



Oro Grande Elementary

Classical Magnet

Welcome

- Transition at Oro Grande
- What is a Classical Education?
- Information for teachers
- Information to parents



A new addition to Oro Grande

- Our school will open 2 sections of Classical Curriculum.
- Kinder(1) First Grade (1)
- Each year we will grow by adding a grade (2019 to adopt 1 second grade)



What is Classical Education

- Hierarchy of Learning: Grammar, Logic and Rhetoric.
- **Grammar** is K – 6 where students perform rote memorization and develop a baseline of facts and information. They will move from repeating mechanically to analyzing these memorized facts.



What is Classical Education

- **Virtue Education:** Cultivate the virtues temperance, prudence, justice and fortitude. (self control, use of reason, regulation of relationships, and courage, emotional strength.)
- **Historical Lens:** Develop informed and wise citizens. A literature curriculum placed in appropriate grade levels based on historical pattern.

Source:



The Classical Education Table

Trivium	Grammar (Gather)		Logic (Understand)		Rhetoric (Express/Apply)	
Bloom's Taxonomy	Remember	Understand	Apply	Analyze	Evaluate	Create
Examples	Define Duplicate List Memorize Repeat State	Classify Describe Discuss Explain Identify Locate Recognize Report Select Translate	Execute Implement Solve Use Demonstrate Interpret Operate Sketch Teach	Differentiate Organize Relate Compare Contrast Distinguish Examine Experiment Question Test	Argue Defend Judge Support Critique Debate	Design Assemble Construct Develop Author Investigate Present

SCHOOL

The Grammar Stage

- **The “Grammar” stage:** this does not refer just to English grammar. Rather, this is the stage of learning in which the building blocks for all other learning are laid, just as grammar is the foundation for language. In the elementary school years the mind is ready to absorb information. Children at this age actually find memorization fun. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals, the facts of mathematics — the list goes on. This information makes up the “grammar,” or the basic building blocks, for the second stage of education.



Virtue Education

Justice

Justice means treating others with respect and taking responsibility for their well-being – fairness.

Friendship
Kindness
Compassion
Generosity

Temperance

Temperance is about mastering ourselves and our impulses for the sake of the happiness of those around us. It's about acting the right way at the right time.

Good Manners
Self-Control
Patience
Obedience

Fortitude

Fortitude means having the courage to face challenges and obstacles; persevering when things get tough.

Courage
Optimism
Perseverance
Loyalty

Prudence

Prudence is about having sound judgment and making wise choices. It's about being thoughtful.

Honesty
Wisdom
Gratitude
Humility

Classical curriculum is "Virtue Centric" and based upon the four classical virtues articulated by Plato: Justice, Prudence, Temperance, and Fortitude. These virtues are focused on at all grade levels. Daily lessons inherently cultivate the virtues as a means of discovering a deeper truth. Virtue is the foundation for all knowledge prompting the learner to strive for wisdom.

An important aspect part is the focus on a child's character in partnership with their parents. Ongoing virtue surveys and teacher feedback provide accountability for this portion of the students' education.



The Logic Stage

- **The “Logic” stage:** is the stage of education that focuses on the art of correct reasoning, or the training of “how to think.” In classical education, this logic stage (or dialectic stage) is not limited to the junior high or middle school aged student, but is also for those who developmentally are beginning to question ideas and authority, or may not have much classwork in the subject. The goal is to train the student’s mind not only to grasp information, but to find the analytical connections between seemingly different facts/ideas, to find out why something is true, false, or unknown.



The Rhetoric Stage

- Generally for high school students (often grades 9 – 12 or 10-12), the “Rhetoric” stage is for those students who, by this point in their education, have the concepts and logic critically to analyze their own work and persuade others. The student now learns to apply what he or she has learned, and to articulate answers to important questions in his or her own words, to try to persuade others with these facts, and to defend ideas against rebuttal. The student has learned to reason correctly in the Logic stage so that those skills of reasoning can now be applied.



The Classical Curriculum

- Based on the Core Knowledge Foundation

HIGHLIGHTS:

Socratic Method of Instruction

Singapore Math Curriculum

Introduction to Latin

Classical Literature



Core Knowledge Curriculum

- **Core Knowledge is coherent.**

Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.



Core Knowledge Curriculum

- **Core Knowledge is cumulative.**

It provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but it also helps prevent the repetitions and gaps that so often characterize current education.



Core Knowledge Curriculum

- **Core Knowledge is content-specific.**

The Core Knowledge Sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the Sequence presents a practical answer to the question, “What do our children need to know?” Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.



Socratic Method

- Socratic teaching we focus on giving students questions, not answers.
- We model an inquiring, probing mind by continually probing into the subject with questions



Singapore Math

- Teaches students to learn and master fewer mathematical concepts at greater detail as well as having them learn these concepts using a three-step learning process: concrete, pictorial, and abstract.



Introduction to Latin

- The theory behind teaching Latin and Greek prefixes, suffixes, and bases helps build vocabulary more quickly than learning definitions of individual words.
- Teaching root words gives students a way to play with language and see it as something they can reason through. Students become more aware of words, that words hold meaning, and that the language is purposeful.



Parent Involvement

- LHCA at Oro Grande will encourage parents/guardians and other members within our school community to share their time, knowledge, and abilities with the school in line with our mission to provide a classical education to our students. This can be done through our PTAC as well as serving in the classroom or other ways that will enrich our educational programs
- LHCA encourages parents and friends to serve as mentors in modeling virtuous behavior to help support and motivate our students in fulfilling the school's mission.
- LHCA recognizes and honors a strong working partnership between parents and teachers. This deep-rooted collaboration will help us become a dynamic addition to Oro Grande.



Wanted: Teachers who are

- Passionate and Enthusiastic
- Create and execute rigorous daily lesson
- Infuses character education concepts
- Utilizes data and reflection to drive instruction
- Plans for supports and interventions
- Provide varied and differentiated instruction to meet students where they are and to challenge and motivate them.
- Work collaboratively with school leadership and special education faculty and staff to ensure that all students' needs are met.
- Create a positive, warm, and achievement-oriented classroom environment based on high expectations that engages, encourages and motivates students
- Effectively communicate with students, families, and colleagues



A Classical Education ...

- Gives parents a CHOICE in their students education.
- Brings back the Pillars of Education
- Will ensure students are grounded in the fundamental subjects of literature, history, mathematics, science, languages, music and the arts in order to understand culture and enable active participation.
- Pursues a quest for the ideals of wisdom and virtue
- Has its educators take responsibility for the western tradition (to receive it, to assess it, to preserve it, and to hand it on to the next generation. Our History!



A Classical Education ...

- History is a part of everyone's lives. We exist today because of our history. People who lived before our time fought for the rights that many individuals take for granted. Especially for an individual to appreciate life, one must be fully aware of the past, so one could truly appreciate their existence today and the freedom they have.
- The literature of the past helps to explain our history. These works expand on the ideas of great thinkers that came before us. The literature allows us to have insights on the experiences and lives of the people who lived before our time.



Common features of classical education

- the use of classical books and art,
- a general preference for great art, music, and literature,
- an integrated curriculum,
- and idea-focused teaching.



Philosophy of LHTA at Oro Grande

- ◊ *Within the framework of classical thought:*

Our school utilizes a content-specific, grade-by-grade curriculum that stresses the knowledge most useful for comprehension, school learning, and communication within the civic life of society. We value learning experiences that build humankind, seeking that which is good, true, and beautiful in everything we learn and do. As we broaden our knowledge of worthy things, we are afforded rich opportunities to think well and deeply, rightly assess our place in the world, and consider our contribution daily. We consistently hold high expectations for academic and behavioral conduct for every student, and reject notions of impossibility with regard to these standards.

