

Regina Pacis Academy

Catholic Education Honor Roll Application 2019-2024

1. **Enter the school’s website.** <https://www.reginapacisacademy.org/>
2. **What is the school’s mission statement?** The mission of Regina Pacis Academy is to achieve academic excellence, providing a Roman Catholic classical education taught by teachers loyal to the Magisterium.
3. **What is the school’s educational philosophy?**
 Roman Catholic classical. Educational Philosophy: At Regina Pacis Academy, we propose a re-imagination of Catholic education, which relies on what may seem at first glance to be a new way of thinking about educating children, but, in fact, is founded on tried and true principles employed with success over the centuries. In a world that very often obscures the goodness, the truth, and the beauty of God's grace and His presence in all of creation, Regina Pacis Academy offers a different path for our students – one that is rooted in Christ, and grounded in His Church. Recognizing parents’ great responsibility as the primary educators of their children, our faculty and staff work each day as stewards in harmony with our parents to educate their children’s minds, form their consciences, and immerse them in all that is good, true, and beautiful. Our educational approach follows the classical model, successfully used by the Church through the ages, which is ideally suited to basic human nature and development and which appeals to children’s innate curiosity. We seek to foster in our students a life-long love of learning, by teaching them how to think, and not just what to think. It is an approach that is rigorous and requires self-discipline, but one which we know is uniquely designed to convey to young people eager for truth the “permanent things” – those principles, customs, and traditions T.S. Eliot identified as having sustained human thinking and preserved human civilization for previous generations, and which will certainly do so for generations to come. Our educators are living witnesses of their Catholic faith who desire to hand down to our students the faith which they have received. Our faculty are not just experts in their particular field of study, they are faithful Catholics, loyal to the Magisterium, who impart their knowledge within the context of their faith. Our students, therefore, are encouraged to pursue academic excellence, to learn the perennial truths of our faith, and develop Christian virtue in an authentically Catholic environment. Our mission is to form the hearts, minds, and character of these young men and women, so that they will continue their journey in life, strengthened by the truths of the Catholic faith and armed with a passion for learning. In short, our intention is no small feat – we seek to do no less than form saints and scholars.
4. **Select the response that describes the “type” of school.** Independent
5. **In which diocese is the school located?** Bridgeport, CT
6. **What is the governing model?** Board of Trustees or Directors

Additional details

7a. How many Board members do you have?	5
7b. How many Board members are Catholic?	5
Professional Staff	
8a. What is the total number of full- time (>30 hours) teaching faculty? (Note: The count should include administrators who currently teach.)	5
8b. Percentage of full-time faculty who are practicing Catholics?	100

8c. What is the total number of part- time faculty (< 30 hours)?	11
8d. Percentage of the part-time faculty who are practicing Catholics?	100

Number of faculty and staff who are:

	Not Available	Full-time (> = 30 hours)	Part-time(<30 hours)
9a. Religious sisters	X	0	0
9b. Religious brothers	X	0	0
9c. Members of the clergy	X	0	0

10. Which of the following are explicitly stated in the school’s mission statement, policies, or publications?

The school is a place of encountering God and his love and truth.

The school has Christ as its foundation.

The school is a community united with the Church.

The school is faithful to the Magisterium.

The school provides frequent opportunities for prayer, sacred scripture, and the Church’s liturgical and sacramental traditions.

The school engages in the integral formation of the human person – spiritual, intellectual, and physical.

The school presents a Christian worldview of humanity emphasizing the dignity of the human person.

The school transmits culture in the light of faith.

The school prepares students to be instruments of evangelization.

11. Personnel and other policies are consistent with Catholic teachings and the Church’s mission for Catholic education. Yes

12. Evaluation of personnel takes into account their commitment to the mission and Catholic identity of the school.

Administrators	Yes
Faculty	Yes
Staff	Yes

13. Additional Information

13a. The Church’s mission for Catholic education guides strategic planning and school improvement.	Strongly agree
13b. The school is effective in advancing the Church’s mission of evangelization of students.	Strongly agree

13c. The school protects the mission of Catholic education in light of new educational paradigms, consumerist demands, government interference, and threats to religious freedom.	Strongly agree
13d. The school's Catholic identity is prominently featured in marketing materials and publications.	Strongly agree

14. Describe how the school evaluates its institutional commitment to the Church’s teaching on the divine mission of Catholic education.

As Pope Pius XI wrote in 1939 in his encyclical *Divini Illius Magistri* (On Christian Education), “The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is, to form Christ Himself in those regenerated by Baptism.” A sound Catholic education is rooted in Christ, grounded in the Church, and acknowledges God’s presence in all creation. With this knowledge comes humility and a joy for learning. At Regina Pacis, all we do is geared toward evangelizing our students - in short, by the grace of God, we are, in our not insignificant way, forming saints.

15. The school ensures that operations are faithful to the Code of Canon Law, Catechism of the Catholic Church, and other magisterial teachings of the Church. Yes

16. The school community serves, supports, and participates in the activities of the local church. Strongly agree

17. Describe how the school is united in service to the broader community.

Regina Pacis Academy has a student service organization, You Did It To Me (YDITM), recalling Our Lord's reminder that "whatever you did for one of these least brothers of mine, you did for me" (Matt 25:40). Our students take part in five service projects a year which benefit the surrounding local community. Students are involved in organizing the drives, collecting necessary items, assembling the donations, and visiting the charity to drop off the items. This includes, but is not limited to, meals at Thanksgiving for local families, gifts for a needy preschool, baby items for a local crisis pregnancy center, and canned good shopping for a food pantry. In addition, every month we sponsor a dress down day where students can donate \$1 to a cause for the opportunity to wear their gym uniform. All of these funds then go to support the work at one of these local charity organizations.

18. School documents reflect Catholic teaching that parents are the primary educators of their children. Yes

19. How are parents invited to participate in a meaningful partnership with the school?

As Pope John Paul II wrote in 1981 in his encyclical *Familiaris Consortio* (On the Christian Family), “The right and duty of parents to give education is essential, since it is connected with the transmission of human life; it is original and primary with regard to the educational role of others on account of the uniqueness of the loving relationship between parents and children; and it is irreplaceable and inalienable and therefore incapable of being entirely delegated to others or usurped by others.” Just as parents cooperate with God in creation (procreators), so do they cooperate with God’s will in their children’s salvation. Any formal educational institution can never replace parents in their role, but instead becomes an extension of the family.

Recognizing parents’ great responsibility as the primary educators of their children, our faculty and staff work each day as stewards in harmony with our parents to educate their children’s minds, form their consciences, and immerse them in all that is good, true, and beautiful.

The Seton Society, the parent organization of Regina Pacis Academy, is dedicated to service founded in faith. Their activities support the mission of Regina Pacis by providing parents the opportunity to actively participate in the life and growth of our school through service, while simultaneously helping to build a strong, close-knit community of like-minded families. Parent involvement in the school runs the gamut from assisting with student service projects (YDITM), to organizing special feast day school celebrations (St. John Bosco, St. Joseph, May Crowning, etc.), to chaperoning school trips to museums, historical

societies, and cultural events.

20. The school has policies and procedures to make education accessible to families who share the mission, including large and economically disadvantaged families. Yes

21. The school's program assists students to develop respect, kindness, mercy, and forgiveness when interacting with each other, parents, school employees, and volunteers. Strongly agree.

22. Does the school have a morality clause or statement that defines expectations for employee behavior to ensure a commitment to Catholic ideals, teachings and principles? Yes

23. The school ensures that employees and volunteers understand and respect the teachings of the Catholic Church and moral demands of the Gospel by demonstrating consistency between personal faith and public behavior. Yes

24. The school ensures all employees are committed to, and participate in, the religious formation of students. Strongly agree

25. How many hours per school year are directed to faculty development which specifically targets the Church's mission? 20

26. Specify the qualifications for faculty involved in the formal catechesis of students.

Additional Policies

27a. The school protects Catholic moral norms in the selection of outside service providers and organizations.	Yes
27b. The school protects Catholic moral norms in the approval of student and faculty organizations, associations, and activities.	Yes

**28. The school ensures opportunities for students to encounter the Living God through:
Select all that apply.**

Recitation of the Rosary

Devotion to the Sacred Heart

Devotion to the Immaculate Heart

Saint of the Day

The Feast day of St. Joseph

The Feast day of Patron Saints

All Saints/All Souls

Lenten Activities

Stations of the Cross

Advent Prayers

May Crowning

Marian Processions

Eucharistic Processions

Adoration/Benediction

Litanies

Novenas

Liturgy of the Hours

Daily Prayers for Others

Personal Prayer

The Angelus

St. Michael/Angel Prayers

Spiritual Bouquets

Chaplet of Divine Mercy
 Sacred Chant
 Holy Medals and Cards
 Special Consecrations to Jesus through Mary

29. Frequency of Mass for students: Daily – optional, % 10; Weekly – required.

30. Availability of the Sacrament of Reconciliation for students: Semesterly

31. Based on the response above, estimate the percentage of the student body who participate in the Sacrament of Reconciliation. 100

32. The school ensures that liturgies and the Sacrament of Reconciliation follow Church norms. Yes

33. Frequency of Eucharistic Adoration: Weekly

34. Based on the response above, estimate the percentage of the student body who participates in Eucharistic Adoration. 100

35. The school has the Blessed Sacrament reserved and readily available for student visitation. No. Regina Pacis Academy is situated within a school building on the campus of St. Mary’s Church in Norwalk, CT. All students attend Eucharistic Adoration in the Church during their Religion class once weekly.

36. Frequency of prayer:

Start of class	Always
Start of day	Always
Special events	Always
End of day	Usually
Performances	Always
Meetings	Always
Meals	Always
Athletic events	Always
School assemblies	Always

37. Describe how the school assists students to ensure experiences in prayer, scripture and sacrament are personal, meaningful, and respectful.

At Regina Pacis Academy, our students are exposed to plentiful experiences for prayer, sacred scripture, and the Church's liturgical and sacramental tradition. The daily schedule of Regina Pacis provides students the opportunity to attend Mass before the beginning of each school day, as well as a weekly Mass attended by the entire school. Male students who have received their First Communion are encouraged to assist as Altar Servers at Mass. We also strive to foster a love of Catholic devotions, apart from the Mass, through the recitation of spiritual exercises such as the Angelus, weekly school Rosary, weekly Eucharistic Adoration, and by reading the lives of the saints. The Sacrament of Reconciliation is available frequently throughout the year. These practices nurture faith and become a path of self-expression according to the tastes and temperament of the child. In addition, our school is imbued with virtue education, as each week students are introduced to a new virtue to practice and witness to in their lives.

38. The school community celebrates when students are initiated into a Sacrament (Baptism, First Reconciliation, First Communion, Confirmation). Agree

39. The school ensures that opportunities for prayer, liturgy, and sacraments are prioritized on the school calendar and daily schedule. Yes

40. The school ensures that Sacred Scripture is part of the student experience and life of the school. Agree

41. Frequency of student retreats during the school year: (Not applicable for K-8).
Not offered

42. The school offers formational spiritual retreats for students that include the opportunity for: N/A

43. Spiritual direction is available at school from:

Priest	< 30hr/wk
Religious	Not available
Trained Laity	Not available

44. Describe how the school supports students in a vocation to the religious life?

At Regina Pacis Academy, we make it a point to introduce clergy (and seminarians) and consecrated religious men and women of orthodox orders to our students. Sometimes these visits will involve the clergy member or religious providing formal instruction to the students in the context of their Religion class, while other times they will spend time with our students at lunch and recess. In addition, we formally include prayers for vocations at school liturgies/prayer services. All of these interactions help build among our school community a culture of supporting, encouraging, and praying for vocations to the priesthood and consecrated religious life.

45. Theology coursework and participation in liturgies and devotions is expected of students, including non-Catholic. Yes

46. How does the school ensure that students (including non-Catholics) attend required liturgies and participate in the catechetical and spiritual life of the school?

Our students are accepted for admission to Regina Pacis Academy after a rigorous admissions process that includes an appraisal of their families' appreciation for and willingness to support the Catholic culture of our school. All of our families choose to send their children to Regina Pacis, in some part, because of the authentically Catholic nature of our school. There is no issue with any of our students attending liturgies or participating in the catechetical and spiritual life of our school, as their parents strongly support every aspect of what we do with regard to the practice of and instruction in our Catholic faith.

There are currently no non-Catholic students at Regina Pacis Academy, but if there happen to be any in the future, they would understand that they would have to participate, as do the Catholic students, in all school liturgies, prayer services/devotions, and formal Religion class and instruction.

47. The school provides opportunities for parents to participate in:

Liturgies, Prayer Groups, Eucharistic and Marian processions, Adoration/Benediction, School-wide devotions, Service Projects.

48. Faculty are required to attend religious services when student attendance is mandatory. Yes

49. The school provides opportunities to faculty for spiritual retreats, prayer, and reflection. Strongly agree

50. The school provides opportunities to its governing board for spiritual retreats, prayer, and reflection. Agree

51. What sacred images, icons, artwork, furnishings, or spaces are present in the school? Select all that apply.

Crucifix in each class

Crucifix in hallways

Images, icons or statues of Christ

Images, icons or statues of Our Lady
Images, icons or statues of Saints
Images, icons or statues of Guardian Angels
Images, icons or statues of Angels
Images of the Divine Mercy
Images of the Sacred Heart
Images of the Immaculate Heart
Picture of the Pope
Picture of the Bishop
Scripture quotes
Holy water fonts

52. The school assists students to understand the relationship between mind, body, and soul and the importance of spiritual, physical, and mental well-being. Agree

53. How does the school incorporate the Catechism of the Catholic Church and other materials to ensure students understand and appreciate the teachings and traditions of the Catholic Church?

The Faith and Life Series from Ignatius Press is used for catechetical instruction of our students in Grades 1-8. This series, in addition to systematically covering the foundational truths of the Catholic faith as presented in the Catechism of the Catholic Church, completes the six fundamental tasks of catechesis as described in the General Directory for Catechesis, including knowledge of the faith, liturgical formation, moral formation, teaching to pray, education for community life, and missionary initiation.

54. The school teaches students respect for the dignity and sanctity of human life from conception to natural death. Yes

55. How does the school ensure that athletic programs contribute to student growth in Christian virtue?

All students have physical education class, where they learn the basics of body control, endurance, strength and balance. In addition to the Christian virtues inculcated in our students through our schoolwide Disciple of Christ, Education in Virtue program, the virtues of sportsmanship, cooperation, self-control, and kindness are emphasized in a particular way in the context of their physical education class, as well as in extracurricular basketball, cross country, and Scottish dancing activities that are offered for students.

56. The school ensures that the visual and performing arts foster integral formation and Christian virtue. Strongly agree

57. The school ensures that expectations for dress, language, music, and dances aid in the development of modesty and Christian virtue. Strongly agree

58. How do student disciplinary policies reflect a commitment to teach virtue?

Regina Pacis Academy strives to teach and foster self-discipline for the well-being of both the student and the school community and for the creation of a Christian atmosphere for learning. It takes the collaboration of all -- parents, teachers and student to achieve success in this most important area of growth and development.

In guiding the child's growth in habits of virtue and Christian attitudes, it is well to emphasize the positive rather than the negative. Children need to understand that they choose one behavior over another and must take upon themselves the consequences of that chosen behavior.

The discipline in a Catholic school reflects Gospel values and the Church's teaching. Students are expected to demonstrate respect for others, including fellow students, teachers, staff members, clergy, and school visitors. When a student violates a school rule or displays behavior that undermines Christian development, he or she will be corrected by teachers and staff members. The student will be given an appropriate consequence for misbehavior, time to reflect on his or her choices, and the opportunity to make amends. We share with parents the critically important task of guiding students to an awareness of the importance of good character and the understanding of virtue, and we ask in turn that parents support the policies and mission of the school.

In addition, Regina Pacis Academy has instituted a school-wide virtue education program, entitled Disciple of Christ, Education in Virtue. This program, developed by the Dominican Sisters of Mary, Mother

of the Eucharist, has become the framework for a school-wide focus on instilling positive virtues in our students. The Disciple of Christ, Education in Virtue program is a Christian curriculum structured on the teachings of St. Thomas Aquinas regarding the virtues and gifts of the Holy Spirit. It aims to provide a consistent structure and systematic instruction for youth to learn about the virtues so that they can form the habits and dispositions necessary to live as disciples of Jesus Christ. This curriculum emphasizes Christian discipleship as indispensable toward human flourishing and the quest for joy. It has been developed in response to the call for a New Evangelization, firmly conveying the reality that happiness is found in a life of holiness.

Faculty will focus on a specific virtue every week. The students will learn about the virtue, how it looks and sounds, and what saints serve as examples for that virtue. One student from each class each week will receive a certificate highlighting how they lived out the virtue of the week. In addition, any disciplinary correction from the principal will focus on self-reflection regarding the virtues that were not being exhibited and how the student can grow in virtue.

59. The school provides for the needs of students with educational, developmental, and physical exceptionalities. Agree

60. The school provides for interdisciplinary instruction that exposes underlying relationships among academic disciplines. Strongly Agree

61. How does the school teach students to confront materialism and relativism?

While all of our families very much believe, as we do, that the materialism and relativism so rampant in our culture must be confronted, the culture of Regina Pacis Academy is one that supports and encourages an environment in which materialism and relativism have no place. The primary way in which we defend against the excesses of the secular culture is through a strict restriction of technology. Regina Pacis Academy is a technology-free school; there are no computers in our school accessible by our students. Within the older grades, a very limited use of the internet is allowed for specific research projects (at home, monitored carefully by parents). Internet use is specifically limited because it opens up many dangerous avenues, not the worst of which being a general opening to the culture of materialism and relativism so prevalent in our world. Upon admission to Regina Pacis, parents agree to abide by our strict limitations on technology use, including the Internet, television, video games, and social media. Moreover, school policies, such as our uniform policy and our policy for bringing books or reading materials from outside, serve to direct our students to Christian virtue.

62. The school provides clear and unambiguous instruction in Catholic moral and social teaching. Yes

63. The school teaches responsibility and the right use of freedom. Strongly agree

64. The school informs students of the impact of technology on the development of human virtue, how to use it in healthy, productive ways, and the risks associated with overuse/misuse of social media, cyber-bullying, and pornography. Agree

65. What are the three most important ideals a Catholic school student should learn before graduation from the school?

A moral issue that confronts this generation is a relative isolation that young people have, a lack of connection with others, whether it be within a family, a parish, their school, or society at large. In the world in which we live, it is common to see young people buried in their cell phones, laptops, and devices, disconnected from the human persons around them. Because young people have replaced face-to-face discussions, conversations, and personal friendships, with text messages, tweets, and pictures, we have seen how the moral fiber of individual relationships, and therefore of our society, has been destroyed. Parents find it difficult to connect with their children. Children are at a loss for words when asked to introduce themselves, shake hands, and carry on a conversation with peers or elders. Marriages are being destroyed by a loss of intimacy which comes from the barrier and escape of a screen.

To combat this moral issue, at Regina Pacis Academy, we concentrate on a few key components. First, our school is free of technology. Students learn from skilled teachers using books, chalkboards, pencils, paper, and hands-on manipulatives, not tablets, phones, or smartboards. We have a technology policy clearly detailed in our Faculty and Family Handbooks, which encourages parents to limit screen and social media time, especially during the school week, so as to keep the student's focus on academics, appropriate leisure activities, and proper rest.

Second, our school explicitly teaches and models good manners and proper greeting and conversation skills. In the primary grades, this includes teaching our students to look someone in the eye, to greet them by name, and to speak at a proper volume. Teachers model this behavior by greeting the students by name at the classroom door with a firm handshake and expecting for the same to be returned. Through poetry recitations, drama class performances, and other in-class activities, students learn to connect with those around them, whether it is a peer with whom they are paired or with an audience. Finally, through our Virtue Education program, we seek to form students who interact with their peers in a positive, respectful, and virtuous manner. We strive to help them form holy friendships, uniting with their peers as brothers and sisters in Christ. This helps them to step outside of themselves, to recognize the other as a uniquely created young man or woman made in the image and likeness of God, and to draw closer to, and thereby, strengthen each other in Christian virtue.

In so doing, Regina Pacis Academy strives to form students who live not for and within themselves, but for others, and in this way, they will be well-prepared to live as virtuous young men and women.

66. Sex education, which is a basic right and duty of parents, must always be carried out under their attentive care. Yes

67. The school ensures that students are able to explain and defend the Catholic faith.

Strongly agree

68. How does the school ensure transmission of Catholic culture that allows for a Christian understanding of the world?

The three most important ideals a Catholic school student should learn before graduation from Regina Pacis Academy are:

1. Know Christ

Our students should encounter Christ, first and foremost, from their families, their teachers, and their peers at Regina Pacis Academy. The witness of their lived Catholic faith is a powerful testimony to who Jesus Christ is and how He works in our lives. In addition, our instruction emphasizes knowledge of the Bible, the tenets of the faith, the sacraments, living a life of prayer, the lives of the saints, the liturgical calendar and the practice of virtues. All of this instruction, both through personal witness and through our curriculum, helps our students to know Christ.

2. Love Christ

To love someone is to be in a relationship with him. To develop and deepen this relationship with Christ, our students spend time in His presence through the sacramental life of the Catholic Church. Our students attend weekly Mass with the entire school community (as well as daily Mass offered before school) and weekly Eucharistic Adoration with their class, and participate in the weekly praying of the Most Holy Rosary (or the Way of the Cross, during Lent) as a school community and in frequent reception of the Sacrament of Reconciliation. Through the celebration of the Sacraments and Catholic devotions, our students learn to love the Christ they have come to know, and in so doing, know more deeply the Christ they love.

3. Live like Christ.

Knowing and loving Christ enables our students to then live like Christ and be Christ to those around them, to heed their baptismal call to holiness and live as saints. This includes participating in the corporal and spiritual works of mercy, striving to develop virtuous friendships, living the values of honesty and integrity, remembering and serving those less fortunate, and assisting those around them in becoming saints themselves. Students by virtue of their knowledge and love of Christ become His disciples, transforming an individual personal faith into a communal one, sharing the knowledge and love of Christ they have received with others.

69. The school ensures that curriculum standards, guides, texts, and pedagogy integrate the truths of the Catholic faith. Strongly agree

Additional Information

70a. The school emphasizes Catholic contributions to theology, philosophy, ethics, literature, science, mathematics, and the visual and performing arts.

Agree

70b. The faculty challenge students to evaluate history in the context of Catholic moral and social teachings.	Strongly agree
70c. The faculty challenge students to evaluate civic (and for high schools economic) concepts and events within the context of Catholic moral and social teachings.	Strongly agree
70d. The school ensures that students gain cultural literacy and fluency in language, idioms, stories, civics, and knowledge that form the American experience.	Strongly agree
70e. The school ensures that students understand the impact of a Catholic worldview on language, idioms, intellectual tradition, and stories of western culture.	Strongly agree

71. Attach a PDF of major works and authors studied in grade 6-12 literature classes. (See below).

72. The science program presents significant contributions of Catholic scientists such as Mendel, Lavoisier, Pasteur, Galileo, Gregor, Volta, and Copernicus. Yes

73. The school presents the topics of creation, evolution, the environment, and genetics in the context of Church teachings and in opposition to secular materialism and scientism. Yes

74. The school emphasizes and integrates the unity of faith and reason throughout the curriculum. Strongly agree

75. How does the school ensure that students are prepared to evangelize culture and their fellowman?

At Regina Pacis Academy, our students are well prepared to evangelize the culture and their fellow man because they have been nurtured, raised, and evangelized themselves in a culture and community of the Catholic faith well-lived. To evangelize, you must first have received the Gospel. Authentic evangelization that transforms the heart comes within a community of love and trust. Here at Regina Pacis, our students are members of a small, close-knit school community where faith is openly shared. Our families, upon joining are school community, are drawn themselves into close relationships in which the shared Catholic faith is paramount. Through experiences such as social gatherings, faith formation events, and prayer gatherings, our families are drawn closer to each other, and in so doing, to Christ and His Church. Within this close community, our students learn to walk with each other on their journeys of faith and to support each other along the way. When our students graduate, they know they are loved and supported by their friends and families from Regina Pacis Academy. They are strengthened and encouraged to continue on their journey and be witnesses of the goodness, truth and beauty of God and heralds of the Gospel to all those they go on to encounter in life.

Comments and Additional Explanation. (Please cite individual question with comment):

Reading List from #71 Above:

3RD GRADE

Junior Great Books

The Borrowers by Mary Norton

Stuart Little by E. B. White

Paddle-to-the Sea by Holling C. Holling

Charlotte's Web by E.B. White

4TH GRADE

Junior Great Books

Ben and Me by Robert Lawson

The Princess and the Goblin by George MacDonald

Farmer Boy by Laura Ingalls Wilder

The Tale of Despereaux by Kate DiCamillo

5TH GRADE

The Winged Watchman by Hilda van Stockum

The Lion, the Witch, and the Wardrobe by C.S. Lewis

Mrs. Frisbee and the Rats of N.I.M.H. by Robert C. O'Brien

Where the Red Fern Grows by Wilson Rawls

Horse and His Boy

Fingal's Quest by Madeleine A. Polland

Year A - Roman History

Famous Men of Rome

In Search of a Homeland: The Story of the Aeneid by Penelope Lively

City by David Macaulay

The Secrets of Vesuvius by Caroline Lawrence

Readings from Livy, Plautus, Plutarch, Cicero, Pliny

6TH GRADE

Lassie Come-Home by Eric Knight

Son of Charlemagne by Barbara Willard

The Hobbit by J.R.R. Tolkien

Treasure Island by Robert Louis Stevenson

Hittite Warrior by Joanne S. Williamson

A Wrinkle in Time by Madeleine L'Engle

The Hound of the Baskervilles by Arthur Conan Doyle

Year B - Greek History

D'Aulaires' Book of Greek Myths

The Children's Homer by Padraic Colum

Famous Men of Greece

readings from Herodotus, Thucydides, Plato, and Greek drama

7TH GRADE/8TH GRADE

Year A

English Literature

Beowulf

The Sword in the Stone by T. H. White

Ballads (including traditional ballads, Keats, Tennyson)

A Christmas Carol by Charles Dickens

The Merchant of Venice by William Shakespeare

Poems (e.g. Donne, Milton, Shakespeare, Blake, Byron, Shelley, Keats, Wordsworth, Coleridge, Tennyson, Christina Rossetti, Hopkins)

Jane Eyre by Charlotte Bronte

Short stories (e.g. Conan Doyle, Chesterton)

Year B

American Literature

Sermons (e.g. Cotton Mather, Jonathan Edward)

Short stories (e.g. Nathaniel Hawthorne, Edgar Allan Poe)

Poems (e.g. Phillis Wheatley, John Greenleaf Whittier, Emerson, Longfellow, Sandburg, Williams, Cummings, Frost, Moore, Eliot)

Little Women by Louisa May Alcott

Huckleberry Finn by Mark Twain

Macbeth by William Shakespeare

My Antonia by Willa Cather

Call of the Wild by Jack London