

ST. TIMOTHY'S CLASSICAL ACADEMY

Leading students to *Reverence Truth, Desire Goodness, and Rejoice in Beauty*

Classical education is a method of learning designed to help students both understand and engage with the ideas and works that shape the world in which they live.

In its **method**, classical education is an approach to learning modelled on the kind of education commonly received by the great thinkers, inventors, scientists, and artists responsible for the development of Western culture. It is a method of teaching conceived to harmonize with the natural stages of a child's mental development, in a three-part process of training the mind to learn - an approach called the **TRIVIUM: Grammar, Logic, Rhetoric**.

- 1 | **Foundation or GRAMMAR** Students are first equipped with the basic 'tools of learning' - supplying their minds with facts and ensuring solid and basic abilities in language, mathematics, etc.
- 2 | **Organization or LOGIC** Students are then given conceptual tools (concepts and modes of reasoning) by which to organize the facts they have learned and are assigned tasks in which to use those 'tools of learning'.
- 3 | **Expression or RHETORIC** Students are enabled to express their ideas eloquently, allowing them to communicate the results of their work, their discoveries, and their excitement at learning.

In its **content**, classical schooling is intended to introduce the student to the entire universe, and to do so purposefully; the classical curriculum links education directly with the purpose of the Christian life. What you see in the curriculum below is thus a presentation of that scheme, intended to preserve the way a classical Christian education knits together every part of the curriculum, as both a reflection of God's order and a way of answering His call to come to Him.

	SK	GRADES 1&2	GRADES 3&4	GRADES 5&6	GRADES 7&8
ENGLISH	<p>Development of listening skills; delight in the sounds and cadence of English; practice in retelling stories; letter sounds; beginning reading; introduction to careful printing.</p> <p>Daily reading aloud of fictional tales as well as non-fiction literature about the natural world. Opportunities to discuss and recall the main events.</p> <p><i>Literature carefully chosen for a fine use of language, art and worthy themes Institute for Excellence in Writing</i></p>	<p>1 READING Phonics-based approach.</p> <p>WRITING Penmanship and copywork; spelling; simple story questions.</p> <p>LISTENING Classroom reading of a rich assortment of fairy tales, myths, classic fiction, and poetry.</p> <p>SPEAKING Poetry memorization and recitation; oral narration.</p> <p>2 READING Phonics exercises.</p> <p>WRITING Simple story summaries; reading comprehension questions; basic sentence structure, capitalization, punctuation, parts of speech; spelling; penmanship and copywork.</p> <p>LISTENING Classroom reading of a rich assortment of fairy tales, myths, classic fiction, and poetry.</p> <p>SPEAKING Poetry memorization and recitation; oral narration.</p> <p><i>Spelling Workout (Modern Curriculum Press) Shurley Grammar Institute for Excellence in Writing Raceway Book (International Learning Systems)</i></p>	<p>3 READING Novel studies including study of vocabulary, content and style (i.e. similes and metaphors).</p> <p>WRITING Spelling; cursive writing; grammar drills; paragraph structure; descriptive paragraphs; reports and letters; creative writing.</p> <p>LISTENING & SPEAKING Large and small group recitations; reading aloud; group discussions; reports; memorization.</p> <p>4 READING Novel studies including study of vocabulary, content and style (i.e. similes, metaphors, characterization).</p> <p>WRITING Spelling; research skills; summaries; paragraph development; creative writing; cursive writing.</p> <p>LISTENING & SPEAKING Group recitations; sound-off; dictation; discussions; memorization; reading and presentations.</p> <p><i>Spelling Workout (Modern Curriculum Press) Shurley Grammar Classically Cursive (Veritas Press) Imitation in Writing: Aesop's Fables (Logos School) Selections from Building Christian English Series (Rod & Staff)</i></p>	<p>5-6 READING In class novel studies, including discussion of plot, theme, setting and characterization; reading novels independently.</p> <p>WRITING Development of spelling, vocabulary, and correct grammar and syntax; writing with clarity; planning and writing a cohesive paragraph; penmanship; writing book reports.</p> <p>GRAMMAR Formal English grammar instruction including parts of speech, parts of sentence structure, verb tenses, moods and voices; complex grammatical structures.</p> <p>LISTENING & SPEAKING Oral reports; memorization; oral reading; group discussion; recitations.</p> <p><i>Spelling Workout Imitation in Writing: Greek Myths (Logos School) Imitation in Writing: Grammar of Poetry (Logos School) Selections from Building Christian English Series (Rod & Staff)</i></p>	<p>7-8 READING In class novel studies, including discussion of plot, theme, literary devices, characterization and theme; drama (Wilde & Shakespeare); reading novels independently; poetry studies.</p> <p>WRITING A focus on writing clear, organized compositions; the five paragraph essay with introduction, thesis statement, supporting paragraphs, and conclusion; writing book reports; writing poetry using various metres.</p> <p>GRAMMAR Formal English grammar instruction including the study of different usages of subordinate clauses; learning to articulate, using grammatical terms, the relationships among the various parts of a complex sentence.</p> <p>LISTENING & SPEAKING Oral reports; memorization; oral reading; group discussion; recitations.</p> <p><i>Drawing Sentences: A Guide to Diagramming (Butler Books) Grammar Is Important (The Book Society of Canada)</i></p>
READING	<p>BOOKS Fairy tales, fables, tales of adventure and heroism, lovely picture books that explore art, science, history and math; introduction to early readers.</p> <p>POETRY A.A. Milne, R.L. Stevenson, Rossetti, Nursery Rhymes</p>	<p>1 BOOKS Early readers, for example: Arnold Lobel, <i>Frog and Toad</i></p> <p>2 BOOKS Classic picture books, early readers, and novels. Ludwig Bemelmans, <i>Madeline</i> Laura Ingalls Wilder, <i>Little House in the Big Woods</i></p>	<p>3 BOOKS Novel studies and book reports. E.B. White, <i>Charlotte's Web</i> Farley Mowat, <i>Owls in the Family</i> Barbara Smucker, <i>Henry's Red Sea</i> Natalie Kinsey-Warnock, <i>The Night the Bells Rang</i></p> <p>POETRY Frost, Mansfield, Keats, Tennyson</p> <p>4 BOOKS Novel studies and book reports. C.S. Lewis, <i>The Lion, the Witch, and the Wardrobe</i> Lois Lowry, <i>Number the Stars</i> Caroline Lawrence, <i>The Thieves of Ostia</i> Marguerite de Angeli, <i>The Door in the Wall</i></p> <p>POETRY Frost, Mansfield, Keats, Tennyson</p>	<p>5 BOOKS Novel studies. Rosemary Sutcliffe, <i>Black Ships Before Troy</i> Jules Verne, <i>Around the World in Eighty Days</i> C.S. Lewis, <i>The Silver Chair</i></p> <p>6 BOOKS Novel studies. R.L. Stevenson, <i>Treasure Island</i> Charles Dickens, <i>A Christmas Carol</i> Farley Mowat, <i>The Dog Who Wouldn't Be</i></p> <p>POETRY Formal introduction to poetry. Select poems.</p>	<p>7 BOOKS Novel studies. George Eliot, <i>Silas Marner</i></p> <p>8 BOOKS Novel studies. Mary Shelley, <i>Frankenstein</i></p> <p>7-8, alternating years: Homer, <i>The Odyssey</i> Vergil, <i>The Aeneid</i> Oscar Wilde, <i>The Importance of Being Ernest</i> George Orwell, <i>Animal Farm</i> Shakespeare, <i>All's Well That Ends Well</i> Shakespeare, <i>Julius Caesar</i></p> <p>POETRY A wide variety of poems are studied, from Shakespeare and Milton to Housman and Auden.</p>
LATIN			<p>4 An introduction to the Latin language with an emphasis on grammar and precise work. <i>New First Steps in Latin (Focus Publishing)</i></p>	<p>5-6 Increasingly complicated verb forms and syntactical structures, still with an emphasis on careful, thoughtful work. <i>New First Steps in Latin (Focus Publishing) New Second Steps in Latin (Focus Publishing)</i></p>	<p>7-8 Increasingly complex grammar and syntax. By the end of the 8th grade, the students have covered the essentials of Latin Grammar. <i>New Second Steps in Latin (Focus Publishing) New Third Steps in Latin (Focus Publishing)</i></p>
FRENCH		<p>1-2 Building basic vocabulary and pronunciation skills; identifying and describing elements that are part of the students' environment; building short sentences to convey meaningful messages; asking simple questions; listening to a wide selection of books; singing songs.</p>	<p>3-4 A phonetic and grammatical approach to French: conjugating basic verbs; reading simple texts; demonstrating an understanding of the main ideas and selecting relevant details in a text; writing simple sentences; developing conversation skills; using dictionaries; memorizing classical poetry. <i>First Start French Level 1 (Memoria Press)</i></p>	<p>5-6 Further developing writing and speaking skills; deepening the understanding of the structure of the language and how to make accurate statements; producing a variety of simple texts by following a model; memorizing classical poetry; learning about French culture. <i>First Start French Level 2 (Memoria Press)</i></p>	<p>7-8 Rigorous study of grammar; analyzing different texts and learning how to select information; express and justify an opinion orally and in writing; memorizing classical poetry and literature; introduction to French literature. <i>Complete French Grammar (McGraw-Hill Education)</i></p>
BIBLE	<p>Daily reading aloud of Bible stories from the Old and New Testaments.</p>	<p>1-2 Daily reading aloud of Bible stories from the Old and New Testaments.</p>	<p>3-4 Reading and discussion of the books of Genesis and Exodus.</p>	<p>5-6 Daily reading of an Old and New Testament passage, primarily from the Psalms, Isaiah and the Gospels. Memorizing the names of the books of the Bible; understanding the relationship of divine inspiration and human authorship; working knowledge of biblical timeline and narrative; in-depth study of biblical passages from eight different Bible books over four years; discovering the relevancy of biblical teaching to all of life.</p>	<p>7-8 Daily reading of an Old and New Testament passage, primarily from the Psalms, Isaiah and the Gospels. Includes grade 5-6 objectives as well as the following additional objectives: Understanding the canonicity; introduction to biblical languages; introduction to the historical grammatical interpretation of Scripture.</p>
LOGIC					<p>7 INFORMAL LOGIC Study of 28 informal fallacies; aim is to help students to identify the good and bad arguments of others, and to improve their own skills in argumentation. <i>The Art of Argument (Classical Academic Press)</i></p> <p>8 FORMAL LOGIC (Introduction) Study focuses on the form of the syllogism, and the correct use of evidence to prove a point. <i>Introductory Logic (Canon Press)</i></p>

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HISTORY		<p>Year 1 ANCIENT HISTORY Introduction to important figures and events of the ancient world; students learn about the art and cultures of ancient Mesopotamia, Egypt, Greece, and Rome. <i>Story of the World, Volume 1 (Well-Trained Mind Press)</i></p> <p>Year 2 PIONEER LIFE Students learn about the experiences of early settlers in North America; works such as <i>Farmer Boy</i> by Laura Ingalls Wilder gives students a glimpse of life and work on a pioneer farm.</p>	<p>Year 1 THE MIDDLE AGES Study focuses on major historical events in the years 400 to 1600; familiarization with concepts such as feudalism and the role of kings, nobles, monks, knights and peasants; study of the challenges to the monarchy and the rise of parliament and democracy; weekly readings, discussion and map work; students research a series of topics related to feudalism; grade 4 students lead a class in a reading and map work. <i>Story of the World, Volume 2 (Well-Trained Mind Press)</i></p> <p>Year 2 EARLY MODERN TIMES Study focuses on the Age of Exploration to the new world (from 1600-1850); weekly readings, discussion and map work; grade 4 students research and present a project on an explorer to the class. <i>Story of the World, Volume 3 (Well-Trained Mind Press)</i></p>	<p>Year 1 THE MODERN AGE From 1850 to the present; students research and present two projects: 1) a biography of a famous person from the last half of the 19th century and 2) an event or an achievement from the first half of the 20th century. <i>Story of the World, Volume 4 (Well-Trained Mind Press)</i></p> <p>Year 2 CANADIAN HISTORY From earliest times to the present; students research and present a biography of an important person in Canadian history. <i>The Story of Canada (Key Porter Books)</i></p> <p>The history curriculum accents biographies of influential individuals and aspects of culture. Students learn about note taking and historical writing.</p>	<p>Year 1 ANCIENT HISTORY From the Trojan War to the death of Alexander the Great <i>The History of the Ancient World (W.W. Norton & Company) Reading of ancient authors (Euripides, Herodotus, Plutarch)</i></p> <p>Year 2 ANCIENT HISTORY From the successors of Alexander the Great to the collapse of the Roman Empire. <i>The History of the Ancient World (W.W. Norton & Company) Reading of ancient authors (Euripides, Herodotus, Plutarch)</i></p> <p>The history curriculum accents biographies of influential individuals and aspects of culture. Students continue to practice note taking and historical writing, and now learn about historical documentation. Each year, students research and present two projects: 1) a biography of an important person in ancient history and 2) a cultural topic.</p>
MATH	Hands-on math with concrete materials; counting; patterns; measurement; shapes; graphs; calendar.	<p>1 Addition and subtraction; place value; skip-counting; money values; story problems; telling time; measurement; graphs. <i>A Beka Arithmetic Singapore Primary Mathematics</i></p> <p>2 Addition and subtraction; multiplication and division; skip-counting; simple fractions; money values; story problems; telling time; measurement; rounding; graphs. <i>A Beka Arithmetic Singapore Primary Mathematics</i></p>	<p>3 Multiplication and division (including tables up to 12); Roman numerals; money and story problems; averaging; equations; fractions; measurements. <i>A Beka Arithmetic</i></p> <p>4 Mental math; measurements; tables and graphs; fractions; time; geometry; area and perimeter; whole numbers; multiplication and division tables up to 12; problem solving strategies. <i>Singapore Primary Mathematics</i></p>	<p>5 Decimals (place values, rounding off); four operations of decimals; measures; symmetry; solid figures; volume; whole numbers (place values, millions, approximation and estimation, multiplying and dividing, order of operations); fractions; area of triangle; ratios; angles. <i>Singapore Primary Mathematics</i></p> <p>6 Decimals (approximation and estimation, multiplying and dividing, conversion of measurements); percentage; average; rate; line graphs; triangles; 4-sided figures; tessellations; volume; basic algebra; solid figures (drawing and nets); ratios; percentage; speed. <i>Singapore Primary Mathematics</i></p>	<p>7 Fractions (division, order of operations); circles (radius/diameter, circumference, area); volume; triangles and 4 sided figures; challenging word problems; factors and multiples; real numbers; approximation and estimation; introduction to Algebra; angles and parallel lines; triangles and polygons. <i>Singapore Primary Mathematics Discovering Mathematics</i></p> <p>8 Ratio, rate and speed; percentage; number patterns; graphing; simple inequalities; plane figures; volumes and surface areas of solids; Algebra (expansion and factorisation, fractions); congruence and similarity; linear equations in two unknowns; quadratics functions and equations; data management and probability. <i>Discovering Mathematics</i></p>
MUSIC	Daily listening to classical music, singing, playing rhythm instruments.	1-4 Rhythm; identification and naming of solfège notes; understanding music notation (notes and rests); sight reading of melodies and rhythms; basic concepts of music theory. Introduction to Sacred Music of the Romantic era. Choral selections from Mendelssohn, Bach, Martin Luther, Victoria, Palestrina, Leontovich, Hildegard von Bingen, and others.	5-8 Rhythm; key signatures and time signatures; music theory; appreciation of classical music. Introduction to Sacred Music of the Medieval and 20th Century eras. Choral selections from Mendelssohn, Bach, Martin Luther, Victoria, Palestrina, Leontovich, Hildegard von Bingen, and others.		
ART/DRAMA	Art appreciation; projects exploring elements of art (line, texture, shape, colour); portrait; sculpture; still life; drawing step-by-step.	1-2 Colour wheel; lines; shapes; drawing step-by-step; working with various materials; picture studies.	3-4 Weekly art classes with instruction; follow up projects for creative practice of skills.	<p>5-8 ART Four year curriculum on the History of Western Art from prehistoric to contemporary. Students learn: 1) all the major art movements in Western art; 2) titles and artists for over five dozen artistic masterpieces; 3) fundamental techniques for drawing well. Students complete numerous art projects that relate to each time period. <i>History of Art: Creation to Contemporary (Veritas Press) God and the History of Art I and II (How Great Thou ART Publications)</i></p> <p>HISTORY From early sacred music in Jerusalem to 20th century music; the history of music and drama are included along with the history of art to help students link art, music, and culture together and recognize the many ways they have influenced each other. <i>A History of Early Sacred Music: From the Temple through the Middle Ages (Silver Age Music) Discovering Music: 300 Years of Interaction in Western Music, Arts, History, and Culture (Silver Age Music)</i></p> <p>DRAMA History of theatre; learning the basics of Improvisation through games and exercises; mime; strength of movement in performance; quality of performance; confidence on-stage.</p>	
PHYS ED	Daily outdoor play time. Swimming lessons on Friday afternoons from December - April.	1-8 Co-operative team-play and good sportsmanship; principles of exercise for flexibility, endurance, and cardio-vascular fitness; skills specific to sports (dribbling, passing, kicking, defence and strategies). Soccer, baseball, basketball, volleyball, broomball, skating, soccer, dance, running, skipping. Swimming lessons on Friday afternoons from December - April.			
SCIENCE	<p>Aim is to engage all their senses, to increase their observational abilities, and to instill a deep regard for the wonder and beauty of creation.</p> <p>Introduction to birds, plants, insects and seasons. Daily nature walk. Classroom nature table.</p>	<p>Year 1 SOLAR SYSTEM Study of the planets, stars, sun, moon; familiarization with concepts such as rotation and revolution.</p> <p>Year 2 LIFE SCIENCE Study of birds and mammals (identification and classification) and plants (identification, parts of, classification and lifecycle).</p>	<p>Year 1 LIFE SCIENCE Introduction to animal classification (mammals, birds, reptiles, amphibians, fish); comparison of animals; research skills; memorization of the bones of the human skeleton. <i>Anatomy & Bones; Mammals; Birds; Reptiles & Amphibians (all Logos School Materials) Introducing Mammals; Introducing Birds; Introducing Reptiles (all Pembroke Publishers)</i></p> <p>Year 2 EARTH SCIENCE Rocks and minerals; weather (student projects and class presentations). <i>Guide to Rocks & Minerals (Usborne) Simon & Schuster's Guide to Rocks & Minerals</i></p>	<p>Year 1 BIOLOGY Biological classification and nomenclature of the 3 domains and 6 kingdoms; microorganisms; mushrooms, molds and yeast; plants and trees; insects; spiders and arachnids; life in water; reptiles; birds; mammals. <i>Exploring the World of Biology; What's that Bird?; The Book of Trees (all Memoria Press)</i></p> <p>Year 2 HUMAN ANATOMY & PHYSIOLOGY Cells, health and nutrition; the systems (skeletal, muscular, digestive, respiratory, renal, nervous, cardiovascular, integumentary and immune). <i>Exploring Creation with Human Anatomy and Physiology (Apologia)</i></p> <p>HISTORY OF MEDICINE Imhotep 3500 B.C to Watson, Crick and Bernard mid-1900's. <i>Exploring the History of Medicine (Memoria Press)</i></p>	<p>Year 1 GEOLOGY Rocks and minerals; rock and fossil record; energy resources; plate tectonics; volcanoes and earthquakes; weathering, soil and movement of fresh water. <i>Earth Science (Holt Science & Technology) Earth Science: A Cambridge Work-A-Text The Good Earth: Introduction to Earth Science (McGraw-Hill)</i></p> <p>INTRODUCTION TO CHEMISTRY Nature of matter; states of matter and movement between these states; how to recognize if a chemical reaction has occurred. <i>Physical Science (Holt Science & Technology)</i></p> <p>Year 2 OCEANOGRAPHY Characteristics of Earth's oceans; movement of ocean water.</p> <p>WEATHER & CLIMATE The atmosphere; understanding and measuring weather; climate.</p> <p>ASTRONOMY History of astronomy; learning about the universe, galaxies, solar system, stars and planets; space exploration. <i>Earth Science (Holt Science & Technology) Earth Science: A Cambridge Work-A-Text The Good Earth: Introduction to Earth Science (McGraw-Hill)</i></p>
GEOG		1-2 Basic map reading skills; memorization of the names of the continents and oceans.	<p>Year 1 A study of the regions of Canada; memorization of the names of the Great Lakes, provinces and territories, and their capitals.</p> <p>Year 2 A study of Ontario, with an emphasis on research skills.</p>	5-6 WORLD GEOGRAPHY Memorization of all countries and their capitals; identifying major physical features (mountain ranges, oceans, lakes); students research and present a project about a capital city.	