

Hillsdale College K-12 Program Guide

Hillsdale College, K-12 Education Office

The K-12 Program Guide is an excellent and thoughtfully designed K-12 course of study in the liberal arts and sciences designed as a collaborative effort between teachers, Hillsdale College faculty, and the Hillsdale K-12 Education Office. The K-12 Program Guide provides a scope of the topics to be taught, a sequence in which to teach them, and a complement of vetted and reviewed books, primary sources, and other resources for teachers and students that accompany the scope and sequence. The K-12 Program Guide and the recommended courses, books, and other resources accord with and provide a useful summary of an “American Classical Education,” an education that combines the best of our educational and American traditions in a form appropriate to contemporary schools and students.

What’s Inside?

- Essays on how to teach each subject
- Dates to remember
- Poetry to memorize
- Pacing guides
- Teaching tips
- A complete list of topics for every subject and grade, K-12
- Resources for students and teachers that accompany every topic
- Cross-curricular connections between literature, history, science, art, and music
- A clear and consistent plan for building language skills, from the letter “A” to high school logic, rhetoric, and philosophy
- A plan for the senior thesis, the capstone project for a classical education

“Implementing Hillsdale’s curriculum not only solidified the alignment of our history and literature disciplines, it continues to cultivate an insatiable desire in our students to delve deeper in their understanding of our country’s founding and God’s sovereignty in it all. The curriculum guide is not directive, but prescriptive, with opportunities for the licensed user to integrate components vital to its program such as its faith-based philosophy.”

SUSAN JOHNSON | THE COVENANT SCHOOL OF JACKSONVILLE

How can my school use it?

The K-12 curriculum developed by Hillsdale College is made widely available under a licensing agreement to Hillsdale Curriculum Schools. Started in 2020, this curriculum licensing program has now been extended to over 30 new and existing schools who receive the Hillsdale College K-12 Program Guide and its companion ordering list.

The K-12 Education Office considers Curriculum School requests on a regular basis, and is pleased to license the College’s K-12 curriculum to schools who share the objective of leading students towards intellectual, moral, and civic virtue in a traditional education setting. In order to apply for a license, email k12@hillsdale.edu for the application form. When granted, all curriculum licenses are available free of charge.

SAMPLE

K-12

Program Guide

An American Classical Education

VERSION 3.0



HILLSDALE COLLEGE

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Hillsdale College & K-12 Education

Hillsdale College has, since 1844, offered to its students an education in the liberal arts and sciences. But the College’s founders laid down a second purpose, one to which a liberal education naturally lends itself. They recognized that “civil and religious liberty” depended on “the diffusion of sound learning.” The College is committed to educating the country’s young people to be good, thoughtful human beings and responsible American citizens.

Knowledge and understanding are good for their own sake because human beings by nature desire to know and, in knowing, fulfill one part of their nature. Practicing the virtues of prudence, justice, moderation, and courage help us to achieve the other parts of our nature. Both the cultivation of the mind and the heart, therefore, aim at the permanent things: what is objectively true and good and beautiful.

Hillsdale College & Charter Schools

Hillsdale College contributes to the education of K-12 students in light of the founding fathers’ understanding of public education outlined in the Northwest Ordinance of 1787: “Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.” Charter schools are public schools that provide a taxpayer funded and thus tuition-free education to every child, regardless of race, sex, or religion. Hillsdale College encourages this kind of public school with a classical curriculum in an effort to recover American public education through the Barney Charter School Initiative (BCSI), a program begun with a major grant from the Barney Family Foundation and gifts from other friends of Hillsdale College.

What is the *K-12 Program Guide*?

Hillsdale College's *K-12 Program Guide* provides the topics to be taught, a recommended order in which to teach them, a list of vetted and reviewed books, primary sources, and other resources for teachers and students alike. The *K-12 Program Guide* is a careful compilation of what makes the best K-12 education for American citizens. If taught using pedagogical principles founded in the classical education tradition and as demonstrated by the best teachers, the *K-12 Program Guide* will furnish students with a world-class American classical education.

Conditions of Use

The manner in which this curriculum is taught is just as important as its content. The *K-12 Program Guide* represents a substantial investment on the part of Hillsdale College and the considerable experience of schools affiliated with Hillsdale College's K-12 Education Office. Use of the *K-12 Program Guide* is limited by license, and is a privilege available to schools with a corresponding contractual relationship with Hillsdale College. Additional privileges and auxiliary materials available to schools, including many supporting resources referenced within and that may accompany or be the derivative works of the *K-12 Program Guide*, are subject to the terms of a school's contract with Hillsdale College. The *K-12 Program Guide* and supporting documents are protected under copyright laws and may not be distributed outside of this contractual framework without explicit, written permission from Hillsdale College.

For the purposes of this guide, "Box" resources referenced within the *K-12 Program Guide* are exclusively available to Hillsdale College Member Schools and Curriculum Schools may request access to individual resources from Box by emailing k12resources@hillsdale.edu.

For specific questions regarding the resources available to you and the contractual nature of your school's relationship with Hillsdale College, please consult with your school leadership.

Contents & Origins of the *K-12 Program Guide*

The *K-12 Program Guide* is informed by several subject-specific curricula that are in print:

- The K-6 History and K-8 Science, Art, Music, and Literature portions are based on the *Core Knowledge® Sequence*, ©2010 by Core Knowledge Foundation; used by permission of the Core Knowledge® Foundation, all rights reserved. This does not in any way imply that the Core Knowledge® Foundation endorses this work.
- The K-3 Literacy portion is based on *Literacy Essentials: The Journey from Spelling to Reading®*, by Dorothy Kardatzke and Melody Furno.
- The 3-6 Grammar portion is based on the *Well-Ordered Language* series by Tammy Peters and Daniel Coupland, Ph.D., ©Classical Academic Press.
- The K-6 Mathematics portion is based on Singapore Math® curriculum.

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All other parts of the curriculum and related resources are the recommendation of Hillsdale College faculty and staff, and veteran school leaders and teachers from Hillsdale’s affiliated schools.

All recommendations are written for an average student at a mature school. Hillsdale College recognizes that teachers and school leaders must use discretion in adjusting expectations to meet students at their level so long as efforts are made to bring students and a school up to the level of the *K-12 Program Guide* in due time.

Version 3.0 of the *K-12 Program Guide* was published in April 2022.

We welcome schools’ and teachers’ comments on the scope and sequence. Please email k12@hillsdale.edu.

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How to Use the Program Guide

SAMPLE

First, think about the nature of the subject. The *K-12 Program Guide* opens with a series of short essays introducing each subject and how it may be approached in light of classical teaching principles, regardless of grade level. Begin by reading these essays.

Consider pacing and overall scope. Grades K-8 begin with curriculum maps outlining suggested pacing on a month-by-month basis. Make a list showing each week in the school year and then assign each topic to a specific numbered week. Most schools have 18 weeks of instruction per semester, but be mindful of allotting time for teaching sound academic skills, tests, and additional school-wide activities. Review these curriculum maps and refer to them on a weekly or biweekly basis.

Know your tools. Scan the lists of recommended resources and familiarize yourself with their contents. The *K-12 Program Guide* outlines each of these resources (mostly books) at the beginning of each subject in each grade level. Most subjects categorize the resources into two kinds: (1) those for teachers to use before class as they plan and (2) those assigned for students to read or from which to practice a skill. The video “How to use the Program Guide,” as well as additional print resources on Box give additional guidance to teachers.

Dive into your subject. Learn it, wonder at it, love it, and plan so that your students will, too.

K-12 Curriculum Overview

An American Classical Education

SAMPLE

	Grammar School (K–6)					
	ELEMENTARY SCHOOL K–6					
	Kindergarten	1	2	3	4	5
MATH	Singapore Math <i>Dimensions</i>					
SCIENCE	Life, Physical, & Earth Science					
LITERATURE	Classic Children’s Literature, Sayings & Phrases, Poetry					
HISTORY & CIVICS	American History & Geography, Memorization & Recitation of American Documents					
	World History & Geography					
READING, WRITING, & SPEAKING	Writing, Spelling, & Reading <i>Literacy Essentials: Phonics</i>			Grammar & Composition		
FOREIGN LANGUAGES	French, Spanish, or German				Greek & Latin Roots	
FINE ARTS	Fine Arts (Art & Music History, Art & Music Appreciation, Studio Art, Music Theory)					
PHYSICAL EDUCATION	Physical Education					

* Newer schools may choose to offer composition instead of formal logic
** Recommended course of study

Upper School (7–12)

MIDDLE SCHOOL 6TH–8TH GRADE			HIGH SCHOOL 9TH–12TH GRADE			
6	7	8	9	10	11	12
		Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
	Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
	Classic Literature & Poetry		Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
	America to 1877	America 1877–Present	Ancient World to 500	Europe 500–1815	America 1607–Present	Modern World 1815–Present
				Economics	Moral & Political Philosophy	American Government
				Intro to Moral & Political Philosophy		
			Logic & Rhetoric	Elective		Senior Thesis
Latin IA	Latin IB	Latin II	Latin III	Advanced Latin or Other Foreign Language Elective		
			Physical Education, Fine Arts, or Other Electives			

Acknowledgements

The Hillsdale K-12 Education office depends upon the expertise and experience of Hillsdale College Faculty and Master & Lead Teachers from across our K-12 network. We are indebted to the following people for their contributions toward the development and improvement of this latest version of the *K-12 Program Guide*.

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TEACHER RESOURCES

Literacy Essentials: The Journey From Spelling to Reading® Kindergarten, First Semester Teacher Guide (Pilot), ©Access Literacy, 2019

Literacy Essentials: The Journey From Spelling to Reading® Kindergarten, Second Semester Teacher Guide (Pilot), ©Access Literacy, 2019

My Orthography Notebook (A companion student notebook for Literacy Essentials), ©Access Literacy, 2020

Literacy Essentials Phonogram Cards

The ABC's and All Their Tricks, Margaret M. Bishop

Literacy Essentials Wall Charts

Primary Phonics, sets 1, 1A, 2, 2A, 3-6, Barbara Makar

Literacy Essentials Kindergarten Copy Masters (Pilot)

Literacy Essentials Teacher Training Manual, ©Access Literacy

1. Quarter One: Introducing the Written Form & All Sounds for the 26 Letters of the Alphabet

- o Week 1: Classroom setup, oral phonemic awareness components, pre-handwriting skills
- o Week 2: Handwriting readiness—finger tracing the clock stroke
- o Week 3: Practicing writing habits and pencil grip
- o Week 4: Teaching the sounds and writing the first clock letters
- o Week 5: Practicing to mastery the clock letters, short line letters, spacing, begin blending
- o Week 6: Short line letter formation
- o Week 7: Basic code, informal spelling, reading with clock letters, dash stroke letters, tall line letters
- o Week 8: Practicing to automaticity—writing, spelling, and reading in the basic code
- o Week 9: Practicing to mastery phonograms 1-26

2. Quarter Two: Capital Letters, Spelling & Grammar

- o Weeks 10-12: Capital letter formation & working toward automaticity with the basic code
- o Week 13: Begin formal spelling, dictated sentences & multi-letter phonograms
- o Week 14: Advanced code, multi-letter phonograms and spelling rules
- o Weeks 15-16: Dictated sentences to original sentences and introduction of the concept of a verb
- o Week 17: Silent final ‘e’ job #1 and concept of a noun
- o Week 18: Practice/review/assessments—working towards automaticity

3. Quarters Three & Four

- o Spelling Lessons: begin spelling lessons from the *Literacy Essentials Kindergarten Teacher Guide*, starting with Week 13.
- o Review and practice previously taught words for both spelling and reading, working toward automaticity/speed.
- o Formal reading - *Primary Phonics*: Following the end of 2nd Quarter assessment, determine which students are ready to begin *Primary Phonics* Set 1 and 1a readers. There are 20 books that stay within the basic code that include several words that have been taught in spelling. Track the completion of each book in a set. Students should read aloud each book in the set with supervision to ensure accuracy.
- o New spelling patterns: Introduce new phonograms until all 72 phonograms have been taught. The following order of the phonograms will prepare students for decoding words in *Primary Phonics* Set 2. Continue to review those previously taught that are not yet mastered.

- o Week 19—ck, ea - o Week 20—ay, ai, ie - o Week 21—ey, ei, oe - o Week 22—aw, au, ed - o Week 23—ch, ng - o Week 24—sh, er (review)	- o Week 25—ur, ir - o Week 26—wor, tch - o Week 27—oy, oi, qu, ear - o Week 28—ew, eu, ph, wr, igh - o Week 29—eigh, kn, gn, dge, ui - o Week 30—ti, si, ci, gu, ough
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- A. Sentence writing instruction:** will come up in the *Literacy Essentials Kindergarten Teacher Guide*, Week 15. As part of practice for newly introduced words, students will independently generate a new sentence for each new word. This transitions students from teacher-dictated sentences for review of words to student-generated sentences in order to demonstrate and practice fluency for writing and spelling. Struggling students may need more support for this transition.



Images, sample assignments & tests, teaching tips, and hundreds of other resources are available on Box for teachers at Hillsdale College Member Schools. Ask your school leader about whether your school has access. Hillsdale College Curriculum Schools can request individual resources by emailing k12resources@hillsdale.edu.

BOOKS FOR TEACHERS

What Your Kindergartner Needs to Know, Core Knowledge

The Core Knowledge Music Collection, Preschool and Kindergarten Music CD Set

Text Resources for Kindergarten, Core Knowledge Foundation

Carnival of the Animals, Philip de Vos & Piet Grobler

Animal Orchestra, Golden Book

Geraldine, The Music Mouse, Leo Lionni

Old MacDonald Had a Farm, Illustrated by Carol Jones

The Farmer in the Dell, Illustrated by Ilse Plume

Ring Around the Rosie, Retold by Steven Anderson (Illustrated by Gina Perry)

Put Your Left Paw In: A Jungle Hokey-Pokey, Adapted by Cindy Bousman, (Illustrated by Barry Gott)

Mole Music, by David McPhail

This Old Band, Tamera Will Wissinger

The Bear and the Piano, David Litchfield

The Dog and the Fiddle, David Litchfield

Ben's Trumpet, Rachel Isadora

Because, Mo Willems

Splat the Cat Sings Flat, Rob Scotton

Wee Sing America

1. Elements of Music

A. Through participation, become familiar with basic elements of music: (rhythm, melody, harmony, form, timbre, etc.)

- o Recognize a steady beat; begin to play a steady beat.
- o Recognize “rhythm of the words”
- o Clap simple rhythms with known songs, changing on cue
- o Recognize that some beats have accents (stress).
- o Move responsively to music.
- o Recognize short and long sounds.
- o Discriminate between fast and slow.
- o Discriminate between obvious differences in pitch: high and low.
- o Discriminate between loud and soft.
- o Recognize that some phrases are the same, some different.
- o Sing alone and with others
- o Sing unaccompanied, accompanied, and in unison.
- o Echo singing or clapping simple melodic and rhythmic fragments

B. Notation (rhythm)

CONSIDERATIONS: Note value names (half, whole, quarter) and numbered values (1 beat, 2 beats, 4 beats) can be difficult for early elementary students. They are still developing basic number sense and have not yet learned fractions. Teachers are encouraged to teach these concepts using a syllable system (ta, ti ti, etc.) and recognizing the images of the notes rather than using numbers and concepts that may be beyond their math abilities.

- o Read
 - » Show standard notation for quarter, pair of eights, quarter rest
 - » Identify “ta” and “titi” singly, “read” them in combination (2 beats, 4 beats), and then add rests.

CONSIDERATIONS: Noteheads are not needed at this grade level. Consider using sticks and staples. Label “ta” and “ti ti.” Students should practice reading ta, ti ti, and rests frequently and out of context, such as what a band student would do in a warmup. By the spring semester, students should steadily read 2-4 measures of 4 beats each using combinations of ta, ti ti, and rests.

- o Write
 - » Symbols are used to represent sounds and beats

CONSIDERATIONS: After orthography is well underway, students learn to make sticks, staples, and lightning bolts to represent sounds. They take dictations with pencils or by manipulating popsicle sticks to reproduce what has been said to them. Students should start with one beat, then two, then four. Daily echoes and readings will help with retention of these concepts. Students should be able to hear a rhythm and write it or select the correct answer from given options.

- o Create
 - » Rhythms can be created

CONSIDERATIONS: With daily practice and by spring semester, students should be able to “create” their own rhythm as the leader of echoes.

These elements can be listened to and identified in Grieg’s pieces, “Morning” and “In the Hall of the Mountain King”

This practice can be repeated in additional elementary grade levels with various pieces of music.

2. Listening & Understanding

A. Recognize the following instruments by sight and sound

- o Guitar
- o Piano
- o Trumpet
- o Flute
- o Violin
- o Drum

CONSIDERATIONS: A very brief introduction to the orchestra can be helpful to students, highlighting the difference between one instrument playing and all of the instruments playing together.

B. Become familiar with the following works

- o Edvard Grieg, “Morning” and “In the Hall of the Mountain King” from *Peer Gynt*

CONSIDERATIONS: Talk about Grieg and Norway. Discuss truth and lies as parts of the story. Consider demonstrating the melody of each and allow students to listen to the melody and identify which melody they heard. “In the Hall of the Mountain King” illustrates dynamics (loud and quiet), as well as tempo (fast and slow), while students will hear like and unlike phrases in “Morning.”

- o Victor Herbert, “March of the Toys” from *Babes in Toyland*

CONSIDERATIONS: This may be most appropriate in December, during the holiday season. It is a good piece for practicing responding to a steady beat, hearing accents, and identifying the trumpet.

- o Richard Rodgers, “March of the Siamese Children,” “Getting to Know You,” and “Whistle a Happy Tune,” from *The King and I*

CONSIDERATIONS: Dynamics can be highlighted while listening to “March of the Siamese Children.” The virtues of friendship and courage can be discussed with the latter two songs

- o Camille Saint-Saëns, *Carnival of the Animals*

CONSIDERATIONS: Listen to various sections and have children try to identify what they hear

3. Songs

- o “The Bear Went Over the Mountain”
- o “Bingo”

CONSIDERATIONS: Wait to teach this song until late spring due to its emphasis on letter names; students focus on phonemes in their literacy and orthography program

- o “The Farmer in the Dell”

CONSIDERATIONS: Ask students questions, such as “What did the cat take?” Draw pictures and add to the sequence of events on the board.

- o “Go In and Out the Window”

CONSIDERATIONS: Teacher models movements

- o “Go Tell Aunt Rhody”

CONSIDERATIONS: Teach after students have learned /g/ in orthography

- o “Here We Go Round the Mulberry Bush”

CONSIDERATIONS: Teach in August. Pair with the question, “What do you do to get ready for school?”

- “The Hokey Pokey”
- “Hush Little Baby”

CONSIDERATIONS: Emphasize the sequencing and the rhyming by asking questions such as, “If that mocking bird won’t sing, what’s mom going to buy?” or “What bad thing might happen to the looking glass?”

- “If You’re Happy and You Know It”

CONSIDERATIONS: Teach students that a “shout” can be done loudly and softly. Shouting too loudly is not beautiful and screaming in music class is not appropriate.

- “Jingle Bells”

CONSIDERATIONS: Teach this song in December, which also illustrates the pattern “titi ta titi ta tititi ta rest.” Print the rhythm on a coloring sheet and sing in different ways: 1) With pitches using “ta” and “titi” in place of lyrics and 2) With lyrics and no melodic contour. Students can recognize both elements in isolation and together.

- “John Jacob Jingleheimer Schmidt”

CONSIDERATIONS: Teach after students have learned /j/ in orthography and “If You’re Happy and You Know It.” Review that singing too loudly is not beautiful. Draw columns of decreasing height to indicate volume and point to each picture as levels change.

- “Kumbaya”

CONSIDERATIONS: Teach after students have learned /g/ in orthography due to “Gullah” and “Georgia.”

- “London Bridge”

CONSIDERATIONS: Give students some history of the bridge. Instruct on the geography of London, England, and Europe. Draw a distinction between the Tower Bridge and London Bridge.

- “Old MacDonald Had a Farm”

CONSIDERATIONS: Consider teaching alongside “Oats, Peas, Beans and Barley Grow,” “Farmer in the Dell,” and “BINGO”

- “Row, Row, Row Your Boat”
- “This Old Man”
- “Twinkle Twinkle Little Star”
- “The Wheels on the Bus”

CONSIDERATIONS: Add hand motions

A. Additional songs:

- “Down by the Station”
- “The Wise Man Built His House Upon the Rock,” motions; incorporation of the virtues of wisdom and hard work
- “Old Abe Lincoln Came Out of the Wilderness,” seated motions; recommendation to teach in February near President’s Day, or in conjunction with the corresponding history lesson
- “Three Cheers for the Red, White, and Blue”
- “Ten Little Fingers,” incorporation of numeracy, 1-10 and 10-1
- “Two Little Black Bears,” or birds

B. Songs in Spanish:

- “Una Rata Vieja,” seated motions
- “Vamos a Cantar,” movement
- “Adios Amigos,” can be coupled with “Are You Sleeping”



Images, sample assignments & tests, teaching tips, and hundreds of other resources are available on Box for teachers at Hillsdale College Member Schools. Ask your school leader about whether your school has access. Hillsdale College Curriculum Schools can request individual resources by emailing k12resources@hillsdale.edu.

RESOURCES FOR TEACHERS

Well-Ordered Language, Level 1A, Teacher's Edition, Tammy Peters and Daniel Coupland, PhD, ©Classical Academic Press, 2021 (Version 2.0)

Well-Ordered Language, Level 1B, Teacher's Edition, Tammy Peters and Daniel Coupland, PhD, ©Classical Academic Press, 2021 (Version 2.0)

Well-Ordered Language, Level 1A & 1B Songs and Chants, ©Classical Academic Press, 2016

Well-Ordered Language, Level 1A Extra Practice & Assessments, ©Classical Academic Press, 2021 (Version 2.0)

Well-Ordered Language, Level 1B Extra Practice & Assessments, ©Classical Academic Press, 2021 (Version 2.0)

Structure and Style for the Classroom Year 1 Level A, ©Institute for Excellence in Writing L.L.C., 2019

Teaching Writing: Structure and Style®, Second Edition [Seminar, Workbook], ©Institute for Excellence in Writing L.L.C., 2015

BOOKS FOR STUDENTS

Well-Ordered Language, Level 1A, Student Edition, Tammy Peters and Daniel Coupland, PhD, ©Classical Academic Press, 2021 (Version 2.0)

Well-Ordered Language, Level 1B, Student Edition, Tammy Peters and Daniel Coupland, PhD, ©Classical Academic Press, 2021 (Version 2.0)

Structure and Style for Students: Year 1 Level A Student Packet and Binder, ©Institute for Excellence in Writing L.L.C., 2019

Grammar & Composition

SAMPLE

1. Grammar - Well Ordered Language

A. Level 1A

- o Four Kinds of Sentences
- o Principal Elements, Part 1—Subject and Predicate
- o Principal Elements, Part 2—Subject and Predicate Verb
- o Adverbs
- o Adjectives
- o Direct Objects
- o Subject Pronouns
- o Interrogative Sentences—Subject Pronouns and Helping Verbs

B. Level 1B

- o Object Pronouns
- o Pronoun Review
- o Prepositional Phrases—Adverbial
- o Introductory Prepositional Phrases
- o Compound Subjects
- o Compound Verbs
- o Compound Direct Objects

2. Composition - Structure and Style for Students

A. Year 1 Level A

- o Notemaking and Outlines
- o Writing from Notes
- o Retelling Narrative Stories
- o Summarizing a Reference
- o Writing from Pictures
- o Summarizing Multiple References
- o Inventive Writing



Images, sample assignments & tests, teaching tips, and hundreds of other resources are available on Box for teachers at Hillsdale College Member Schools. Ask your school leader about whether your school has access. Hillsdale College Curriculum Schools can request individual resources by emailing k12resources@hillsdale.edu.

BOOKS FOR TEACHERS

CKSci Grade 4, Unit 5, Student Book: Human Senses and Movement (Chapters 2, 3, & 7)

The Story of Thomas Alva Edison, Margaret Cousins

Who Was Alexander Graham Bell?, Bonnie Bader

Science Explorer series (Teacher's Guides):

- **Earth's Changing Surface**
- **Electricity and Magnetism**
- **Human Biology and Health**
- **Inside Earth**
- **Motion, Forces, and Energy**
- **Sound and Light**
- **Animals**



NOTE: The *Science Explorer Series* is out of print but you can find used copies that are helpful for background reading.

Charles Drew: Doctor Who Got the World Pumped Up to Donate Blood, Mike Venezia

Michael Faraday, Father of Electronics, Charles Ludwig

BOOKS FOR STUDENTS

ScienceSaurus: A Student Handbook (green softcover), Houghton Mifflin Harcourt

CKSci Student Books, Core Knowledge

- **CKSci Grade 4, Unit 1, Student Book: Energy Transfer and Transformation**
- **CKSci Grade 4, Unit 2, Student Book: Investigating Waves**
- **CKSci Grade 4, Unit 3, Student Book: Structures and Functions of Living Things**
- **CKSci Grade 4, Unit 4, Student Book: Processes that Shape Earth**
- **CKSci Grade 4, Unit 5, Student Book: Using Natural Resources for Energy**

Earth Science

1. *Geology*

A. Fossils

- Fossil formation
- Layering of fossils in rock based on when fossil formed
- How evidence from fossils demonstrates how Earth has changed over time

B. Weathering & Erosion

- Definition of weathering
- Forms of weathering (Examples: water flow, wind, freezing of water, vegetation, etc.)
- Definitions of erosion and deposition
- Forces that cause erosion (Examples: wind, water, glaciers, living organisms)
- How different variables affect rate of erosion (Examples: amount of water, slope, speed of wind, etc.)
- Weathering & erosion forming soil & parts of soil
- How erosion and deposition affect land formation

C. Rock Cycle

- Formation and characteristics of igneous rocks
- Formation and characteristics of sedimentary rocks
- Formation and characteristics of metamorphic rocks
- Connection between types of rock formation in the rock cycle

D. Plate Tectonics

- Layers of the Earth and their features
- Definition of tectonic plates
- Mid-ocean ridges and deep ocean trenches and their role in the movement of tectonic plates
- Theory of Continental Drift; Pangea
- Theory of Plate Tectonics

E. Natural Hazards

- Earthquakes
 - » Relation to plate movement
 - » Earthquake Safety (Examples: special buildings or advancements in earthquake detection)
- Volcanoes
 - » Relation to plate boundaries & mantle
 - » Stages of volcano activity
 - » Volcano Safety (Examples: advancements in volcano detection)
- Hot Springs & Geysers
 - » Relation to plates & mantle
- Tsunamis
 - » Relation to plate movement/volcanoes/earthquakes
 - » Tsunami Safety (Examples: sea walls, advancements in tsunami detection)

F. Geographic Maps

- Observe location of plate boundaries, volcanoes, earthquake, and mountains
- Draw conclusions about relationship between the location of those features and plate boundaries

G. Biography: James Hutton (geologist)

2. *Natural Resources*

A. Natural Resources

- Definition and uses as energy sources
- Renewable vs nonrenewable natural resources

B. Fossil Fuels

- Examples of fossil fuels & how they create energy
- Benefits of using fossil fuels & environmental effects

C. Nuclear Energy

- How nuclear energy is produced
- Benefits of using nuclear energy & environmental effects

D. Wind Energy

- How wind energy is produced
- Benefits of using wind energy & environmental effects

E. Hydroelectric Energy

- How hydroelectric energy is produced
- Benefits of using hydroelectric energy & environmental effects

F. Solar Energy

- How solar energy is produced
- Benefits of using solar energy & environmental effects

Physical Science

3. *Energy*

A. Definition of energy

B. Forms of energy

- Definition of energy
- Forms: sound, light, heat, motion, and electrical
- Relation of the speed of an object to its amount of energy

C. Energy transfer: (Examples: electric currents moving down a wire, sound traveling across a room, heat moving up a spoon, etc.)

D. Energy transformation: (Examples: electric currents can change into light/sound/heat/motion; sound can produce motion, etc.)

E. Conservation of energy

F. Collisions

- Definition of collisions
- Collisions causing energy transformation of heat/sound in the air
- Forces in collisions causing changes of motion



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BOOKS FOR TEACHERS

College Caesar: Latin Text with Facing Vocabulary and Commentary, Geoffrey Steadman

College Vergil: Latin Text with Facing Vocabulary and Commentary, Geoffrey Steadman

Cicero's First Catilinarian: Latin Text with Facing Vocabulary and Commentary, Geoffrey Steadman

Caesar: Selections from his Commentarii De Bello Gallico, Hans-Friedrich Mueller

Caesar: Selections from his Commentarii De Bello Gallico - Teacher's Guide, Hans-Friedrich Mueller

A Caesar Workbook, Debra L. Nousek, Rose R. Williams

A Caesar Workbook Teacher's Manual, Debra L. Nousek, Rose R. Williams

Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6, Barbara Weiden Boyd

Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6 Teacher's Guide, Barbara Weiden Boyd

A Vergil Workbook, Second Edition, Barbara Weiden Boyd, Katherine Bradley

A Vergil Workbook Teacher's Manual, 2nd Edition, Barbara Weiden Boyd, Katherine Bradley

Lumina: Caesar and Vergil Selections, Bolchazy-Carducci Publishers

ONLINE RESOURCES FOR TEACHERS

A number of digital resources can be found on the companion website for Geoffrey Steadman's commentaries:

- <https://geoffreysteadman.com/>

Cicero's First Catilinarian Oration Digital Tutor, Anthony Hollingsworth: contains five hours of video lectures that illustrate how to translate every sentence of Cicero's *In Catilinam I*.

- <https://www.bolchazy.com/Ciceros-First-Catilinarian-Oration-Digital-Tutor-P3757.aspx>

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Elective: Latin IV

SAMPLE

A Recommended Approach to Latin Electives

The chief purpose of the Latin IV course is to cultivate a leisured enjoyment in reading Latin literature. To achieve this end, a traditional grammar and translation approach is recommended. Students in Latin IV should already be familiar with all the grammatical rules necessary to read and translate texts in the target language. However, the teacher should spend some time at the beginning of the year reviewing some of the complex grammatical constructions. For example: participles and their uses, subordinate clauses, sequences of tenses, dependent and independent uses of the subjunctive mood, gerunds and gerundives, etc. Furthermore, while the emphasis in Latin IV should be more about the content, i.e., the ideas and stories from the Latin authors, the teacher nevertheless should continue to point out particularly interesting or difficult grammatical constructions as they arise in the course of reading a Latin sentence or passage. In short, the task of learning Latin grammar is not yet complete at this stage but is still in the process of being refined and perfected. Students should be encouraged to see that a close attention to details is almost always the key to advancing our knowledge and understanding of the text.

For these reasons, then, students in Latin IV should study the best examples of good Latin style. Traditionally, the first authentic work of Latin literature that students read after completing the introductory grammar sequence is Julius Caesar's *Gallic War* (*De Bello Gallico*). This is typically followed by Virgil's *Aeneid*, and then selected orations from Cicero—in that order. If the students intend to take the AP Latin exam, then the following course of study is recommended for Latin IV:

1. Caesar's Gallic War

- o Book 1: Chapters 1-7
- o Book 5: Chapters 24-48
- o Book 4: Chapters 24-35
- o Book 6: Chapters 13-20

2. Virgil's Aeneid

- o Book 1: 1-209, 418-440, 494-578
- o Book 2: 40-56, 201-249, 268-297, 559-620
- o Book 4: 160-218, 259-361, 659-705
- o Book 6: 295-332, 384-425, 450-476, 847-8

The sequence would likely require two years to complete. Therefore, it may be advisable to create a Latin V elective for 11th grade. A Latin VI elective for 12th grade may also be incorporated with a focus on selected orations of Cicero (e.g., Cicero's *First Catilinarian*, *Pro Roscio Amerino*, *In Verrem*). If the students do not intend to take the AP Latin exam, then this sequence of authors and texts may be adapted to best meet the needs and interests of the students as well as faculty strengths.

Although the natural, or inductive, method of language pedagogy is becoming increasingly popular, and may offer real benefits especially with younger age groups, it requires instructors who have special training in this method of language pedagogy. If the teacher has a sufficient background and experience using the natural/ inductive method, then he or she should have the flexibility to utilize it.