

COURSE DESCRIPTIONS: KINDERGARTEN

ART K

Instructor: Mrs. Boden, hboden@ahsmail.com

Course Description: Kindergarten Art Course is an introduction to the visual arts for young children. God's elements of art and basic art skills will be introduced and applied to student's art production assignments. Students will develop their art skills through persistent effort in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students learn that by partnering with the spirit, they can all become wonderful artists. In this course students will learn

1. The character of God in His Creations through the visual arts.
2. God's Elements of Art and the definition of art.
3. Art "His" Story, the visual record of the Gospel, through study of master artists.
4. Each child's God-given talent to produce visual art for the glory of God.
5. A lifetime habit of good stewardship of time, talent, and tools.
6. Observation and problem-solving skills.
7. A wide variety of art media with an emphasis on the fine arts.
8. And develop fine motor coordination and resourcefulness by creating art work with their own hands.

Key Texts: Individual Artists and their masterpieces include:

1. Fra Angelico (1400-1458)
2. Michelangelo (1475-1564)
3. Rembrandt (1608-1669)
4. Gilbert Stuart (1755-1828)
5. Edgar Degas(1834-1917)
6. Beatrix Potter (1866-1943)

Publishable or Significant Projects: Drawing, Painting, Rubbing, Paper-cutting, and Printing.

Memorizations: None.

GEOGRAPHY K

Instructors: Ms. Hobbs, dhobbs@ahsmail.com, Mrs. Strong, lstrong@ahsmail.com

Course Description: In this course, students will learn the following:

1. The definition of geography; creation and Creator.
2. The Biblical foundation of the creation and the purposes of each continent.
3. The Earth in its universal setting; the solar system and the motions of the earth.
4. The Earth and its shape; introduce the world map and the globe.
5. The Earth; created by God as the dwelling place for man and the stage for his activities.
6. The divisions, or elements, of the surface of the earth: define water, land masses, and atmosphere.
7. The directions: N-S-E-W, the poles, and the equator.
8. The map standard; a simple world map.

9. Waters of the earth: the four oceans and major rivers.
10. Land masses of the earth: continents, mountains, deserts, and plains.
11. The individuality of the people, animals, and plants of each continent.

Students will learn these concepts through various approaches including oral discussion, individual map work, creating bulletin boards of each continent, and hearing presentations by outside guests who will come into the classroom to present their experiences of different countries. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through working with individual maps, completing notebook tasks, and bringing pictures of animals and people of each continent to be placed on the classroom bulletin board. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly newsletters so that you will be able to help your child find appropriate pictures from the internet, National Geographic magazines, etc. about the continent we are currently studying.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

HISTORY K

Instructors: Ms. Hobbs, dhobbs@ahsmail.com, Mrs. Strong, lstrong@ahsmail.com

Course Description: In this course, students will learn the first four principles of Christian History which are:

- 1) God's Principle of Individuality. We will present the following concepts: Everything in the Creation reveals God's individuality. The study of leaves, snowflakes, and even the distinct breeds of dogs reveal God's principle of individuality. Each child's uniqueness is manifest through his external and internal characteristics. Each individual has a place and purpose in history.
- 2) The Christian Principle of Self-government. Self-government is God ruling internally from the heart of the individual.
- 3) America's Heritage of Christian Character. Becoming accountable for one's learning and productivity is the fruit of Christian character.
- 4) "Conscience Is the Most Sacred of All Property" (James Madison). God requires faithful stewardship of all His gifts, especially the internal property of conscience.

History will be introduced as "His" story, meaning Christ's story. Through each link, evidence that God provides every detail of His story and that individuals and nations are called to forward His story will be presented. The students are introduced to all nineteen links on the Christian History Timeline which are:

- 1) Pre-Mortal Life.
- 2) The Creation.
- 3) The Dispensation of Adam.
- 4) The Dispensation of Enoch.
- 5) The Dispensation of Noah.
- 6) The Dispensation of Abraham.
- 7) The Dispensation of Moses.
- 8) The Nephites – The Book of Mormon Reader.
- 9) The Dispensation of Jesus Christ.

- 10) The Early Church and the Apostasy.
- 11) The Bible in English.
- 12) Columbus.
- 13) The American Christian Founding – Jamestown and the Pilgrims.
- 14) The American Christian Republic – the Constitution and as seen through the life of George Washington.
- 15) The Dispensation of the Fullness of Times – Joseph Smith.
- 16) Enlightenment and Secularization of America – *Little House in the Big Woods*.
- 17) Gathering and Building Zion – the Pioneers.
- 18) My Place in God’s Plan – why did God make me special and what is my responsibility as a child of God in His story?
- 19) The Second Coming and Millennium.

Students will learn the principles and content of history and demonstrate their understanding through classroom presentations and discussions, role playing, memorization of poems and songs, and notebook work. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly letters. Doing so, you may then discuss with your child the current concepts that are being taught, and help your child with the required memorizations.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LANGUAGE ARTS K

Instructors: Ms. Hobbs, dhobbs@ahsmail.com, Mrs. Strong, lstrong@ahsmail.com

Course Description: In this course, students will learn penmanship, phonemic awareness, phonograms, beginning spelling, reading, and the art of composing oral and written sentences through direct instruction, choral and oral reading, individual reading, and reading their own writing. We will implement the Riggs methodology to help the children learn the correct formation of the letters, the sounds, and the spelling of individual phonograms. In addition to being able to discuss their learning, students will demonstrate: understanding of these topics through recording spelling words in their spelling notebooks, daily phonogram and/or spelling tests; writing sentences for notebook tasks across the curriculum; reading chorally in class; and individual reading in the take-home readers. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider consistently helping your child with his/her writing, spelling, reading homework, and also reading with your child each night. Ask your child to express himself/herself in complete sentences.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LITERATURE K

Instructors: Ms. Hobbs, dhobbs@ahsmail.com, Mrs. Strong, lstrong@ahsmail.com,

Course Description: In this course, students will learn how to define literature and identify the qualities of literature. We will concentrate on the following literary pieces:

1. **Bible:** The students will learn that the Bible holds the highest standard of literary excellence. They will identify types of Biblical literature. We will define a psalm and read and memorize Psalm 100 through studying the author, King David, and identifying the theme of offering praise and thanksgiving.
2. **Poetry:** We will define poetry and identify qualities of poetry, rhyme and rhythm. We will study the life and poetry of two poets: Christina Rossetti and Isaac Watts. Students will memorize Christina Rossetti's poems, "Clouds," "What Can I Give Him," "The Wind," and "Precious Stones." They will also read several of Isaac Watts' poems from *Divine Songs in Easy Language for the Use of Children*. Furthermore, they will memorize his poem, "Kind Deeds." In addition, we will read and do activities with a variety of Nursery Rhymes.
3. **Fairy Tales:** We will discuss fairy tales as a type of literature and describe the qualities of a fairy tale. Fairy Tales teach discernment through the conflict between good and evil.
4. **Children's Classics:** *Winnie the Pooh* by A. A. Milne; *Peter Rabbit* by Beatrix Potter, *Bambi* by Felix Salten, and *Little House in the Big Woods* by Laura Ingalls Wilder.

Through each classic, we will study the individuality and contributions of each author. We study animal tales by identifying the character qualities of key animals and by discussing the morals and principles learned from the stories. Using the notebook approach, the students will learn the literary elements, such as setting, plot, and characters of each classic. Students will learn through listening to the teacher read the pieces of literature; oral class discussions to identify morals, themes, and literary elements; notebook work; and classroom celebrations of the classics. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through recording simple sentences created as a class on their individual notebook pages, and drawing illustrations. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. For many students, the most challenging part of class is to keep up with the class in writing the sentences on their notebook pages. To support your student, please make more selections from the above authors and poets. Another support would be your willingness to help at home or in our classroom with our Literature celebrations.

Key Texts: Tudor, Tasha, *The Tasha Tudor Book of Fairy Tales*. (ISBN Not specified); Fujikawa, Gyo, *Fairy Tales and Fables*. (ISBN: 13:978-1-4027-5698-6); Potter, Beatrix, *Giant Treasury of Peter Rabbit*. (ISBN: 0-517-31687-0); Wallner, Alexandra, *Beatrix Potter*. (ISBN: 0-8234-1181-8); *Felix Salten's Bambi*, adapted by Janet Schulmam. (ISBN: 0-689-81954-4); Wilder, Laura Ingalls, *Little House in the Big Woods*. (ISBN: 0-06-44001-8); Milne, A. A., *Winnie-the-Pooh*. (ISBN: 0-14-036121-9); Parin d-Aulaire, Ingri & Edgar, *George Washington*. (ISBN: 978-0-9643803-1-8); Parin d-Aulaire, Ingri & Edgar, *Columbus*. (ISBN: 0-9643803-3-1); Parin d-Aulaire, Ingri & Edgar, *Pocahontas*. (ISBN: 0-9643803-6-6); Smith, E. Brooks & Robert Meredith, *The Coming of the Pilgrims*. (out of print); Brown, Jeff, *Flat Stanley*. (ISBN: 978-1-4351-1212-4); The Church of Jesus Christ of Latter-day Saints, *Book of Mormon Stories*, (ASIN: B000FNQWQI); and The Church of Jesus Christ of Latter-day Saints, *Old Testament Stories*. (ASIN: B000MU1TWG).

Publishable or Significant Projects: Flat Stanley project; A, B, C phonogram book; A, B, C Christmas book; Kindergarten Devotional; Dance Festival; and Me Book.

Memorizations: Smith, Joseph, “First Article of Faith”; Slater, Rosalie, “Starting With Me”; Johnson, Anna, “Child of Royal Birth”; Smith, Joseph, “Second Article of Faith”; Psalm 100; Rossetti, Christina, “Clouds”; and “What Can.”

MATH K

Instructors: Ms. Hobbs, dhobbs@ahsmail.com, Mrs. Strong, lstrong@ahsmail.com

Course Description: In this course, students will learn to recognize numbers and understand the quantity of numbers. They will use numbers to complete basic addition and subtraction problems. They will learn how to correctly write numbers, and be able to do simple geometry, measurement, problem solving, reasoning, graphing, patterning, recognizing and counting money, telling time, and basic fractions through direct instruction, discussion, and exploring with manipulatives using the Saxon Math First Grade program. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through daily worksheets, playing math games, creating projects with manipulatives, and daily math homework. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home with your child. To support your student, please consider reading the weekly class newsletters and additional Saxon Math Parent letters so that you may discuss with your child the current concepts that are being taught, helping your child with the daily math homework, and doing real-life math problem solving with your child on a daily basis.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MUSIC K

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn new skills, by working with strong and weak beat feelings; recognizing high and low pitches; switching between beat and rhythm; identifying beat as quarter note (ta); eighth notes (ti-ti); rhythm as two sounds on one beat; seven basic rhythm patterns; rest notation; quarter rest; identifying staff, treble clef, and bar lines; writing l-s-m on the staff, and reading the material. Students will learn through observing 2/4 meter, beginning to practice solfege (sol-mi-la), and writing in beat books. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through beat books, devotionals, demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. The most reliable way to receive specific information or to receive answers to questions about course work, including topics and timing, is through occasional notes home, email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and demonstrating mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

PHYSICAL EDUCATION K

Instructor: Ms. Patch, chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, playing sports or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon or take a walk with your child, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active. The most challenging part of class is to be active at least one hour per day.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

SCIENCE K

Instructor: Mrs. Willis, nwillis@ahsmail.com

Course Description: In this course, students will learn about: invertebrates, vertebrates, the five senses, and botany through observing animals in a live animal show, slide shows, animal study, experiencing different sensations using their five senses, the study of plants, observing and growing live plants. In addition to being able to discuss these topics, students will demonstrate their understanding through differentiating animals into their correct family, growing plants, participating in open classroom discussions, participating in class experiments, and personal drawings. The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science Weekly” newsletter that is posted on Edline every week. To support your student, please consider reviewing the “Science Weekly” newsletter two times per week with your child.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.