

The Artios Home Companion Series

Curriculum Details

It has been said that methodology is nothing more than applied philosophy. All the core values I previously mentioned are now put into practical application through the logistics, choices, and options found within The Artios Home Companion Series. Each unit is divided into a teacher overview and one or more student lessons. For families with students at multiple grade levels, each level within the curriculum is color coded: **elementary**, **middle school**, and **high school**.

Unit Overview

At the beginning of each unit, you will find a unit overview for you as the adult. On this page you will find several important main headings: Topic Overview; Assignments and Activities; Key People, Places, and Events; Leading Ideas; and in some lessons, Vocabulary.

At the start of each unit, it will be important for you to read through this overview. The information contained in this section will give you insight into the objectives for each unit. It will give you a broad overview of what you will be studying with your child throughout the unit and the emphasis suggested by The Artios Home Companion Series. Although **middle school** and **high school** students are becoming more independent than their **elementary** counterparts, it is still important to stay abreast of what your student is studying even at these ages so that you are able to hold them accountable and keep them moving forward through the material and so that you can use the leading ideas and discussion questions as launching pads for discussions that lead to the discipleship of your children as you teach them “along the way.”

Student Notebook

It is highly recommended that **elementary** and **middle school** students learn to set up a notebook based on their studies in The Artios Home Companion Series. This sets a wonderful foundation for the 4 R’s of Research, Reason, Relate, and Record. You and your child’s classroom teacher will determine the best means of organizing this notebook.

At the **high school** level, it is vitally important for students to conquer the skill of organization and to learn to set up a notebook of their own. These skills are crucial for college level study in the future. This information will also prove useful on the college level when your student is asked to do research on a particular topic. At that point that your student will find this notebook an especially useful resource.

- History Section: In the case of history, the notebook serves as a great resource for portfolio review and a content-driven history timeline. This notebook can be set up based on the chronological sequence of the units contained in the curriculum, with a divider for each unit, or it can be divided into seven week sections, or even one long line of notebook information. However you choose to use this notebook approach, be sure to place the information in the notebook in the order in which it is presented in the curriculum.
- Literature Section: This section should be broken down by book studied and contain information on the author, plot, literary elements, etc. as it pertains to each literary piece studied.
- Vocabulary Section: Last but not least, in both history and literature the student will be exposed to new vocabulary.

Lesson Contents

Teacher Overview:	This section contains an overview of that unit’s topic.
Assignments and Activities:	Suggested reading, activities, and resources that correlate with the unit’s topic and emphasis are included in this section. For elementary and middle school students, the assigned selection can be read aloud or independently, depending on the level and learning style of the student. For high school students, the assigned reading can be read independently, but during a week of a particularly difficult topic or section of reading, the parent should be available for questions and discussion.
Leading Ideas:	These are ideas, principles, and lessons that can be taught based on the information contained in the unit and then reinforced through teachable moments and various activities. These principles are supported by Scripture that can be memorized to affirm this learning.
Key People, Places, and Events:	A list of important people, places, and events are given to which your student should give special attention. The first significant instance of each of these in a lesson will be in a bold font.
Discussion Questions:	It is suggested that following the reading for the day, the student “narrate” the information that has been read. At the elementary level, this can be done orally or in written form using one of the notebook pages provided for in the curriculum. Discussion questions serve as a guide to discern what information should be emphasized in that narration process. At the middle school and high school levels the student should “narrate” in written form the information that has been read, including the answers to any discussion questions.
Vocabulary:	In some lessons, vocabulary words will be listed. These should be written down and a contextual or researched definition written out as well. It is suggested that these be written in a separate divider section of the student’s notebook and that one letter of the alphabet be assigned to each page. The first significant instance of each of these in a unit will be in a bold font.
Articles:	These present one of our many opportunities as Christian parents and teachers to help students develop discernment. Some articles may present the myths and beliefs of various cultures and time periods. At times, those beliefs are presented within the articles as though they were true (i.e., Greek and Roman Mythology). Please help your students to recognize those things that stand opposed to God’s Truth as you go through each lesson together, and contrast those beliefs with the Christian doctrines of monotheism and salvation by grace through faith.
Special Study:	Sometimes a student’s interest or curiosity will be piqued by a particular person or event in history. Don’t miss this opportunity to flex with the interest of your student. The Artios Home Companion Series provides suggested activities and a schedule outline. However, this should never be considered a constricting resource but rather a jumping-off point for interest-driven adventures!

Learning Styles:

Each unit contains main assignments and suggested activities. However, you may want to mix up activity types from time to time. This way, you will find some optional or substitute activities that you can use with your student to assess or reinforce their learning along the way. These activities are made up of learning-style-specific activities designed to specifically target different types of learners.

Websites:

Some units list websites and videos for a parent or student to access, either for suggested assignments or additional resources. These are included on our HCS Class pages, and a list of the websites and videos that are suggested for assignments is also included in the Appendix of this book. Because of the dynamic nature of the Internet, any web addresses or links contained in this volume may have changed since publication and may no longer be valid. As we become aware of these, we will attempt to find replacements and list them on our website. If a web link won't open a web page by clicking the link, try typing the URL into a web browser. **Note:** *The articles, websites, and videos selected for this curriculum represent a wide variety of artistic and teaching styles in order to provide students with familiarity with more than a single style for conveying information. Also, while we benefit from the research involved in the production of each one, please be aware that some information presented within them or espoused by their producers may not be fully accurate or in agreement with Christian values. Please always be discerning while teaching.*