Resources:

Summit Ministries Published Materials Grade 4

The Paideia School

Latin – 4th Grade

Biblical Principles

1. God has given us the gift of language constructed in a rational and propositional mode so that we may better understand Him, one another, and the created order.
2. Language is an essential tool in our fulfillment of the Dominion Mandate and the Great Commission.
3. God has given us language to accumulate, organize, and transmit knowledge gained by the human race.
4. The providential generation of multiple languages and study of these languages allows the student a means to view, understand, and transcend cultural differences.
5. Language, learned well and articulated wisely, is of great service to God and man.

Classical Languages and Literature Department Goals

1. Recall grammatical constructions and their uses.
2. Identify vocabulary and English derivatives.
3. Translate simple and complex grammatical constructions.
4. Read primary source documents for comprehension.
5. Interpret and analyze cultural values of Classical Antiquity from primary source readings.
6. Evaluate the culture of Classical Antiquity according to Biblical standards.

Course Goals

Students will:

1. Expand their ability to readily recall and use Latin vocabulary.
2. Begin to learn simple Latin derivatives in English, in order to build their English vocabulary.
3. Study grammar including basic verbs, nouns, cases, and spelling.
4. Demonstrate an ability to memorize and use Latin quotes, expressions, and Scriptures.

Course Objectives

First Quarter

- Vocabulary and derivatives: *Primer B Chapters 1-8*
- Review declensions and conjugations (present, imperfect, and future)
- Pronouns (personal, 1st, 2nd, 3rd person)
- Memorize selected Scriptures and key Latin phrases

Second Quarter

- Vocabulary and derivatives: *Primer B Chapters 9-16*
- Introduce: prepositions, ablative case, and numerals
- Memorize selected Scriptures and key Latin phrases

Third Quarter

- Vocabulary and derivatives: *Primer B Chapters 17-25*
- Introduce: third declension nouns, I-stem demonstrative pronouns, and declensions of *duo* and *tres*
- Memorize selected Scriptures and key Latin phrases

Fourth Quarter

- Vocabulary and derivatives: *Primer B Chapters 26-32*
- 3rd conjugation verbs, and 3rd declension neuter
- Review *Chapters 1-22*
- Memorize selected Scriptures and key Latin phrases

Teacher Materials

Larsen, Aaron and Perrin, Christopher. Teacher's Edition, *Latin for Children Primer B*. Classical Academic Press, 2003.

Student Materials

Larsen, Aaron and Perrin, Christopher. *Latin for Children Primer B*, Classical Academic Press, 2003. ISBN: 1-60051-006

Note cards for vocabulary (optional)

Special Activities

Songs: First Conjugation Song, Second Conjugation Song, First Declension, Second Declension (All songs are teacher created by Scott J. Mahurin)

The Paideia School

Language Arts 4

Biblical Principles

1. Communication is a reality intrinsic to the triune Godhead and extrinsic to God in relation to His creation.
2. Language is a divine gift that enables man to think and to communicate clearly, quickly, and meaningfully.
3. God intends that man's thoughts and communications reflect truth, goodness, and beauty.
4. Sin's power to distort and pervert the created order extends even to man's thoughts and communications.
5. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

English Department Goals

1. Examine the worldviews that manifest themselves in language and literature and evaluate them from a Biblical perspective.
2. Train in the use of grammatical and literary tools to fully engage the great literary art of Western Civilization.
3. Recognize that grammatical and literary skills provide access to all other academic and artistic pursuits.
4. Articulate the great ideas through thorough research, careful documentation, and eloquent analysis, building dialectical and rhetorical skills in an age appropriate manner.
5. Develop creative abilities to the glory of God.

Course Goals

Students will:

1. Continue to develop proficiency of grade appropriate grammar, reading, writing, and spelling skills.
2. Build a strong vocabulary to be used in their verbal and written communication.
3. Focus on developing strong comprehension skills.
4. Mature in their ability to incorporate a Biblical worldview as they understand the literary works read in this class.
5. Develop the ability to present information orally which may include the recitation of speeches, poems, fables, and stories.
6. Grow in their ability to produce work that is neat and organized.

Course Objectives

First Quarter

Grammar

- Review and Expand Understanding of Sentence Patterns and Parts of Speech
 - Subject Noun – Verb
 - Noun – singular, plural, common, and uncommon
 - Verb - action and being
 - Adjective
 - Adverb
 - Prepositions
 - Direct Object
 - Indirect Object
- Interjection
- Conjunction
- Direct Objects
- Capitalization and Punctuation
- Vocabulary

Spelling:

- Complete Grammar of Spelling Lists and Rules
 - *Final “E”:* For final “e” words remember this chant: A vowel suffix drops the “e”; a consonant suffix can’t.
 - *Use “i” before “e” except after “c”, Or when sounding like a as in neighbor and weigh.*
 - *For final Y words remember this chant: Change the Y to I after a consonant, except for –ing as time has shown. If Y’s preceded by a vowel then leave it alone.*
 - *When adding –ness to a final N word, keep the N, when adding –ly to a final l word, keep the L (2, no more).*
- Review Spelling Rules
- Commonly Misspelled Words

Literature

- *The Cricket in Times Square.* Selden, George.
 - Plot
 - Conflict and Resolution
 - Main Idea
- *The Door in the Wall.* D ‘Angeli, Marguerite.
 - Setting
 - Conflict and Resolution
- Teacher Read Aloud: *King Arthur and His Knights of the Round Table.* Green, Roger Lancelyn.

Reading

- SRA Reading Lab and Skill Building Series: Comprehension, Inference, Finding Details and Getting the Main Idea
- McCall-Crabbs – Comprehension Skills

Writing

- Three Point Expository Paragraph and Essays
- 1st Person and 3rd Person
- Sequencing
- Key Word Outline (EIW)
- Rewriting Fables (1-2 Recommended per Quarter)

Poetry

- Memorize and Recite “Hope is the Thing with Feathers” Emily Dickinson

Second Quarter

Grammar

- Practice Previously Introduced Concepts and Skills
- Vocabulary

Spelling

- Spelling Lists T-1 - U-3 (*Spell to Write and Read*)
- Spelling Rules
 - C usually says /k/...but C may say /s/ before e, i, or y...
 - G usually says /g/...but G may say /j/ before e, i, or y
 - A, E, O, U usually say /A, E, O, U/ at the end of a syllable
 - I and Y usually say /i/ at the end of a syllable, but may say I
 - English words do not end in I, U, V, or J/Y stands in for I
 - English has at least 5 reasons for a silent final E...
 - O-R usually says /er/ when W comes before O-R ...

Literature

- Continue Practicing Previously Introduced Concepts and Skills
- *Adam of the Road*. Gray, Elizabeth Janet.
Character Traits
Main Idea
- Book of choice
- Teacher Read Aloud: *King Arthur and His Knights of the Round Table*. Green, Roger Lancelyn.

Reading Skills

- SRA Reading Lab and Skill Building Series: Comprehension, Inference, Finding Details and Getting the Main Idea
- McCall-Crabbs – Comprehension Skills

Writing

- Practice Previously Introduced Concepts and Skills
- Persuasive Paragraph and Essays
- “Dress Ups”
- Rewriting Fables (1-2 Recommended per Quarter)

Poetry

- Memorize and Recite “*The Road Not Taken*” Robert Frost

Third Quarter Grammar

- Practice Previously Introduced Concepts and Skills
- Direct Object
- Predicate Nominative
- Indirect Object
- Predicate nominative
- Verbs: regular, irregular, tenses

Spelling

- Spelling Application of Spelling Rules
- Spelling Rules
 - IE or EI? Use I before E except after C, if we say /A/, and in some exceptions...
 - SH spells /sh/ at the beginning of a word, at the end of a syllable...
 - TI, CI, SI can spell /sh/ at the beginning of any syllable after the first one.
 - 1-1-1 Rule. With a one-syllable word ending in one vowel then one consonant, double the last consonant before adding a vowel suffix (get, getting)
 - 2-1-1-Accent Rule. With a two-syllable word ending in one vowel then one consonant, double the last consonant before adding a vowel suffix IF...
 - Silent Final E Words commonly lose the need for the E when adding a vowel suffix.
 - We often double, F, L, and S after a single vowel at the end of a base word.
 - A-Y usually says /A/ at the end of a base word. When a word ends with A it says /ah/.

Literature

- Practice Previously Introduced Concepts and Skills
- *The Mixed-Up Files of Mrs. Basil E. Frankweiler*. Konigsburg, E.L.
Character sketches
Metaphors and Similes
- *The Magician's Nephew*. Lewis, C.S.
Symbolism
Main Idea
- Teacher Read Aloud: *The Adventures of Robin Hood*. Greene, Roger Lancelyn and Hall, Arthur.

Reading Skills

- SRA Reading Lab and Skill Building Series: Comprehension, Inference, Finding Details and Getting the Main Idea
- McCall-Crabbs – Comprehension Skills

Writing

- Practice Previously Introduced Concepts and Skills
- Research Paper

- Editing
- Fragments
- Compound Sentences
- Double Negatives
- Rewriting Fables (1-2 Recommended per Quarter)

Poetry

- Review Patterns of Poetry and Descriptive Poetry
- Memorize and Recite “A Visit From the Sea” Robert Louis Stevenson

Fourth Quarter

Grammar

- Practice Previously Introduced Skills
- Contractions
- Alphabetizing
- Dictionary Skills

Spelling

- Spelling Lists X-1-Z-2
- Spelling Rules 19, 20, 21, 23, 24, 25, 27, 28
 - I and O may say /I/ and /O/ before two consonants.
 - X is never directly before S. There is a /s/ sound in X.
 - ALL and FULL are written with one L when added to another syllable...
 - DGE is used only after a single vowel which says /a-e-i-o-u/.
 - A single vowel Y changes to I when adding any ending, unless the ending starts with I...
 - CK is used only after a single vowel which says /a-e-i-o-u/
 - Z, never s, spells /z/ at the beginning of a base word.
 - E-D past tense ending forms another syllable if the base word ends with /d/ or /t/.
If not, E-D sounds like /d/ or /t/.
- Grammar of Spelling List 1 & 2
- Grammar of Spelling
 - *The Doubler: If you have a single vowel word to add a vowel suffix to, double the lone consonant, but not with x or w.*

Literature

- Practice Previously Introduced Concepts and Skills
- *The Ink on His Finger*. Vernon, Louise. A.
 - Character sketches
 - Plot
 - Setting
 - Protagonist and Antagonist
- *Mrs. Frisbee and the Rats of Nimh*, O'Brien, Robert C
- Teacher Read Aloud: *The Adventures of Robin Hood*. Greene, Roger Lancelyn and Hall, Arthur.

Reading Skills

- SRA Reading Lab and Skill Building Series: Comprehension, Inference, Finding Details and Getting the Main Idea
- McCall-Crabbs – Comprehension Skills

Poetry

- Memorize and Recite - Marc Anthony's speech from "*Julius Caesar*" William Shakespeare

Writing

- Practice Previously Introduced Concepts and Skills
- Narratives
- Letter
- Rewriting Fables (1-2 Recommended per Quarter)

Teacher Resources

Wise Guide for Spelling: Sanseri, Wanda. Oregon: Back Home Industries, 2007. ISBN 978-1880045-21-3

The Grammar of Spelling Grades 4-6: Whiting, Matt. Idaho: Logos School Materials, 2005. ISBN 1-930443-66-8.

The Shurley Method: English Made Easy: Level 5: Teacher Pack, Shurley, Brenda, Ruth Wetsell, and Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-143-0

The Shurley Method: English Made Easy: Level 5: Student Textbook. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-101-0.

The Shurley Method: English Made Easy: Level 5: Student Workbook. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-109-6.

The Shurley Method: English Made Easy: Level 5: Student Test Book. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-092-1.

The Shurley Method: English Made Easy: Level 5: Teacher's Key. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-048-6.

Classical Writing Aesop: Instructor's Guide for Student Workbook A. Weitz, Kathy. 2005.

Upper Grammar Literature Books III: Kohl, David. Idaho: Logos School Materials, 2002. ISBN 1-930443-51-X.

The Door in the Wall. De Angeli, Marguerite. New York: Random House Children's Books, 1989. ISBN 0-440-22779-8.

Adam of the Road. Gray, Elizabeth Janet. New York: Puffin Books, 1987. ISBN 0-14-032464-X.

The Cricket in Time Square. Selden, George. New York. Square Fish (Macmillan), 1960. ISBN 978-0-312-38003-8.

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The Mixed-Up Files of Mrs. Basil E. Frankweiler. Konigsburg, E.L. New York. Simon Pulse, 2002. ISBN 978-0-689-85354-8.

Magician's Nephew: Lewis, C.S. New York. Harper Trophy, 1983. ISBN 978-0-06-440505-8.

The Ink on His Finger: Vernon, Louise A. Pennsylvania. Herald Press, 2004. ISBN 0-8361-1673-9

Mrs. Frisby and the Rats of Nimh: O'Brien, Robert. Aladdin, 1986. ISBN 978-0881220988

The Cricket in Times Square. Selden, George. New York. Square Fish (Macmillan). ISBN 978-0-312-38003-8.

Teaching Writing Structure and Style Syllabus and Seminar Workbook: The Institute for Excellence in Writing. California: 2000.

SRA: Book E: Teacher's Manual: Ohio: SRA/McGraw-Hill, 2006. ISBN 9780076039685

McCall-Crabbs Standard Test Lessons in Reading – Five Volumes in One (Books A-E): New York/ Teachers College Press, 1961. ISBN 978-1880045-251

SRA Reading Lab 2C: Ohio, SRA/McGraw-Hill, ISBN 0-07-601782-6.

King Arthur and His Knights of the Round Table. Green, Roger Lancelyn. Puffin Classics ISBN 0140366709

The Adventures of Robin Hood. Greene, Roger Lancelyn and Hall, Arthur. Puffin Classics. 1995. ISBN 0140367004

Student Books

The Shurley Method: English Made Easy: Level 5: Student Textbook: Shurley, Brenda, Ruth Wetsell, and Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN . 978-1-58561-101-0.

The Shurley Method: English Made Easy: Level 5: Student Workbook. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-109-6.

The Shurley Method: English Made Easy: Level 5: Testbook. Shurley, Brenda, Ruth Wetsell, Teddie Faye Raines. Arkansas: Shurley Instructional Materials, 2007. ISBN 978-1-58561-092-1.

Classical Writing Aesop: Instructor's Guide for Student Workbook A. Weitz, Kathy. 2005.

Upper Grammar Literature Books III: Kohl, David. Idaho: Logos School Materials, 2002. ISBN 1-930443-51-X.

The Door in the Wall. De Angeli, Marguerite. New York: Random House Children's Books, 1989. ISBN 0-440-22779-8.

Adam of the Road. Gray, Elizabeth Janet. New York: Puffin Books, 1987. ISBN 0-14-032464-X.

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The Cricket in Time Square. Selden, George. New York. Square Fish (Macmillan), 1960. ISBN 978-0-312-38003-8.

The Mixed-Up Files of Mrs. Basil E. Frankweiler. Konigsburg, E.L. New York. Simon Pulse, 2002. ISBN 978-0-689-85354-8.

Magician's Nephew: Lewis, C.S. New York. Harper Trophy, 1983. ISBN 978-0-06-440505-8.

The Ink on His Finger: Vernon, Louise A. Pennsylvania. Herald Press, 2004. ISBN 0-8361-1673-9

Mrs. Frisby and the Rats of Nimh: O'Brien, Robert. Aladdin, 1986. ISBN 978-0881220988

The Cricket in Times Square. Selden, George. New York. Square Fish (Macmillan), 1960. ISBN 978-0-312-38003-8.

SRA: Identifying Inferences: Book E: Ohio: SRA/McGraw-Hill, 2006. ISBN 978007603976

SRA: Finding Details: Book E: Ohio: SRA/McGraw-Hill, 2006. ISBN 9780076039975

SRA: Getting the Main Idea: Book E: SRA/McGraw-Hill, 2006. ISBN 9780076039975

McCall-Crabbs Standard Test Lessons in Reading – Five Volumes in One (Books A-E): New York/ Teachers College Press, 1961. ISBN 978-1880045-251

The Paideia School

History 4

Biblical Principles

1. God sovereignly superintends all things, including man's activities and circumstances throughout history.
2. The Biblical conception of linear time moving from creation through the cross toward its consummation in Christ's second coming gives meaning and urgency to historical events.
3. God judges individuals, cultures, and nations that fall short of His glory, and only Christ and His gospel can redeem and ennoble them.
4. God judges individuals in eternity according to their faith in Christ, but He deals with nations in the course of historical events according to their standards of justice and righteousness.
5. God commands that men learn from the mistakes and accomplishments of their historical predecessors.

History Department Goals

1. Attain a Scriptural understanding of human nature and historical patterns, with particular attention to sin and its consequences.
2. Understand that history is an examination of the progression and composite of all Divine activity and human endeavor.
3. Use the discipline of History as a paradigm for the study of the development of other subject areas.
4. Interact frequently with primary sources, especially those from the canon of Western Civilization.
5. Articulate thoughts and beliefs regarding historical events by thorough research, careful documentation, and wise expression.
6. Incorporate Biblical precept and historical example in pursuit of godly citizenship

Course Goals

Student will:

1. Study significant dates, people, events, and movements of Medieval Europe through the time of the Reformation.
2. Identify major countries of present day Europe.
3. Examine the role of the Church in the development of the West.
4. Develop a Biblical worldview as they examine the events of this time.
5. Identify the lifestyles of people during this time in history including: political and religious movements, dress, housing, technology, entertainment.
6. Read and memorize portions of primary and secondary source documents from this time period.
7. Continue to develop the ability to recall, in chronological order, major events identified on the History Timeline.

Course Objectives

First Quarter

Early Church

- St. Augustine
- St. Jerome
- Council of Chalcedon
- St. Benedict and Monasticism

Fall of the Roman Empire

- Barbarians
- Vikings
- Celts
- Franks
- Angles/Saxons
- Byzantine Empire
- Justinian

Second Quarter

Islam and the Church

- Mohammed and Islam
- Charles Martel, Pepin, Charlemagne
- Feudal System
- Otto and the Holy Roman Empire
- East-West Schism
- Nicean Creed

Third Quarter

Crusades and Medieval Period

- William the Conqueror and the Battle of Hastings
- Cathedrals in Europe, Gothic
- The Crusades 1-4
- Magna Carta, Richard the Lionhearted and John
- St. Thomas Aquinas
- Marco Polo
- Early Renaissance
- John Wycliffe and Jan Huss

Fourth Quarter

The Renaissance and Reformation

- Gutenberg
Painters: Leonardo da Vinci, Michelangelo, Brunelleschi, Raphael
- The Reformation
Luther, 95 Theses
Tyndale
Calvin
Henry VIII
John Knox
Council of Trent
- The Inquisition
Queen Mary
Phillip, Isabelle, and Ferdinand

Teacher Resources

Middle Ages, Renaissance, Reformation

Famous Men of the Middle Ages

Famous Men of the Renaissance

A Child's History of the World

The St. John's Bible

Ink and Blood

Various library books and college texts

Veritas Press

Shearer

Shearer

Virgil M. Hillyer

Video

DVD

The Paideia School

Mathematics 4

Biblical Principles

1. The mind and character of God are the foundation of mathematical truth as revealed in creation: order, non-contradiction, immutability, infinitude, precision, beauty, and harmony.
2. God equips man with a rational mind to apprehend mathematical truth in creation.
3. Man's finitude and sin nature preclude a comprehensive understanding of mathematical intricacies of the created order.
4. God enables man to use mathematical knowledge to strive toward fulfillment of the dominion mandate.
5. God's command to count and measure reflects the truth that there is a righteous standard by which He will judge men.

Mathematics Department Goals

1. Recognize the attributes of God that are revealed by a study of Mathematics.
2. Perceive the utility and the limitations of the discipline of Mathematics.
3. Understand that human standards of measurement testify to the reality of God's perfect knowledge and righteous standard.
4. Progress in logical thinking patterns, problem solving abilities, and elegant expression of the same.
5. Appreciate the role of Mathematics in the historical development of other disciplines and of culture.
6. Develop mathematical faculties to the fullest in order to use such tools in the service of God and man.

Course Goals

Students will:

1. Explain in their own words that God gave us numbers and systems of Math to help us in life; this also helps us to understand His logical and unchangeable character.
2. Continue to build for mastery of math skills introduced and practiced previously, including: adding, subtracting, multiplying, dividing, single and multi-digit numbers, and understanding basic algebraic thinking and rules, use of geometric concepts in a variety of contexts, and converting measurements within the customary and metric systems.
3. Expand their skills working with fractions to include: reducing, adding and subtracting using common and uncommon denominators, and multiplying by whole numbers and fractions.
4. Develop the ability to accurately work with decimals including: relating decimals and percents, rounding, estimating product and simple division.
5. Continue to develop strong skills recalling math facts in a timely and accurate manner.

Course Objectives

First Quarter

- Estimating
- Place Value
- Rounding
- Perimeter, Area
- Approximating / Inferences
- Multiplication Facts 0-12
- Division with remainders
- Multiples and Factors
- Addition, Subtraction, Multiplication and Division Fact Practice

Second Quarter

- Points on a Grid
- Coordinates
- Parenthesis
- Inverse Functions
- Ordered Pairs
- Graphing
- Scale
- Powers of 10
- Converting Metric and Customary Units
- Multiplying by 1, 2, and 3 digits
- Perimeter and Area
- Addition, Subtraction, Multiplication and Division Fact Practice

Third Quarter

- Fractions: Comparing, Adding, Subtracting, Multiplying, Factoring, Multiples, Common Denominators
- Percents: Converting to Decimal, Adding, Subtracting, Comparing, Multiplying
- Exponents
- Measurements
- Multiply 3 digit by 2 digit
- Addition, Subtraction, Multiplication and Division Fact Practice

Fourth Quarter

- Geometry: Lines, Angles, Parallel, Perpendicular, Intersecting Lines, Quadrilaterals, Polygons, Triangles, Circles, Congruence, Similarity, Rotation, Translation, Reflection, Symmetry
- Averaging
- Division: 1 and 2 digit divisors, short form of division
- Addition, Subtraction, Multiplication and Division Fact Practice (Goal: 100 in three minutes)

Teacher Resources

SRA/McGraw Hill, *Real Math Grade 4* - Teacher Edition Volume I and II. (ISBN 0076037169 and 0076037177)

SRA/McGraw Hill, *Real Math Grade 4* -Assessment Book. (ISBN 0076037665)

SRA/McGraw Hill, *Mathematics Laboratory 2a* Level 4 (ISBN 9780076003976)

Student Resources

SRA/McGraw Hill, *Real Math Grade 4* - Text Book. (ISBN 0076030008)

SRA/McGraw Hill, *Real Math Grade 4* - Exercise Book. (ISBN 0076037231)

SRA/McGraw Hill, *Real Math Grade 4* - Practice Book. (ISBN 007603738X)

SRA/McGraw Hill, *Mathematics Laboratory 2a – Student Record Book* (ISBN 9780076004010)

The Paideia School

Science 4

Biblical Principles

1. God created all things out of nothing.
2. Creation reflects the glory of God's attributes in its scientific characteristics, as seen in its unity, diversity, order, complexity, beauty, consistency, and precision.
3. God sustains and redeems His fallen creation.
4. God commands and enables us to discover and utilize the intricacies of His creation.
5. God's creation includes marvels and mysteries that cannot be apprehended by scientific means.

Science Department Goals

1. Gain a Biblical perspective on the scientific enterprise and examine various scientific theories in light of Scriptural truth.
2. Attain an accurate knowledge of the contribution of Science to human life by teaching the history of scientific research, development, and invention.
3. Provide laboratory experiences that emphasize scientific method and safety principles.
4. Develop problem-solving abilities that include gathering data, marshaling evidence, utilizing discursive techniques, and interactive methods.
5. Blend inductive and deductive scientific teaching strategies to provide a realistic model of scientific endeavor.
6. Train in the ethical use of scientific knowledge and technology for the glory of God.

Course Goals

Students will:

1. Investigate areas of Life Science including: plant cells, parts of a flower, habitats, mammal skeletal system, and components of blood.
2. Identify characteristics of the Earth and Space Science including: weather conditions and patterns, solar system, and fossils.
3. Explore and understand Physical Laws of Science including: conversion of energy, properties of light, and separation of color.

Course Objectives

First Quarter

- Life Science
Creatures and Critters-(Habitats)
For the Life of Plants-(Plant Cells and Parts of Flower)

Second Quarter

- Life Science
A Wise Old Owl-(Mammal Skeletal System)
A Hearty Recipe-(Components of Blood)

Third Quarter

- Earth Science
Bodies in Space-(Solar System)
- Physical Science
Molecules on the Move-(Separation of Colors)
Electric Switch and Electromagnets-(Conversion of Energy)
- Earth Science
Oil Spill Clean-Up (Oiled and Spoiled)-(Weather Conditions and Patterns)

Fourth Quarter

- Physical Science
Images and Reflections-(Properties of Light)
- Life Science
Fantastic Fossils-(Fossils)

Teacher Resources

SciTT Kits Science for Today and Tomorrow at: www.skittkits.com

4-1 Creatures and Critters (Habitats) – Life Science

4-2 For the Life of Plants (Plant Cells) – Life Science

4-4 A Wise Old Owl (Mammal Skeletal System) – Life Science

- 4-12 A Hearty Recipe (Components of Blood) – Life Science
- 4-6 Bodies in Space (Solar System) – Earth Science
- 4-7 Molecules on the Move (Colors) – Physical Science
- 4-9 Electric Switch and Electromagnets (Conversion of Energy)- Physical Science
- 4-5 Oiled and Spoiled (Oil Spills) – Environmental Science
- 4-10 Images and Reflections (Behavior of Light) – Physical Science
- 4-11 Fantastic Fossils (Fossils) – Earth Science

Student Resources

- 4-1 Creatures and Critters (Habitats) – Life Science
- 4-2 For the Life of Plants (Plant Cells) – Life Science
- 4-4 A Wise Old Owl (Mammal Skeletal System) – Life Science
- 4-12 A Hearty Recipe (Components of Blood) – Life Science
- 4-6 Bodies in Space (Solar System) – Earth Science
- 4-7 Molecules on the Move (Colors) – Physical Science
- 4-9 Electric Switch and Electromagnets (Conversion of Energy)- Physical Science
- 4-5 Oiled and Spoiled (Oil Spills) – Environmental Science
- 4-10 Images and Reflections (Behavior of Light) – Physical Science
- 4-11 Fantastic Fossils (Fossils) – Earth Science

The Paideia School

Art 4

Biblical Principles

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness.
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

Course Goals

Students will:

1. Continue to develop fine motor skills by use of pencil, brush, and sculpture techniques.
2. Begin to develop compositions (identify focal point).
3. Draw simple three-dimensional shapes (cone, cylinder, and sphere) and gain a basic understanding of light and shadow.
4. Create a color wheel and use it to identify analogous and complimentary colors.
5. Develop a deeper understanding of balance, depth (foreground, mid-ground, and background), pattern, and texture and create them in their artwork.
6. Continue to identify masterworks and artists, beginning to identify art movements; and learning to recognize beauty, goodness, and truth in these artworks through a Christian worldview.

Quarterly Objectives:

First Quarter (line, shape, & shadow / color)

- Review lessons and skills from previous year
- Apply grey scale to an shape to create form
- Identify and draw a cone, a cylinder, and a sphere
- Adjust pressure to create grey scale (5 layer white – black)
- Begin drawing techniques using a conte crayon
- Create a color wheel (primaries and secondaries)
- Identify and apply complementary and analogous colors
- Further develop fine line and broad stroke brush techniques

Second Quarter (composition / depth)

- Identify, analyze, and copy a masterwork
- Identify the focal point
- Begin to draw with, layer, and blend pastels
- Illustrate a landscape identifying and incorporating horizon line, foreground, mid-ground, and background
- Introduce alternative painting techniques such as sea salt or sponging for texture

Suggested Master: Van Gogh (White House at Saintes-Maries, or Sailboats)

Third Quarter (pattern / texture)

- Use ordered and random patterns to illustrate form
- Use random and ordered pattern to illustrate texture (wood, stone, metal)
- Further develop coloring skills to show form

Suggested Master: Grecian / Roman mosaics

Fourth Quarter (animals / people)

- Translate two-dimensional shapes from animal photos into three-dimension shapes in clay sculpture
- Attach sculpture to base
- Use internal armature in sculpture
- Identify “line of action” in figure or object
- Begin proportion using “heads high” measurement
- Learn proper placement of figure appendages, etc.

Suggested Master: Rockwell

The Paideia School

Music 4

Biblical Principles

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

Music Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

Course Goals

Students will:

1. Review music-reading skills, including hierarchy of notes and rests, dynamics, tempo, meter, music alphabet with grand staff, and melodic movement on the staff
2. Continue ear-training using the voice, body, and instruments
3. Identify and demonstrate good choral/vocal tone and diction in individual and canon/two-part singing
4. Learn sol-fège and Curwen hand signs with diatonic major scale
5. Learn characteristics of woodwind instruments and begin to play recorder
6. Improvise and compose simple rhythms and melodies using voice and recorder
7. Begin chronological study of music masterworks of Western Civilization: Psalms of David, Plainsong from 6th-7th centuries, medieval and early Renaissance music

8. Review performance procedure and concert etiquette
9. Make connections between math and rhythm, language and rhythm

Course Objectives

First Quarter

- The Grand Staff and Music Alphabet
- Sight-reading: Rhythm
- Sight-singing: Rhythm and pitch with stepwise motion
- Introduction to Woodwinds and Recorder (Level 4a)
- Sight-reading on recorder
- Form: Chant, Call-and-response
- Chant using Psalms of David

Second Quarter

- Sight-reading: Add skip motion: 3rd/4th/5th and octave
- Rhythm: formula of dotted note/rest
- Plainsong/Chant from Middle Ages: Listen, read, sing, improvise
- Introduce Latin and English diction
- Masterworks: Examples of choral music from Cambridge Singers and other exemplary groups TBA, as available
- Seasonal music

Third Quarter

- Sight-reading: review all singing, add recorder
- Recorder/vocal duets (as in medieval time)
- Medieval and Renaissance choral music (Palestrina, Praetorius)
- Medieval and Renaissance instrumental music TBA
- Latin songs in unison and in canon
- Introduce Italian diction

Fourth Quarter

- Dotted Rhythms: Recorder and Voice
- Review recorder music and solidify technique
- Review choral music and solidify technique
- Masterworks: The Renaissance Era TBA

Teacher Resources

Books/Materials:

- Bible (Psalms)
- Rhythm Flashcards
- Hierarchy of Notes and Rests Chart
- Fettke, Tom, ed., *The Hymnal for Worship and Celebration* (Word Music, 1986)
ASIN: B0014CU33W

- Machlis, Joseph, *The Enjoyment of Music: An Introduction to Perspective Listening (Shorter Edition)* (W. W. Norton & Co., 9th Ed. 2003) ISBN-10: 0005885000
- Staton, Barbara and Staton, Merrill, *Music and You Recorder Curriculum Master Copy Book, Grade 4* (New York, MacMillan Publishing Co. 1991) ISBN: 0022941304
- Stolba, K. Marie, *The Development of Western Music* (William C. Brown Communications, 1999) ISBN-10: 0697417670
- Recorder
- Music stand
- Additional recorder music scores, as needed
- Choral scores (will vary year to year)

CDs:

- Choral music CDs, TBA (will vary year to year to correspond with choral music being studied that year)
- *The Norton Recordings, Seventh Edition* 1995 (Sony Music Special Products A3-24940)

Student Resources:

- Recorders
- Music stands
- *Music and You Recorder Books, Grade 4a* (see Teacher Resources, above)
- Additional recorder music
- Choral Octavos

The Paideia School

Physical Education 4

Biblical Principles

1. Physical well-being is an integral part of the overall training we call Classical and Christian education.
2. Socrates and Plato spoke extensively on the need for proper care of the body as a means of caring for the soul, not to gain physical strength, but to develop courage.
3. True *paideia* would keep the care of the body and soul in balance: God intends that men reflect truth, goodness, and beauty.
4. God created the human body and pronounced it “very good”, (Gen 1:31)
5. The believer can wholeheartedly present his body as a living sacrifice, holy and pleasing to God. (Rom. 12:1)
6. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

Physical Education Department Goals

1. Develop physical abilities to the glory of God.
2. Prepare students for responsible leadership and effective work.
3. Students are taught the importance of playing by the rules, accepting direction from those in authority, using skills in harmony with others, and being gracious in victory as well as in defeat.
4. Understand and relate how the importance of better coordination, endurance, and good attitude contribute to a healthy lifestyle.
5. Students will learn that physical education is an important part of their lives, and a love and enjoyment of physical activities and the use of human movement is a gift from God and a way to serve Him, others, and self.

Course Goals

Students will:

1. Display good sportsmanship and Christian values.
2. Continue to develop manipulative skills while building strength, flexibility, and respiratory endurance.
3. Review and use skills and rules for competitive individual and team sports.
4. Develop an awareness of total physical fitness.

First Quarter

Coordination and Movement

- Balance and Weight Transfer
- Exploration (Walking, leaping, and hopping)
- Catching and throwing different types of ball and objects
- Proper forms of a hop, skip, and jump

Second Quarter

Eye/Hand Coordination and Manipulative Skills

- Develop loco-motor and non-loco-motor skills
- Throwing
- Catching
- Kicking
- Rolling
- Dribble and bounce
- Understand step, aim, and arm positions to safely achieve target with different objects.
- Work cooperatively with partners and in groups
- Targeting skills

Third Quarter

Outdoor and Adventure

- Learning boundaries
- Following of simple directions
- Left/Right Skills
- Progression of distance movement

Suggested activities: matching pairs, follow the leader, and relays

Fourth Quarter

Individual/Team Sport Introduction

- Following rules of the game
- Practice fairness and Godliness in Team and Individual Play
- Learn differences between individual and team sports
- Learn how to safely use equipment

Suggested activities: kickball, tennis, invasion activities, balloon volleyball, and various tag games (freeze tag, and ball-tag)

Additional Activities:

President's Physical Fitness Award