



St. Paul's Lutheran School Curriculum

St. Paul's Lutheran School has been founded on the firm foundation of God's word. Therefore, the children attending our school receive thorough training in Bible history, Bible interpretation, and Christian doctrine. ***The memorization of Scripture passages, Martin Luther's Small Catechism and Christian hymns is a requirement*** of all pupils. We teach Classical Lutheran Education in order to cultivate the mind and soul of our students and incline them towards God's truth, goodness and beauty. St. Paul's follows the Classical Lutheran Education (CLE) model which includes the following:

1. The Classical Trivium:

- The Grammar stage: Grades K-4, focuses on teaching the fundamentals and rules of the subjects with the goal of developing automaticity in the basic learning skills. During this stage, the fundamentals of math, science, history, and language arts are emphasized. This lays the groundwork upon which the higher thinking of the later stages can be built. The learning of the Latin language is a key component and begins in the third grade here. Our goal is to teach our students the basic facts of who, what, where, and when, at an age where memorization is generally fun and easy. Learning at this age includes drilling and the memorization of history lists, parts of speech, multiplication tables, Bible verses, etc. Songs, chants, actions, and other mnemonics are heavily utilized.
- The Logic stage: Grades 5-8, focuses on teaching logic with the goal of teaching students how to analyze, reason, question, evaluate, and persuade. In support of this classical curriculum structure, we carefully select and review what we believe are the finest materials available for each skill and subject area according to the educational needs of our students. Students take the facts and knowledge they have accumulated and begin to think analytically. Students are taught how to detect the validity and soundness of arguments, and begin to answer the questions of how and why.
- Rhetoric Stage: This stage begins in grades 6-8th. Once a student has learned the data from the Grammar stage and the reasoning of the Logic stage, they are ready to learn to express themselves eloquently and persuasively. This is a time when students begin to have deep philosophical discussions about the world around them. Students are taught how to effectively present their ideas in written and oral form, through coursework and other opportunities.

2. Catechesis:

The foundation of this is Martin Luther's Small Catechism. The "Six Chief Parts" are taught to all grade levels, which is characteristically Lutheran. Martin Luther viewed the catechism as a means by which God revealed his eternal wisdom that had been made manifest in Christ Jesus. The catechism is a tool for teaching the faith, but this teaching is always done within a devotional framework. When the catechism is used in Lutheran Classical Education the faith is divinely taught to those praying it. Our school is therefore not just a place of humanistic learning (the Classical Trivium) but also a place of prayer. This provides students with a solid foundation in their Christian upbringing at St. Paul's. Just as Classical Education is learned in 3 stages, so too is the Catechism:

- Grammar stage: Throughout the year, students are required to learn and memorize the Catechism starting with the Ten Commandments, then the Apostle's Creed, Lord's Prayer, Holy Baptism, Holy Absolution, and lastly the Sacrament of the Altar. Along with this are key bible verses that correspond to each Chief Part.
- Logic Stage: Throughout the Catechism, Luther inserted hundreds of questions, starting with "What does this mean?" in Section I, the Ten Commandments, prompting students to always think about what they are learning.
- Rhetoric Stage: Once students have become proficient in the memorization of the Catechism, and the logical understanding of its parts, they can then move to the third stage and begin their calling as a Christian. Luther called this the Doctrine of Vocation, the goal of which is to faithfully prepare Christians to serve their neighbors. This is not the same as the occupational understanding of public education that is so prevalent today. Parents, and by extension, educators are instructed to educate children so that they would fulfill their vocation and live as servants under God, prepared to serve in whatever office God would be pleased to give them.

When both the Classical Trivium and Lutheran Catechesis are combined, like they are at our school, they present a model that deals with the old sinful man and the new righteous man preparing Christians to live simultaneously under the Law and the Gospel, in the kingdom of the left and the kingdom of the right, to be served by God and to serve their fellow man.

Curriculum Goals

The following goals are those basic principles we seek to achieve throughout the nine years of elementary school, K-8. The memory section contains an abbreviated list of material we seek to have the students commit to memory through repetition and review within that subject area.

I. Bible/Catechesis

Knowledge of The Bible - in particular those accounts which relate to the liturgy and the catechism directing the community to the means of grace offered every Lord's Day in the Divine Service. Teachers will help students memorize Bible verses, the Small Catechism, and the

hymn stanzas. Teachers will instruct students in the use of Bible tools (concordances, cross-references, Bible dictionaries, Bible atlases). Key threats and challenges to the faith and life of our children are to be identified and addressed by our curriculum - which is not merely Bible knowledge for its own sake.

The two main texts students use in religion are the New King James Version Bible and Luther's Small Catechism. Throughout the year, students are required to memorize bible verses and parts of the small catechism each week. They are tested at the end of the week, and receive an overall grade each semester. These texts are also used during religion class which occurs each day for students at all grade levels.

Goals:

1. Have students read the actual Bible for themselves vs. only prescribed verses.
2. Have students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarification and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach Biblical pattern of salvation: Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in the knowledge and love of Him.

Memory:

1. The entire list of the books of the Bible, in correct order.
2. The basic distinction between Law and Gospel.
3. The major acts and themes of the Gospel: Jesus' birth, miracles, crucifixion, resurrection.
4. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
5. The Six Chief Parts of the Christian Faith (as related in a simple manner from Luther's Small Catechism).

Luther on the Bible

"I would advise no one to send his child where the Holy Scriptures are not supreme. Every institution that does not unceasingly pursue the study of God's word becomes corrupt. Because of this we can see what kind of people they become in the universities and what they are like now. Nobody is to blame for this except the pope, the bishops, and the prelates, who are all charged with training young people. The universities only ought to turn out men who are experts in the Holy Scriptures, men who can become

bishops and priests, and stand in the front line against heretics, the devil, and all the world. But where do you find that? I greatly fear that the universities, unless they teach the Holy Scriptures diligently and impress them on the young students, are wide gates to hell."

To the Christian Nobility of the German States (1520), translated by Charles M. Jacobs, reported in rev. James Atkinson, The Christian in Society, I (Luther's Works, ed. James Atkinson, vol. 44), p. 207 (1966).

"The number of books on theology must be reduced and only the best ones published. It is not many books that make men learned, nor even reading. But it is a good book frequently read, no matter how small it is, that makes a man learned in the Scriptures and godly. Indeed, the writings of all the holy fathers should be read only for a time so that through them we may be led into the Scriptures. As it is, however, we only read them these days to avoid going any further and getting into the Bible. We are like men who read the sign posts and never travel the road they indicate. Our dear fathers wanted to lead us to the Scriptures by their writings, but we use their works to get away from the Scriptures. Nevertheless, the Scripture alone is our vineyard in which we must all labor and toil."

"To the Christian Nobility" (Luther's Works, American Edition (AE), vol. 44, p. 205)

"Above all, the foremost reading for everybody, both in the universities and in the schools, should be Holy Scripture—and for the younger boys, the Gospels. And would to God that every town had a girls' school as well, where the girls would be taught the gospel for an hour every day either in German or in Latin. Schools indeed! Monasteries and nunneries began long ago with that end in view, and it was a praiseworthy and Christian purpose.... Is it not right that every Christian man know the entire holy gospel by the age of nine or ten? Does he not derive his name and his life from the gospel?"

"To the Christian Nobility" (Luther's Works, American Edition (AE), vol. 44, pp. 205-206)

II. History

A 70 point time-line is the backbone of our history curriculum, adapted from the Steven LittleJohn time-line and the Veritas Academy history cards. The time-line is to be memorized by our students in increments beginning in Kindergarten. History, civics, and geography are studied rather than the current trend of "social studies" textbooks which direct children more toward world economics than to understanding various nations in the context of world history.

Goals:

1. Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
2. Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.

3. Make history and geography “come alive” for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.
4. Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.

Memory:

1. The names and capitals of all the fifty United States.
2. The names of most major countries of the world, capitals, flags, major rivers, mountains.
3. Key figures in history.
4. Preamble of the U.S. Constitution, the Declaration of Independence.
5. Key events and dates in history according to the historical timeline (with chants/jingles; when given event, be able to answer date; when given date, be able to associate event).

Luther on History

“But if children were instructed and trained in schools, or wherever learned and well-trained schoolmasters and schoolmistresses were available to teach the languages, the other arts, and history, they would then hear of the doings and sayings of the entire world, and how things went with various cities, kingdoms, princes, men, and women. Thus, they could in a short time set before themselves as in a mirror the character, life, counsels, and purposes – successful and unsuccessful – of the whole world from the beginning; on the basis of which they could then draw the proper inferences and in the fear of God take their own place in the stream of human events. In addition, they could gain from history the knowledge and understanding of what to seek and what to avoid in this outward life, and be able to advise and direct others accordingly. . . . For my part, if I had children and could manage it, I would have them study not only languages and history, but also singing and music together with the whole of mathematics [i.e. the quadrivium: arithmetic, music, geometry, astronomy]. For what is all this but mere child’s play? The ancient Greeks trained their children in these disciplines; yet they grew up to be people of wondrous ability, subsequently fit for everything. How I regret now that I did not read more poets and historians, and that no one taught me them!”

“To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools” (AE, vol. 45, p. 368-70)

III. Science

Our science curriculum covers the four basic science groups: biology, chemistry, earth sciences and physics. They are all studied in such a way that the math and reading skills which students have acquired independently are joined in the science curriculum to hands-on activities and observations according to their appropriate age levels. In addition, history and literature are used to provide a human perspective so that the study of science does not lapse into scientism, a cold, mathematical outlook on reality, and not based in the scientific method.

Goals:

1. Teach that the Biblical creation account is true and the theory of evolution is a false form of scientism designed to deceive students into believing that there is no creator.
2. Teach the students the basic elements of both accounts and that creationism is based on real science whereas evolution is based on speculation and not facts and evidence.
3. Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws systems, and the truths God put in creation.
4. Demonstrate to students that the Bible is a reliable source for all science areas of study. Help students to understand that the modern conception of the Bible as merely being a book of stories with no basis in scientific fact is utterly false.
5. Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
6. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.

Memory:

1. The basic steps of the scientific method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science, e.g. Earth Science, Biology, Chemistry and Physics.

Luther on Science:

"We are new in the morning-dawn of a better life; for we are beginning again to recover that knowledge of the creation which we lost through Adam's fall. By God's grace, we are beginning to recognize, even in the structure of the humblest floweret, his wondrous glory, his goodness, and his omnipotence. In the creation we can appreciate in some measure the power of Him who spoke and it was done, who commanded and it stood fast. Consider the peach-stone: although it is very hard, yet, in its due season it is burst asunder by the force of the very tender germ which is enclosed within the shell. But all this Erasmus passes by, not regarding it for a moment and views this new knowledge of the creature only as cows look upon a new gate." (AE)

IV. Math:

Our school has been using Saxon Math in all grades. Our math textbooks are content-oriented, filled with examples and problems. Mathematics in a classical education is more than the mere development of computational skills and application of concepts to practical situations. Math, while having objective immutable qualities, also meets with the human story. Children should become familiar with mathematics as well as learning the story behind Pythagoras, Euclid, Archimedes, Pascal, Newton, Euler, Bernoulli, and others. The mathematics curriculum should supplement concrete operations with abstract investigations such as "Fermat's Last Theorem." Also, students should get a sampling of math's strong ties with symbolic logic, understanding mathematics as a unique language. The way we reason and speak have direct connections with mathematical thought.

Goals:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

Memory:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts to 12.
3. Addition and subtraction facts to 20.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

Luther on Mathematics:

"I would have them study not only languages and history, but also singing and music together with the whole of mathematics." (AE 45:369f).

V. Language Arts:

Classical Lutheran education strives to lead children into wisdom, eloquence, and piety. Communication: since humans are social creatures, meant to look to God in faith and care for one another in love (Lutheran doctrine of Christian vocation), it is vital that we learn to speak and write correctly and well. Mastering the mechanics of language for knowledge, understanding, and wisdom.

Goals:

1. Facilitate skills necessary for good writing, including spelling, grammar, style, and clarity.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear writing using the Bible and other high quality literature.
4. Students will develop a handwriting that is not only legible but also beautiful and efficient.

Memory:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation, marking, and capitalization rules.

Luther on Grammar:

"The children are to recite these grammatical rules from memory, so that they are compelled and driven to learn grammar well. Where the schoolmaster shuns this kind of work, as is often the case, he should be dismissed and another teacher found for the children, who will take on this work of holding the children to grammar. For no greater harm can be done to all the arts than where the children are not well trained in grammar." (AE 40:317)

VI. Logic and Critical Thinking:

Students in Grades 6-8th are introduced to the basics of logic and rhetoric. Elements from various texts such as *The Art of Argument* and *The Fallacy Detective* are used in History class which is devoted exclusively to Logic 1-2 days a week.. Our goal is to teach students HOW to think, not WHAT to think. Jesus' teachings dwelt more on HOW to think rather than WHAT to think, and He wants us to learn HIS WAY OF THINKING. That is, we should learn to look at things from his point of view. There is a right way for man to perceive God. When we perceive Him correctly, our lives make sense and blessings flow so naturally that they are often taken for granted.

In order to perceive our world correctly we must first have the correct way to think about the One who created it. If our way of thinking about God is wrong it means we are thinking wrong about his creation. If we attribute wrong motives to God, we place wrong values in the things He does. Our ways of thinking about God affect everything we do. Each person has a limited perception of God. Our knowledge of Him is limited because we are created LOWER than God. To fully comprehend God it would require that we be on a par with Him, which is impossible. Nonetheless, we can develop a healthy way to perceive God. We must strive for growth in our knowledge, while also striving to re-tune our minds daily for more accuracy in our perceptions. This is a lifelong endeavor.

So to try and learn God's truth, we must first possess and practice a sincere, basic belief in God. We must believe that He exists, and that He will lead us to truth if we seek it sincerely. If our concept of God is that He is unable or unwilling to reveal the truth personally, then that god can not be the God of the Bible. So we must begin by accepting God as God. Secondly, when we read the Bible, we must be an active and present reader, not a passive one. When we read the word of God we must be diligent and believe that we truly want to and can know Him through his word.

Goals:

1. Have students understand the basic principles of a sound argument.
2. Have students think and address issues with a reasonable detachment of emotions.
3. Have students recognize logical fallacies.
4. Have students speak with relative ease in front of others.
5. Have students understand that the only source of truth is through God, our Creator.
6. Have students diligently seek God's truth, in order to truly know Him and to avoid dangerous falsehoods, lies and the deceptions of this world.

Memory:

1. The various forms and types of strong arguments.
2. The various forms and types of logical fallacies.
3. The principles of sound reasoning.

Luther on Logic:

"Logic is a useful and necessary art, which we ought with as much reason to study and to learn as we do arithmetic or geometry. For logic gives us a clear, correct, and methodical arrangement, showing us the grounds of our conclusions, and how we may know, to certainty, from the nature of the subject itself, what is right or wrong, and what we should judge and decide."

VII. Reading and Literature:

We expressly prefer primary, unabridged sources, encouraging the reading of fairy tales and folk tales at early stages and progressing toward the Great Books of the Western World. Reading is more than just a process. It is primarily the communication of ideas and content. We want our children not merely to read well, but to be well-read.

Goals:

1. Use phonics as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high quality children's literature as soon as possible, through our Literature program.
4. Carefully monitor the student's reading abilities to ensure that he is at a reasonable level, is comprehending adequately, and is reading fluently, both orally and silently.
5. Foster a life-long love of reading high quality literature, after being taught to recognize the characteristics of such literature.
6. Teachers must not assume that just because literature is old and has stood the test of time, (Greek and Roman works, for example) it will be good for them to read. Teachers should be aware of what they are presenting to their students, and make sure it does not go against Biblical scripture in a direct way.

Memory:

1. The 70 Orton phonograms and their sounds.
2. Read silently with comprehension.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Oral reading skills such as pronunciation, enunciation, inflection, pace, etc.
5. Biographical sketches of selected authors.

Luther on Literature:

"Finally, one thing more merits serious consideration by all those who earnestly desire to have such schools and languages established and maintained in Germany. It is this: no effort or expense should be spared to provide good libraries or book repositories, especially in the larger cities which can well afford it. For if the gospel and all the arts are to be preserved, they must be set down and held fast in books and writings. . . This is essential, not only that those who are to be our spiritual and temporal leaders may have books to read and study, but also that the good books may be preserved and not lost, together with the arts and languages which we now have by the grace of God."

VIII. Latin

Latin serves as a natural and logical follow-up to phonics and series to enrich the student's vocabulary, grammar, and understanding the roots of culture. Beginning in the lower grades,

students chant Latin paradigms daily, learning basic vocabulary and common Latin phrases used in English-speaking contexts.

Our Latin program at St. Paul's utilizes two textbooks. Students at the mid-level grades use "Latin for Children". This curriculum is a strong, inviting and creative program designed to introduce students as young as 3rd and 4th grade to Latin. When used as a whole, this series trains students in Latin grammar and vocabulary as well as English derivatives in a lively, interactive way. For the upper grades, we use "Lingua Latina". This textbook promotes a more natural way of learning Latin where students learn grammar and vocabulary intuitively through extended contextual reading and an innovative system of marginal notes. It is the only textbook currently available that gives students the opportunity to learn Latin without resorting to translation, but allows them to "think" in the language.

Goals:

1. To have a better understanding of English grammar and syntax through Latin.
2. To have a strengthened English vocabulary through the Latin roots of many words.
3. TO have a deepened understanding of history and the foundations of our society.
4. To gain an appreciation for the eloquence of ancient times with modern influences.
5. To gain confidence in being able to handle a foreign language.
6. To become familiar with many terms and mottos in law, science, and medicine.

Memory:

1. The present future and perfect tenses of five conjugations.
2. The imperative and infinitive of four conjugations.
3. 1000-word vocabulary.
4. The five noun declensions.
5. The principle parts of 100 verbs.

Luther on Languages:

"And let us be sure of this: we will not long preserve the gospel without the languages. The languages are the sheath in which this sword of the Spirit [Eph. 6:17] is contained; they are the casket in which this jewel is enshrined; they are the vessel in which this wine is held; they are the larder in which this food is stored; and, as the gospel itself points out [Matt. 14:20], they are the baskets in which are kept these loaves and fishes and fragments." (p. 360)

"To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools" (AE, vol. 45, p. 360)

“To this point we have been speaking about the necessity and value of languages and Christian schools for the spiritual realm and the salvation of souls. Now let us consider also the body. Let us suppose that there were no soul, no heaven or hell, and that we were to consider solely the temporal government from the standpoint of its worldly functions. Does it not need good schools and educated persons even more than the spiritual realm? Hitherto, the sophists have shown no concern whatever for the temporal government, and have designed their schools so exclusively for the spiritual estate that it has become almost a disgrace for an educated man to marry.”

“To the Councilmen of All Cities in Germany that they Establish and Maintain Christian Schools” (AE, vol. 45, pp. 366-7)

IX. Music:

St. Paul's Lutheran School teaches music and art to all students on a regular basis. Particular evidence is given to the art of singing so that the young Christian learns to participate in the developing richness of the Church's liturgy and hymnody. In addition, there are many opportunities to explore the vast secular musical and artistic treasures from outside the church. Much like art, students are to develop an appreciation and awareness of the great musical compositions, composers and themes of classical music even as they are exposed to music theory. They develop their own musical abilities through choir classes, using their voices together for liturgical and hymnic purposes.

Goals:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of scripture through the teaching of significant Lutheran hymns.
4. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue their own.

Memory:

1. The timing of whole, half, and quarter notes.
2. The difference between the base and treble clefs.
3. The major instrument groups in a band and orchestra.

Luther on Music:

“We cannot do without music in our schools. A schoolmaster must know how to sing, or I would not allow him to teach. Nor ought we to ordain young theologians to the sacred office,

unless they have first been well-tired and practiced in the art and in the school... If any one despises music, as all the fanatics do, I cannot confide in him. For music is a gift and bestowment of God; it does not proceed from man. It drives away the devil and makes men happy. In it, we forget all anger, lasciviousness, pride, and every vice. Next to theology I rank music, and hold it in almost equal honor. For look how David and all holy men have uttered their heavenly meditation in verse, rhyme and song.” (W-T5, No. 6248)

X. Art:

The intent of the art curriculum is to foster an appreciation for the arts, both performing and graphic, making a distinction between arts and crafts. Students will learn to recognize famous works of art and artists who painted them. Likewise, they will learn to recognize various trends in art and architecture: e.g. Baroque, Gothic, Medieval, Renaissance, Romanesque, Impressionism, etc. Students will have the opportunity to work with components of art (e.g. shape, form, color, payout, perspective) and to get experience in numerous media such as ceramics, ecclesiastical embroidery, water color, acrylics, linoleum block, silk-screening and the like.

Goals:

1. To teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

Memory:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. At least four famous artists, six styles/periods of art, and corresponding media.

XI. Physical Education

Physical conditioning, basic hygiene, and learning the skills, rules, and tactics of a wide variety of sports and athletic activities form the backbone of our P.E. curriculum. Teachers are expected to coordinate activities so that students' appreciation for various forms of exercises is realized.

The athletic program at St. Paul's Lutheran School is a key component of our overall curriculum. Participating in an athletic team ties in with the school's mission of equipping children for Christian leadership. Through participation in the athletic program, student-athletes have the opportunity to grow and develop their bodies, minds, and leadership skills. They also learn how to be Christ-like in handling victories and defeats.

Our coaches seek to incorporate teamwork, goal setting, and development of fundamentals. They seek to challenge each athlete to pursue excellence in all areas, whether it be on the playing field, court, or in the classroom.

As we work with the very basic fundamental skills developed with our youngest athletes and move to more refined skill development on our middle school teams, St. Paul's Lutheran School desires to partner with our student-athletes, parents, teachers, coaches, and supporters to make St. Paul's School a reflection of Christ

Goals:

1. Systematically work with students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.).
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance Biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

Memory:

1. The benefit specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.
3. How to calculate one's heart rate.



SAINT PAUL'S EVANGELICAL LUTHERAN CHURCH

9035 GRANT AVENUE, BROOKFIELD, IL 60513

PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2024-2025

TEACHER: Rev. Dr. Edward Naumann

SUBJECT / COURSE : Catechism

AGE(S) / GRADE(S): 6, 7, 8

LESSONS PER WEEK: 2 (IDEALLY) 1 (NEEDED)

TEACHING TIME PER WEEK: 60 min (IDEALLY) 30 min (NEEDED)

COURSE SUMMARY:

This course will cover how we put into practice the six chief parts of Luther's Small Catechism, in the life of the Church. Building upon the *sedes doctrinae* (the biblical evidence) of why we believe, teach and confess the Truth, as it is presented in the Small Catechism, and how it is a faithful exposition of Holy Scripture, students will learn how the solid biblical foundation for understanding and accepting the main aspects of Christian faith, as it is lived out in the liturgical year, and the rites and ceremonies of the Evangelical Lutheran Church.

REQUIRED TEXTBOOK(S):

- ***A short Explanation of Dr. Martin Luther's Small Catechism: A Handbook of Christian Doctrine.* Concordia Publishing House, 1943.**
- **The Holy Bible, New King James Version.**

SUPPLEMENTARY BOOKS and MATERIALS:

- ***The Lutheran Hymnal.* Concordia Publishing House, 1941.**
- ***The Lutheran Agenda.* Concordia Publishing House.**
- **Notebooks and writing instruments.**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and soliciting answers from students**
- **Reading during class**
- **Memorization of key passages**
- **Review of quizzes**
- **Closing prayers**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: **none**

ASSIGNMENTS FOR GRADING:

- **Weekly quizzes**
- **Prayer composition**
- **Final examination**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.



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- **Students will gain an appreciation of how and why the practices of the Church are beneficial to their everyday life, and be strengthened in their personal commitment to make use of the opportunities for edification in the Church.**
- **Students will be better equipped to lead and support their own family in faithful and habitual use of the rites and ceremonies of the Church.**

RELATION TO OTHER CLASSES:

- **We will be using traditional Latin phrases and terminology, as applicable.**
- **Students will gain an appreciation for why music changes over the course of the liturgical calendar, and how music serves to express the faith and put it into practice.**
- **Students will have their understanding of the history of the Church strengthened.**

SCOPE: What specific topics or subjects this course will cover.

- **The Liturgical Year (seasons, readings, colors). Matins, Vespers, the Divine Service in all its parts; the Rites of Holy Baptism; of Confirmation; of Private Confession; of Profession of Faith; of Matrimony, the Christian Funeral and graveside burial. Ordination and Installation. Installation of Teachers. Blessing of a house. Consecration of a Sanctuary. Etc.**

SCOPE: What skills this course helps students to acquire.

- **Students will know more about Church life and the history of ecclesial practices.**
- **Express and defend with confidence the reasons for what is done in the Church.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **This course builds upon the fundamental understanding of Luther's Small Catechism, which is to be completed by the end of the academic year 2023-2024, which was necessary to be able to understand the basic biblical foundations of Church practices. The focus of this course goes into greater detail regarding how**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **This course comes second out of a three-year sequence, which need not necessarily be taken in order. The first year includes the Short Explanation of Martin Luther's Small Catechism; the second an explanation of how that is lived out in the liturgical year, and rites and ceremonies of the Church; and the third year will complement these two (content still to be decided).**



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Spelling

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 5 (IDEALLY) 5 (NEEDED)

TEACHING TIME PER WEEK: 1 hour daily (IDEALLY) 40 minutes daily (NEEDED)

COURSE SUMMARY: In this course we will use phonics to teach spelling concepts that are appropriate for the grade level. A new spelling concept will be taught each week. Students will have a list of words to learn for the test on Friday and many opportunities throughout the week to practice words and phonograms, both in small group lessons and independent practice at the spelling center. The students will have a variety of ways to practice using these concepts to improve their overall competency in reading and writing.

REQUIRED TEXTBOOK(S): *Traditional Spelling* Teacher Manual and Student Workbooks. Memoria Press.

SUPPLEMENTARY BOOKS and MATERIALS:

- Phonogram flash cards.
- *Traditional Spelling* supplemental workbooks
- *Traditional Spelling* practice sheets
- Materials for spelling practice center: white boards and markers, multi colored pencils, letter stencils, modeling clay, letter tiles, letter stamps and ink, etc.

LEARNING ACTIVITIES:

- Direct instruction of concepts
- Word study questions
- guided student work
- drilling phonograms with flash cards
- dictation
- independent practice at the spelling center

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- All written work should be done and supervised in class to be sure it's done correctly. Students will only complete lesson work at home in case of absence.
- Students drill spelling words at home

ASSIGNMENTS FOR GRADING:

- Workbook lessons



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- dictation exercises
- spelling tests

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Spelling is an essential part of learning how to read and will guide the students to read more challenging words/pieces and to do so efficiently. This will enable them to read the Bible and have a practice of private devotions as well as follow along in church services reading the bulletin, liturgy, and singing hymns.

RELATION TO OTHER CLASSES:

- We will require good handwriting for all spelling work.
- We will read weekly short articles to practice reading spelling words in context. These articles are usually topics of history or science.

SCOPE: What specific topics or subjects this course will cover.

- phonograms related to vowel sounds, vowel teams, consonant blends, consonant teams and r controlled vowels
- syllabication rules
- suffixes
- prefixes
- compound words
- homophones

SCOPE: What skills this course helps students to acquire.

- Students will be able to use the spelling concepts to better read unfamiliar words and improve overall fluency.
- Students will be able to use the spelling concepts to write with more accuracy and make their writing easier to understand.

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- The 1st grade course requires only that students have mastered reading “consonant-vowel- consonant” words. This is a main focus of Kindergarten phonics lessons.
- The 2nd grade curriculum practices concepts from 1st grade through flash card drills, reading short articles, and requiring correct spelling of all words during dictation and tests (not just the words from the current week).

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- Accurate spelling helps students become more advanced and efficient readers and writers which will be required in 3rd grade when students must read texts independently and complete many writing assignments.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Math

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 5 (IDEALLY) 5 (NEEDED)

TEACHING TIME PER WEEK: 1 hour daily (IDEALLY) 45 minutes daily (NEEDED)

COURSE SUMMARY: This course will cover all grade level appropriate math concepts and give students the opportunity to explore and practice to deepen their understanding.

REQUIRED TEXTBOOK(S): Saxon Math (1 and 2) Teacher Manual and student sheets by Nancy Larson

SUPPLEMENTARY BOOKS and MATERIALS:

- Saxon Math: Math Center Activities (Nancy Larson)
- Saxon Math: Extend and Challenge (Nancy Larson)
- Saxon Math: Guide to Differentiated Instruction (Nancy Larson)

LEARNING ACTIVITIES:

- Direct Instruction of concepts
- Math Fact drills
- Examples for students to observe and copy
- Worksheets to be completed independently
- Math center activities to be done in small groups that reinforce recent concepts (counting money, using scales, card games, math fact "wrap ups", geo boards, ect.)

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- There are daily assignments (except on test days) but the students will have class time to complete some or all of the work.

ASSIGNMENTS FOR GRADING:

- Daily assignments
- Written Assessments
- Fact Assessments
- Oral assessments

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.



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- By gaining a deeper understanding of and appreciation for the order of God's creation, students will be better equipped to navigate many of life's roles and responsibilities from cooking to shopping to finances.

RELATION TO OTHER CLASSES:

- We will practice proper grammar, spelling, and handwriting when writing story problems and completing worksheets.
- We will practice word decoding and reading comprehension when following written directions on worksheets and tests.

SCOPE: What specific topics or subjects this course will cover.

- Students will learn and practice math skills that are necessary and appropriate for their grade level.

SCOPE: What skills this course helps students to acquire.

- Number sense and numeration
- Concepts of whole number operations
- whole number computation
- Fractions and Decimals
- Money
- Patterns
- early algebra skills
- shapes and spatial relationships
- time and date
- temperature
- linear measure
- area
- weight (Mass)
- capacity (volume)
- data analysis and statistics
- probability
- skills and strategies for problem solving

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- The curriculum reviews concepts from the previous year and prepares students for new skills and the extension on existing skills for the following year.
- Math Center activities reinforce new and existing concepts

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- The curriculum reviews concepts from the previous year and prepares students for new skills and the extension on existing skills for the following year.



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- Math Facts drills are done frequently and timed so they become automatic. Students will perform better and more efficiently in higher level math when they know their math facts without having to think about them.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025/2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Religion

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 5 (IDEALLY) 5 (NEEDED)

TEACHING TIME PER WEEK: 30 minutes per lesson (IDEALLY) 20 minutes per lesson (NEEDED)

COURSE SUMMARY: This course will be an overview of the Bible, highlighting the story of salvation. The goal will be to increase Biblical literacy and make connections between the Old and New Testaments.

REQUIRED TEXTBOOK(S): *The Story Bible*. Concordia Publishing House.

SUPPLEMENTARY BOOKS and MATERIALS:

- *One in Christ* teacher guide. Concordia Publishing House.
- *Through the Bible in Felt* by Betty Lukens
- Felt board and pieces

LEARNING ACTIVITIES:

- Bible story read alouds
- class discussion
- using the felt board for retelling and review
- singing together
- praying together
- memorization from the Bible and catechism

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK: none

ASSIGNMENTS FOR GRADING:

- I will assign a grade based on participation, effort, and students working up to their ability level.

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

"Those who are in the flesh cannot please God. You, however, are not in the flesh but in the Spirit, if in fact the Spirit of God dwells in you." We know that God's Spirit dwells only in those who have believed in Christ, as Paul says in Ephesians 1, "In him you also, when you heard the word of truth, the gospel of your salvation, and believed in him, were sealed with the promised Holy Spirit, who is the guarantee of our inheritance until we acquire possession of it, to the praise of his glory." Only through God's Spirit working in us are we able to do good, serving God and one another. As students continue to be formed in



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the image of Christ by the Word of God, the Spirit continues to work in them to “lead them into all truth” and to produce good fruits such as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

RELATION TO OTHER CLASSES:

- We will discuss how stories in the Bible relate to other historical events.
- We will use hymn verses and perhaps also Bible passages as handwriting assignments
- We will include Spanish songs in our rotation of hymns and songs.

SCOPE: What specific topics or subjects this course will cover.

- Bible overview
- The 6 chief parts of the catechism

SCOPE: What skills this course helps students to acquire.

- talking clearly about matters of faith
- finding references in the Bible
- listening comprehension
- memorization

SEQUENCE: How this course follows or builds upon what was covered the previous year.
and

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

During the course of each year, students will experience the whole story of God's work of salvation from Adam and Eve to Christ. By becoming familiar with the major characters and events of the Biblical story, a journey that ought to be repeated with increasing depth throughout the life of the Christian, as we do through the lectionary, the students will be well equipped to know and appreciate the consistency of God's love and mercy to His people throughout the Scriptures and even into today.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Handwriting

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 5 (IDEALLY) 3 (NEEDED)

TEACHING TIME PER WEEK: 20 minutes per lesson (IDEALLY) 10 minutes per lesson (NEEDED)

COURSE SUMMARY: This course will cover correct formation of all capital and lowercase letters as well as numbers. It will give students ample opportunities to practice printing skills and functional writing.

REQUIRED TEXTBOOK(S):

- *My Printing Book* teacher's guide and student books. Handwriting Without Tears.
- *Printing Power* teacher's guide and student books. Handwriting Without Tears.

SUPPLEMENTARY BOOKS and MATERIALS:

- pencils and lined paper
- whiteboards and markers
- bluetooth speaker for Music and Movement songs

LEARNING ACTIVITIES:

- direct instruction of new concepts
- teacher demonstration and students copy
- workbook pages
- extra practice by copying stanzas of hymns and poems

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- All written work should be completed in class. Students will only have work to do at home in the case of absence.

AVOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- As God's people called to proclaim Christ in word and deed, effective tools for communication such as good grammar, coherent speech, and legible letters, provide Christians with various opportunities and mediums to fulfill our vocation of bringing forth the Gospel message into the world.

RELATION TO OTHER CLASSES:

- Good handwriting will be practiced whenever writing is required in school. This includes spelling, math, creative writing, and other subjects.



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SCOPE: What specific topics or subjects this course will cover.

- Printing letters and numbers in isolation and in the context of functional writing

SCOPE: What skills this course helps students to acquire.

- Legible and lovely printing (including placement, size, and orientation) of all capital letters, lowercase letters, and numbers.
- Ease and efficiency of functional writing
- proper pencil grip and posture

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- Students will be practicing the same formation of letters and numbers from the year previously, but will be expected to do so more neatly and quickly than the previous year.
- Each year scaffolding is gradually removed so that by the end of 2nd grade students can print correctly without lined paper or other handwriting helps.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- By 2nd grade students will have mastered printing legibly and efficiently so they will be ready to learn cursive in 3rd grade.
- It is vital for students to be able to print neatly and quickly by the end of 2nd grade because they will be required to write extensively for their classes in 3rd grade.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025/2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Art

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 2 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 1.5 hours (IDEALLY) 1 hour (NEEDED)

COURSE SUMMARY: This course will introduce students to the work of some master artists and teach them how to make observations in pieces of art. Students will also develop their skills as artists through direct instruction and step by step projects as well as exploration and more open ended projects. Students will learn the correct way to use multiple types of medium.

REQUIRED TEXTBOOK(S): *ARTistic Pursuits-The Curriculum for Creativity* by Brenda Ellis

SUPPLEMENTARY BOOKS and MATERIALS:

- Many types of art supplies: Printer paper, cardstock, watercolor paper, construction paper, sketch books, pencils, colored pencils, crayons, markers, permanent markers, glue, scissors, watercolors, acrylic paint, pastels, modeling clay, etc.

LEARNING ACTIVITIES:

- Direct instruction for observation of works by the masters and instruction for material use and project directions
- Hands on creation of art in many formats.

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK: None

ASSIGNMENTS FOR GRADING:

- I will grade based on participation, effort, and students working up to their ability level.

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- The beauty of God's creation can be seen all around us. "The sky proclaims the work of His hand." As creatures created in the image of God, we also are creative beings. By contemplating God's world, and especially the saving work of Christ, we can express the truth and beauty of God's creation through the visual arts and gain a deeper understanding of the love and might and power of God- a message both for ourselves and the world.

RELATION TO OTHER CLASSES:



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- When we observe the work of master artists we will discuss their place in history and what was happening in the world at that time.

SCOPE: What specific topics or subjects this course will cover.

- European cave drawings
- near Eastern pottery
- Egyptian murals and pavement painting
- Roman Sculpture and portraits
- Byzantine Mosaics
- Medieval tapestry, illumination, and scriptoria
- Gothic glass

SCOPE: What skills this course helps students to acquire.

- Planning and filling in space
- outline shapes
- make landscapes, portraits, still lifes
- draw figures
- use a variety of mediums

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- This course would have a three year cycle. This year would focus on art in the ancient world, the next year would focus on Art in the Middle Ages, and the following year would focus on art in the Italian Renaissance.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- By the end of 2nd grade, students will be able to use multiple types of art materials correctly and follow multiple step directions. This will prepare them for more complex art projects in 3rd grade.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025/2026

TEACHER: Mrs. Sarah Duffy

SUBJECT / COURSE : Music

AGE(S) / GRADE(S): 1st and 2nd Grade

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 45 minutes per lesson (IDEALLY) 30 minutes per lesson (NEEDED)

COURSE SUMMARY: This course will focus on good vocal technique, feeling beat and rhythm in the body, beginning music theory, and preparing music for chapel and church services. We will use hymns and songs of the church (in English and Spanish) as well as folk songs and recorded music by master composers.

REQUIRED TEXTBOOK(S): *First Steps in Music* by John M. Feierabend

SUPPLEMENTARY BOOKS and MATERIALS: *Lutheran Service Book*, *The Lutheran Hymnal*, *Himnario Luterano*, *Sing Together Children!* by Madeline Bridges, Activities by Maria Jose Sanchez Parra, *Ability Development From Age Zero* by Shinichi Suzuki

LEARNING ACTIVITIES:

- pitch exploration
- Echo songs and call and response
- Arioso activities
- Song Tales
- Movement activities for form and expression
- Beat Motion Activities
- teaching hymns and songs and discussing the text

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK: None

ASSIGNMENTS FOR GRADING:

- I will assign a grade based on participation, effort, and students working up to their ability level.

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Since ancient times, God's people have been singing praises to the Lord. Miriam sang the song of victory as God rescued Israel from slavery. And so music continues to powerfully communicate God's saving work as His children sing His praises, tell of His works from generation to generation. Becoming well versed in song and liturgy equips God's people to find comfort in God's salvation.



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RELATION TO OTHER CLASSES:

- Music is an excellent way to teach the faith. We will make many connections to what we're learning in religion class and hearing in chapel.
- We will learn and practice Spanish by using Spanish songs

SCOPE: What specific topics or subjects this course will cover.

- Good vocal production
- Developing a sense of beat and rhythm
- beginning music theory
- appreciate the music of master composers
- learning the songs of the church

SCOPE: What skills this course helps students to acquire.

- singing in tune
- keeping a steady beat
- echoing rhythms correctly
- memorizing songs
- reading simple rhythmic notation

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- Students will use songs and activities from the previous year to review and grow in musical skills. Students who have been in class with me before will be expected to perform at a higher level.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- By the end of 2nd grade students will be able to sing in tune, echo a teacher, and read simple music. They will be able to sing with good vocal production and correct posture. This will prepare them for choir rehearsal in 3rd grade.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Vicky Greco

SUBJECT / COURSE : English Grammar/Literature

AGE(S) / GRADE(S): 3-8

LESSONS PER WEEK: 5 (IDEALLY) 5 (NEEDED)

TEACHING TIME PER WEEK: 600 min (IDEALLY) 375 min (NEEDED)

COURSE SUMMARY:

This course will cover the foundations of the English language and how it is used to express thoughts and ideas in an organized manner using great literary works for insightful views into our own humanity.

REQUIRED TEXTBOOK(S):

- **Well-Ordered Language**
- **Wordly Wise 3000**
- ***Refer to SPELS All School Literature Reading List (included at end of this document)**

SUPPLEMENTARY BOOKS and MATERIALS:

- **Computer/chromebook with internet access**
- **Google Classroom**
- **Notebooks and writing instruments**
- **Colored pencils, paper, miscellaneous art supplies**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and eliciting answers from students**
- **Reading silently and aloud during class and outside the classroom**
- **Memorization of key passages**
- **Reading, writing, listening, and speaking practice**
- **Memorization of vocabulary, grammar rules, and poetry**
- **Review games and packets**
- **Assessments in the form of formative quizzes and summative assessments**
- **Creative writing activities**
- **Research Presentations**
- **Essays: Expository, Argumentative, Persuasive, and Narrative**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: 3

ASSIGNMENTS FOR GRADING:

- **Classwork and Homework assignments**
- **Formative Assessments: Quizzes and short reading/writing assignments**



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- **Summative Assessments: Objective Exams, Essays, and Research Projects**
- **Presentations, skits, and creative projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- **Students will read texts with a Christian worldview**
- **Students will read fictional novels with themes to discuss their faith**
- **Students will be able to communicate effectively with others and form relationships.**
- **Students will be better equipped to share the Gospel message with those who live in their families and communities.**
- **Students will be able to express themselves and their faith in our Triune God through properly written and organized compositions.**

RELATION TO OTHER CLASSES:

- **Students will gain an appreciation of their native language of English and compare it to that of other languages. (Spanish, Latin)**
- **Students will use proper English grammar, punctuation, and capitalization in all writing assignments. (Science/History/Math)**
- **Students will use their computers and gain keyboarding skills. (Technology)**
- **Students will learn new vocabulary words and infer meanings in texts (Science/History/Math)**
- **Students will cite textual evidence to back up ideas and opinions. (Science/History/Math)**
- **Students will research specifically chosen topics in relation to the themes and motifs of literature books and find relationships between fictional stories and reality. (Science/History)**
- **Students will research individual countries, regions, and cultural sites and give presentations about what they have learned. (Geography, Social Studies, & Public Speaking)**

SCOPE: What specific topics or subjects this course will cover.

- **Elements of a Story: Theme, Characterization, Setting, Plot, and Conflict**
- **Figurative Language**
- **Outlining and Essay Organization**
- **Sentence Structure**
- **Parts of Speech and Usage**
- **Diagramming Sentences**
- **Vocabulary and Inferencing**
- **Main Ideas and Details**
- **Fluency**

SCOPE: What skills this course helps students to acquire.

- **Students will have the skills to read and analyze both fictional and nonfiction texts.**
- **Students will be able to effectively communicate their ideas in a formal, organized, and proper manner.**



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- **Students will have a vast vocabulary and be able to infer meanings and make predictions.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **This course builds upon the reading and writing skills acquired since birth and in previous grades. Required readings become longer, more complex, and with varied content of both fiction and non-fiction texts. Students will use their entire set of skills in English to make connections between the texts read and their own lives. They will become fluent readers and share their thoughts and opinions with others.**
- **This course builds upon the written language skills that students already have. Each school year, vocabulary, verb forms, and sentence structure will be reviewed and written assignments and essays become more formal and detailed. Students are expected to use proper grammar in all of their writing.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **At the completion of this course, students will have the necessary knowledge in English grammar and composition to write different types of essays for every subject they take. Additionally, students will have read an extensive amount of classical literature and will be able to understand analogies and allegories as they read new books in any class. Finally, students will be able to annotate as they read and use textual evidence to support their claims in written form.**

SPELS - Literature Lists 3rd-8th Grades

3rd/4th/5th Grade

The Horse and His Boy



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Prince Caspian

The Silver Chair

Rapunzel

Rumpelstiltskin

The Apple and the Arrow

D'Aulaire's Book of Greek Myths

The Librarian Who Measured the Earth

Stuart Little

Jack and the Beanstalk

Saint George and the Dragon

Puss in Boots

Beauty and the Beast

Perrault's Complete Fairy Tales

Little House on the Prairie

Grimm's Fairy Tales (selected portion)

Why Mosquitoes Buzz in People's Ears

Peter Pan

Farmer Boy

Souder

Lon Po Po

The Egyptian Cinderella

The Korean Cinderella

The Matchlock Gun

The Five Chinese Brothers



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Chanticleer and the Fox

Charlotte's Web

Pinocchio

Grimm's Fairy Tales (selected portion)

The Door in the Wall

The Secret Garden

Wonder Book of Greek Mythology

Tom Sawyer

Wind in the Willows

Macbeth

From the Mixed up files of Mrs. Basil E. Frankweiler

My Side of the Mountain

6th/7th/8th Grade

[this list needs to be divided into a three-year cycle, or in some cases, divided by grade level or reading ability]

Cry the Beloved Country

The Martian Chronicles

The Adventures of Odysseus

The Man from Snowy River

The Trumpeter of Krakow

Anne of Green Gables

All Creatures Great and Small

The Picture of Dorian Gray

To Kill a Mockingbird

Lord of the Flies



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Down the Long Hills

The Giver

The Red Pony

Heidi

Bambi

I, Robot

Johnny Tremain

The Children's Plutarch

Roll of Thunder, Hear My Cry

Call of the Wild

The Hobbit (not in 2021)

Journey to the Center of the Earth

Treasure Island

Dr. Jekyll and Mr. Hyde

Black Ships before Troy

Sherlock Holmes

Ten Tales from Shakespeare

Around the World in Eighty Days

Island of the Blue Dolphins

Across Five Aprils

The Railway Children



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Vicky Greco

SUBJECT / COURSE : Spanish

AGE(S) / GRADE(S): 3-5

LESSONS PER WEEK: 4 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min (IDEALLY) 90 min (NEEDED)

COURSE SUMMARY:

This course will cover proper Spanish vocabulary and grammar. Students will read, write, speak, and comprehend the spoken word of this target language. After taking this course, students will be prepared for high school level Spanish and will have an adequate foundation for all language learning along with communication skills to interact with those neighbors and community members whose native language is Spanish.

REQUIRED TEXTBOOK(S):

- **None**

SUPPLEMENTARY BOOKS and MATERIALS:

- **Computer/chromebook with internet access**
- **Google Classroom**
- **Notebooks and writing instruments**
- **Colored pencils, paper, miscellaneous art supplies**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and eliciting answers from students**
- **Reading, writing, listening, and speaking skills in the target language to peers**
- **Memorization of vocabulary and grammar rules**
- **Review games and packets**
- **Assessments in the form of formative quizzes and summative assessments**
- **Prayers, poems, songs, and creative writing activities**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: 1

ASSIGNMENTS FOR GRADING:

- **Classwork**
- **Homework assignments**
- **Quizzes & Oral Questioning**
- **Summative Chapter Exams**
- **Presentations, skits, and creative projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.



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- Students will be able to communicate effectively with others whose native language is Spanish and form relationships with them.
- Students will be better equipped to share the Gospel message in Spanish with those who live in their families and communities.

RELATION TO OTHER CLASSES:

- Students will gain an appreciation of their native language of English and compare it to that of Spanish. (ELA)
- Students will review English grammar as they learn Spanish grammar. (ELA)
- Students will use their computers and gain keyboarding skills. (Technology)
- Students will learn where all Spanish-speaking countries of the world are located and memorize their capitals. (Geography)
- Students will familiarize themselves with the special customs, foods, dress, and celebrations of Spanish-speaking countries. (Social Studies)
- Students will research individual countries, regions, and cultural sites and give presentations about what they have learned. (ELA & Public Speaking)

SCOPE: What specific topics or subjects this course will cover.

- Numbers 1-100
- The Spanish Alphabet
- Basic Greetings & Expressions
- Formality in Spanish when using Tu and Usted
- Days, months, seasons
- Colors
- Classroom objects
- Clothing
- Weather Expressions
- Telling Time
- Food
- Places in the Community
- The Face and Body
- Emotions
- Farm and Zoo Animals
- Rooms of a House
- Household Items
- Family
- Hobbies and Sports
- Adjectives & Emotions
- Commands & Verbs
- Likes and Dislikes
- Subject Pronouns
- Adjective agreement
- Conjugation of the irregular verbs ser and ir

SCOPE: What skills this course helps students to acquire.

- Students will know how to pronounce and speak Spanish.



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- **Students will know how to read Spanish.**
- **Students will know how to understand spoken Spanish.**
- **Students will know how to spell and write Spanish words, sentences, and dialogues.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **This course builds upon the language skills that students already have. Each school year, vocabulary, verb forms, and sentence structure will be reviewed and expounded upon as readings and material grow more complex. Students are introduced to new vocabulary and grammar rules, and cultural**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **After this course, students will have a basic foundation in specific, elementary Spanish vocabulary, grammar, and pronunciation. They will be prepared to learn other foreign languages like Latin and continue in the target language of Spanish as well.**



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Vicky Greco

SUBJECT / COURSE : Spanish

AGE(S) / GRADE(S): 6, 7, 8

LESSONS PER WEEK: 5 (IDEALLY) 3 (NEEDED)

TEACHING TIME PER WEEK: 150 min (IDEALLY) 120 min (NEEDED)

COURSE SUMMARY:

This course will cover proper Spanish vocabulary and grammar. Students will read, write, speak, and comprehend the spoken word of this target language. After taking this course, students will be prepared for high school level Spanish and will have an adequate foundation for all language learning along with communication skills to interact with those neighbors and community members whose native language is Spanish.

REQUIRED TEXTBOOK(S):

- ***Voces y Vistas***

SUPPLEMENTARY BOOKS and MATERIALS:

- **Computer/chromebook with internet access**
- **Google Classroom**
- **Notebooks and writing instruments**
- **Colored pencils, paper, miscellaneous art supplies**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and eliciting answers from students**
- **Reading, writing, listening, and speaking skills in the target language to peers**
- **Memorization of vocabulary and grammar rules**
- **Review games and packets**
- **Assessments in the form of formative quizzes and summative assessments**
- **Prayers, poems, songs, and creative writing activities**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: 2

ASSIGNMENTS FOR GRADING:

- **Classwork**
- **Homework assignments**
- **Quizzes**
- **Summative Chapter Exams**
- **Presentations, skits, and creative projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.



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- **Students will be able to communicate effectively with others whose native language is Spanish and form relationships with them.**
- **Students will be better equipped to share the Gospel message in Spanish with those who live in their families and communities.**

RELATION TO OTHER CLASSES:

- **Students will gain an appreciation of their native language of English and compare it to that of Spanish. (ELA)**
- **Students will review English grammar as they learn Spanish grammar. (ELA)**
- **Students will use their computers and gain keyboarding skills. (Technology)**
- **Students will learn where all Spanish-speaking countries of the world are located and memorize their capitals. (Geography)**
- **Students will familiarize themselves with the special customs, foods, dress, and celebrations of Spanish-speaking countries. (Social Studies)**
- **Students will research individual countries, regions, and cultural sites and give presentations about what they have learned. (ELA & Public Speaking)**

SCOPE: What specific topics or subjects this course will cover.

- **Numbers 1-100**
- **The Spanish Alphabet**
- **Basic Greetings & Expressions**
- **Formality in Spanish when using Tu and Usted**
- **Days, months, seasons**
- **Colors**
- **Classroom objects**
- **Clothing**
- **Weather Expressions**
- **Telling Time**
- **Food**
- **Marketplace**
- **Places in the Community**
- **The Face and Body**
- **Emotions**
- **Farm and Zoo Animals**
- **Rooms of a House**
- **Household Items**
- **Family**
- **Nature**
- **Hobbies and Sports**
- **Adjectives**
- **Commands**
- **Verbs**
- **Likes and Dislikes**
- **Subject Pronouns**
- **Gender - Masculine/feminine**
- **Singular vs Plural**
- **Adjective agreement**



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- **Basic conjugations of “ar” “er” and “ir” verbs in the present tense**
- **Conjugation of the irregular verbs ser and ir**

SCOPE: What skills this course helps students to acquire.

- **Students will know how to pronounce and speak Spanish.**
- **Students will know how to read Spanish.**
- **Students will know how to understand spoken Spanish.**
- **Students will know how to spell and write Spanish words, sentences, and dialogues.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **This course builds upon the language skills that students already have. Each school year, vocabulary, verb forms, and sentence structure will be reviewed and expounded upon as readings and material grow more complex. Students are introduced to new vocabulary and grammar rules, and cultural aspects of Spanish-speaking countries.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **This course is the equivalent of one half of a high school Spanish I course. After this course, students will have a strong foundation in Spanish vocabulary, grammar, and pronunciation. They will be prepared to learn other foreign languages or continue in the target language of Spanish in high school.**



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Vicky Greco

SUBJECT / COURSE : Spanish

AGE(S) / GRADE(S): K-2

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 90 min (IDEALLY) 60 min (NEEDED)

COURSE SUMMARY:

This course will cover proper Spanish vocabulary and grammar. Students will begin to read, write, speak, and comprehend the spoken word of this target language. After taking this course, students will have a beginning foundation for all language learning along with some communication skills to interact with those neighbors and community members whose native language is Spanish.

REQUIRED TEXTBOOK(S):

- **None**

SUPPLEMENTARY BOOKS and MATERIALS:

- **Notebooks and writing instruments**
- **Colored pencils, paper, miscellaneous art supplies**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and eliciting answers from students**
- **Reading, writing, listening, and speaking skills in the target language to peers**
- **Memorization of vocabulary and grammar rules**
- **Review games and packets**
- **Assessments in the form of formative quizzes and summative assessments**
- **Prayers, poems, songs, and creative writing activities**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: 0

ASSIGNMENTS FOR GRADING:

- **Classwork**
- **Participation**
- **Oral Questions and Quizzes**
- **Presentations, skits, and creative projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.



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- **Students will be able to communicate effectively with others whose native language is Spanish and form relationships with them.**
- **Students will be better equipped to share the Gospel message in Spanish with those who live in their families and communities.**

RELATION TO OTHER CLASSES:

- **Students will gain an appreciation of their native language of English and compare it to that of Spanish. (ELA)**
- **Students will review and learn English grammar as they learn Spanish grammar. (ELA)**
- **Students will learn where all Spanish-speaking countries of the world are located. (Geography)**
- **Students will familiarize themselves with the special customs, foods, dress, and celebrations of Spanish-speaking countries. (Social Studies)**
- **Students will work with peers and develop interpersonal skills of communication and respect. (Communication, Executive Functioning)**

SCOPE: What specific topics or subjects this course will cover.

- **Numbers 1-20**
- **The Spanish Alphabet**
- **Basic Greetings & Expressions**
- **Days, months, seasons**
- **Colors**
- **Classroom objects**
- **Clothing**
- **Weather Expressions**
- **Food**
- **The Face**
- **The Body**
- **Farm Animals**
- **Family**
- **Nature**
- **Hobbies and Sports**
- **Adjectives**
- **Emotions**
- **Commands**
- **Singular and plural nouns (introduction)**
- **Likes and Dislikes**

SCOPE: What skills this course helps students to acquire.

- **Students will know how to pronounce and speak Spanish.**
- **Students will know how to read basic Spanish words and match them to pictures.**
- **Students will know how to understand spoken Spanish.**
- **Students will know how to spell and write Spanish words, sentences, and dialogues.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **This course builds upon the language skills that students already have. Each school year, vocabulary, verb forms, and sentence structure will be reviewed and expounded**



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upon as readings and material grow more complex. Students are introduced to new vocabulary and grammar rules, and cultural aspects of Spanish-speaking countries.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **After this course, students will have a basic foundation in specific, elementary Spanish vocabulary, grammar, and pronunciation. They will be prepared to learn other foreign languages like Latin and continue in the target language of Spanish as well.**



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: **2025-2026**

TEACHER: **Vicky Greco**

SUBJECT / COURSE : **Art**

AGE(S) / GRADE(S): **3-5**

LESSONS PER WEEK: **2** (IDEALLY) **1** (NEEDED) TEACHING TIME PER WEEK: **90 min** (IDEALLY) **60 min** (NEEDED)

COURSE SUMMARY:
This course will cover

REQUIRED TEXTBOOK(S): none

SUPPLEMENTARY BOOKS and MATERIALS:

- **Large portfolios**
- **Mixed media supplies (ie: paints, paper, crayons, oil pastels, paper, clay, etc.)**
- **Chromebooks and Google Classroom**
- **Notebooks and writing instruments**

LEARNING ACTIVITIES:

- **Class time lectures**
- **Questioning and eliciting answers from students**
- **Studio art time, hands on activities**
- **Videos about artists and elements of art**
- **Field trips to art museums in the Chicagoland area**

ANTICIPATES HOMEWORK ASSIGNMENTS PER WEEK: **none**

ASSIGNMENTS FOR GRADING:

- **Artistic compositions (ie: paintings, sculptures, drawings, mixed media, etc.)**
- **Research projects and presentations**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life. • **Students will recognize the beauty and artistry of God's creation.**

- **Students will gain an appreciation of how and why the elements of art God created work.**
- **Students will gain an appreciation of classical art pieces, especially those that depict Christian themes and show historical relevance.**
- **Students will create their own artwork to glorify God.**
- **Students will be encouraged to illustrate their Christian beliefs through art.**

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RELATION TO OTHER CLASSES:

- All skills taught in art will be used to creatively convey ideas in core subject projects. (Literature, Math, Composition, History, Science, and Religion through dioramas, posters, book reports, and presentations) Lit, Math, Composition, History, Science, and Religion
- Students will gain an appreciation for what is pleasing to the eye and how math and science are so closely intertwined with art.
- Students will have their understanding of art history strengthened through projects based on the work of the best artists. (History/Art History)
- Students will research a famous artist and create something of his/her style. (Composition, Public Speaking, Art History)

SCOPE: What specific topics or subjects this course will cover.

- Elements of art, art vocabulary, classroom and school-wide expectations, vanishing points, horizon lines, vantage points, one-point perspective, blending, tints, shades, shape, pinch pots vs coiled, color wheel, warm and cool colors, complementary colors, line, 2D vs 3D, texture, positive and negative space, balance, realism vs. abstract, portrait, landscape, batik, kinetic art, and pointillism
- Artists include, but are not limited to Caravaggio, el Greco, Velazquez, Van Gogh, O'Keeffe, Da Vinci, Matisse, Durer, Picasso, Rembrandt, Vermeer, Michelangelo, Klimt, Raphael, Hopper, Seurat, Rivera, Khalo, and Kandinsky.

SCOPE: What skills this course helps students to acquire.

- Students will learn to draw more confidently, using certain techniques to show perspective and depth on paper.
- Students will express their Christian faith and illustrate their God-given talents through creative expression.
- Students will comprehend how to show what they have learned in core classes in unique ways and capture the attention of their audience through the proper use of the elements of art.
- Students will practice following directions, both orally and in writing. • Students will research an artist and work to create something in their style.

SEQUENCE: How this course follows or builds upon what was covered the previous year. • **This course builds upon the fundamental skills learned in Kindergarten of writing, drawing, coloring, painting, and creating 3D objects with guidance. Each year, students demonstrate proficiency in hands-on skills with patience and practice.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year. • **This course builds upon the skills taught the year before.**



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2024-2025

TEACHER: **Scott Gercken**

SUBJECT / COURSE: **Religion (3–4)**

AGE(S) / GRADE(S): **Grades 3–4**

LESSONS PER WEEK: _____ 5 _____ (IDEALLY) _____ 2 _____ (NEEDED)

TEACHING TIME PER WEEK: 300 minutes (IDEALLY) 120 minutes (NEEDED)

COURSE SUMMARY:

Students read, mark, learn, and inwardly digest the history of their salvation from the Old Testament (the Books of Moses, in particular) in chronological order in a multi-year sequence. Students become familiar with the names, places, and episodes that are foundational to understanding Christian doctrine.

REQUIRED TEXTBOOK(S):

The Holy Bible (NKJV) (for students)

Bible Stories for Daily Prayer, Old Testament Stories, Vols. 1–3 (for instructor)

A Short Explanation of Luther's Small Catechism: A Handbook of Christian Doctrine (CPH, 1943, 1965, 1971)

The Lutheran Hymnal (CPH, 1941)

SUPPLEMENTARY BOOKS and MATERIALS:

The Lutheran Study Bible (CPH, 2009)

Concordia: The Lutheran Confessions, 2nd ed. (CPH, 2005)

LEARNING ACTIVITIES:

Students read and discuss Bible stories in class, copying catechetical answers displayed in front of the class onto a study guide. Students recite catechism and Bible verses assigned per week by heart.

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

Students should discuss their returned study guides with their parents and make adequate daily progress on memorization efforts of catechism and Bible passages assigned for the week.

ASSIGNMENTS FOR GRADING:

Study guide exact copy of correct answers; recitation of catechism and Bible memory work by heart.

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

Students will become familiar with foundational Old Testament history and its Christological emphasis to better understand the Law and the Gospel as distilled in the Small Catechism.

RELATION TO OTHER CLASSES:

The upper grades' study of the New Testament assumes a familiarity with the Old. Catechism classes rely on narratives from the Old Testament to illustrate precepts in the Six Chief Parts.



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SCOPE: What specific topics or subjects this course will cover.

Volume 1 covers the Creation to the giving of the Law on Mount Sinai. Volume 2 covers the Giving of the Law to the Establishing of the Monarchy. Volume 3 covers the Monarchy to the Return of the Exiles. These three will be covered in order at a pace natural to the abilities of the class, then repeated at volume 1.

SCOPE: What skills this course helps students to acquire.

Reading the Old Testament with Christ in mind; being reminded of similar events and motifs presented at other times in the story and pondering how they are related.

SEQUENCE: How this course follows or builds upon what was covered the previous year.

Students in K–2 have a three-year repeated broad survey of the entire Bible. Regardless of the starting point at the beginning of the academic year, an incoming third grader will enter a discussion of a period of Old Testament history already introduced in generalities at a lower grade. A fourth grader simply will pick up where he left off in the previous year.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

This course builds on teachings and history covered in previous years (and reviewed as needed in the current year) and will set up backstory for what follows in future study. See above.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2024-2025

TEACHER: **Scott Gercken**

SUBJECT / COURSE: **Religion (5–8)**

AGE(S) / GRADE(S): **Grades 5–8**

LESSONS PER WEEK: _____ 5 _____ (IDEALLY) _____ 2 _____ (NEEDED)

TEACHING TIME PER WEEK: 300 minutes (IDEALLY) 120 minutes (NEEDED)

COURSE SUMMARY:

Students read, mark, learn, and inwardly digest the history of their salvation from the New Testament (the Gospels, in particular) in chronological order in a multi-year sequence. Students become familiar with the names, places, and episodes that are foundational to understanding Christian doctrine.

REQUIRED TEXTBOOK(S):

The Holy Bible (NKJV) (for students)

Bible Stories for Daily Prayer, New Testament Stories, Years 1–3, Additional Stories (Acts) (for instructor)

A Short Explanation of Luther's Small Catechism: A Handbook of Christian Doctrine (CPH, 1943, 1965, 1971)

The Lutheran Hymnal (CPH, 1941)

SUPPLEMENTARY BOOKS and MATERIALS:

The Lutheran Study Bible (CPH, 2009)

Concordia: The Lutheran Confessions, 2nd ed. (CPH, 2005)

LEARNING ACTIVITIES:

Students read and discuss Bible stories in class, copying catechetical answers displayed in front of the class into a notebook. Students recite catechism and Bible verses assigned per week by heart.

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

Students retype their handwritten notes outside of class and periodically submit them for checking of completeness and understanding. Students make adequate daily progress on memorization efforts of catechism and Bible passages assigned for the week.

ASSIGNMENTS FOR GRADING:

Typed note turn-ins; recitation of catechism and Bible memory work by heart.

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

Students will become familiar with foundational New Testament history and its Christological emphasis to better understand the Law and the Gospel as distilled in the Small Catechism.

RELATION TO OTHER CLASSES:



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The upper grades' study of the New Testament assumes a familiarity with the Old. Catechism classes rely on narratives from the Old Testament to illustrate precepts in the Six Chief Parts.

SCOPE: What specific topics or subjects this course will cover.

The course is part of a multi-year cycle. Volume 1 covers Matthew; vol. 2, Mark; vol. 3, Luke; and additional volumes are available for John and Acts. Due to Pastor Naumann's ongoing study of John, Acts will take John's place in the sequence for this course.

SCOPE: What skills this course helps students to acquire.

Reading the Old Testament with Christ in mind; being reminded of similar events and motifs presented at other times in the story and pondering how they are related.

SEQUENCE: How this course follows or builds upon what was covered the previous year.

Students in K–2 have a three-year repeated broad survey of the entire Bible. Students in grades 3–4 study Old Testament. Students in grades 5–8 will see how Christ is foreshadowed in the Old Testament and revealed in the New.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

This course builds on teachings and history covered in previous years (and reviewed as needed in the current year) and will set up backstory for what follows in future study. See above.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : History

AGE(S) / GRADE(S): 1st-2nd

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 80 min. (NEEDED)

COURSE SUMMARY:

- This course will cover both United States history and geography. Students will learn about each state in detail, including history and geography.
- During each lesson, students will be read about state history, interesting facts, and geography. They will answer reading comprehension questions, and complete a multi-curricular activity for each state.

REQUIRED TEXTBOOK(S):

- *Our Fifty States*, Mary Evelyn Notgrass McCurdy
- *America's History 1176-1791*, Connor Boyack and Elijah Stanfield

SUPPLEMENTARY BOOKS and MATERIALS:

- *Advice to the Young*, Noah Webster
- *Life in Plymouth Colony*, Evan-Moor
- *American Tall Tales*, Mary Pope Osborne
- *The Aesop For Children*, Milo Winter
- *A Child's History of the World*, Virgil Hillyer
- *Child's First Book of American History*, Earl Schenk Miers
-

LEARNING ACTIVITIES:

- Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of the historical timeline
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Map Activities

ASSIGNMENTS FOR GRADING:



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- **Section and Chapter review questions**
- **Chapter Tests**
- **History projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- **Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.**
- **Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.**
- **Make history and geography "come alive" for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.**
- **Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.**

RELATION TO OTHER CLASSES:

- **Students will gain an understanding of the history of science and literature.**
- **During writing assignments, students will strengthen their grammar and writing skills.**

SCOPE: What specific topics or subjects this course will cover.

- **Early history of America, the founding fathers, the founding of the United States, the major wars fought by the United States, major American figures, the Christian roots of the United States, the decline of the United States and its movement away from Christianity**

SCOPE: What skills this course helps students to acquire.

- **Students will receive a good understanding of the 50 states in the United States.**
- **Students will learn about the history of each state, and geography.**
- **Students will learn the significance of major historical events, and how many of them still impact us today.**
- **Students will learn about significant historical men and women.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **The first year will be learning about the first 20 states.**
- **In the second year, the students will learn about the next 20 states.**



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- **For year three, the last 10 states will be covered, and students will focus more in detail on geography.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **After this year studying the middle ages and the reformation, students will be able to understand the next phase of history, the modern age, and learn how these future events are tied to the past.**



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : Science

AGE(S) / GRADE(S): 1st-2nd

LESSONS PER WEEK: 2 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 80 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover a variety of science topics, mainly focusing on animals that God created on the fifth and sixth days of creation.

REQUIRED TEXTBOOK(S):

- *Earth Science for the Grammar Stage*, Paige Hudson
- *Biology for the Grammar Stage*, Paige Hudson
- *Physics for the Grammar Stage*, Paige Hudson
- *Christian Liberty Nature Reader Book 1*, Florence Bass

SUPPLEMENTARY BOOKS and MATERIALS:

- *Daily Warm-Ups General Science*, Walch Pub.
- *Nature in a Nutshell For Kids*, Jean Potter
- *Geology Activity Book for Kids*, Medhan Vestal
- *Animals Every Child Should Know*, Rudolf Freund
- *Amazing Facts About Animals*, Leanne Sarkinsian and Karina Altman

LEARNING ACTIVITIES:

- Science Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of key science concepts
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes
- A large variety of experiments
- Science demonstrations
- Research projects
- Science related field trips

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Chapter activities

ASSIGNMENTS FOR GRADING:



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- **Section and Chapter review questions**
- **Chapter Tests**
- **Science projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- **Teach that the Biblical creation account is true and the theory of evolution is a false form of scientism designed to deceive students into believing that there is no Creator.**
- **Teach the students the basic elements of both accounts and that creationism is based on real science whereas evolution is based on speculation and not facts and evidence.**
- **Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws systems, and the truths God put in creation.**
- **Demonstrate to students that the Bible is a reliable source for all science areas of study. Help students to understand that the modern conception of the Bible as merely being a book of stories with no basis in scientific fact is utterly false.**
- **Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.**
- **Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.**

RELATION TO OTHER CLASSES:

- **Students will gain an understanding of the history of science and literature**
- **During writing assignments, students will strengthen their grammar and writing skills**

SCOPE: What specific topics or subjects this course will cover.

- **Students will learn about the Biblical story of Creation and understand that the Bible is completely reliable in understanding this major event in Biblical history.**
- **Our main focus will be on biology, earth science, and physics, that will be taught in a three year sequence.**

SCOPE: What skills this course helps students to acquire.

- **Students learn about the scientific method**
- **Students will how to measure using a variety of tools**
- **Students will learn about the Metric system of measurement**



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SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **Each course will begin with a review of the content from the previous year.**
- **The sequence will be three topics: Life science, earth science and physical science.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **Each year, students will continue to learn about the scientific method and measurement**
- **Students will learn how God is present in all aspects of science**
- **Students will learn how to have an investigative approach to science, constantly looking at facts, evidence and conducting experiments whenever possible.**



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : History

AGE(S) / GRADE(S): 3rd-5th

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover both world history and geography. Students will read the text during class, and complete question and map activities.
- During world history, students will begin with ancient history, and progress on all the way to the present age.

REQUIRED TEXTBOOK(S):

- *Story of the World, Vol. I-IV, Susan Wise Bauer*

SUPPLEMENTARY BOOKS and MATERIALS:

- *Stories of Great Americans for Little Americans, Edward Eggleston*
- *A First Book in American History, Edward Eggleston*
- *Famous Men of the Middle Ages, John Haaren and A.B. Poland*
- *Famous Men of Modern Times, John Haaren and A.B. Poland*
- *The Story of the Middle Ages, Christine Miller*
- *Greenleaf Guide to the Famous Men of the Middle Ages, Cyndy Shearer*
- *Famous Men of the Renaissance & Reformation, Robert Shearer*

LEARNING ACTIVITIES:

- Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of the historical timeline
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Map Activities

ASSIGNMENTS FOR GRADING:

- Section and Chapter review questions



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- Chapter Tests
- History projects

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.
- Make history and geography "come alive" for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.
- Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.

RELATION TO OTHER CLASSES:

- Students will gain an understanding of the history of science and literature.
- During writing assignments, students will strengthen their grammar and writing skills.

SCOPE: What specific topics or subjects this course will cover.

- Early history of America, the founding fathers, the founding of the United States, the major wars fought by the United States, major American figures, the Christian roots of the United States, the decline of the United States and its movement away from Christianity
- Ancient civilizations, Biblical history, the history of major countries, the impact that the United States has had on other countries, the major wars fought between nations including World War I and II.

SCOPE: What skills this course helps students to acquire.

- Students will receive a good understanding of many of the ancient civilizations that have existed throughout the ages.
- Students will learn about the rise and fall of ancient civilizations.
- Students will learn the significance of major historical events, and how many of them still impact us today.
- Students will learn about significant historical men and women.

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- The first year will be learning about ancient civilizations.



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- In the second year, the middle ages will start, and we will cover the Reformation and Renaissance.
- For year three, the world history course will continue to the present day.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- After this year studying the middle ages and the reformation, students will be able to understand the next phase of history, the modern age, and learn how these future events are tied to the past.



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : Science

AGE(S) / GRADE(S): 3rd-5th

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover a variety of science topics, mainly focusing on animals that God created on the fifth and sixth days of creation.

REQUIRED TEXTBOOK(S):

- *Exploring Creation With Zoology 1: Flying Creatures of the Fifth Day*, Fulbright
- *Exploring Creation With Zoology 2: Swimming Creatures of the Fifth Day*, Fulbright
- *Exploring Creation With Zoology 3: Land Animals of the Sixth Day*, Fulbright

SUPPLEMENTARY BOOKS and MATERIALS:

- *Daily Warm-Ups General Science*, Walch Pub.
- *Nature in a Nutshell For Kids*, Jean Potter
- *190 Ready to Use Activities That Make Science Fun*, George Watson
- *Science Puzzlers*, Robert Hoen
- *Around the World*, Janice VanCleave

LEARNING ACTIVITIES:

- Science Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of key science concepts
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes
- A large variety of experiments
- Science demonstrations
- Research projects
- Science related field trips

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Chapter activities

ASSIGNMENTS FOR GRADING:

- Section and Chapter review questions



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PHONE: (708) 485-6987

- **Chapter Tests**
- **Science projects**

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- **Teach that the Biblical creation account is true and the theory of evolution is a false form of scientism designed to deceive students into believing that there is no Creator.**
- **Teach the students the basic elements of both accounts and that creationism is based on real science whereas evolution is based on speculation and not facts and evidence.**
- **Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws systems, and the truths God put in creation.**
- **Demonstrate to students that the Bible is a reliable source for all science areas of study. Help students to understand that the modern conception of the Bible as merely being a book of stories with no basis in scientific fact is utterly false.**
- **Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.**
- **Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.**

RELATION TO OTHER CLASSES:

- **Students will gain an understanding of the history of science and literature**
- **During writing assignments, students will strengthen their grammar and writing skills**

SCOPE: What specific topics or subjects this course will cover.

- **Students will learn about the Biblical story of Creation and understand that the Bible is completely reliable in understanding this major event in Biblical history.**
- **Our main focus will be on biology, studying first flying creatures, then water creatures, then land animals.**

SCOPE: What skills this course helps students to acquire.

- **Students learn about the scientific method**
- **Students will how to measure using a variety of tools**
- **Students will learn about the Metric system of measurement**



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SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **Each course will begin with a review of the content from the previous year.**
- **The sequence will be three topics: Life science, earth science and physical science.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **Each year, students will continue to learn about the scientific method and measurement**
- **Students will learn how God is present in all aspects of science**
- **Students will learn how to have an investigative approach to science, constantly looking at facts, evidence and conducting experiments whenever possible.**



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : History

AGE(S) / GRADE(S): 3rd-5th

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover both world history and geography. Students will read the text during class, and complete question and map activities.
- During world history, students will begin with ancient history, and progress on all the way to the present age.

REQUIRED TEXTBOOK(S):

- *Story of the World, Vol. I-IV, Susan Wise Bauer*

SUPPLEMENTARY BOOKS and MATERIALS:

- *Stories of Great Americans for Little Americans, Edward Eggleston*
- *A First Book in American History, Edward Eggleston*
- *Famous Men of the Middle Ages, John Haaren and A.B. Poland*
- *Famous Men of Modern Times, John Haaren and A.B. Poland*
- *The Story of the Middle Ages, Christine Miller*
- *Greenleaf Guide to the Famous Men of the Middle Ages, Cyndy Shearer*
- *Famous Men of the Renaissance & Reformation, Robert Shearer*

LEARNING ACTIVITIES:

- Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of the historical timeline
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Map Activities

ASSIGNMENTS FOR GRADING:

- Section and Chapter review questions



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PHONE: (708) 485-6987

- Chapter Tests
- History projects

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.
- Make history and geography "come alive" for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.
- Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.

RELATION TO OTHER CLASSES:

- Students will gain an understanding of the history of science and literature.
- During writing assignments, students will strengthen their grammar and writing skills.

SCOPE: What specific topics or subjects this course will cover.

- Early history of America, the founding fathers, the founding of the United States, the major wars fought by the United States, major American figures, the Christian roots of the United States, the decline of the United States and its movement away from Christianity
- Ancient civilizations, Biblical history, the history of major countries, the impact that the United States has had on other countries, the major wars fought between nations including World War I and II.

SCOPE: What skills this course helps students to acquire.

- Students will receive a good understanding of many of the ancient civilizations that have existed throughout the ages.
- Students will learn about the rise and fall of ancient civilizations.
- Students will learn the significance of major historical events, and how many of them still impact us today.
- Students will learn about significant historical men and women.

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- The first year will be learning about ancient civilizations.



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- In the second year, the middle ages will start, and we will cover the Reformation and Renaissance.
- For year three, the world history course will continue to the present day.

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- After this year studying the middle ages and the reformation, students will be able to understand the next phase of history, the modern age, and learn how these future events are tied to the past.



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CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : Science

AGE(S) / GRADE(S): 6th-8th

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover a variety of science topics including Biology, Physics and Earth Science

REQUIRED TEXTBOOK(S):

- *Exploring Creation with General Science, 2nd Edition*, Apologia
- *Forces, Motion and Energy*, Holt Science and Technology
- *Introduction to Matter*, Holt Science and Technology
- *Christian Kids Explore Physics*, Bright Ideas Press
- *Earth Science, 4th Edition*, BJU Press
- *Life Science, 2nd Edition*, BJU Press

SUPPLEMENTARY BOOKS and MATERIALS:

- *God vs. Darwin*, Mike King
- *Evolution: The Devil's Disguise*, Reynold Kremer
- *Giants Against Evolution, revised*, Joe Taylor
- *The Evolution Hoax Exposed*, A.N. Field
- *Evolution's Final Days*, John Morrison
- *The Rocks Cry Out*, Search For Truth Ministries
- *5 Reasons to Believe in Recent Creation*, Henry Morris III
- *Creation Facts of Life*, Gary Parker
- *The Six Days of Genesis*, Paul F. Taylor
- *Answers to Evolution*, Rose Publishing
- *Evolution Exposed Biology*, Roger Patterson
- *Christian Worldview Cosmogony and Astronomy or Origin and Nature of the World*, F.E. Pasche
- *The Cosmology Conflict*, Christopher Sparks
- *Scientism Exposed*, Robbie Davidson
- *The Wonders of Creation: An exploration of the origin & splendors of the universe*, Alfred Rehwinkel
- *The Flood: In the Light of the Bible, Geology, and Archaeology*, Alfred Rehwinkel
- *Biblical Cosmology*, Pauly Hart

LEARNING ACTIVITIES:

- Class time lectures
- Questioning and soliciting answers from students



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- Reading during class
- Memorization of key science concepts
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes
- A large variety of experiments
- Science demonstrations
- Research projects
- Science related field trips

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions
- Chapter review questions
- Chapter activities

ASSIGNMENTS FOR GRADING:

- Section and Chapter review questions
- Chapter Tests
- Science projects

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Teach that the Biblical creation account is true and the theory of evolution is a false form of scientism designed to deceive students into believing that there is no Creator.
- Teach the students the basic elements of both accounts and that creationism is based on real science whereas evolution is based on speculation and not facts and evidence.
- Show the students that because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws systems, and the truths God put in creation.
- Demonstrate to students that the Bible is a reliable source for all science areas of study. Help students to understand that the modern conception of the Bible as merely being a book of stories with no basis in scientific fact is utterly false.
- Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
- Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.



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RELATION TO OTHER CLASSES:

- **Students will gain an understanding of the history of science and literature**
- **During writing assignments, students will strengthen their grammar and writing skills**

SCOPE: What specific topics or subjects this course will cover.

- **Students will learn about the Biblical story of Creation and understand that the Bible is completely reliable in understanding this major event in Biblical history.**
- **Students will learn about geology which includes: Biblical cosmology, rocks and minerals, fossils, anthropology, weather, and astronomy**
- **Students will learn about biology which primarily includes human anatomy and physiology, and forensic science.**
- **Students will learn about physics which includes chemistry, atoms, elements, laws of physics, energy, and force.**

SCOPE: What skills this course helps students to acquire.

- **Students learn about the scientific method**
- **Students will learn how to measure using a variety of tools**
- **Students will learn about the Metric system of measurement**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **Each course will begin with a review of the content from the previous year.**
- **The sequence will be three topics: Life science, earth science and physical science.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **Each year, students will continue to learn about the scientific method and measurement**
- **Students will learn how God is present in all aspects of science**
- **Students will learn how to have an investigative approach to science, constantly looking at facts, evidence and conducting experiments whenever possible.**



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PHONE: (708) 485-6987

CURRICULUM PROPOSAL FOR ACADEMIC YEAR: 2025-2026

TEACHER: Dave Hall

SUBJECT / COURSE : History

AGE(S) / GRADE(S): 6th-8th

LESSONS PER WEEK: 3 (IDEALLY) 2 (NEEDED)

TEACHING TIME PER WEEK: 120 min. (IDEALLY) 60 min. (NEEDED)

COURSE SUMMARY:

- This course will cover both United States of America history and world history. Students will learn about key events leading up to the founding of the United States, and key events afterwards, up to the present day.
- During world history, students will begin with ancient history, and progress on all the way to the present age.

REQUIRED TEXTBOOK(S):

- *The American Republic* BJU Press
- *World History* American Guidance Service
- *The Story of the World*, Susan Wise Bauer

SUPPLEMENTARY BOOKS and MATERIALS:

- *28 great Inaugural Addresses*, Dover Publications
- *Martin Luther Hero of Faith*, Concordia Publishing House
- *Selected Speeches and Writings of Abraham Lincoln*, Library of America
- *The Book of Concord*, Concordia Publishing House
- *America's Godly Heritage*, David Barton
- *The New England Primer*, 1777 Edition
- *Elementary Catechism on the Constitution of the United States*, Arthur Stansbury
- *Christian History of the Constitution*, Verna Hall
- *The Story of the Middle Ages*, Christine Miller
- *The Greenleaf Guide to Famous Men of the Middle Ages*, Cyndy Shearer

LEARNING ACTIVITIES:

- Class time lectures
- Questioning and soliciting answers from students
- Reading during class
- Memorization of the historical timeline
- Review of quizzes and tests
- Viewing of relevant video material
- Educational games to prepare for tests or quizzes

ANTICIPATED HOMEWORK ASSIGNMENTS PER WEEK:

- Section review questions



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PHONE: (708) 485-6987

- Chapter review questions
- Chapter activities

ASSIGNMENTS FOR GRADING:

- Section and Chapter review questions
- Chapter Tests
- History projects

VOCATIONAL PURPOSE: How this course will help the student to live a Christian life.

- Enable the students to see the need for God's grace in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- Broaden the students' understanding of history and geography, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History or geography) from kindergarten through 8th grade.
- Make history and geography "come alive" for the students through the use of a unit and chronological approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, architecture, etc.
- Above all, teach the students historical truth to the best of your ability. Do not rely too much on textbooks, since many times there are errors, and also, key events that are important to learn are often left out. As a Christian, we are not allowed to lie about anyone, or any people, nation or culture that has existed throughout history, so you need to be careful what you teach to your students.

RELATION TO OTHER CLASSES:

- Students will gain an understanding of the history of science and literature
- During writing assignments, students will strengthen their grammar and writing skills

SCOPE: What specific topics or subjects this course will cover.

- Early history of America, the founding fathers, the founding of the United States, the major wars fought by the United States, major American figures, the Christian roots of the United States, the decline of the United States and its movement away from Christianity
- Ancient civilizations, Biblical history, the history of major countries, the impact that the United States has had on other countries, the major wars fought between nations including World War I and II.

SCOPE: What skills this course helps students to acquire.

- Students will receive a good understanding of how the United States was founded, and what principles it was founded upon
- Students will learn about the rise and fall of ancient civilizations



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- **Students will learn the significance of major historical events, and how many of them still impact us today.**

SEQUENCE: How this course follows or builds upon what was covered the previous year.

- **The course on the United States will be completed in one year.**
- **Starting in the second year, world history will start, beginning with ancient civilizations.**
- **For year three, the world history course will continue to the present day.**

SEQUENCE: How this course prepares students for what will follow in the subsequent year.

- **After this year studying the middle ages and the reformation, students will be able to understand the next phase of history, the modern age, and learn how these future events are tied to the past.**

St. Paul's Physical Education

Physical Education is an integral part of our classical education. Each student will be provided with opportunities to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle. Our curriculum strives to promote an active and healthy lifestyle, motor skill development, and improved cognitive performance through exercise, a variety of physical activities, and sports.

In Physical Education, we strive in providing opportunities for children from 3rd to 8th grade to learn about physical fitness through exercise and physical activity. They are taught how to respect one another, demonstrate good sportsmanship, and participate as a team through organized sports and lessons which they can apply later in life. We focus on teaching them the fundamentals of sports which will provide a foundation for them to continue and build those skills as they get into competitive sports. The students will acquire the knowledge and skills for movement and social development through physical activity. In addition, they will develop an understanding of the relationship between physical activity and health throughout their classical education with us which they can continue to practice daily towards living a healthy lifestyle. We offer PE classes beginning from pre-kindergarten where we focus on gross motor skills to high school where we focus on team building and skill development.

GRADING Grades will be comprised of 4 categories which will fall under skill sets. They will be given the following letter grade (E, G, S, N, and U) for these skill sets: conduct, participation, sportsmanship, and attendance. Attendance will be graded on not whether they are present but rather if they are present and fully dressed for PE.

E – Extraordinary (Does what is asked or required above and beyond expectations)

G – Great Work (Does what is asked or required very well)

S – Satisfactory (Does what is asked or required)

N – Needs Improvement (Does not consistently do what is asked or required)

U – Unsatisfactory (Does not do what is asked or required)

CLASS STRUCTURE: 30 minutes

7-10 minutes stretches/exercises

3 minutes of jogging/running laps

20-25 minutes of lesson/activity

COURSE OBJECTIVE MOTOR SKILLS

1. Demonstrate fundamental locomotor skills
2. Demonstrate fundamental object control skills
3. Demonstrate non locomotor and body control (movement) skills
4. Demonstrate fundamental rhythmical skills
5. Participate successfully in selected health-enhancing, lifelong physical activities

PHYSICAL FITNESS

1. Develop and maintain healthy levels of cardiorespiratory endurance
2. Develop and maintain healthy levels of muscular strength and endurance
3. Develop and maintain healthy levels of flexibility of selected joints of the body
4. Recognize and understand the benefits of healthy levels of body composition

COGNITIVE CONCEPTS

1. Apply the concepts of body awareness, time, space, direction, and force to the movement
2. Explain and apply the essential steps in learning motor skills
3. Explain and apply appropriate rules and strategies when participating in physical activities
4. Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness

PERSONAL & SOCIAL CONCEPTS

1. Demonstrate appropriate behavior in response to the relationships with others that result from participation in physical activities
2. Value physical activity and its contribution to lifelong health and well-being.

PHYSICAL & FITNESS ACTIVITIES

Physical activities will include: leg stretches, leg lifts, arm stretches, arm circles, sit-ups, pushups, jumping jacks, windmills, squats, burpees, lunges, wall-sits, tricep dips, curls, mountain climbs, planks, superman, ankle touches, calf raises, toe-touches, run/jog in place, bicycle, pull-ups. Fitness activities will include the following: power walking, jogging, running, jump rope, hula hoops, and strength/endurance exercises.

Activities identified as a team, individual, and dual sports include: volleyball, soccer, basketball, hockey, baseball/softball, badminton/tennis, flag football, kickball, mat-ball, 3-ball, capture the flag, dodgeball, and bombardment.

Our Main Sports Units:

Fitness spots/circuit training

Soccer Volleyball

Basketball Hockey

Dodgeball Kickball

Flag football Frisbee games

GYM SAFETY RULES:

1. No pushing, wrestling, or similar rough play.
2. Proper athletic shoes must be worn.
3. No gum, candy, cough drops, etc. during gym activity.
4. Jewelry and watches should not be worn during gym activity.
5. Instill common sense behavior.
6. No climbing on stage
7. Students will use the equipment for its intended purpose as directed by the teacher.
8. Students will use physical education equipment and facility when properly supervised by the teacher.

STUDENT EXPECTATIONS:

1. Students must participate in class. It is not enough to just dress out.
2. Students must be in the gym on the black line when the class period begins.
3. All students must dress in proper P.E. attire; failure to have the complete uniform will result in a "Missing Assignment" for the day.
4. Use school equipment with respect.
5. Students may not leave the assigned area without the permission of the teacher.
- 6. All general school rules are to be followed at all times.**