

Ave Maria Grammar and Prep Curriculum Framework

This curriculum guide should be viewed as a beginning guide only. It is not at present a hard and fast program, especially in the first year of the school. As this is our inaugural year, there may be some significant changes in the books used and in the final selection, load, and timing of literature explored. While much of the literature is period based, some non-period based literature will also be explored in a typical year. The continued input of the founding faculty and adaptations necessary to meet the needs of the students who enroll will influence the shape of the first year’s program. This first group of students will probably not have been exposed to the study of Latin or logic and may have limited exposure to Spanish and other subject matter and topics in the curriculum as presented in the current matrix. Thus the faculty will need to adapt with the “big picture” in mind so as to assist the present student body in its actual needs and abilities. New students need not fear that they are already “behind.” We will work with the good of each student and his or her current abilities in mind and adapt the curriculum as appropriate within the larger picture.

The curriculum of Ave Maria Grammar and Prep. draws on the philosophy and design animating the Core Curriculum at Ave Maria University. Other sources for the creation of this curriculum include Spiritus Sanctus Academies and in Michigan, Trinity Classical School in Minnesota, Kolbe Academy in California, Ville de Maria Academy in Arizona, Trivium Academy in Massachusetts and Veritas Academy in North Carolina. The curriculum is also influenced by Wise and Bauer’s The Well Trained Mind, and Berquist’s Designing Your Own Classical Curriculum. Various other schools, academies, and homeschool programs, including Mother of Divine Grace and the Great Books Academy have been consulted in designing the curriculum and selecting the texts.

Grammar	Grades 1-4	“What/That”	Knowledge	Direct Instruction	Amassing Facts
Logic	Grades 5-8	“How”	Understanding	Supervised Practice	Using Facts to Reason Clearly -Dialectic
Rhetoric	Grades 9-12	“Why”	Wisdom	Socratic Dialogue	Communication and Eloquence

Kindergarten:

Language Arts:

Saxon Kindergarten Phonics, Spelling and Handwriting

Berquist, *Harp and Laurel Wreath: Poetry and Dictation for the Classical Curriculum* (1999)

Literature:

Daily read aloud of classic and popular children literature including:

Lang Andrew, *The Fairy Books*

Mother Goose

McClosky, Robert *Make Way for Ducklings* (1998)

Burton, Virginia Lee *Mike Mulligan and the Steam Shovel* (1977)

Potter, Beatrix *The Complete Adventures of Peter Rabbit* (1984)

Brown, Margaret Wise *The Runaway Bunny* (1942)

Keats, Ezra Jack *The Snowy Day*

Williams, Margery *The Velveteen Rabbit*

Watson, Richard Jesse *Tom Thumb* (1993)

Petersham Maud and Miska *The Rooster Crows*

History/Geography:

Read aloud material presented through literature including:

Flack and Wiese, *The Story about Ping*

Cherry, Lynne *The Great Kapok Tree*

Polacco, Patricia *Rechenka's Eggs*

Leaf, Munro *The Story of Ferdinand*

Bemelmens, Ludwig *Madeline*

Baylor, Byrd *When Clay Sings*

Fox, Mem *Possum Magic*

Aardema, Verna *Bringing the Rain to Kapiti Plain*

Religion:

Who Am I? Kindergarten level catechetics by Ignatius Press Image of God Series (1994)

Selected Lives of the Saints by Windeatt, Mary Fabyan

Remain in Me Faith Formation, Dominican Sisters of Mary Mother of the Eucharist (2001)

Math:

Saxon Math using kindergarten and first grade materials (2006)

Science:

Plants and Animals, The Earth and Astronomy through stories and hands on experiences

Latin:

Sign of the Cross; Ave Maria (Hail Mary); Gloria

GRAMMAR	Developing Knowledge		Asking “What”	
Cognitive Taxonomy	Knowledge		Comprehension	
Description	Recalling or remembering something without necessarily understanding, using or changing it.		Understanding something that has been communicated without necessarily relating it to anything else.	
Skills	Define, describe, identify, label, list, match, memorize, observe, point to, read, recite, recall, re-tell select, state.		Alter, account for, annotate, calculate, change, convert, dictate, group, explain, generalize, give examples, illustrate, infer, interpret, paraphrase, review, summarize, and translate.	
Grades	1st	2nd	3rd	4th
Assessments		Iowa Tests	Iowa Tests	Iowa Tests
Evaluation Tools	Student Portfolios	Student Portfolios	Student Portfolios	Student Portfolios
History (Daily)	Ancient History 5000BC-400AD <i>The Story of the World: History for the Classical Child, Volume 1: The Ancients</i> (Wise, 2003) Map Skills B Continental Press (2004) The Gods and Goddesses of Olympus (Aiki) Egyptian Gods and Goddesses (Barker)	Medieval-Early Renaissance History 400AD-1600 <i>The Story of the World: History for the Classical Child, Volume 2: The Middle Ages</i> (Wise, 2003) Map Skills C Continental Press (2004) McCauley, <i>Castle and Cathedral</i> (1982)	Late Renaissance-Early Modern History 1600-1850 <i>The Story of the World: History for the Classical Child, Volume 3: The Renaissance</i> (Wise, 2003) Map Skills D, Continental Press (2004)	Modern History 1850-Present <i>The Story of the World: History for the Classical Child, Volume 4: The Modern Era</i> (Wise, 2003) Map Skills E, Continental Press (2004) Florida History
Literature (Daily) is adapted from the original to the appropriate grade level - <i>list is illustrative, not definitive or complete, some non-period literature as well.</i> <i>Every grade will memorize select poems from Berquist’s The Harp and the Laurel Wreath</i>	Book of Greek Myths (D’Aulaire’s 1962) <i>The Trojan Horse</i> , (Hutton, 1992) The Odyssey & Greek Myths (McCaughrean, 1995) <i>Thesus and the Minotaur</i> (Fisher, 1992) <i>The Adventures of Spider</i> (McDermott) <i>Pandora</i> (Burleigh) The Aesop For Children (Winter) Twelve Labors of Hercules (Rioradan)	<i>Junior Great Books (Short stories from 12 adapted novels)</i> <i>Great Illustrated Classics</i> (adapted series of classic novels and stories) <i>Leif the Lucky, Christopher Columbus</i> , (D’Aulaire, 1994) <i>Sir Gawain and the Loathy Lady</i> (Selina 1991) <i>St. George and the Dragon</i> (Hodges 1950) <i>A Midsummer Night’s Dream for Kids</i> (Burdett, 1997) <i>Knights of the Round Table</i> (Gross 2004) <i>The Arabian Nights</i> (Haddaway, 1990) <i>Meet Christopher Columbus</i> (DeKay) All adaptations	Gulliver’s Travels (Swift, 1726) <i>The Pioneers</i> (Cooper, 1823) <i>Hunchback of Notre Dame and Les Miserables</i> (Hugo, 1831) <i>Oliver Twist</i> (Dickens, 1837) <i>Three Musketeers</i> (Dumas, 1844) <i>20,000 Leagues Under the Sea</i> (Verne 1872) <i>The Pied Piper of Hamelin</i> (Browning 1888) All adaptations	<i>Heidi</i> (Spyri, 1880) <i>Little House Series</i> (Wilder, 1932) <i>Sarah Plain and Tall</i> (MacLachlan, 1985) <i>Treasure Island</i> (Stevenson, 1883) <i>War of the Worlds</i> (Wells 1898), <i>Voyage of the Dawn Treader</i> (Lewis, 1952) <i>Across Five Aprils</i> (Hunt, 1964) <i>Sherlock Holmes</i> (Doyle, 1921) Some Original Texts Some Adaptations
Language Arts and English (Daily)	<i>Saxon Phonics, Handwriting and Spelling</i> (2007) <i>Little Angel Readers</i> <i>Voyages in English 1</i> , Loyola-(1995)	<i>Saxon Phonics, Handwriting and Spelling</i> (2007) <i>Primary Language Lessons</i> (Serl) <i>Voyages in English 2</i> , Loyola-(1995)	<i>Handwriting Book D</i> , Universal Publishing (2006) <i>Voyages in English 3</i> , Loyola-(1995) Working Words in Spelling – C, Great Source (2006)	<i>Voyages in English 4</i> , Loyola-(1995)) <i>Handwriting Book E</i> , Universal Publishing (2006) <i>Wordly Wise I</i> , Hodkinson, (2000) Working Words in Spelling – D, Great Source (2006)
Religion (Daily) <i>(includes stories of Saints Bible Readings, Prayers, and Songs)</i>	<i>Faith & Life Gr.1</i> , Casa Maria (2004)	<i>Faith & Life Gr.2</i> , Casa Maria (2004)	<i>Faith & Life Gr.3</i> , Casa Maria (2004)	<i>Faith & Life Gr4</i> , Casa Maria (2004)
Mathematics (Daily)	<i>Math 1</i> , Saxon (2004)	<i>Math 2</i> , Saxon (2004)	<i>Math 3</i> , Saxon (2004)	<i>Saxon Math 5/4</i> , Saxon (2004)
Science (2-3x a week)	Emphasis on Biology <i>Harcourt Science 2</i> (2005)	Emphasis on Earth Science <i>Harcourt Science 2</i> (2005)	Emphasis on Biology <i>Harcourt Science 4</i> (2005)	Emphasis on Physics and Chemistry <i>Harcourt Science 4</i> (2005)
Spanish (2 days a week)	<i>Classroom Hands on Activities and Songs</i>	<i>Viva el Espanol Learning System A</i> SRA McGraw-Hill (2006)	<i>Hola Viva el Espanol</i> , SRA, McGraw-Hill (2006)	<i>Hola Viva el Espanol</i> , SRA, McGraw-Hill (2006)
Latin (Occasional)	<i>Prayers</i>	<i>Prayers</i>	<i>Prayers</i>	<i>Prayers</i>
Art and Chorus 2x a week/Physical Education 3x a week	Christian Heritage Art program Various Art Projects	Christian Heritage Art program Various Art Projects	Christian Heritage Art program Various Art Projects	Christian Heritage Art program Various Art Projects

LOGIC	Developing Understanding		Asking “How”	
Cognitive Taxonomy	Application		Analysis	
Description	Using a general concept to solve problems in a particular Situation; using learned material in new and concrete situations.		Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles.	
Skills	Apply, adopt, collect, construct, demonstrate, discover, illustrate, infer, outline, point out, select, separate, sort, and subdivide.		Analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, paraphrase, point out, review, select, separate, sort, and subdivide.	
Grades	5th	6th	7th	8th
Assessments	Iowa Tests	Iowa Tests	Iowa Tests	Iowa Tests
Evaluation Tools	Student Portfolios	Student Portfolios	Student Portfolios	Student Portfolios
History (Daily) and Geography <i>History and Literature (below) are taught in one block class.</i>	Ancient History 5000BC-400AD <i>Famous Men of Greece, Famous Men of Rome</i> -Memoria Press-(2005) <i>The Pharaohs of Ancient Egypt</i> , Payne, (1992) <i>Usborne, Greeks and Romans(2005)</i> <i>Map Skills F-Continental Press (2004)</i>	Medieval-Early Renaissance History 400AD-1600 <i>All Ye Lands</i> Ignatius Press (2002) <i>Map Skills G-Continental Press (2004)</i>	Late Renaissance-Early Modern History 1600-1850 <i>All Ye Lands and From Sea to Shining Sea</i> Ignatius Press (2002) Florida History Mapping the World by Heart (TM, 2001) <i>Documents of Western Civilization</i> , (Viorst, 1994)	Modern History 1850-Present <i>From Sea to Shining Sea</i> Ignatius Press (2002) <i>The Constitution of the United States</i> , Cullop, (1999) Murphy, <i>The Long Road to Gettysburg (2000)</i> <i>Documents of Western Civilization</i> , (Viorst, 1994)
Literature (Daily) <i>Shorter Poetry by each period’s major poets to be included with the following longer works: Key poems to be memorized. Some literature adapted to grade level, some in the translated original- list is illustrative, not definitive or compete; some non-period literature as well.</i>	<i>Aesop’s Fables</i> (McGovern 1963) <i>Tales of Ancient Egypt</i> (Green, 1996)& <i>Tales of Greek Heroes & Tale of Troy</i> (1996) <i>Greek Myths</i> (Coolige, 1949) <i>Monsters of Mythology</i> (Evslin 1989) <i>The Bronze Bow</i> (Speare, 1997)	<i>Son of Charlemagne</i> <i>Beowulf a New Telling</i> (Nye, 1982) Green, <i>King Arthur and his Knights (1995)</i> <i>The Sword in the Stone</i> (White, 1993) <i>Canterbury Tales</i> (McCaughrean, 1967) <i>Finnegal’s Quest</i> , (Polland, 2000) <i>Adventures of Robin Hood</i> (Green, 1995) <i>Tales from Shakespeare</i> (Lamb, 1999) <i>If All the Swords in England</i> (Willard, 2000)	Don Quixote (excerpts- Cervantes 1605) <i>Johnny Tremain</i> (Forbes, 1987) <i>Legend of Sleepy Hollow</i> (Irving, 1820) <i>Great Expectations</i> (Dickens, 1850) <i>Alice in Wonderland</i> (Carroll, 1865) <i>Little Women</i> (Alcott, 1868) <i>Tom Sawyer</i> (Twain, 1876) <i>Kidnapped</i> (Stevenson, 1886) <i>The Song of the Scaffold</i>	<i>Amos Fortune Free Man</i> (Yates, 1989) <i>Romeo and Juliet</i> (Shakespeare 1596) <i>Uncle Tom’s Cabin</i> (Stowe 1852) <i>The Red Badge of Courage</i> (Crane, 1894) <i>Diary of Anne Frank</i> (1947) <i>Narnia</i> (Lewis, 1949) <i>Call of the Wild</i> (London, 1903) <i>Murder on the Orient Express</i> (Christie, 1933)
Language Arts- Grammar and Composition (Daily)	<i>Voyages in English 5-</i> Loyola-(1995) <i>Wordly Wise 2</i> , Hodkinson, (2000) English from the Roots Up (2004)	<i>Voyages in English</i> Loyola-(1995) <i>Wordly Wise 3</i> , Hodkinson, (2000) English from the Roots Up (2004)	<i>Voyages in English 7 -</i> Loyola-(1995) <i>Wordly Wise 4</i> , Hodkinson, (2000) English from the Roots Up (2004)	<i>Voyages in English 8 -</i> Loyola-(1995) <i>Wordly Wise 5</i> , Hodkinson, (2000) English from the Roots Up (2004)
Religion (Daily) <i>(includes stories of Saints from the historical period, Bible readings, and prayers)</i>	<i>Faith & Life Gr.5</i> , Casa Maria (2004)	<i>Faith & Life Gr.6</i> , Casa Maria (2004)	<i>Faith & Life Gr.7</i> , Casa Maria (2004) <i>Documents of the Christian Church</i> (Bettenson, 1963) Catechism of the Catholic Church (1993)	<i>Faith & Life Gr.8</i> , Casa Maria (2004) <i>Documents of the Christian Church</i> (Bettenson, 1963) Catechism of the Catholic Church (1993) Mr. Blue (Connelly, 1928)
Mathematics (Daily)	<i>Saxon Intermediate 5</i> (2004)	<i>Saxon Course 1</i> (2004)	<i>Pre-Algebra</i> , (McDougal Littell, 2005)	<i>Algebra I</i> , (McDougal Littell, 2005)
Science (4x 5 th , -5x 6-8 th per week)	Emphasis on Biology <i>Science</i> -Prentice Hall Press 2006 <i>Earth Science for Every Kid (1991)</i> <i>Bendick, Archimedes Door of Science</i> (1995)	Emphasis on Biology <i>Science</i> -Prentice Hall Press 2006 <i>Biology for Every Kid (1990)</i>	Emphasis on Chemistry <i>Science</i> -Prentice Hall Press 2006 <i>Chemistry for Every Kid (1996)</i>	Emphasis on Physics <i>Science</i> -Prentice Hall Press 2006 <i>Astronomy for Every Kid (1996):</i>
Spanish (2 days a week in 5th) Latin (Daily in 7-8th)	<i>Paso a Paso A</i> , SRA McGraw-Hill (2000)	Intensive English Grammar Review	<i>Oxford Latin Course I (2006)</i>	<i>Oxford Latin Course II (2006)</i>
Art 2x /Chorus 3x a week/ Physical Education 2x per week	Various Projects and Performances	Various Projects and Performances	Various Projects and Performances	Various Projects and Performances

RHETORIC	Developing Wisdom		Asking “Why”	
Cognitive Taxonomy	Synthesis		Evaluation	
Description	Creating something new by putting parts of different ideas together to make a whole.		Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria.	
Thinking Skills	Blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, and write.		Accept, appraise, arbitrate, argue, articulate, assess, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support.	
Grades	9th	10th	11th	12th
Assessments	PSAT	PSAT	PSAT/SAT	SAT/ACT/AP
Evaluation Tools	Student Portfolios	Student Portfolios	Student Portfolios	Student Portfolios/Senior Thesis
History (4yrs) <i>History and Literature (below) are taught in one block class.</i>	Ancient History 5000BC-400AD <i>The Western Heritage</i> (Kagan, 2006) <i>History of the Persian Wars</i> Selections (Herodotus, 440BC) Lives of the Caesars (Suetonius 119AD) History of the Gallic Wars (Caesar, 52BC) <i>The History of the Peloponnesian War</i> Selections (Thucydides, 404BC)	Ancient and Medieval Renaissance History 400AD-1600 <i>The Western Heritage</i> , (Kagan, 2006)	Renaissance-Early Modern History 1600-1850 <i>The Western Heritage</i> , (Kagan, 2006) <i>Annals of American History</i> <i>America</i> (Tindall, Shi) <i>The Declaration of Independence</i> (1776) <i>The Federalist Papers</i> (Alexander Hamilton et al, 1787) <i>Constitution of the United States</i> ; (1787)	Modern History 1850-Present <i>Documentary History of the United States</i> , (Heffner, 1999) Lincoln Douglas Debates (1858) <i>Narrative of the Life of Frederick an American Slave</i> (Douglass, 1845) In the Shadow of his Wings (Goldman, 1964)
Literature <i>All Literature is in the translated original</i> <i>Shorter Poetry by each period's major poets to be included with the following longer works: list is illustrative, not definitive or complete. Select passages and poems to be memorized.</i> (4yrs)	<i>Ten Plays</i> (Euripides, 430) <i>Oresteia</i> (Aeschylus, 450) <i>The Great Dialogues of Plato</i> (387 BC) <i>Nicomachean Ethics</i> Selections (Aristotle, 310) <i>Aeneid</i> (Virgil, 30BC) <i>Julius Caesar</i> (Shakespeare, 1599) <i>Handbook</i> (Epictetus, 135AD) <i>Didache</i> (150AD) <i>Letter to Diognetus</i> (180AD)	<i>The Iliad</i> Selections (Homer, 850 BC) <i>The Odyssey</i> (Homer 850 BC) Beowulf (1000) <i>The Song of Roland</i> (1100) <i>The Divine Comedy</i> Selections (Dante, 1320) <i>Sir Gawain and the Green Knight</i> (1400) <i>Treatise on Law</i> (Aquinas, 1270) <i>The Canterbury Tales</i> Selections (Chaucer, 1400) <i>Macbeth</i> (Shakespeare, 1606) <i>On True Religion</i> (Augustine, 397) <i>A Man for all Seasons</i> (Bolt, 1960)	<i>Hamlet</i> (Shakespeare, 1600) <i>The Prince</i> (Machiavelli, 1513) <i>Gulliver's Travels</i> (Swift,1726) Benjamin Franklin, <i>The Autobiography</i> (1771) <i>Pride and Prejudice</i> (Austen, 1813) <i>Frankenstein</i> (Shelley, 1818) “ <i>The Fall of the House of Usher</i> ” and other stories (Poe, 1839) “ <i>Self-Reliance</i> ” and other essays (Emerson, 1844) <i>Moby Dick</i> (Melville, 1851) <i>A Tale of Two Cities</i> (Dickens, 1861) <i>Treatise on Government</i> (Locke, 1689) <i>The Social Contract</i> (Rosseau 1762)	<i>King Lear</i> (Shakespeare, 1610) <i>Huckleberry Finn</i> (Twain 1884) <i>Crime and Punishment</i> (Dostoyevsky, 1856) <i>Great Short Works</i> (Tolstoy, 1867) <i>Heart of Darkness</i> (Conrad 1899) <i>Communist Manifesto</i> (Marx, 1848) <i>Animal Farm</i> (Orwell, 1945) <i>Short Stories</i> (O'Connor, 1955)
Classical Studies (1.5yrs)	<i>Traditional Logic; Introduction to Formal Logic Book I and Advanced Formal Logic Book II</i> (Cothran, 2000)	<i>Classical Rhetoric with Aristotle</i> (Cothran, 2000)		
Religion English (4yrs) <i>Catechism of the Catholic Church</i> (1994) used in each course	<i>Catechism of the Catholic Church Part One</i> Profession of the Faith- (1993) <i>Understanding the Scriptures-Old Testament</i> Didache Series (Hahn- 2007) Life of St. Anthony (357)	<i>Catechism of the Catholic Church Part Two</i> -Celebration of the Christian Mystery (1993) <i>Understanding the Scriptures-New Testament</i> (Hahn, 2007) Early Christian Writings, Selections <i>Confessions</i> Selections (Augustine , 411) Life of St. Francis-(St. Bonaventure 1260) <i>Joan of Arc</i> (Twain, 1896)	<i>Catechism of the Catholic Church Part Three</i> -Life in Christ (1993) <i>Our Moral Life in Christ</i> , Didache Series (2007) <i>Imitation of Christ</i> (Thomas a Kempis, 1427) <i>Spiritual Exercises</i> (Ignatius, 1524)	<i>Catechism of the Catholic Church Part Four</i> - Christian Prayer. (1993) Apologetics <i>Documents of Vatican II</i> (1965) Selections <i>Story of a Soul</i> (St. Therese, 1897) <i>Screwtape Letters. Mere Christianity</i> (Lewis, 1942) <i>Orthodoxy</i> (Chesterton, 1908)
Mathematics (4rs)	Geometry, Larson (2005)	Dressler, <i>Algebra II</i> (2003) Sullivan, <i>Pre-Calculus</i> (2003)	Sullivan, <i>Pre-Calculus</i> (2003) Lawson, <i>Calculus</i> (2005)	Advanced Mathematical Theory
Science (4yrs)	<i>Modern Biology</i> , Holt, (2002)	<i>Modern Chemistry</i> Holt (2006)	Tippen, <i>Physics</i>	Advanced Scientific Theory
Latin (2yrs) Additional Language (2 yrs)	Oxford Latin- Classical Course	Oxford Latin- Classical Course	Modern or Classical Language	Modern or Classical Language
Art 2x a week/Chorus 3x a week Physical Education 2x a week	Various	Various	Various	Various

