Veritas Academy

Logic and Rhetoric School Curriculum Guide

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7th Grade Early Modern Literature

Course Goals

Students will read selected texts from Early Modern Europe and America in order to learn about the literary periods of this era and also to generally deepen their historical and literary understanding. They will develop critical reading skills – recognizing and analyzing themes, repeated motifs, universal elements of human experience – as well as critical thinking skills through class discussion and debate of the themes we encounter. The texts will closely parallel the early modern history class so that the students are simultaneously gaining literary and historical knowledge and depth. Additionally, they will review and continue to develop writing skills through various progymnasmata exercises and they will also begin to develop the skills necessary to plan, compose, edit, and refine an analytical literature paper.

Primary Texts and Materials

1. *A Midsummer Night's Dream*
2. *Robinson Crusoe*
3. *Jane Eyre*
4. *The Count of Monte Cristo* (abridged)
5. *April Morning*
6. *Rhetoric and Writing Book 6: Commonplace*
7. *Rhetoric and Writing Book 7: Encomium & Vituperation*
8. Selected poems and short stories
9. Teacher created tests and quizzes

Course Objectives

The student will:

1. learn the basic characteristics and primary authors of each major literary movement from the Early Modern era - Renaissance, Enlightenment, Romantic, Early American/American Romantic, Victorian - and be able to identify and explain how the various movements influence and react to one another.
2. be able to place each work and theme within the appropriate literary movement, explaining why.
3. review/learn important literary terms - allegory, metaphor, simile, theme, motif, plot, climax, foreshadowing, symbolism, etc.
4. deepen their literary analysis skills through consistent in-class responses to probing questions about the text.
5. develop their writing skills through imitation and creation of commonplace and encomium/vituperation progymnasmata exercises.
6. be able to construct a coherent, well-organized outline of a 5 paragraph analytical essay; then write a paper from the outline.
7. learn and utilize important basic editing skills to refine their writing.
8. discuss the works being read in class within the context of helpful, courteous discussion, using thoughtful questions and specific references to text.

Review Objectives

Students will review, refine, and build on the writing skills which they learned in Grammar school.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
3. Lecture/large group instruction
4. Reading comprehension questions/quizzes
5. Short answer/essay tests
6. Essay writing and editing, including both in-class instruction/work and at-home work

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-4: Midsummer Night Week 5: Acting/writing week Week 6: Writing/grammar week Week 7-9: Robinson Crusoe	Weeks 10-11: Robinson Crusoe Week 12: Writing/grammar week Week 13: Catch up Week 14-16: Jane Eyre Week 17: Review week Week 18: Semester exams
Quarter 3	Quarter 4
Week 19-21: Jane Eyre Week 22: Writing week Week 23: Catch up/poetry Week 24-26: April Morning Week 27:Count of Monte Cristo	Week 28-31: Count of Monte Cristo Week 32: Writing/poetry Week 33-34: Count of Monte Cristo Week 35:Writing/catch up Week 36:Review week

Approximate Time Per Week

3-4 hours per week

8th Grade Modern Literature

Course Goals

The goal of this course is to make the students better readers and better writers. The purpose behind the quantity and quality of selected novels is to encourage diligent, engaged, and imaginative reading. Students will learn themes, literary devices, and elements of plot and characterization that will facilitate a reading awareness. Additionally, students will be introduced to and practice with a wide range of progymnasmata exercises. A variety of modifications will be added onto the progymasmata exercises so that students will come to understand point-of-view, characterization, amplification, imagery, and plot-arrangement from the writer's perspective. Finally, students will learn to critically engage, from a Christian worldview, with characters within their story's world and with the stories, themselves- their didactic lessons.

Primary Texts and Materials

1. *Sherlock Holmes: The Sign of Four*, Sir Arthur Conan Doyle
2. *Invisible Man*, H.G. Wells
3. *The Old Man and the Sea*, Ernest Hemingway
4. *The Fellowship of the Ring,* J.R.R. Tolkien
5. *Animal Farm*, George Orwell
6. *The Adventures of Tom Sawyer, Mark Twain*
7. *Out of the Silent Planet*, C.S. Lewis
8. *Classical Composition Book V*, James A. Selby
9. *Writing and Rhetoric Book 8: Comparison*
10. *Writing and Rhetoric Book 9: Description & Impersonation*

Course Objectives

The student will:

1. grow in their composition skills using the following progymnasmata exercises: Common Topic, Encomium & Invective, Characterization, Comparison, and Ecphrasis.
2. understand the general literary history of the 19th and 20th centuries.
3. understand the characteristics of each literary time period and know important authors and works that fall within each literary time period.
4. understand the theory and application of the following literary devices: metaphor and simile, allegory, frame-story, foreshadowing, flashback, dialect, motif, imagery, etc.
5. be able to distinguish between writing styles and learn certain characteristics of each writing style (e.g. Twain, Conan Doyle, Hemingway, Tolkien).
6. understand the differences between Tom Sawyer and Huckleberry Finn in Mark Twain's *The Adventures of Tom Sawyer*.
7. understand the "science of deduction" and its application in Conan Doyle's *The Sign of Four* and other short stories.
8. understand the corrupting influence of special-powers in H.G. Wells's *The Invisible Man*.
9. appreciate Tolkien's "world-building" abilities and nuanced characterization in *The Fellowship of the Ring* along with the structure of the Mono-myth.
10. understand the systopic themes, and their historical analogy, of George Orwell's *Animal Farm*.

11. appreciate Hemingway's "strong" style in *The Old Man and the Sea*.
12. understand the personification of sin and their respective rebellions in C.S. Lewis' *The Great Divorce*.
13. understand the medieval cosmology behind C.S. Lewis' *Out of the Silent Planet* and appreciate his criticism of "scientism."

Review Objectives

All primary objectives from prior years will be reviewed as necessary, with an emphasis on the following Progymnasmata exercises: Fable, Narrative, Cheria & Proverb, Refutation & Confirmation.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research projects
5. Written & oral presentations –composing common topics as a class and individually.
6. Lecture/large group instruction
7. Reading comprehension questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-5: The Strange Case of Dr. Jekyll and Mr. Hyde Week 6: Selected poetry/short stories Weeks 7-9: Sherlock Holmes: The Sign of Four	Weeks 10-11: The Old Man and the Sea Week 12: Selected poetry/short story Weeks 13-15: Animal Farm Week 16: A Christmas Carol Week 17: A Christmas Carol and Review Week 18: Exams
Quarter 3	Quarter 4
Weeks 19-26: Fellowship of the Ring Week 27: Selected poetry/short story	Weeks 28-34: Out of the Silent Planet Week 35: Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

9th Grade American Literature

Course Goals

Students will engage a broad range of texts designed to immerse them chronologically in the successive epochs of American history and literature. Each text read in the class will be a literary work either composed or set in the period which it represents, and is thus integrally tied to the American history course. The goal is to give students an organic sense of the historical development of American national consciousness, as well as to continue to deepen their literary appreciation, understanding, and analysis skills. They will learn and demonstrate these abilities through in-class discussion and various forms of essays and written responses to their texts.

Primary Texts and Materials

1. *The Norton Anthology of American Literature*
2. *The Scarlet Letter*, Nathaniel Hawthorne
3. *The Adventures of Huckleberry Finn*, Mark Twain
4. *Oh Pioneers!,* Willa Cather
5. *The Great Gatsby,* F. Scott Fitzgerald
6. *To Kill a Mockingbird,* Harper Lee
7. *The Complete Stories: Selected Short Stories,* Flannery O'Connor
8. *The Death of a Salesman,* Arthur Miller
9. Various short stories, essays, and poetry
10. *Writing and Rhetoric Book 10: Thesis Part 1*

Course Objectives

The student will:

1. become familiar with the major literary movements of American Literature and their basic tenets:
    a. Romanticism (selections from Poe, Irving, Cooper; *Scarlet Letter*)
    b. Transcendentalism (selections from Whitman and Emerson)
    c. Realism (*Huckleberry Finn*)
    d. Modernism (*Great Gatsby,* Faulkner selections, *Death of a Salesman*)
        i. Contemporary (Flannery O'Connor selections, *To Kill a Mockingbird*)
2. become familiar with some of the great authors of American Literature, particularly those who drove major literary innovations (stylistically and philosophically) or are particularly good examples of important literary movements:
    a. Irving
    b. Cooper
    c. Hawthorne
    d. Poe
    e. Whitman
    f. Emerson
    g. Twain
    h. Fitzgerald
    i. Faulkner
    j. Hemingway
    k. Miller
    l. O'Conner
    m. Lee
    n. Percy

3. review literary terms and concepts – plot structures, allegory, symbolism, foreshadowing – and learn new ones – motif, irony, metaphor, bildungsroman, first-person narrative, realism, free verse, juxtaposition, paradox.
4. learn to read great literature with an ever-deepening appreciation of stylistic quality and an every-increasing discernment of how to identify major themes, motifs, imagery, and symbolism.
5. learn to discuss and biblically critique the themes and messages of each work, applying them to an increasingly mature understanding of human nature and experience where applicable, and rejecting them as biblically unsound demonstrations of man's sinfully warped perceptions where necessary.
6. continue to strengthen their ability to write well through repeated processes of both informal journal responses and formally outlined and constructed analytical essays.
7. continue to broaden vocabulary through defining, discussing, using, and being tested on new words drawn from the texts being read.
8. write at least one poem per semester; one in imitation of a poem the students are currently studying and one ballad-style based on history studies.

Review Objectives

All primary objectives from prior years will be reviewed as necessary.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Oral presentation of poetry
5. Lecture/large group instruction
6. Reading comprehension questions/quizzes
7. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-3: Introduction & Norton Anthology Week 4-7: The Scarlet Letter Week 8: Writing/grammar week Week 9: Norton Anthology: Romantic and Transcendental Writings	Weeks 10-13: The Adventure of Huckleberry Week 14: Catch up/writing/O Pioneers! Weeks 15-16: O Pioneers! Week 17: Catch up/writing/exam review Week 18: Semester exams
Quarter 3	**Quarter 4**
Week 19: Norton Anthology: Selections from William Faulkner Week 20-23: The Great Gatsby Weeks 24-25: The Complete Stories: Selected stories from Flannery O'Connor Week 26: Catch up/writing week/Death of a Salesman Week 27: Death of a Salesman	Week 28-31: To Kill a Mockingbird Week 32: Short stories Week 33: Catch up/writing week Week 34: Norton Anthology: Selected Poetry the 20th century Week 35: Catch up/writing/exam review Week 36: Semester exams

Approximate Time Per Week

3-4 hours per week

10th Grade Modern European Literature

Course Goals

The goal of this course, which is integrated with the course in modern European history, is to enable students to gain a deep knowledge of the formative stages of the historical period in which they live. This is accomplished by immersing them, through the medium of imaginative literature, into the ethos of each these stages so that they gain the experience of living vicariously through each one. This will result in empathy with the respective outlook of each period and the ability to understand each of them on their own terms, thus broadening the outlook and increasing the inner resources of each student. Additionally, they will deepen their ability to recognize and analyze core literary components of each work they read - themes, motifs, structure, interaction with other works of literature, etc. - through class discussion, journaling, and essay writing.

Primary Texts and Materials

1. *Much Ado About Nothing*, William Shakespeare
2. *Frankenstein*, Mary Shelley
3. *The Death of Ivan Ilyich*, Leo Tolstoy
4. *A Tale of Two Cities*, Charles Dickens
5. *The Stranger*, Albert Camus
6. *One Day in the Life of Ivan Denisovich*, Alexander Solzhenitsyn
7. Selected poems and short stories
8. Teacher created tests and quizzes
9. *Writing and Rhetoric Book 11: Thesis Part 2*

Course Objectives

The student will:

1. understand the basic dates, characteristics, and major authors of each major literary period of Early Modern/Modern European literature - Renaissance, Enlightenment, Romantic, Victorian, Realism, Modernism, Contemporary.
2. understand what a novel is, its different forms, and why its development is significant in this era.
3. review and continue to learn major literary terms.
4. write at least one poem per semester, one of which will be in imitation of a Romantic era poem.
5. recognize and debate the universal human themes of each work - love, marriage, death, the good life, class differences, what makes one human, the appropriate and inappropriate role of science in modern life, trauma of war, the consequences of rejecting God, the proper role of government in individual life, etc.
6. learn to articulate themselves clearly and thoughtfully through both in class discussion and written journal responses to specific journal prompts.
7. learn vocabulary through defining, discussing, using, and being tested on new words drawn from the works being read in class.
8. develop basic understanding of the structure and importance of poetry; practice skill in reading poetry aloud and deciphering the significance of the poem.
9. review and refine the process of outlining and writing analytical essays.
10. strengthen memory techniques through several presentations of memorized poetry or narrative passages from books.

Review Objectives

The teacher will provide the necessary background information for each of the different periods and authors in lecture format at the beginning of each new work. In addition, literary terms and other critical apparatus learned in previous years will be reviewed throughout the year.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique/synthesis of texts and ideas
4. Assigned essays of literary analysis
5. Lecture/large group instruction
6. Reading comprehension questions/quizzes
7. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-4: Much Ado About Nothing Week 5: Review Week 6: Writing week/poetry Weeks 7-9: Frankenstein	Weeks 10-12: Frankenstein Week 13: Writing week Weeks 14-16: The Death of Ivan Ilyich Week 17: Writing/exam review Week 18: Exam review, semester exam
Quarter 3	Quarter 4
Weeks 19-23: A Tale of Two Cities Week 24: Writing week Week 25: Poetry Weeks 26-27: The Stranger	Week 28: Writing week Week 29: Poetry Week 30-32: One Day in the Life of Ivan Denisovich Week 33: Catch up Week 34: Poetry Week 35: Exam review Week 36: Semester exam

Approximate Time Per Week

3-4 hours per week

11th/12th Grade Medieval Literature

Course Goals

By reading important primary texts of medieval imaginative literature and philosophy we will cultivate a broad, general sympathy with medieval thought in each student and broaden and strengthen each student's conception of the Good, the True, and the Beautiful as well as their capacity for enjoying them. In addition, students will become increasingly familiar with the nature and history of literary and philosophical discourse in regards to theme, genre, narrative structure, and characterization.

Primary Texts and Materials

1. *Beowulf,* Seamus Heaney trans.
2. *Sir Gawain and the Green Knight,* J.R.R. Tolkien trans.
3. *The Divine Comedy*, Dante
4. *Canterbury Tales* (selections), Geoffrey Chaucer
5. *Arthurian Romances,* Chretien de Troyes
6. *Imitation of Christ*, Thomas a Kempis
7. Teacher-created maps, worksheets, quizzes, and tests

Course Objectives

The student will:

1. be able to identify, define, and discuss the medieval literary genres of epic, lyric, romance, and fable.
2. be broadly familiar with the development of the English Language from Old English to Middle English and from Middle English to Modern English.
3. be able to explain the plot of each course text.
4. be able to discuss the heroic ideal as exemplified in Homer, Virgil, Beowulf, and the Song of Roland.
5. compose original poetry in alliterative verse.
6. write poetry to imitate medieval verse.
7. explain the Christian symbolism of Beowulf, and why it was recognized as such.
8. understand the basics of English versification in terms of number and types of feet and be able to scan and identify examples.
9. compare and contrast Dante's epic with those of Homer and Virgil.
10. explain the basic structure of The Divine Comedy.
11. explain the presence of Virgil as Dante's guide and the philosophy that lay behind this choice.
12. explain and discuss Dante's division and categorization of sin.
13. understand the relationship between *Purgatorio* and the doctrine of sanctification.
14. explain the person of Beatrice: what she symbolizes and why Dante loves her.
15. explain Dante's understanding of the beatific vision.
16. explain the importance of Chaucer's poetry to the development of the English language.
17. define different virtues from the *Imitation of Christ*, while distinguishing them from their vices.
18. be able to discuss the mystical traditions within the medieval Christian tradition.

Review Objectives

All primary objectives from prior years will be reviewed as necessary.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/Harkness discussion to encourage evaluation/critique of texts and ideas
4. Research projects/ essays/response papers
5. Written & oral presentations –composing common topics as a class and individually.
6. Lecture/large group instruction
7. Review questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Beowulf Week 2: Beowulf Week 3: Beowulf Week 4: Beowulf Week 5: Sir Gawain Week 6: Sir Gawain Week 7: Sir Gawain Week 8: Arthurian Romances Week 9: Arthurian Romances	Week 10: Inferno Week 11: Inferno Week 12: Inferno Week 13: Inferno Week 14: Inferno Week 15: Inferno Week 16: Inferno Week 17: Review Week Week 18: Exam
Quarter 3	**Quarter 4**
Week 19: Purgatorio Week 20: Purgatorio Week 21: Purgatorio Week 22: Paradiso Week 23: Paradiso Week 24: Paradiso Week 25: The Canterbury Tales Week 26: The Canterbury Tales Week 27: The Canterbury Tales	Week 28: The Canterbury Tales Week 29: Flex Week Week 30: Thomas Malory & Arthurian Lit Week 31: Thomas Malory & Arthurian Lit Week 32: Medieval Devotional Literature Week 33: Medieval Devotional Literature Week 34: Flex Week Week 35: Review Week Week 36: Exam

Approximate Time Per Week

3-4 hours per week

11th/12th Grade Ancient Literature

Course Goals

By reading five of the most authoritative and ennobling guides of human civilization – Homer, Plato, Aristotle, Sophocles, and Virgil – we will cultivate a broad, general sympathy with classical thought in each student and broaden and strengthen each student's conception of the Good, the True, and the Beautiful as well as their capacity for enjoying them. In addition, students will become increasingly familiar with the nature and history of literary and philosophical discourse in regards to theme, genre, narrative structure, and characterization.

Primary Texts and Materials

1. *The Epic of Gilgamesh*
2. *Iliad* and *Odyssey*, Homer
3. *Oedipus Trilogy*, Sophocles
4. *Aeneid*, Virgil
5. *Augustine's Confessions*
6. Teacher-created maps, worksheets, quizzes, and tests

Course Objectives

The student will:

1. be able to explain the origin of the Opympian gods and goddesses according to Hesiod.
2. be able to explain Homer's relation both to the Dark Ages during which he lived and to the Heroic Age about which he sang.
3. be able to explain Homer's relation to the Greek Epic Cycle.
4. be able to explain Virgil's indebtedness to Homer and the difference between primitive (or primary) epic and literary (or secondary) epic.
5. be able to analyze the plot of The Iliad, Odyssey, the Aeneid, and the Oedipus plays according to the following terms: exposition, rising action, climax, falling action, and resolution.
6. be able to analyze the characters of The Iliad, the Aeneid, and the Oedipus plays according to the following terms: protagonist, antagonist, round character, flat character, dynamic character, and static character.
7. be able to understand why and articulate how the Odyssey is considered a domestic epic and the Iliad is a war epic.
8. be able to explain how the conflict between Pietas and Furor is represented in the *Aeneid*.
9. understand the scholarly debate regarding the ending of the *Aeneid*.
10. be able to understand Augustine's historical context in the 4th century and how his perspective on education relates to the current classical Christian school movement.
11. be able to distill Augustine's theological principles from his confessions.
12. compose poetry at least one poem per semester, including a poem in dactylic hexameter that is an imitation of epic poetry.
13. be able to recognize how recognition (anagnorisis) and reversal (peripeteia) function in the following texts: *Iliad, Odyssey, Aeneid, Augustine's Confessions.*

Review Objectives

All primary objectives from prior years will be reviewed as necessary.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research papers/essays/response papers
5. Written & oral presentations –composing common topics as a class and individually.
6. Lecture/large group instruction
7. Review questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Gilgamesh Week 2: Gilgamesh Week 3: Theogony Week 4: Iliad Week 5: Iliad Week 6: Iliad Week 7: Iliad Week 8: Iliad Week 9: Iliad	Week 10: Iliad Week 11: Iliad Week 12: Odyssey Week 13: Odyssey Week 14: Odyssey Week 15: Odyssey Week 16: Odyssey Week 17: Odyssey Week 18: Odyssey
Quarter 3	Quarter 4
Week 19: Odyssey Week 20: Odyssey Week 21: Sophocles, Antigone Week 22: Aeneid Week 23: Aeneid Week 24: Aeneid Week 25: Aeneid Week 26: Aeneid Week 27: Aeneid	Week 28: Aeneid Week 29: Aeneid Week 30: Augustine, Confessions Week 31: Confessions Week 32: Confessions Week 33: Confessions Week 34: Confessions Week 35: Confessions Week 36: Confessions

Approximate Time Per Week

3-4 hours per week

7th Grade Early Modern History

Course Goals

This course covers the era from the Renaissance through the French Revolution. The primary focus is on Western history - specifically European and American, with reference to Asian and African history as time and appropriate application permits. The course is meant to provide a broad survey of the major events and ideological movements that drove this era of history. It will begin to teach the students to look beyond the simple timeline of facts by reading a handful of primary source selections and discussing the ideas and philosophies that turn the wheels of history. It will also include their first real research project, laying the foundation for future logic and rhetoric school projects.

Primary Texts and Materials

1. *Western Civilization*, Spielvogel
2. Selected handouts of primary sources from teacher including:
    - 95 Theses
    - Queen Elizabeth's Tilbury speech
    - Cortes letter about Temixtitlan
    - St. Bartholomew's Day Massacre narrative (firsthand)
    - Mayflower Compact
    - "Model of Christian Charity" Winthrop sermon
    - Excerpts from Works by King James I on the divine right of kings
    - Parliament's Petition of Right to Charles I
    - Letters/narratives about Louis XIV and Versailles (firsthand)
    - An Experiment on a Bird in an Air Pump Joseph Wright painting
    - Excerpts from Enlightenment philosophes
    - "Marks of a True Conversion" Whitefield sermon
    - Letters/narratives about Catherine the Great (firsthand)
    - Firsthand documents pertaining to the East India Company
    - An Enquiry into the Duties of Christians, William Carey
    - Declaration of Independence
    - Declaration of Rights of Man and the Citizen
    - "Three Estates" political cartoon
    - United States Constitution
    - Letters/narratives about Thomas Jefferson (firsthand)
3. Teacher created tests and quizzes

Course Objectives

The student will:

1. understand why Early Modern History is generally supposed to have started with the Renaissance and Reformation.
2. trace the impact of the Renaissance and Reformation through a century of religious warfare, taking note of which nations embrace Protestantism, which hold to Catholicism, and the political and economic significance of those routes.
3. trace the development of the early modern political states in Europe - from absolutist monarchies centralizing power, to political debate over divine right of kings versus representative rights, to the Enlightened political states, to the decline of monarchical power and the rise of democratic forms of government.
4. learn and understand the significance of the Scientific Revolution.
5. define and understand the significance of the Enlightenment.

6. trace the development of America in contrast to Europe; understand the causes of the Revolution and debate their legitimacy.
7. understand the causes of the French Revolution, learn the events, and understand the significance of the Revolution on all of Europe.
8. compare and contrast the American and French Revolutions.
9. understand the importance of the concept of balance of power in Europe and trace the shifts of that balance over the centuries.
10. learn the basics of conducting a research project: how to choose a topic, identify and obtain sources, gather information, outline and write a 5-6 page paper, and present the project orally to the class.

Review Objectives

1. General review of major historical periods and key dates from previous years
2. Geography/maps review
3. Personal review and mastery of key concepts by each student
4. Regular class review and integration of key concepts from previous lessons

Classical Teaching Methods

1. In-class and at-home reading and discussion/debate of texts
2. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
3. Visuals -timelines, charts, maps, period art/architecture
4. Research projects and oral presentations
5. Lecture/large group instruction
6. Reading comprehension questions/quizzes
7. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Why history? How do we study it? Weeks 2-3: Renaissance & Early Reformation review Weeks 4-5: Age of Exploration Weeks 6-7: Wars of Religion Weeks 8-9: English New World Settlements	Week 10: Scientific Revolution Week 11: Scientific Revolution; English Civil War Week 12: English Civil War Weeks 13-16: Absolutism & Constitutionalism Week 17: Review Week 18: Semester Exams
Quarter 3	**Quarter 4**
Week 19: Enlightenment Week 20: Enlightenment; American Colonies Week 21: American Colonies Week 22: American Colonies; Great Awakening Week 23: Great Awakening Weeks 24-26: 18th Century European States Week 27: English in India	Weeks 28-29: American Revolution Weeks 30-31: French Revolution Weeks 32-33: American Constitution/Early Years Week 34: Research project Week 35: Review Week 36: Semester Exams

Approximate Time Per Week

3-4 hours per week

8th Grade Modern History

Course Goals

The goal of this course is to familiarize students with the major historical figures and events of the West in the 19th and 20th centuries. Students should know the general timeline for these centuries and the causes and effects of each era. Furthermore, the students should begin to develop the historical skills required to analyze primary source documents. By the end of the course, the students should know our current place in history by way of contrast with the recent past, and they should see God's sovereign hand in history.

Primary Texts and Materials

1. *Western Civilization,* Jackson Spielvogel
2. Primary source documents (handouts): political documents, speeches, political cartoons, eye-witness accounts

Course Objectives

The student will:

1. be able to observe, analyze, and interpret primary sources from modern history, such as political declarations and constitutions, speeches, political cartoons, and eye-witness accounts.
2. understand the significant people and major events from the following areas of European and American history:
    a. American War for Independence
    b. French Revolution
    c. Napoleonic Era
    d. American War of 1812
    e. Industrial Revolution
    f. American Westward Expansion
    g. American Civil War
    h. European Nationalism & Imperialism
    i. The Great War (WWI)
    j. Progressivism & the Roaring 20's
    k. The Great Depression
    l. Fascism & Communism
    m. World War II
    n. Cold War
    o. Civil Rights Movement
    p. The Vietnam War
3. Understand and see the sovereign hand of God in these areas and be able to criticize historical figures and movements from a Christian worldview.

Review Objectives

Students will review the history of Western Civilization with particular focus on Early Modern History.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research projects
5. Written & oral presentations –composing common topics as a class and individually.

6. Lecture/large group instruction
7. Reading comprehension questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Review of Early Modern History Weeks 2-3: Unit 1: American Revolution & formation of Govt. Weeks 4-5: Unit 2: French Revolution Week 6: Unit 3: Napoleonic Era Weeks 7-8: Unit 4: Industrial Revolution Week 9: Unit 5: Westward Expansion (U.S.)	Weeks 10-12: Unit 6: Civil War (U.S.) Week 13: Unit 7: European Imperialism Weeks 14-16: Unit 8: The Great War Week 17: Review Week Week 18: Exam Week
Quarter 3	Quarter 4
Weeks 19-20: Unit 9: Progressivism & The Roaring 20's Weeks 21-22: Unit 10: The Great Depression Weeks 23-24: Unit 11: World War II Weeks 25-26: Unit 12: Cold War Week 27: Unit 13: The 50's (Home & Abroad)	Week 28: Unit 13: The 50's (Home & Abroad) Week 29: Unit 14: The 60's (Home & Abroad) Week 30: Unit 14: The 60's (Home & Abroad) Week 31: Unit 14: The 60's (Home & Abroad)Week 32: Week 33: Unit 15: The 70's (Home & Abroad) Week 34: Unit 15: The 70's (Home & Abroad) Week 35: Review Week Week 36: Exam Week

Approximate Time Per Week

3-4 hours per week

9th Grade American History

Course Goals

This course covers American history from the pre-colonial period through the end of the Cold War. Students will explore the development of the American identity through each major time period, tracing the development of the United States into a global power and examining why and how the nation's history has thus unfolded. Students will review major events and, in some cases, delve more deeply into factual details, but a heavy emphasis of this rhetoric level course will be on the ideas and movements that drive the events. Students will thus read a significant number of primary sources and engage in regular discussion and debate about the significance and the merit or danger of the various ideologies that have shaped our nation's history. As a part of this course, they will also complete a biography research project on an important American figure.

Primary Texts and Materials

1. *Land of Hope* (textbook)
2. A Model of Christian Charity
3. John Locke's Second Treatise of Government (selections)
4. Declaration of Independence
5. U.S. Constitution
6. Federalist/Anti-Federalist Papers
7. Webster/Calhoun debates
8. Lincoln's Speeches and Debates
9. Slave Narratives
10. Presidential War Messages
11. Progressive Party Platform
12. Carnegie's "Gospel of Wealth"
13. The Marshall Plan
14. Communist Manifesto
15. The Domino Theory
16. The Great Society Speech
17. Civil Rights speeches (Martin Luther King Jr.)
18. Civil Rights Acts
19. Various other Acts and Speeches related to each time period discussed

Course Objectives

The student will:

1. review facts learned in Grammar School, cementing and/or re-memorizing key dates and events.
2. deepen their knowledge of the events of American history and connect those events with the concepts and ideologies that drove them by reading a wide variety of primary resources.
3. debate different ideas and problems from U.S. History, particularly as they relate to the question of American identity as it has developed over the years, e.g.:
    a. the forces that drove migration from Europe to the New World
    b. the nature of the Separatist and Puritan groups that shaped the development of the colonies
    c. the Nature of the First Great Awakening and its impact on the colonies at large (particularly Whitefield and Jonathan Edwards' life and teachings)
    d. economic, cultural, and ideological differences between the colonies and England in the 18th century

e. the influence of Enlightenment ideas and political philosophies (i.e. John Locke, Rousseau, Thomas Paine) on the Revolution and Declaration of Independence
f. the "Great Experiment" of representative government established by careful deliberation and peaceful political processes (Federalist papers, Articles of Confederation, Constitution)
g. the struggle to find proper balance between state and national power (Alien and Sedition Acts, various Supreme Court cases, nullification crises)
h. the Monroe Doctrine and the doctrine of Manifest Destiny
i. growing cultural and economic differences between geographical sections of the country in the mid-19th century
j. the causes and effects of the Second Great Awakening
k. causes and major debates of the Civil War (slavery, policies of westward expansion, states' rights, nature of the Union; Lincoln-Douglas debates)
l. post-war struggles with Re-Construction, blacks' rights, a stronger centralized government, a decimated population
m. increasing industrialization, city growth, immigration at the turn of the century
n. American isolationist policy and increasing pressure to be drawn into world affairs
o. causes and effects of America's involvement in WWI; America's increasing power and influence on the world stage
p. cultural disenchantment after the Great War
q. causes and effects of the Great Depression
r. changing role of government – progressive philosophies of politics – particularly as all of this played out during the Depression (Woodrow Wilson, FDR, New Deal politics)
s. causes and effects of America's involvement in WWII (particularly America's role as the world's most powerful nation – responsibilities and/or privileges that come with this)
t. problems and debates of the civil rights movement (Martin Luther King Jr., segregation)
u. causes and effects of the cultural revolution of the 60's and 70's (including issues surrounding the Korean and Vietnam wars)
v. the Cold War era – communism, Cuban missile crisis, red scare, star wars, nuclear fears, Reagan, the Evil Empire
w. America's modern identity and role in world affairs – watch dog mentality, guardian of freedom concept

4. write essays and papers about various important people and events, including a biography research project, where students will continue to grow in their ability to conduct scholarly research by identifying a topic, finding and obtaining sources, gathering information from those sources, then outlining, drafting, and refining an 9-10 page paper.

Review Objectives

Historical facts will be reviewed as necessary, usually in the form of lecture notes. Such lectures will cover important events that are necessary to know for the purpose of discussing the philosophical ideas that both drive them and derive from them. A foundational textbook will be identified for the students who require or desire further detailed review of the facts so that they may supplement their notes as necessary. Teacher will also review the geography and various historical maps of America.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research projects/ essays/response papers
5. Written & oral presentations
6. Lecture/large group instruction
7. Review questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction, Geography Week 2: European Background, Colonial America Week 3: Colonial America: John Smith, Mayflower Compact, Cotton Mather, John Winthrop Week 4: Colonial America: North and South, Slavery introduced Week 5: The Great Awakening: Jonathan Edwards, George Whitefield Week 6: Conflicts in Colonial America: French and Indian War Week 7: Revolution: pre-war agitation, Parliamentary Acts Week 8: Revolution: documents (Locke, Declaration) Week 9: Revolution: Events	Weeks 10-11: Post Revolution: Constitution Week 12: Federalist Era: Washington's "Farewell", Alien and Sedition Acts, Bill of Rights Week 13: Jeffersonian Era: *Marbury vs. Madi* Louisiana Purchase, Monroe Doctrine, Missou Compromise Week 14: Jacksonian Era: Nullification, Manifest Destiny, Compromise of 1850, Thore Abolitionists Week 15: Pre-Civil War: *Dred Scott,* Kansas Nebraska Act, John Calhoun, Lincoln-Douglas debates Week 16: Pre-Civil War: documents (Calhoun Lincoln-Douglas debates) Week 17: Review Week Week 18: Semester Exams
Quarter 3	**Quarter 4**
Week 19: Civil War: Documents and Events (declaration of secession, Gettysburg Address, Inaugural Address) Week 20: Civil War: Events and Post War Week 21: Reconstruction: 13th-15th Amendme Reconstruction Acts, Booker T. Washington Week 22: Post Reconstruction and Pre-WWI: Homestead Act, Imperialism, Spanish Americ War Week 23: Post Reconstruction and Pre-WWI: Industrial Revolution Week 24: Roosevelt and Wilson: Progressivis Income tax, Anti-trust Acts Week 25: WWI: lead up and events Week 26: WWI and Post War: Versailles Trea 19th Amendment Week 27: 20's: Prohibition, Red Scare, Monke Trials	Week 28: The Great Depression/Roosevelt Week 29: WWII: Hitler, Lend Lease, Neutralit Pearl Harbor Week 30: WWII: two front war, home front, post war Week 31: 1950's/60's: Cold War (Communisr Korean War, nuclear armament) Week 32: 1950's/60's: Cold War (Missile Cris Vietnam) Week 33: 1960's: Medicare, "Great Society" Civil Rights movement/Nixon Week 34: Reagan Administration: Economic Recovery, fall of the USSR, 1990's- Early 200 Week 35: Review Week Week 36: Semester Exams

Approximate Time Per Week

4 hours per week

10th Grade Modern European History

Course Goals

The goal of this course is to gain a broad understanding of Western European history from c. 1500 A.D. to the present. For the purposes of this class, the period begins with the fall of Constantinople, the discovery of America, and the Protestant Reformation; it includes the English Civil War, the Enlightenment, the American and French Revolutions, the Industrial Revolution, and the Napoleonic Wars; and it culminates in the Bolshevik Revolution, the two World Wars, the Cold War, and the fall of the Soviet Union. The goals are for students to see and understand 1) that the hand of Providence works through historical events, 2) that human nature remains consistent, and thus history repeats itself in certain ways, and that 3) it is therefore essential, if we are to understand and act well within our own day, to understand and learn from one's historical context. This course will also include a research project.

Primary Texts and Materials

1. *What is Enlightenment?*, Emmanuel Kant
2. *Second Treatise on Civil Government (selections)*, John Locke
3. *The Social Contact,* Rousseau
4. *Reflections on the Revolution in France (selections)*, Burke
5. *The Communist Manifesto,* Karl Marx
6. *The Origin of Species (selections),* Darwin
7. *(delete)*
8. *All Quiet on the Western Front,* Remarque
9. *Mein Kampf,* Hitler
10. Various other speeches, acts, and essays relating to the periods and issues covered
11. Teacher created tests and quizzes

Course Objectives

The student will:

1. understand the causes and significance of the Reformation.
2. understand the nature and causes of the English Civil War.
3. explain what Rousseau means by the Social Contract, Sovereignty, Government, and the General Will.
4. explain the importance of the thought of Immanuel Kant as a watershed in Western history. Articulate the importance of Locke's understanding of Government on the founding of America.
5. understand the ideas and cultural/religious consequences of the Enlightenment.
6. know the major events of the French Revolution.
7. understand the importance of Napoleon and the shift in European politics he created.
8. compare and contrast the French Revolution and the American War for Independence.
9. demonstrate that the views of the French revolutionaries were greatly affected in their thinking by Rousseau.
10. explain the importance of Marx's thought.
11. know the basic facts of the Industrial Revolution and understand its cultural and political impact.
12. list and describe the major events of the Russian Revolution.
13. describe and explain the communist dialectic.
14. explain the causes of World War I.

15. demonstrate how the Treaty of Versailles helped to elevate Hitler to power and was a cause of the Second World War.
16. explain how the policy of appeasement pursued by European leaders led to the rise of Hitler and the Second World War.
17. articulate the effect of Nietzche's thoughts on the history of the 20th century (especially concerning the rise of fascism).
18. describe the trench warfare of World War I and its major battles.
19. describe the major battles of World War II.
20. understand Stalin's rise to power in Europe and the dominating influence the Cold War had on politics from 1945-1991.
21. conduct a research project of 8-9 pages in which the students will choose a topic, identify and obtain a variety of scholarly sources, gather and record information, and then outline, draft, and finalize a sound, annotated research paper.

Review Objectives

The class will begin with a brief survey of both ancient and medieval history and especially of the ways in which the former passed into the latter. The purpose of this is to remind students of the continuity of western history beginning with ancient Athens, Rome, and Jerusalem and persisting to the present day. Review will also briefly touch on the Renaissance and how the Reformation is partly of product of humanism. A general geography and map review will also be included, as well as consistent review of previous lessons and key documents as the teacher proceeds through the year.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debat.es and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research project
5. Written & oral presentations
6. Lecture/large group instruction
7. Reading comprehension questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Pre-Renaissance and Renaissance Weeks 2-3: Renaissance/Reformation Week 4: Reformation/Protestant Revolutions Week 5: 17th Century Crises: Wars, Rebellions, Revolutions Week 6: Colonialization: Expanding Empires Week 7: Government: Absolutism v. Limited Monarchy Weeks 8-9: Scientific Revolution	Weeks 10-11: Enlightenment Week 12: 18th Century Overview Weeks 13-15: French Revolution Week 16: Napoleon Week 17: Review Week 18: Exam

Quarter 3	Quarter 4
Weeks 19-20: The Industrial Revolution Weeks 21-22: Overview of the 19th Century Week 23: Causes of WWI Weeks 24-25: WWI Week 26-27: Europe post WWI	Week 28: Causes of WWII Weeks 29-30: WWII Week 31: Globalization and Decolonization Weeks 32: Emergence of Modern Politics Weeks 33-34: Cold War Week 35: End of the Cold War/Modern Politics Week 36: Exam Review

Approximate Time Per Week

3-4 hours per week

12th/11th Grade Medieval History

Course Goals

The goal of this class is the cultivation of a broad, general sympathy with medieval thought through immersion in select medieval authors. Students will be able to think like the citizens of the Middle Ages: first, in order to cultivate a perspective from which our own time and culture may be critiqued; second, in order to emulate the triumphs and avoid the failures of the Middle Ages; third, in order to understand, critique, and to some extent adopt the medieval perspective. In addition, each student will solidify his or her grasp of the basic outline of medieval history in terms of events, dates, geography, and personalities.

Primary Texts and Materials

1. *The Rule of St. Benedict*
2. *Consolation of Philosophy,* Boethius
3. *Ecclesiastical History of the English People,* Bede
4. *Two Lives of Charlemagne*, Einhard/Notker the Stammerer
5. *Proslogium* and *Cur Deus Homo,* Anselm
6. *Lives of Thomas Becket,* Michael Staunton
7. *St. Thomas Aquinas and St. Francis of Assisi*, G.K. Chesterton
8. *Summa Theologiae* (selections), St. Thomas Aquinas
9. *Histories of the Kings of Britain,* Geoffrey of Monmooth
10. *Medieval Europe*, C. Warren Hollister
11. *The Discarded Image,* C.S. Lewis
12. Teacher-created maps, worksheets, quizzes, and tests

Course Objectives

The student will:

1. be familiar with the geography of the Roman Empire at its greatest extent and understand the significance of Roman political geography for medieval political developments.
2. be familiar with the economic and social conditions of Late Antiquity and how these were continued or modified in the Middle Ages.
3. be familiar with events surrounding the conversion of Rome to Christianity.
4. understand the perennial tension between Christianity and classical learning and how this tension was resolved during the Middle Ages.
5. understand the history of the Roman tetrarchy, the cultural and linguistic divisions between the eastern and western empires, and how these things abetted the schism of 1054 and persisted throughout the Middle Ages.
6. understand how the rise of the Sassanid Empire in the east, the emergence of the Huns out of the Asian Steppe, and the Gothic intrusion of 376 contributed to the fall of the western empire.
7. understand the medieval fusion of Germanic culture with the classical and Christian culture of late Antiquity.
8. understand the broad outline of Byzantine history with emphasis on its antecedents in the reign of Constantine, the re-conquest under Justinian, the conversion of Russia, the Battle of Manzikert, the Fourth Crusade, and the Fall of Constantinople to the Seljuk Turks.

9. be familiar with the formatives histories of England, France, Germany, and Italy during the Dark Ages.
10. understand the development of medieval monasticism beginning with the Desert Fathers and St. Basil in the east and continuing with John Cassian, St. Benedict of Nursia, and the Celtic monks of the British Isles in the west.
11. understand the events surrounding the conversion of England under St. Augustine and culminating in the Northumbrian Renaissance.
12. be familiar with the life of Muhammed, especially with his conversion, the flight to Medina, and the conquest of Mecca.
13. understand the events surrounding the Islamic Conquests from India to Spain, the dynastic developments under the Umayyads and Abbasids, and the Sunnai-Shiite Schism.
14. understand the Frankish dynastic change centering on the Merovingians, the Mayors of the Palace, and the Carolingians with special emphasis on Clovis, Charles Martel, Pepin the Short, and Charlemagne.
15. understand the increasing estrangement between the papacy and the Byzantine emperor on one hand and the growing alliance between the papacy and the newly emerging monarchies of northern Europe on the other.
16. understand the nature of the Carolingian Renaissance and why it was not permanent, with special emphasis on the breakup of the empire due to the Treaty of Verdun and the Viking Invasions.
17. be familiar with the main events of the Viking Invasions with special emphasis on the reign of Alfred the Great in Wessex and the establishment of the Duchy of Normandy in France.
18. understand the nature and general history of the Holy Roman Empire with emphasis on the Ottonian Renaissance, the Investiture Controversy, and the re-fragmentation of Germany after the reign of Frederick II.
19. understand the etymology of the word 'bourgeoisie' and the development of the urban middle class during the High Middle Ages.
20. understand the development of the knighthood as a lower aristocratic class
21. know the primary developments in the Christian reconquest of the Iberian Peninsula and the developments which led to the modern nation of Spain.
22. be able to define 'primogeniture' and explain how it contributed to the Norman infiltration and Sicily, the establishment of the Kingdom of Sicily, and the Crusades.
23. be familiar with the main events and personalities associated with the First, Second, Third, and Fourth Crusades.
24. understand the development of the reform papacy and the reform orders, e.g., the Carthusians, Cistercians, Franciscans, and Dominicans.
25. understand the history of the Avignon Papacy.
26. be able to compare and contrast the respective developments of constitutional monarchy in England and absolute monarchy in France.
27. understand the way in which the Angevin kings of England came to wield more power in France than the French king and how this was reversed during the reigns of John of England and Phillip Augustus of France.
28. be able to define, discuss, and identify examples of Romanesque and Gothic architecture.
29. understand the circumstances surrounding the rise of medieval universities and the study of medicine, law, philosophy, and theology.
30. understand the distinctions between canon, civil, and common law.

31. understand the theological and philosophical disagreements between nominalists and realists, Platonists and Aristotelians, and mystics and rationalists during the High Middle Ages; with emphasis on the thought of St. Anselm, Abelard, John of Salisbury, and St. Thomas Aquinas.
32. be able to define conciliarism and ultramontanism and explain the difference between them.
33. understand the significance of the Great Papal Schism, the Council of Constance, and the Borgia Papacy on the eve of the Protestant Reformation.
34. be familiar with the main events of the Hundred Years War with emphasis on Crecy, Agincourt, and the career of Joan of Arc.
35. be familiar with the main events and personalities of the War of the Roses.
36. be familiar with the Ottoman Conquests of Mesopotamia, Syria, Anatolia, and the Balkans c. 1350 to 1550 with special emphasis on the Fall of Constantinople.
37. understand the significance of the Black Death for the end of feudalism and the disintegration of the socio-economic unity of the Middle Ages.
38. be familiar with the revival of Classicism at the beginning the Renaissance, the gradual movement of Renaissance ideas from Italy into northern Europe, and the significance of this for the beginnings of the Protestant Reformation with an emphasis on the controversy between Erasmus and Luther.
39. be familiar with medieval political geography from the British Isles to India and from Scandinavia to the Sahara.
40. be able to articulate Lewis' observations of medieval cosmology and its relation to the present day.

Review Objectives

The year will begin with a review of Greco-Roman history and especially of Late Antiquity with a special emphasis on events that directly affected subsequent developments during the Middle Ages.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Debates and persuasive reports/presentations
3. Socratic/roundtable discussion to encourage evaluation/critique of texts and ideas
4. Research projects/ essays/response papers
5. Written & oral presentations –composing common topics as a class and individually.
6. Lecture/large group instruction
7. Review questions/quizzes
8. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction to Medieval History Week 2: Early Christian Monasticism Week 3: Rule of St. Benedict Week 4: Boethius (1) Week 5: Boethius (2) Week 6: Boethius (3) Week 7: Beginnings of Islam	Week 10: Carolingian Empire (1) Week 11: Carolingian Empire (2) Week 12: Carolingian Empire (3) Week 13: Bede (1) Week 14: Bede (2) Week 15: Anselm (1) Week 16: Anselm (2)

Week 8: Islam After Mohammed Week 9: Christian Reactions to Islam	Week 17: Thomas Becket (1) Week 18: Thomas Becket (2)
Quarter 3	Quarter 4
Week 19: Medieval Roman Church Week 20: Mendicant Orders Week 21: St. Thomas Aquinas (1) Week 22: St. Thomas Aquinas (2) Week 23: St. Thomas Aquinas (3) Week 24: St. Francis of Assisi Week 25: Medieval Conciliarism Week 26: Fall of Eastern Empire Week 27: Flex Week	Week 28: Plantagenet Dynasty (1) Week 29: Plantagenet Dynasty (2) Week 30: Plantagenet Dynasty (3) Week 31: Tudor Dynasty Week 32: Hundred Years War Week 33: War of Roses (1) Week 34: War of Roses (2) Week 35: Renaissance (1) Week 36: Renaissance (2)

Approximate Time Per Week

3-4 hours per week

11th/12th Grade Ancient History

Course Goals

The goal of this class is the cultivation of a broad, general sympathy with classical thought through immersion in select classical authors. Students are to become able to think like the citizens of antiquity: first, in order to cultivate a perspective from which their own time and culture may be critiqued; second, in order to emulate the excellences and avoid the failures of antiquity; third, in order to understand, critique, and, to some extent, adopt the ancient conception of the good life. In addition, each student will acquire a fundamental grasp of the basic outline of Greco-Roman history in terms of events, dates, geography, and characters.

Primary Texts and Materials

1. *Old Testament* (selections)
2. Ancient Near Eastern creation myths (Enuma Elisha, etc.)
3. *Theogony,* Hesiod
4. *The Histories,* Herodotus
5. *Lives of the Noble Greeks & Romans*, Plutarch
6. *History of the Peloponnesian War,* Thucydides
7. *Apology* and *Euthyphro* and *Republic* (selections), Plato
8. *Nicomachean Ethics* (selections), Aristotle
9. *The Early History of Rome,* Livy
10. *The Twelve Caesars,* Suetonius
11. *Annals of Imperial Rome*, Tacitus
12. *The Church History,* Eusebius
13. Teacher-created maps, worksheets, quizzes, and tests

Course Objectives

The student will:

1. be able to define the Primeval History, enumerate its major episodes, and know where to find it in the Bible.
2. be familiar with the geographical origin and extent of the following civilizations: Babylon, Assyria, Egypt, Persia, Hittite Kingdom, Greece, and Rome.
3. know the approximate dates and pivotal events of the following periods of ancient Greek history: Heroic Age (Minoan and Mycenaean Periods), Greek Dark Ages, Archaic Period, Classical Period, and Hellenistic Age.
4. be able to explain the ancient Greek view of history and to compare and contrast it with the Biblical view.
5. be able to explain why the Minoan and Mycenaean periods are collectively referred to as the Heroic Age and what it means to refer to these periods as quasi-mythological.
6. be able to explain how the Greeks attained linguistic and cultural unity during the Greek Dark Ages.
7. be able to explain how the foundations for the Greek Classical period were laid during the Dark Ages and the Archaic period.
8. understand the how the Persian Wars set the stage for the Peloponnesian War.
9. be able to explain the difference between Hellenic and Hellenistic culture.
10. be able to identify the four Hellenistic kingdoms and explain how they emerged from Alexander's empire.

11. know the approximate dates and pivotal events of the following periods of ancient Roman history: Roman Kingdom, Roman Republic, and Roman Empire.
12. be familiar with the myth of Romulus and Remus.
13. be able to identify the seven hills of Rome.
14. be able to identify the seven ancient kings of Rome.
15. understand the historic conflict between the Patricians and the Plebeians.
16. understand how Rome became the master of the Mediterranean through the Punic Wars and the Macedonian Wars.
17. be able to explain the major events of the 1st century B.C. which led to the fall of the Roman Republic.
18. understand the circumstances surrounding the first and second triumvirates, the assassination of Julius Caesar, and the transition from republic to empire.
19. understand the significance of the Julio-Claudian Dynasty, the Flavian Dynasty, and the Five Good Emperors.
20. be able to explain the nature of the *Pax Romana* and its importance for the propagation of the Christian gospel.
21. be able to explain the events which led to the division of the empire under Diocletian and the establishment of the tetrarchy.
22. be able to explain the events which led to the Christianization of the Roman Empire beginning with Constantine.
23. be able to explain the events which led to the imperial reorientation away from Rome to the east, the collapse of the western Empire, and the emergence of Byzantine (as distinct from Roman) culture in the east.

Review Objectives

The year will begin with an overview of the three primary ages of history – Antiquity, the Middle Ages, and Modernity – and a discussion of the continuity and interrelatedness of these three ages. In addition, all primary objectives from prior years will be reviewed as necessary.

Classical Teaching Methods

1. In-class reading and discussion of texts
2. Socratic/Harkness discussion to encourage evaluation/critique of texts and ideas
3. Research projects/ essays/response papers
4. Written & oral presentations –composing common topics as a class and individually.
5. Lecture/large group instruction
6. Review questions/quizzes
7. Short answer/essay tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Intro to the Ancient Near East Week 2: Intro to the Ancient Near East Week 3: Intro to the Ancient Near East Week 4: Cosmogony and Cosmology Week 5: Primeval History Week 6: Pentateuch/ Ancient Egypt Week 7: Assyria	Week 10: Persia Week 11: Minoans & Mycaeneans Week 12: Dark Ages Week 13: Geometric Greece Week 14: Archaic Greece Week 15: Classical Greece (Greco-Persian Wars

Week 8: Assyria Week 9: Babylon	Week 16: Classical Greece (Thucydides) Week 17: Classical Greece - Sparta Week 18: Classical Greece - Athens
Quarter 3	Quarter 4
Week 19: Presocratic Philosophers Week 20: Plato Week 21: Plato Week 22: Plato Week 23: Aristotle Week 24: Aristotle Week 25: Macedonian/ Intro to Rome Week 26: Roman Kingdom Week 27: Roman Republic	Week 28: Roman Republic Week 29: Punic Wars Week 30: Punic Wars Week 31: Gracci, Marius, Sulla Week 32: First/Second Triumvirate Week 33: Roman Christianity Week 34: Persecution/Martyrdom Week 35: Constantine Week 36: Augustine/ Fall of Rome

Approximate Time Per Week

3-4 hours per week

7th Grade Pre-Algebra

Course Goals

The apostle Paul wrote the following in Romans 1:20. "For since the creation of the world, God's invisible qualities – His eternal power and divine nature – have been clearly seen, being understood from what has been made, so that men are without excuse." The goal of this course is to provide students with the tools to explore ever more deeply the beauty and order of "what has been made" by helping them transition from the concrete concepts and skills of mathematics to the more abstract concepts of algebra.

Primary Texts and Materials

1. Textbook: *Larson Pre-Algebra*, Houghton Mifflin Harcourt Publishing, 2012
2. Assessment masters
3. Pencils for all work; pens for grading
4. Protractors and rulers
5. Notebook and graph paper
6. Scientific calculator (2nd semester)

Course Objectives

The student will:

1. add, subtract, multiply, and divide integers and make scatter plots.
2. understand properties of operations and simplify expressions.
3. construct and solve single- and multi-step linear equations and inequalities in one variable.
4. understand properties of exponents and square roots.
5. extend properties and operations to rational numbers.
6. write and solve ratios and proportions and use them with similar figures.
7. use linear functions and equations in 2 variables.
8. find intercepts and slope of linear equations.
9. graph linear equations.
10. understand probability and statistics.
11. learn the historical contexts of mathematics and important mathematicians.
12. gain some insight into the orderliness of God's mind and creation.

Review Objectives

1. Maintain basic arithmetic skills
2. Daily and systematic review of previous material

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Individual seatwork
4. Group problem solving/questioning/critiquing/discussion
5. Homework
6. Assessment: section quizzes and chapter tests
7. Visual materials and manipulatives
8. Integration of subjects; logic, history, philosophy
9. Memorization and chants

10. Projects

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction, 1-1, 1-2, 1-3, 1-4, review Week 2: 1-5, 1-6, review Week 3: 1-7, 1-8 review Week 4: 2-1, 2-2, test 1 Week 5: 2-3, 2-4, review, **quiz 1** Week 6: 2-5, 2-6, review Week 7: 2-7, review, **quiz 2** Week 8: 3-1, **test 2** Week 9: 3-2, 3-3, review	Week 10: 3-4, 3-5, **quiz 3** Week 11: 3-6, **quiz 4,** review Week 12: **Chapter 3 test,** 4-1 Week 13: 4-2, 4-3, review Week 14: 4-4, 4-5, **quiz 5** Week 15: 4-6, 4-7, review Week 16: review, **test 4** Week 17: Review Week 18: Exam
Quarter 3	Quarter 4
Week 19: 5-1, 5-2, **quiz** Week 20: 5-3, 5-4, **quiz** Week 21: 5-5, 5-6, review, **quiz** Week 22: 5-7, review, **quiz** Week 23: 6-1, 6-2, **test 5** Week 24: 6-3, 6-4, review, similar figures Week 25: 6-5, 6-6, 6-7, 6-8, **quiz** Week 26: 7-1, review, **test 6** Week 27: 7-2, review	Week 28: review, 7-3, 7-4 Week 29: **quiz,** 7-5, 7-6, review, 7-7, **quiz** Week 30: **test 7,** 8-1, review Week 31: 8-2, review Week 32: 8-3, review Week 33: 8-4, 8-5, review Week 34: 8-6 review, **test 8** Week 35: Review Week 36: Exam

Approximate Time Per Week

3-4 hours per week

8th Grade Algebra I

Course Goals

As a result of taking this class students will better understand the precise and elegant mathematical patterns with which God created the world. They will make connections between algebraic concepts/skills and real-world situations. And they will build the strong foundation in Algebra I which is essential to the understanding of higher level mathematics and science.

Primary Texts and Materials

1. *Larson Algebra I*, Houghton Mifflin Harcourt Publishing, 2011
2. Assessment masters
3. Pencils for all work; pens for grading
4. Notebook and graph paper
5. Scientific calculator
6. Manipulatives

Course Objectives

The student will:

1. understand algebraic function.
2. represent functions as rules, tables, and graphs.
3. perform fundamental operations with rational and irrational numbers.
4. solve linear equations in one and two variables.
5. graph linear equations and functions using intercepts, tables, and slope-intercept form.
6. write linear equations in slope-intercept, point-slope, and standard forms.
7. find a line of best fit.
8. solve and graph linear inequalities.
9. solve systems of equations and inequalities.
10. use properties of exponents involving products and quotients.
11. write and graph exponential functions.
12. add, subtract, multiply, and divide polynomials.
13. factor polynomials.
14. understand the historic development of algebraic concepts.
15. simplify radicals.

Review Objectives

1. Daily and systematic review of previous material
2. Remediation as needed

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Individual seatwork
4. Group problem solving/questioning/critiquing/discussion
5. Homework
6. Assessment: section quizzes and chapter tests
7. Visual materials and manipulatives

8. Integration of subjects; logic, history, philosophy
9. Memorization and chants
10. Projects

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction, 1.1, 1.2, 1.3, review Week 2: 1.4, 1.5, quiz Week 3: 1.6, 1.7, review Week 4: 2.1, 2.2, **Chapter 1 Test** Week 5: 2.3, 2.4, review Week 6: 2.5, 2.6, review Week 7: 2.7, review Week 8: **Chapter 2 Test**, 3.1 Week 9: 3.2, 3.3, review	Week 10: 3.4, 3.5, 3.6, review Week 11: 3.7, 3.8, similar figures, **quiz** Week 12: percent of change, review, **Chapter 3 Test** Week 13: 4.1, 4.2, review Week 14: 4.3, 4.4, review Week 15: 4.5, 4.7, review, **quiz** Week 16: **Chapter 4 Test,** 5.1, 5.2 Week 17: Exam review Week 18: Exams
Quarter 3	Quarter 4
Week 19: 5.3, review Week 20: 5.4, 5.5, review, quiz Week 21: **Chapter 5 Test,** 6.1, 6.2 Week 22: 6.3, 6.4, review Week 23: 8.1, 8.2, **Chapter 6 Test** Week 24: 8.3, 8.4, review Week 25: 9.1, **Chapter 8 Test** Week 26: 9.2, 9.3, review, quiz 1 Week 27: 12.3, review, 9.4, 9.5	Week 28: 9.6, factor by grouping Week 29: 9.7, review, quiz 2 Week 30: 9.8, quiz 3 Week 31: Review, **Chapter 9 Test** Week 32: Radical unit Week 33: Radical unit Week 34: 11.2, review, quiz Week 35:Exam review Week 36:Exams

Approximate Time Per Week

3-4 hours per week

9th Grade Geometry

Course Goals

In this class students will explore, understand, and use the formal language of reasoning and justification. They will apply properties of polygons and determine distances and points of concurrence. They will explore right triangles and right-triangle trigonometry, and understand and apply properties of circles and spheres and use them in determining related measures.

Primary Texts and Materials

1. *Geometry Common Core Edition*- Larson
2. Teacher created tests and quizzes

Course Objectives

The student will:

1. investigate properties of geometric figures in the coordinate plane.
2. understand and use the language of mathematical argument and justification.
3. discover, prove, and apply properties of triangles, quadrilaterals, and other polygons.
4. identify and use special right triangles.
5. define and apply sine, cosine, and tangent ratios to right triangles.
6. understand the properties of circles.
7. find and compare the measures of spheres.

Review Objectives

Before undertaking a Geometry course, students should have successfully completed Algebra 1. This includes but is not limited to the following:

1. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
2. Create equations and inequalities in one variable and use them to solve problems.
3. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
4. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non- viable options in a modeling context.
5. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
6. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
7. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
8. Solve quadratic equations in one variable.
9. Solve systems of linear equations exactly and approximately (e.g. using graphs), focusing on pairs of linear equations in two variables.

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: section quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; logic, history, philosophy
8. Memorization
9. Projects and oral presentations

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: 1.1, 1.2 – 1.4, Quiz Week 2: 1.5 – 1.6, **Test 1** Week 3: 2.1 – 2.3, Quiz Week 4: 2.4 – 2.5, Quiz Week 5: 2.6 – 2.7, **Test 2** Week 6: 3.1 – 3.3, Quiz Week 7: 3.4 – 3.5, Quiz Week 8: 3.6, **Test 3** Week 9: 4.1 – 4.2	Week 10: 4.4– 4.6, Quiz Week 11: 4.7 – 4.8, **Test 4** Week 12: 5.1 – 5.3, Quiz Week 13: 5.4 – 5.6, Quiz Week 14: **Test 5**, 6.1, 6.3 Week 15: 6.4 – 6.5, Quiz Week 16: 6.6, **Test 6** Week 17: Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: 7.1 – 7.5, Quiz Week 20: 7.6 – 7.7, **Test 7** Week 21: 8.1 – 8.3 Week 22: 8.4 – 8.5, Quiz Week 23: 8.6, Quiz, **Test 8** Week 24: 9.1 – 9.3 Week 25: 9.4 – 9.5, Quiz Week 26: 9.6 – 9.7, **Test 9** Week 27: 10.1 – 10.2	Week 28: 10.3 – 10.4, Quiz Week 29: 10.5 – 10.6, Quiz Week 30: 10.7, **Test 10** Week 31: 11.1 – 11.3, Quiz Week 32: 11.4 – 11.5, Quiz Week 33: 11.6 – 11.7, Quiz Week 34: 11.8 – 11.9 Quiz, Test 11 Week 35: Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

10th Grade Algebra II

Course Goals

The main goal of *Algebra 2* is to improve and extend the algebra skills students have accumulated from previous years of study in order to accommodate the topics typical of a second algebra course. Functions provide a unifying theme throughout. Linear, quadratic, exponential, logarithmic, and trigonometric functions are covered, as well as functions of variation, sequences, and transformations. Functions are treated as special kinds of relations, and quadratic relations are covered in more detail. The corresponding equations and inequalities are solved symbolically and graphically, with and without CAS technology. A review of linear functions and systems utilizes geometric properties of points, lines, and planes. Terms are carefully defined and theorems proved. Formulas and graphs of functions are examined using reflections, translations, and scale change transformations. Congruence and symmetry are applied to the study of triangle trigonometry. Geometric applications through introductory trigonometric relationships, and representations of all matrix operations are presented. Mathematical modeling and applications are carefully developed through detailed examination of the basic properties of a situation that cause it to be modeled by each type of function studied in the course. Data abound in the selection of models and provide rationales for the study of each type of function. A wide variety of problems are designed to enhance algebra skills and properties, and quantitative literacy.

Primary Texts and Materials

1. *Advanced Algebra* - University of Chicago series, 2002 edition
2. Teacher created tests and quizzes

Course Objectives

The student will:

1. define and identify parent functions, and recognize transformed, reflected, and transformed functions.
2. identify and distinguish between direct, inverse, joint and combination variation relationships.
3. write linear equations in slope-intercept, point-slope, and standard forms.
4. solve systems of equations graphically, algebraically, and using matrices.
5. apply systems of equations to real-life problems.
6. recognize standard forms and real-life models of quadratic equations.
7. solve, factor, graph, and classify quadratic systems.
8. work with integer and fractional exponents, natural and base-ten logarithms.
9. solve equations containing powers of variables.
10. define, identify and algebraically develop inverse function equations.
11. identify, graph, and write equations in standard form for conic sections.
12. identify, define, graph, and derive trigonometric identities from a right triangle foundation, using angle and radian measures.

Review Objectives

Before undertaking an Algebra 2 course, students should have successfully completed both Algebra 1 and Geometry. This includes but is not limited to the following:

1. A basic understanding of linear, exponential, and quadratic functions; powers, roots, and polynomials are included.

2. Students should be able to (and will continually review how to) visualize algebraic concepts physically and geometrically.
3. The use of algebraic expressions to describe patterns and explain properties of numbers, data, and geometric figures will be relied heavily upon and students should have these skills well developed.
4. Students should also be comfortable with simple statistics described algebraically, equations that are shown to model data, and functions presented as a way to describe change.
5. A firm grasp of geometric ideas such as complementary and supplementary angles, the Pythagorean Theorem, and formulas for perimeter, area, and volume used as contexts for equation-solving and functions.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: section quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; logic, history, philosophy
8. Memorization
9. Projects and oral presentations

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: 1.1, 1.2 – 1.3, Quiz Week 2: 1.4 – 1.6, Quiz Week 3: 1.7, **Test 1** Week 4: 2.1 – 2.2 Week 5: 2.3 – 2.4, Quiz Week 6: 2.5, 2.7 Week 7: 2.8, **Test 2** Week 8: 3.1– 3.3 Week 9: 3.4, Quiz	Week 10: 3.5 – 3.6, **Test 3** Week 11: 4.1, Quiz Week 12: 4.2, Quiz Week 13: 4.3, Quiz Week 14: 4.4, Quiz Week 15: 4.5, Quiz Week 16: **Test 4** Week 17: Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: 4.6, 4.7 – 4.9, Quiz Week 20: 4.10, **Test 5** Week 21: 5.1, Quiz Week 22: 5.3-5.4, Quiz Week 23: **Test 6**, 5.5 Week 24: 6.1 – 6.2, Quiz Week 25: 6.3 Week 26: 6.4 – 6.5, Quiz Week 27: 6.6, **Test 7**	Week 28: 7.1 – 7.2 Week 29: 7.3 – 7.4, Quiz Week 30: 7.5 – 7.6, Quiz Week 31: 7.7, **Test 8** Week 32: 8.1 – 8.2, Quiz Week 33: 8.4, Quiz, 8.5 Week 34: 8.6, Quiz, **Test 9** Week 35: Review Week 36:Exams

Approximate Time Per Week

3-4 hours per week

11th Grade Pre-Calculus

Course Goals

This course will cover pre-calculus and statistics and prepare students to enter college at the calculus level. It includes rational, trigonometric, and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; sequences and series; vectors; the central limit theorem; and confidence intervals. Students will analyze rational and trigonometric functions, investigate and apply sequences and series, and understand and use vectors.

Primary Texts and Materials

1. *Precalculus with Limits*, 2nd ed. 2011, Larson
2. Teacher created tests and quizzes

Course Objectives

The student will:

1. investigate functions.
2. explore rational functions.
3. use the circle to define the trigonometric functions.
4. investigate and use the graphs of the six trigonometric functions.
5. establish the ten fundamental trigonometric identities and use them to simplify trigonometric expressions and verify equivalence statements.
6. solve trigonometric equations both graphically and algebraically.
7. investigate and use inverse sine, inverse cosine, and inverse tangent functions.
8. use sequences and series.
9. understand and use vectors.

Review Objectives

Before studying pre-calculus, all students should complete at least three years of secondary mathematics designed for college-bound students; specifically, courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. This includes linear, polynomial, rational, exponential, logarithmic, and trigonometric functions. In particular, before studying pre-calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions, and they must also understand the language of functions – domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: section quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; logic, history, philosophy
8. Memorization
9. Projects

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: A.1, A.2 – A.4, Quiz Week 2: A.5 – A.6, Quiz, **Test 1** Week 3: 1.1 – 1.3 Week 4: 1.4 – 1.5, Quiz Week 5: 1.6 – 1.7 Week 6: 1.8 – 1.9, Quiz, **Test 2** Week 7: 2.1 – 2.3 Week 8: 2.4 – 2.5 Week 9: 2.6, Quiz	Week 10: 2.7, **Test 3** Week 11: 3.1 – 3.2, Quiz Week 12: 3.3 – 3.4, **Test 4** Week 13: O7.1 – O7.2, Quiz Week 14: O7.3 – 7.4, Quiz Week 15: O8.1 – O8.2, Quiz Week 16: O8.3 – 4.8, **Test 5** Week 17: Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: O9.1 – O9.2, O9.3 – O9.4, Quiz Week 20: O9.5, **Test 6** Week 21: 6.1, Quiz Week 22: 6.2, **Test 7** Week 23: 7.1 – 7.2, Quiz Week 24: 7.3, 7.5 Week 25: Quiz, **Test 8** Week 26: 8.1 – 8.2 Week 27: 8.4, Quiz	Week 28: 8.3, **Test 9** Week 29: 10.2 – 10.3, Quiz Week 30: 10.4, Quiz Week 31: **Test 10**, 9.1 Week 32: 9.2 – 9.3, Quiz Week 33: 9.5, **Test 11**, 6.3 Week 34: 6.4, **Test 12** Week 35: 6.4, Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

12th Grade Calculus

Course Goals

The purpose of this AP Calculus course is to provide an opportunity for students to develop mastery in the concepts listed in the College Board's *AP Calculus Course Outline*. The goal is to prepare students to score a 5 on the AP Exam and learn calculus well enough to be successful in subsequent courses. The underlying theme used throughout this course is to have students understand functions from the Rule of Four perspectives: graphic, numeric, algebraic, and verbal. Calculus is based on just a few fundamental concepts: limits, tangent lines, and approximations. But as the subject is explored, students will discover a discipline capable of solving innumerable problems of great importance.

Primary Texts and Materials

1. *Calculus 10e AP Edition*- Larson
2. Teacher created tests and quizzes

Course Objectives

The student will:

1. be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.
2. understand the meaning of the derivative in terms of a rate of change and local linear approximation and be able to use derivatives to solve a variety of problems.
3. understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.
4. understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
5. be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
6. be able to model a written description of a physical situation with a function, a differential equation, or an integral.
7. be able to use technology to help solve problems, experiment, interpret results, and support conclusions.
8. be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
9. develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Review Objectives

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students, specifically courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. This includes linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd

and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers 0, π/6, π/4, π/3, π/2 and their multiples.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: section quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; logic, history, philosophy
8. Memorization
9. Projects

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: P.1, P.2 – P.3, Quiz, **Test 1** Week 2: 1.1 – 1.3, Quiz Week 3: 1.4 – 1.5, Quiz, **Test 2** Week 4: 2.1 – 2.2 Week 5: 2.3 – 2.4, Quiz Week 6: 2.5, Quiz, **Test 3** Week 7: 3.1 – 3.2 Quiz Week 8: 3.3 Quiz Week 9: 3.4 – 3.5, Quiz	Week 10: 3.6, Quiz Week 11: 3.8 – 3.9, **Test 4** Week 12: 4.1, Quiz Week 13: 4.2, Quiz Week 14: 4.3, Quiz Week 15: 4.4, Quiz Week 16: 4.5, Quiz, **Test 5** Week 17: Review Week 18: Exams
Quarter 3	**Quarter 4**
Week 19: 5.1, 5.2 – 5.4, Quiz Week 20: 5.5 – 5.6, Quiz Week 21: 5.7, **Test 6** Week 22: 6.1, 6.3, Quiz Week 23: 6.4, Quiz Week 24: 6.2, **Test 7** Week 25: 7.1 Week 26: 7.2, Quiz Week 27: 7.3, Quiz	Week 28: 7.4, **Test 8** Week 29: 8.1 Week 30: 8.2, Quiz Week 31: 8.3, Quiz Week 32: 8.4, **Test 9** Week 33: 8.5 Week 34: 8.7, Quiz Week 35: 8.8, **Test 10** Week 36: Finance and Budgeting

Approximate Time Per Week

3-4 hours per week

12th Grade Second-Year Calculus

Course Goals

The purpose of this AP Calculus BC course is to provide an opportunity for students to gain further mastery of the concepts listed in the College Board's *AP Calculus Course Outline*. The goal is to prepare students to score a 5 on the AP Calculus BC Exam. All concepts in AP Calculus AB are reviewed, and the additional topics of sequences and infinite series, parametric equations, polar coordinates, and vector calculus are added.

Primary Texts and Materials

1. *Calculus 10e AP Edition*- Larson
2. Teacher created tests and quizzes

Course Objectives

The student will:

1. be able to work with functions represented in a variety of ways: Graphical – in both the Cartesian coordinate and polar plane representations – Numerical, Analytical, or Verbal, and expressed as an Infinite Series. They should understand the connections among these representations.
2. understand the meaning of the derivative in terms of an instantaneous rate of change and local linear approximation and be able to use derivatives to solve a variety of problems.
3. understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and be able to use integrals to solve a variety of problems.
4. understand and use the tool of improper integral expressions.
5. understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
6. be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
7. be able to model a written description of a physical situation with a function, a differential equation, or an integral. Calculus BC adds modeling using vector and parametric expressions.
8. be able to use technology to help solve problems, experiment, interpret results, and support conclusions.
9. be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
10. develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Review Objectives

Before studying either Calculus AB or BC, all students should complete four years of secondary mathematics designed for college-bound students, specifically courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and

know the values of the trigonometric functions at the numbers 0, π/6, π/4, π/3, π/2 and their multiples.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: section quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; logic, history, philosophy
8. Memorization
9. Projects

Approximate Time Per Week

3-4 hours per week

7th Grade General Science

Course Goals

Students will develop an appreciation for God's Creation through the study of general science. They will examine and explore the history of science, science as inquiry, the analysis and interpretation of data, simple machines, the foundations of geology, fossil records, the definition and classification of life, energy, and human body systems.

Primary Texts and Materials

1. *Exploring Creation with Physical Science*, 2nd Edition, Apologia Educational Ministries
2. Bible, NSV
3. Apologia Website, www.apologia.com/bookextras
4. Teacher created tests, quizzes, experiments, graphs, activities, graphic organizers

Course Objectives

The student will:

1. develop a general overview and understanding of the history of science, realizing that science must be supported by scientific evidence, government and culture, and the progress of previous scientists.
2. demonstrate the scientific method.
3. be able to explain the difference between a scientific theory and a scientific law and state the limitations of science.
4. identify and interpret experimental controls and variables by analyzing data and graphs.
5. distinguish various simple machines (3 classes of levers, wedge, incline plane, wheel & axle, pulleys, block & tackle, screw) and calculate the mechanical advantage of each one.
6. determine the value of the Old & New Testaments as historical documents by applying archeology, historical artifacts, Aristotle's Dictum, internal test, external test, bibliographical test, archeological process, dendrochronology, radiometric dating, and the Principle of Superposition.
7. compare and contrast uniformitarianism and catastrophism in order to form a hypothesis about the earth's past.
8. differentiate four types of fossils and the fossil record, applying geology and paleontology from the perspectives of both uniformitarianism and catastrophism and debate from both perspectives.
9. reconstruct the geological record according to the perspective of uniformitarianism, explaining how this provides support for the theory of evolution and also how it fails to offer such support
10. analyze the four criteria for life: DNA, energy extraction from the environment, sense and response to change, and reproduction.
11. classify organisms by various characteristics using the five-kingdom system: Monera, Protista, Fungi, Plantae, and Animalia.
12. learn the proper and safe use of microscopes and other lab equipment.
13. determine how organisms use energy in the life energy cycle.
14. analyze and synthesize the human body systems: skeletal, muscle, integumentary, digestive, respiratory, circulatory, lymphatic, endocrine, urinary, and nervous systems.

Review Objectives

All primary objectives from previous years will be reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Group problem solving/questioning/critiquing/discussion
4. Interpret graphs, tables, and charts
5. Homework
6. Assessment: chapter tests
7. Visual materials and manipulatives
8. Integration of subjects; math, Bible, history
9. Memorization
10. Projects and oral presentations
11. Experiments
12. Debates

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; The History of Science Weeks 3-4: Module 2; Scientific Inquiry and the Scientific Method Weeks 5-6: Module 3; Documenting and Interpreting Experimental Results Weeks 7-8: Module 4; Scientific Analysis and History Week 9: Module 5; Earth Science - Astronomy	Week 10: Module 5; Earth Science – Astronomy Weeks 11-12: Module 6; Earth Science – Geology and Paleontology Weeks 13-14: Module 7; Earth Science – Meteorology and Oceanography Weeks 15-16: Catch-up and Review Week 17: Exam Review Week 18: Exams
Quarter 3	**Quarter 4**
Weeks 19-20: Module 8; General Chemistry Weeks 21-22: Module 9; General Physics Weeks 23-24: Module 10; Life Science Weeks 25-26: Module 11; General Biology Week 27: Module 12; The Oceans of the Earth	Week 28: Module 12; The Oceans of the Earth Weeks 29-31: Module 13; Environmental Science Weeks 32-34: Module 14; Science and Creation Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

8th Grade Physical Science

Course Goals

Students will develop an appreciation for God's Creation by examining the following: measurement, air, atmosphere, water, earth, weather, physics, motion, waves, sound, light, and astrophysics.

Primary Texts and Materials

1. *Exploring Creation with Physical Science*, 2nd Edition, Apologia Educational Ministries, Inc.
2. Bible, NSV
3. Apologia Website,
4. Teacher created tests, quizzes, experiments, graphs, activities, graphic organizers

Course Objectives

The student will:

1. distinguish the correct metric measurements and units of physical quantities for distance, mass, volume, time, and temperature and for calculating one- and two-step conversions between units using factor-label method.
2. assess and analyze the composition of air, greenhouse gases, and pollution in the atmosphere.
3. construct graphs with proper titles, labels, and scales, analyze data using scientific graphs, and determine how graphs are used to inform or mislead consumers.
4. develop and demonstrate layers and composition of atmospheric layers and how these contribute atmospheric pressure in various units (inches, pounds per square inch, atm, and mmHg) by designing and building a barometer.
5. observe and discover the composition and properties of water (surface tension, bonds, polarity, cohesion, adhesion, capillary effect, universal solvent, high latent heat, high density in liquid phase) with various experiments.
6. differentiate the hydrosphere in term of its cycle, salinity, phases, location, residence time, adiabatic cooling, and pollution.
7. draw and label the crust, mantle, inner and outer core of the earth, understanding the composition of each of layer; measure seismic waves (volcanos and earthquakes), pressure, temperature, discontinuities, and magnetic fields; and compare dynamo theory and rapid-decay theory for electrical currents.
8. determine the factors that affect the earth's weather: thermal energy, water vapor, tilt of the earth on its axis, distance from sun, seasons, wind patterns, Coriolis effect, air masses, and fronts.
9. interpret weather maps and how to predict weather including cloud systems, thunderstorms, lightning, tornados, and hurricanes.
10. demonstrate the mechanics of motion, forces, and energy: calculating speed, velocity, acceleration, and free fall.
11. apply and calculate Newton's three laws of motion.
12. compare static and kinetic forces.
13. demonstrate use of acceleration, vectors, and thrust.
14. compare and contrast four fundamental forces of creation – gravitational force, electromagnetic force, weak force, and strong force – and learn how these forces affect the solar system.

15. differentiate electromagnetic waves and sound waves in terms of wavelength, speed, pitch, frequency, amplitude, intensity, and decibel.
16. understand the dual nature of light via electromagnetic waves.
17. differentiate between reflection and reflection in lenses and mirrors.
18. describe how the eye determines color.
19. classify stars using basic principles of astrophysics.

Review Objectives

All primary objectives from previous years will be reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Group problem solving/questioning/critiquing/discussion
4. Interpret graphs, tables, charts
5. Homework
6. Assessment: chapter tests
7. Visual materials and manipulatives
8. Integration of subjects; math, Bible, history
9. Memorization
10. Projects and oral presentations
11. Experiments

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; The Basics Weeks 3-4: Module 2; Chemistry; Properties and States of Matter Weeks 5-6: Module 3; Chemistry; Atomic Structure and the Periodic Table Weeks 7-8: Module 4; Chemistry; Chemical Bonds Week 9: Module 5; Chemistry: Reactions and Energy	Week 10: Module 5; Chemistry: Reactions and Energy Weeks 11-12: Module 6; Physics: Motion Weeks 13-14: Module 7; Physics: Forces Weeks 15-16: Module 8; Physics: Energy Week 17: Exam Review Week 18: Exam
Quarter 3	**Quarter 4**
Weeks 19-20: Module 9; Physics: Waves and Sound Weeks 21-22: Module 10; Physics: Light Weeks 23-24: Module 11; Physics: Electricity and Magnetism Weeks 25-26: Module 12; Earth Science: Our Earth Week 27: Module 13; Earth Science: Our Atmosphere and Beyond	Week 28: Module 13; Earth Science: Our Atmosphere and Beyond Weeks 29-30: Module 14; Chemistry and Physics in the Life Sciences Weeks 31-32: Physical Science Research Weeks 33-34: Catch-Up/Review Week 35: Exam Review Week 36: Exam

Approximate Time Per Week

3-4 hours per week

9th Grade Biology

Course Goals

Students will develop an appreciation for God's Creation of through the study of biology. They will examine and explore the following: classifications, habitats, anatomy structure, physiology functions of microbiology, cells, cell reproduction, DNA, chemistry of life, genetics, ecology, evolution, invertebrates, vertebrates, and plants.

Primary Texts and Materials

1. *Exploring Creation with Biology,* 2nd Edition, Apologia Educational Ministries, Inc.
2. Apologia Website, www.apologia.com/bookextras
3. Bible, NSV
4. *The Riot and the Dance Foundational Biology,* Cannon Press
5. Teacher created tests, quizzes, experiments, activities, graphic organizers

Course Objectives

The student will:

1. classify living organisms into Kingdom, Phylum, Class, Order, Family, Genus, and Species, being able to apply rules of binomial nomenclature and biological keys.
2. demonstrate knowledge of prepared slides, wet mount slides, and microscope use.
3. apply safety techniques during experiments and dissections.
4. draw, label, title, and interpret data for line, circle, and bar graphs.
5. differentiate and classify phyla and classes in kingdom Monera, including bacterial reproduction, binary fission, conjugation, transformation, and transduction of bacteria recombination.
6. differentiate and classify phyla and classes in kingdom Protista with subkingdoms protozoa and algae.
7. identify Kingdom Fungi characteristics, phylums, reproduction, cycle, and general structures.
8. compare physical changes versus chemical changes in matter, including osmosis, diffusion, photosynthesis, respiration, dehydration, and hydrolysis.
9. differentiate structural formula of organic macromolecules including carbohydrates, proteins, and lipids.
10. draw and label cell structures, organelle functions, protein synthesis through transcription and translation, reproduction via mitosis, sexual reproduction though meiosis.
11. state four principles of genetics, differentiate between dominant and recessive alleles, solve homozygous and heterozygous Punnett squares, pedigrees, and determine genetic disorders and diseases.
12. compare micro- and macro- evolution by analyzing Darwin's theory, geological column, paleontology, Cambrain Explosion, amino acid sequences in common proteins for evidence of macro-evolution.
13. analyze energy of ecosystem via trophic levels; primary, secondary, and tertiary consumers, interpret food webs, and apply water, oxygen, carbon, and nitrogen cycles.
14. characterize and classify invertebrate phylums of sponges, worms, mollusks, arthropods.
15. interpret and classify vertebrate phylums of fish, reptiles, birds, mammals.

16. collect, classify, compare and contrast general structures of plant flowers, stems, roots, leaves, and fruits.

Review Objectives

All primary objectives from previous years will be reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction and Harkness discussions
3. Biology field experience
4. Interpret graphs, tables, and charts
5. Proper use of microscope
6. Biological drawings
7. Group problem solving/questioning/critiquing/discussion
8. Homework
9. Assessment: chapter tests
10. Visual materials and manipulatives
11. Integration of subjects; math, Bible, history
12. Memorization
13. Projects, papers and oral presentations
14. Experiments
15. Debates

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; The Science of Life Weeks 3-4: Module 2; The Chemistry of Life Weeks 5-6: Module 3; Ecology Weeks 7-8: Module 4; Cell Structure and Function Week 9: Module 5; Cellular Energy	Week 10: Module 5; Cellular Energy Weeks 11-12: Module 6; DNA, Proteins, and the Cell Cycle Weeks 13-14: Module 7; Genetics Weeks 15-16: Module 8; Evolution Week 17: Exam Review Week 18: Exam
Quarter 3	**Quarter 4**
Weeks 19-20: Module 9; Prokaryotes and Viruses Weeks 21-22: Module 10; Protists and Fungi Weeks 23-24: Module 11; Plant Diversity and Reproduction Weeks 25-26: Module 12; Plant Structure and Function Week 27: Module 13; Animals – Invertebrates Part 1	Week 28: Module 13; Animals – Invertebrates Part 1 Weeks 29-30: Module 14; Animals – Invertebrates Part 2 Weeks 31-32: Module 15; Animals – Chordates Part 1 Weeks 33-34: Module 16; Animals – Chordates Part 2 Week 35: Exam Review Week 36: Exam

Approximate Time Per Week

3-4 hours per week

10th Grade Chemistry

Course Goals

This course is designed to be a first-year high school chemistry course and gives the student a rigorous foundation in chemistry in order to prepare him or her for a college-level course. The course covers significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium. Students will investigate the concepts of chemistry through experience in laboratories and field work using the processes of inquiry.

Primary Texts and Materials

1. *Exploring Creation with Chemistry* – 2nd Edition, Wile, Apologia
2. Bound composition book for recording laboratory activities
3. Teacher created tests and quizzes
4. Basic laboratory supplies

Course Objectives

The student will:

1. recognize the importance of explaining data with precision and accuracy, including rules for significant figures.
2. differentiate the fundamental classifications of matter as being composed of single or multiple entities.
3. determine the development of Atomic Theory starting from 400 BC with Democritus and ending with current quantum mechanical models.
4. understand Kinetic Molecular Theory/Phase Changes.
5. explain periodic table organization with respect to atomic structure and quantum mechanical modeling.
6. understand electron transfer and sharing in the two primary bonding theories.
7. demonstrate introductory ionic and covalent compound naming.
8. identification of five major types of, Writing, Balancing, the Stoichiometry of chemical reaction equations.
9. differentiate determination of Empirical and Molecular Formulas.
10. understand gas behavior as modeled by the Ideal Gas Law.
11. compare and contrast introductory Acid/Base Chemistry.
12. classify solution Chemistry, polarity, and solubility.

Review Objectives

The student will:

1. Recognize Characteristics of Science.
2. Record investigations clearly and accurately.
3. Use scientific tools.
4. Interpret graphs, tables, and charts.
5. Write clearly.
6. Use proper units.
7. Organize data into graphs, tables, and charts.
8. Use models.
9. Asks quality questions.
10. Use technology.

11. Use safety techniques.
12. Analyze scientific data via calculations and inferences.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction and Harkness discussions
3. Individual seatwork
4. Group problem solving/questioning/critiquing/discussion
5. Homework
6. Assessment: quizzes and chapter tests
7. Visual materials and manipulatives
8. Integration of subjects; math
9. Memorization
10. Projects, papers and oral presentations
11. Experiments

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; Measurement, Units, and the Scientific Method Weeks 3-4: Module 2; Atoms and Molecules Weeks 5-6: Module 3; Atomic Structure Weeks 7-8: Module 4; Molecular Structure Week 9: Module 5; Polyatomic Ions and Molecular Geometry	Week 10: Module 5; Polyatomic Ions and Molecular Geometry Weeks 11-12: Module 6; Changes in Matter and Chemical Reactions Weeks 13-14: Module 7; Describing Chemical Reactions Weeks 15-16: Module 8; Stoichiometry Week 17: Exam Review Week 18: Exams
Quarter 3	Quarter 4
Weeks 19-20: Module 9; Acid-Base Chemistry Weeks 21-22: Module 10; The Chemistry of Solutions Weeks 23-24: Module 11; The Gas Phase Weeks 25-26: Module 12; Energy, Heat, and Temperature Week 27: Module 13; Thermodynamics	Week 28: Module 13; Thermodynamics Weeks 29-30: Module 14; Kinetics Weeks 31-32: Module 15; Chemical Equilibrium Weeks 33-34: Module 16; Reduction-Oxidatic Reactions Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

11th Grade Anatomy and Physiology

Course Goals

Anatomy and Physiology is an in-depth study of the human body and its eleven organ systems; skeletal, muscular, nervous, peripheral, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary, and reproductive. Each system will be analyzed individually and as a whole.

Primary Texts and Materials

1. *Exploring Creation with Advanced Biology: The Human* Body 2nd Edition, Apologia
2. *Kaplan Medical Anatomy Coloring Book*, McCann & Wise (optional)

Course Objectives

The student will:

1. develop deeper understanding of each of the different organ systems.
2. gain understanding of mitosis, active and passive transport, and protein synthesis.
3. able to identify human tissues under the microscope (epithelial, epidermis, nervous).
4. explain function of tissues and where they are found in the human body.
5. learn all major bones of the human body.
6. explain bone growth and healing of bone at the cellular level.
7. learn anatomy and function of all major joints in the human body.
8. learn all major muscles and muscle groups of the human body, learn anatomy and function (contraction) of muscle cells.
9. gain understanding of neuromuscular junctions and nerve synapses, the anatomy, the chemistry (molecules), and the function of both.
10. gain understanding of action potentials and be able to explain the sodium and potassium pump and charge of axon during the phases of an action potential.
11. In depth study of the central nervous system, anatomy and function of each structure within the CNS.
12. hone knowledge of the cardiovascular system anatomy and cellular makeup, coagulation, and blood flow.
13. gain understanding of the lymphatic system, the cellular makeup and human immunity.
14. in depth study of the four stages of cellular respiration, chemistry, and molecules used and produced.
15. gain understanding of the reproductive systems, anatomy and meiosis, and neonatal development.
16. learn the anatomy of the urinary system and its importance for human health, acid-base balance.

Review Objectives

All primary objectives from previous years will be reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: quizzes and chapter tests
6. Visual materials and manipulatives

7. Integration of subjects; math and science
8. Memorization
9. Projects, papers and oral presentations
10. Experiments

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; Introduction to Anatomy and Physiology Weeks 3-4: Module 2; Histology: The Study of Tissues Weeks 5-6: Module 3; The Integumentary and Skeletal Systems Weeks 7-8: Module 4; The Skeletal System Histology and Movement Week 9: Module 5; The Muscular System Histology and Physiology	Week 10: Module 5; The Muscular System Histology and Physiology Weeks 11-12: Module 6; The Skeletal Muscle System Week 13-14: Module 7; The Nervous System Week 15-16: Module 8; The Central Nervous System Week 17: Review Week 18: Exams
Quarter 3	**Quarter 4**
Weeks 19-20: Module 9; The Peripheral Nervous System Weeks 21-22: Module 10; The Endocrine System Weeks 23-24: Module 11; The Cardiovascular System Weeks 25-26: Module 12; The Lymphatic System Week 27: Module 13; The Digestive System	Week 28: Module 13; The Digestive System Weeks 29-30: Module 14; The Respiratory System Weeks 31-32: Module 15; The Urinary Syster Weeks 33-34: Module 16; The Reproductive Systems Week 35: Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

12th Grade Physics

Course Goals

This college-prep physics course is designed for the student who has completed algebra and has had an introduction to the definitions of sine, cosine, and tangent. It provides a detailed introduction to the methods and concepts of general physics. Heavily emphasizing vector analysis, this course is ideal preparation for a university-level physics course. It provides the student with a strong background in one-dimensional and two-dimensional motion, Newton's laws and their application, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electrical circuits, and magnetism.

Primary Texts and Materials

1. *Exploring Creation with Physics*– 2nd Edition, Wile, Apologia
2. Teacher created tests and quizzes
3. Basic laboratory supplies

Course Objectives

The student will:

1. learn and Apply Newton's First and Second Laws.
2. learn, use, and apply introductory kinematics equations in the analysis and modeling of motion in one-dimension, and free-fall.
3. perform one and two-dimensional vector analysis.
4. evaluate work, and energy transformations within closed systems.
5. learn and apply Newton's Universal Law of Gravitational Attraction in the context of uniform circular motion.
6. learn Introductory Electricity with respect to particle motion and potential within electric circuits, Coulomb's Law and the electric field.
7. learn introductory magnetism.
8. learn and apply Wave properties.
9. learn and evaluate basic geometry in optical systems containing concave and convex lenses and mirrors.

Review Objectives

The student will:

1. Recognize Characteristics of Science.
2. Record investigations clearly and accurately.
3. Use scientific tools.
4. Interpret graphs, tables, and charts.
5. Write clearly.
6. Use proper units.
7. Organize data into graphs, tables, and charts.
8. Use models.
9. Asks quality questions.
10. Use technology.
11. Use safety techniques.
12. Analyze scientific data via calculations and inferences.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction and Harkness discussions
3. Individual seatwork
4. Interpretation of graphs, tables, and charts
5. Group problem solving/questioning/critiquing/discussion
6. Homework
7. Assessment: quizzes and chapter tests
8. Visual materials and manipulatives
9. Integration of subjects; math and science
10. Memorization
11. Projects, papers and oral presentations
12. Experiments

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-2: Module 1; Motion in One Dimension Weeks 3-4: Module 2; One-Dimensional Motion Equations and Free Fall Weeks 5-6: Module 3; Two-Dimensional Vectors Weeks 7-8: Module 4; Motion in Two Dimensions Week 9: Module 5; Newton's Laws	Week 10: Module 5; Newton's Laws Weeks 11-12: Module 6; Application of Newton's Second Law Weeks 13-14: Module 7; Uniform Circular Motion and Gravity Weeks 15-16: Module 8; Work and Energy Week 17: Review Week 18: Exams
Quarter 3	**Quarter 4**
Weeks 19-20: Module 9; Momentum Weeks 21-22: Module 10; Periodic Motion Weeks 23-24: Module 11; Waves Weeks 25-26: Module 12; Geometric Optics Week 27: Module 13; Coulomb's Laws and the Electric Field	Week 28: Module 13; Coulomb's Laws and the Electric Field Weeks 29-30: Module 14; Electric Potential Weeks 31-33: Module 15; Electric Circuits Weeks 34-35: Module 16; Magnetism Week 36: Review

Approximate Time Per Week

3-4 hours per week

Marine Biology

Course Goals

Students will develop an appreciation for God's Creation through the study of marine biology. They will examine and explore the classifications, habitats, anatomy structures, and physiological functions of marine life.

Primary Texts and Materials

1. *Exploring Creation with Marine Biology*- Wile, Apologia
2. Trade books
3. Teacher created tests and quizzes

Course Objectives

The student will:

1. label, map, and identify geography of earth's structure and oceans; water, salinity, temperature, pressure, waves, tides, and currents.
2. review life processes of cells, photosynthesis, respiration, diffusion, and osmosis.
3. apply microscope safety and use for prepared slides, and wet mount slides.
4. compare and contrast Kingdoms: Monera, Protista, Fungi, Plantae in marine life.
5. differentiate phylum and class systems: Porifera, Cnidaria, Ctenophora, Platyhelminthes, Nemertea, Nematoda, Annelida, Mollusca, Arthropoda, Echinodermata, and Chordata.
6. analyze types of fish, reptile, and bird anatomy and systems.
7. demonstrate proper procedures for dissection of clam, sea star, and shark.
8. explain ecosystems in marine environment, calculate population growth, and determine predator and prey, symbiosis, and trophic relationships.
9. analyze carbon and nitrogen cycles in environment.
10. identify intertidal communities, state abiotic conditions, demonstrate affects of wave actions in tide zones, and explore how sediments move.
11. differentiate types of estuary production and communities, determine affects of abiotic factors in estuaries, and compare estuary, wetland, mangrove, mudflat, channel communities and habitats.
12. understand coral reef requirements, formation, growth, composition, location, and relationships.
13. contrast physical features of Continental Shelf, compare un-vegetated and vegetated environments, differentiate soft-bottom and hard-bottom shelf communities including sea urchins, kelp beds, and forests.
14. identify features, life, nutrients and productivity in epipelagic zone, micro-plankton, water drag, and vertical migration.
15. explain deep sea floor hydrothermal vents and communities, mesopelagic food webs and body design, bioluminescence, deep sea photosynthesis.
16. distinguish human effects of pollution, sewage, fertilizers, oil, synthetics, DDT, metals, toxins, trash, and debris on ocean habitats and coral reefs.

Review Objectives

All primary objectives from previous years will be reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Large group, small group and individual experiments
3. Biological drawings in sketch book
4. Proper use of microscopes
5. Interpretation of graphs, tables, and charts
6. Integration of Bible, math, history, etc.
7. Socratic interaction and Harkness discussions
8. Group problem solving/questioning/critiquing/discussion
9. Homework
10. Assessment: chapter tests
11. Visual materials and manipulatives
12. Memorization
13. Projects, papers and oral presentations
14. Debates

Approximate Time Per Week

3-4 hours per week

12th Grade Advanced Chemistry

Course Goals

This course is designed to be a second-year high school chemistry course and gives the student a deeper understanding of general chemistry topics. The primary aim of this course is to prepare a college-bound senior planning to major in science or a science-related field. The course reviews previously covered topics of significant figures, units, classification, the mole concept, stoichiometry, kinetics, acids and bases, redox reactions, solutions, atomic structure, and equilibrium. In addition, orbital hybridization, electrochemistry, nuclear chemistry, and introductory organic chemistry, including its associated nomenclature, are added.

Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry through directed lab exercises, including the rate of an iodine clock reaction, distillation, chromatography, the common ion effect, measuring pH changes in a buffer, the electrolysis of copper sulfate, polymerization experiments, and the hydrolysis of sucrose.

Primary Texts and Materials

1. *Advanced Chemistry* in Creation – 2nd Edition, Wile, Apologia
2. Bound composition book for recording laboratory activities
3. Teacher created tests and quizzes
4. Basic laboratory supplies

Course Objectives

The student will:

1. Develop a deeper understanding of Quantum Mechanics in Atomic theory.
2. Probe the Electronic Structure of Molecules.
3. Investigate Intermolecular Forces and Phases of Matter.
4. Study Solutions and Colloids.
5. Evaluate systems of Solutions and Equilibrium.
6. Learn and apply equations dealing with Acid/Base Equilibria.
7. Be introduced to Electrochemistry.
8. Build on first year Chemical Kinetics concepts.
9. Get an introduction to Organic Chemistry and its associated nomenclature.
10. Be introduced to Nuclear Chemistry.

Review Objectives

The student will:

1. Recognize Characteristics of Science.
2. Record investigations clearly and accurately.
3. Use scientific tools.
4. Interpret graphs, tables, and charts.
5. Write clearly.
6. Use proper units.
7. Organize data into graphs, tables, and charts.
8. Use models.
9. Asks quality questions.
10. Use technology.

11. Use safety techniques.
12. Analyze scientific data via calculations and inferences.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; math
8. Memorization
9. Projects, papers and oral presentations
10. Experiments

Approximate Time Per Week

3-4 hours per week

12th Grade Advanced Physics

Course Goals

The primary aim of this course is to prepare a college-bound senior planning to major in science or a science-related field. Beginning with review of the methods and concepts of general physics, the course provides detailed descriptions of kinematics, dynamics, rotational motion, gravity, oscillations, waves, optics, thermal physics, electrical forces, electrical potential, DC circuits, magnetic forces, atomic physics, and nuclear physics. The student is also given an introduction to the fascinating topics of special relativity and general relativity. Students investigate physics concepts through hands-on activities and field work, using the processes of inquiry through directed lab exercises.

Primary Texts and Materials

1. *Advanced Physics*– 1st Edition, Wile, Apologia
2. Bound composition book for recording laboratory activities
3. Teacher created tests and quizzes
4. Basic laboratory supplies

Course Objectives

The student will:

1. build on the use of Unit Vector.
2. further develop Kinematics equations and applications.
3. apply Newton's Laws.
4. evaluate Systems using Energy and Momentum.
5. study Rotational Motion.
6. study Oscillation and Waves.
7. analyze systems sing Sound and Light.
8. use and apply Gravity and Relativity to given systems.
9. evaluate heat in systems and relationships.
10. evaluate Thermodynamics.
11. be introduced to Electrostatics.
12. analyze Electrical Potential Energy in more complex systems.
13. analyze and build DC Electric Circuits.
14. analyze and apply Magnetism and Electromagnetic Induction.
15. be introduced to Atomic Physics.
16. be introduced to Nuclear Physics.

Review Objectives

The student will:

1. Recognize Characteristics of Science.
2. Record investigations clearly and accurately.
3. Use scientific tools.
4. Interpret graphs, tables, and charts.
5. Write clearly.
6. Use proper units.
7. Organize data into graphs, tables, and charts.
8. Use models.
9. ask quality questions.
10. use technology.

11. use safety techniques.
12. analyze scientific data via calculations and inferences.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Assessment: quizzes and chapter tests
6. Visual materials and manipulatives
7. Integration of subjects; math and science
8. Memorization
9. Projects, papers and oral presentations
10. Experiments

Approximate Time Per Week

3-4 hours per week

Beginning Latin Grammar

A - Grade 7, B & C – Grades 8-12

Course Goals

In Intermediate Latin II, using the text book *Latin Alive* book 1, we will review all grammar taught in *Latin for Children* Primers A-C. For students who have completed the primers, the course serves as a means of solidifying the grammar already learned. For incoming students with no Latin experience, it provides the foundation blocks upon which to build in future years.

Latin Alive continues the use of parsing and labeling sentences, enabling students to analyze the grammatical structure of a sentence. It contains Latin passages for translating, most of which are inspired by *Ab Urbe Condita* by Titus Livius. The passages have been adapted to fit the students' abilities, although wherever possible the authors have retained Livy's original vocabulary and phrasing. The passages also provide students with a history of Rome as well as information about Roman culture.

Primary Texts and Materials

1. *Latin Alive 1*
2. *Famous Men of Rome*
3. Latin/English Dictionary
4. Teacher created worksheets

Course Objectives

The student will:

1. learn and develop important basic skills for translating.
2. continue to strengthen his understanding of grammar.
3. continue to strengthen his vocabulary skills.
4. appreciate how Latin has influenced the English language leading to the ability to breakdown the English derivatives of Latin root words.
5. memorize Matthew 5:1-12 from the Vulgate and in English.
6. conjugate verbs of all conjugations in all six tenses of the active voice.
7. identify, form, and translate the imperative mood.
8. decline nouns in all five declensions.
9. correctly identify and use the nominative case as both subject and predicate.
10. correctly identify and use the genitive case as partitive genitive, genitive of possession, genitive of origin, and genitive of material.
11. correctly identify and use the dative case with special adjectives and as both dative of possession and dative with special intransitives.
12. correctly identify and use the accusative case as direct object, object of the preposition, accusative of duration of time, accusative of space, and accusative of degree.
13. correctly identify and use the ablative case as ablative of means, ablative of instrument, ablative of manner, ablative of time when, ablative of time within which, ablative of price, ablative of accompaniment, ablative place where, and ablative of place from which.
14. correctly identify and use the vocative case in direct address.
15. identify and decline special adjectives.
16. conjugate in all active voice tenses the irregular verbs *volo* and *nolo*.
17. identify, use, and translate reflexive pronouns and reflexive possessive adjectives.
18. identify, use, and translate relative and interrogative pronouns.

19. translate larger, more complex Latin passages using a history of Rome beginning with Romulus and Remus and ending with the death of Julius Caesar.

Review Objectives

All primary objectives from the *Latin for Children* Primers A-C will be reviewed as needed.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework
5. Visual materials and manipulatives
6. Parsing and translation of historical or cultural readings in small groups
7. Vocabulary/grammar quizzes
8. Unit Tests including reading passages
9. Various projects (timeline, design/build a Roman Villa, family tree, researching, preparing and sharing Roman cuisine, researching Roman weapons/warfare, etc.)
10. Memorization

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Chapter 2: 1st & 2nd Declension, Nominative & Accusative Case Review Week 2: Chapter 3: 3rd Declension, Genitive & Dative Case Review Week 3: Chapter 4: 4th Declension Review; Ablative Case Review Week 4: Chapter 5: 5th Declension Review; Ablative Case Review Week 5: Review Chapters 1-5 Week 6: Chapter 6: Adjective Review; Comparison Week 7: Chapter 7: Adverbs Week 8: Chapter 8: Irregular Adjectives; Ablative of Respect Week 9: Chapter 9: Ablative of price and time; Accusative of degree, space, duration	Week 10: Case Usage Review Week 11: Chapter 10: Volo, Nolo, Malo; Negative Commands Week 12: Chapter 11: Passive Voice Week 13: Chapter 12: Imperfect & Future Passive Indicatives Week 14: Chapter 13: Perfect Passive Indicative Week 15: Chapter 14: Pluperfect and Future Perfect Passive Indicative; Perfect Infinitives Week 16: Review of chapters 13 -14 for test Week 17: Exam Review Week 18: Exam

Quarter 3	Quarter 4
Week 19: Chapter 15: Sentence Patterns; Compound Sentences; Adverbial Clauses Week 20: Chapter 16: Relative Clauses; Expressions of Cause Week 21: Chapter 17: Interrogative Sentences, pronouns, and adverbs Week 22: Chapter 18: Vis; special adjectives Week 23: Chapter 19: Participles, Present and Future Active; Future Active Periphrastic Week 24: Chapter 20: Perfect Passive Participle; Ablative Absolute Week 25: Chapter 21: Future Passive Participle; Gerundive; Passive Periphrastic Week 26: Participial Review Week 27: Chapter 22: Infinitive Uses; Gerunds	Week 28: Chapter 23: Indirect Statements Week 29: Review of Infinitives and Indirect Statement Week 30: Chapter 24: Intensive Pronouns Week 31: Chapter 25: Reflexive Pronouns; Possessive Adjectives Week 32: Flex Week Week 33: Review Week 34: Chapter 26: Deponent and Semi-Deponent Verbs Week 35: Chapter 27: Supine; Accusative of Purpose; Ablative of Respect Week 36: Unit 6 Reading; Review

Approximate Time Per Week

3-4 hours per week

Intermediate Latin Grammar

A - Grade 8, B & C – Grades 9-12

Course Goals

In Intermediate Latin III, using the text book *Latin Alive Book 2*, we will first review all grammar taught in *Latin Alive Book 1*. The course serves as a means of solidifying the grammar already learned in the first course of *Latin Alive*.
Latin Alive Book 2 continues the use of parsing and labeling sentences by which students analyze the grammatical structure of a sentence. It also contains Latin passages for translating that are inspired by a variety of ancient authors. Although the passages have been adapted to fit student ability, the authors have retained the vocabulary and phrasing of the original wherever possible.

Primary Texts and Materials

1. *Latin Alive Book 2*
2. Teacher created handouts, worksheets, and tests
3. Cassell's Latin Dictionary

Course Objectives

The student will:

1. learn and develop important basic skills for translating from Latin into English and vice versa.
2. continue to strengthen his or her understanding of both Latin and English grammar.
3. continue to strengthen Latin vocabulary knowledge.
4. continue to strengthen analytical skills.
5. understand how Latin has influenced the English language and be able to recognize the Latin roots of English derivatives.
6. memorize endings for all five noun declensions and be able to decline nouns from all five declensions.
7. understand the primary functions of all seven noun cases and be able to translate nouns in all seven cases.
8. be able to translate adjectives and adverbs in the positive, comparative, and superlative degrees.
9. be able to translate verbs in all six tenses in the active and passive voices of the indicative mood.
10. understand the difference between phrases and clauses and be able to translate both from Latin into English, particularly relative clauses, indirect statements, and Ablative Absolutes.
11. be able to recognize and translate Latin participles.
12. be able to translate interrogative, intensive, relative, and reflexive pronouns.
13. be able to recognize and translate deponent verbs.

Review Objectives

All primary objectives from *Latin Alive Book 1* will be reviewed as needed.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion
4. Homework

5. Visual materials
6. Oral presentations
7. Integration of subjects; literature and history
8. Projects
9. Chants
10. Parsing and translation individually and as a class
11. Vocabulary and grammar quizzes
12. Unit Tests including reading passages

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Chapter 2: 1st & 2nd Declension, Nominative & Accusative Case Review Week 2: Chapter 3: 3rd Declension, Genitive & Dative Case Review Week 3: Chapter 4: 4th Declension Review; Ablative Case Review Week 4: Chapter 5: 5th Declension Review; Ablative Case Review Week 5: Chapters 1 - 5 Review Week 6: Chapter 6: Adjective Review; Comparisons Week 7: Chapter 7: Adverbs Week 8: Chapter 8: Irregular Adjectives; Ablative of Respect Week 9: Chapter 9: Ablative of Price and time; Accusative of degree, space, duration	Week 10: Case Usage Review Week 11: Chapter 10: Volo, Nolo, Malo; Negative Commands Week 12: Chapter 11: Passive Voice Week 13: Chapter 12: Imperfect & Future Passive Indicatives Week 14: Chapter 13: Perfect Passive Indicative Week 15: Chapter 14: Pluperfect and Future Perfect Passive Indicative; Perfect Infinitives Week 16: Review of chapters 13 -14 for test Week 17: Exam Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: Chapter 15: Sentence Patterns; Compound Sentences; Adverbial Clauses Week 20: Chapter 16: Relative Clauses; Expressions of Cause Week 21: Chapter 17: Interrogative Sentences, pronouns, and adverbs Week 22: Chapter 18: Vis; special adjectives Week 23: Chapter 19: Participles, Present and Future Active; Future Active Periphrastic Week 24: Chapter 20: Perfect Passive Participle; Ablative Absolute Week 25: Chapter 21: Future Passive Participle; Gerundive; Passive Periphrastic Week 26: Participial Review Week 27: Chapter 22: Infinitive Uses; Gerunds	Week 28: Chapter 23: Indirect Statements Week 29: Review of Infinitives and Indirect Statement Week 30: Chapter 24: Intensive Pronouns Week 31: Chapter 25: Reflexive Pronouns; Possessive Adjectives Week 32: Review Week 33: Chapter 26: Deponent and Semi-Deponent Verbs Week 34: Chapter 27: Supine; Accusative of Purpose; Ablative of Respect Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

Advanced Latin Grammar I

A - Grade 9, B & C – Grades 10-12

Course Goals

In Advanced Latin I, using the text book *Latin Alive Book 3*, we first review all grammar taught in *Latin Alive Books 1 and 2*, serving as a means of solidifying the grammar already learned in addition to completing the study of Latin grammar, particularly the subjunctive mood and its uses.

Latin Alive Book 3 continues the use of parsing and labeling sentences by which students analyze the grammatical structure of a sentence. It also contains Latin passages for translating inspired by a variety of ancient authors. Although the passages have been adapted to fit student ability, the authors have retained the vocabulary and phrasing of the original wherever possible.

Primary Texts and Materials

1. *Latin Alive Book 3*
2. Teacher created handouts, worksheets, and tests
3. Cassell's Latin Dictionary

Course Objectives

The student will:

1. learn and develop important basic skills for translating from Latin into English and vice versa.
2. continue to strengthen his or her understanding of both Latin and English grammar.
3. continue to strengthen Latin vocabulary skills.
4. continue to strengthen analytical skills.
5. understand how Latin has influenced the English language and be able to recognize the Latin roots of English derivatives.
6. be able to translate Latin gerunds and gerundives into English.
7. be able to translate impersonal, deponent, and PUFFV verbs into English.
8. be able to define and translate all principal parts of the Latin verb and to identify and form the various grammatical structures derived from each one.
9. be able to conjugate and translate verbs in the subjunctive mood in all four tenses and in both voices.
10. be able to identify and translate the five uses of the subjunctive mood in independent clauses.
11. be able to translate purpose, result, conditional, fearing, doubting, proviso, and *dum* clauses.
12. be able to analyze and translate subjunctive clauses with respect to sequence of tenses.
13. be able to translate indirect statements, indirect questions, and indirect commands.
14. understand the basics of Latin poetry, including meter and scansion (especially dactylic hexameter), lyric and epic, and elision.

Review Objectives

All primary objectives from Latin Alive Books 1 and 2 will be reviewed as needed.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussion

4. Homework
5. Visual materials
6. Oral presentations
7. Integration of subjects; literature and history
8. Projects
9. Chants
10. Parsing and translation individually and as a class
11. Vocabulary and grammar quizzes
12. Unit Tests including reading passages

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Chapter 1: Declension, Case, and Gerund/ive Review Week 2: Chapter 2: Review of Verbs, Participles, and Ablative of Agent and Means Week 3: Chapter 3: Review of Verbs, particularly Deponents and Ablative Case Direct Objects Week 4: Chapter 4: Subjunctive Mood; Present Subjunctive Week 5: Chapter 5: Imperfect Subjunctive; Conditionals Weeks 6-7: Chapter 6: Perfect & Pluperfect Subjunctive; Indirect Command; Sequence of Tenses Week 8: Unit 1 Review: Review and Subjunctive Mood Reinforcement Week 9: Unit 1 Reading: Translation of Varro	Weeks 10-11: Chapter 7: Purpose Clauses; Future Imperative Weeks 12-13: Chapter 8: Indirect Question; Indirect Statement; Exclamatory Accusative Weeks 14-15: Chapter 9: Fio; Ablatives of Comparison and Respect Week 16: Review of chapters 1 - 9 Week 17: Exam Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: Review of Subjunctive Mood Week 20: Chapter 10: Result Clauses; Cum Clauses Week 21: Chapter 11: Conditionals Review; Contrary to Fact Conditionals; Doubting Clauses Weeks 22-23: Chapter 12: Fearing Clauses; Quality Constructions Week 24: Review of Authors Week 25: Unit 2 Review and Reading Weeks 26-27: Chapter 13: Poetry: Meter and Scansion; Elision; Lyric Poetry	Weeks 28-29: Chapter 14: Relative Clauses of Characteristic; Dative of Direction; Dactylic Hexameter Weeks 30-31: Chapter 15: Compound Verbs with the Dative Case; Objective Genitive Weeks 32-33: Chapter 16: Proviso Clause; Dum Clause Week 33: Week 34: Test; Unit Reading Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

Latin Reading: Caesar & Vergil

A - Grade 10, B & C – Grades 11-12

Course Goals

There is a threefold emphasis in Advanced Latin Prose & Poetry: translation, grammatical analysis, and literary, historical, and cultural analysis of Caesar's *De Bello Gallico* and Vergil's *Aeneid*. The goal of the class is to produce students who are fluent not only in reading Latin but in integrating knowledge of history, literature, and ancient cultures to analyze these primary texts in short answer and essay formats as well.

Primary Texts and Materials

1. *Caesar: Selections from his Commentarii De Bello Gallico* - Mueller, Hans-Friedrich
2. *Vergil's Aeneid: Selected Readings* - Boyd, Barbara Weiden
3. *A Notebook for Caesar's De Bello Gallico* - Distinti, Stephen Daly
4. *A Notebook for Vergil's Aeneid* - Distinti, Stephen Daly
5. Teacher generated quizzes, tests, and handouts

Course Objectives

The student will:

1. master the process of translating primary Latin texts literally into English.
2. continue to strengthen his or her understanding of both Latin and English grammar.
3. continue to strengthen Latin vocabulary skills.
4. continue to strengthen analytical skills.
5. continue to synthesize all of the knowledge gained through studying Latin so far.
6. analyze orally and in written form the themes and styles of both authors, as well as the historical, social, cultural, and political contexts.
7. master scansion of dactylic hexameter, including elision, prodelision, and syncopation.

Review Objectives

All primary objectives from *Latin Alive* Books 1 - 3 will be reviewed as needed.

Classical Teaching Methods

1. Review of material necessary for translating each selection
2. Exercises designed to comprehend vocabulary not immediately translatable for each new reading
3. Group, individual, oral, and written translation of primary texts
4. Large group instruction
5. Individual seatwork
6. Group problem solving/questioning/critiquing/discussion
7. Homework
8. Visual materials
9. Oral presentations
10. Integration of subjects; literature and history
11. Projects
12. Chants

Yearlong Pacing

_Quarter 1	Quarter 2
Weeks 1-2: Daily literal translation; read aloud DBG 1.1-4. Discussion and comprehension of political and military structures of Rome and Gaul, Roman view of foreigners, Roman dominance, and the geography of Gaul. Sight reading and scansion of poetry utilizing a passage and the questions from a NLE. Weeks 3-4: Daily literal translation; read aloud DBG 1.4-7. Discussion and comprehension of Caesar as a man, his style, representation of himself. Test on Latin and English of Book 1. Sight reading and scansion of poetry utilizing a passage and the questions from a NLE. Weeks 5-7: Daily literal translation; read aloud DBG 4.24-36 (first sentence). Discussion and comprehension of the invasion of Britain and its relevance, Roman values, and war and empire. Sight reading and scansion of poetry utilizing a passage and the questions from a NLE. Test on Book 4 Latin and English required readings. Weeks 8-9: Daily literal translation; read aloud DBG 6.13-20. Discussion and comprehension of customs, religions, social structures. Comprehensive test on Caesar including: specific terminology of grammar, literary and rhetorical terms, cultural, historical, and political contexts. Sight reading and scansion of poetry utilizing a passage and the questions from a NLE.	Week 10: Daily literal translation; read aloud DBG 6.13-20. Discussion and comprehension of customs, religions, social structures. Comprehensive test on Caesar including: specific terminology of grammar, literary and rhetorical terms, cultural, historical, and political contexts. Sight reading and scansion of poetry utilizing a passage and the questions from a NLE. Weeks 11-12: Daily literal translation; read aloud Aen. 1.1-64. Students will study the epic genre and its setting in history, the context of the *Aeneid* politically, and its literary significance. Students will also study literary devices prominently used by Vergil, including all those found in the AP course framework. Sight reading of Latin prose utilizing a NLE. Weeks 13-14: Daily literal translation; read aloud Aen. 1.65-209, reading aloud and scanning chosen sections. Written essays assigned chosen from: Trojan War, themes of Book 1, roles of leaders, relationships of gods and mortals, views of non-Romans, etc. Sight reading of Latin prose utilizing a NLE. Weeks 15-16: Daily literal translation of Aen.1.418-440, 494-578, reading aloud and scanning selected passages. Review of English Book 1, analysis of essays and discussion of leadership and literary genre and style in preparation for comprehensive test on Book 1. Sight reading of non-required portion of Caesar with questions. Test on Aen. Book 1, English and Latin required readings. Week 17: Exam Review week: Daily sight readings of Caesar and Vergil. Review of DBG Books 1, 4, 6 and *Aeneid* Book 1 in English and Latin. Oral presentation of essays assigned in Week 13. Week 18: Exam
Quarter 3	Quarter 4
Weeks 19-20: Daily literal translation of Aen. 2.40-56, 201-249, 268-297, scanning and reading aloud selected passages. Read assigned essays about images in the *Aeneid*. Discussion of history and memory, war and empire, and quiz. Sight reading of a prose NLE passage and questions. Weeks 21-22: Daily literal translation of Aen. 2.559-620, scanning and reading aloud selected passages. Discussion of themes of Roman values, war and empire, leadership, human beings and gods with a quiz. Sight reading of non-syllabus Caesar with questions. Review for Book 2 test. Weeks 23-24: Test on Book 2. Daily literal translation of Aen.4.160-218, scanning and	Week 28: Test on Book 4. Daily literal translation of Aen. 6.295-332, 384-425, scanning and reading aloud selected passages. Explore themes of religion, human beings and gods, followed by a short essay. Sight reading of a prose NLE with questions. Weeks 29-30: Daily literal translation of Aen. 6.450-476, 847-899, scanning and reading aloud selected passages. Explore themes of history and memory, war and empire, Roman values, and leadership. Review of Book 6 Latin, Books 6, 8, and 12 in English, followed by a comprehensive test. Sight reading of a prose NLE with questions.

reading aloud selected passages. Review English Book 4 together with multiple choice questions including thematic insights. Sight reading of a prose NLE with an essay. Weeks 25-26: Daily literal translation of Aen. 4.259-361, 659-705, scanning and reading aloud selected passages. Discussion of history and memory, leadership, literary genre and style with a quiz. Review of Book 4 in English. Preparation for test on Book 4. Sight reading of non-syllabus Caesar passage. Week 27: Test on Book 4. Daily literal translation of Aen. 6.295-332, 384-425, scanning and reading aloud selected passages. Explore themes of religion, human beings and gods, followed by a short essay. Sight reading of a prose NLE with questions.	Weeks 31-34: Daily literal translation and read aloud of DBG 5.24-48. Discussion of customs, religions, and social structures. Review of Caesar's context, literary style, and grammar. Discussion and essays on leadership, referencing Sabinus, Cotta, and Quintus Cicero. Test on Book 5. Sight reading of a non-syllabus Vergil passage and questions. Week 35: Comprehensive review for exam, specifically specific terminology of grammatical and literary terms, scanning, and themes. Sight readings with reading passages aloud, and vocabulary review will be completed daily. Week 36: Exam

Approximate Time Per Week

3-4 hours per week

Greek I

Course Goals

The goal of this course is to equip students to quickly and enjoyably read ancient Greek. Students will gain a knowledge of Greek roots, prefixes, and suffixes utilized in English by their study of Greek vocabulary. Fictional Greek passages will provide a framework for ancient Greek culture, history, and geography. Greek New Testament passages with glosses will beginning Greek students to read New Testament Greek throughout the year.

Primary Texts and Materials

1. *Athenaze: An Introduction to Ancient Greek*, Book 1 by Balme, Lawall, and Morwood. Oxford University Press. 3rd Edition.
2. Teacher generated handouts, quizzes, and tests

Course Objectives

The student will:

1. identify, write, and pronounce the Greek alphabet.
2. conjugate and translate Indicative Mood verbs.
3. conjugate and translate Imperative Mood verbs.
4. conjugate and translate Infinitives.
5. decline and translate 1st, 2nd, and 3rd declension nouns in all cases.
6. decline and translate adjectives.
7. conjugate and translate "A" contract verbs.
8. decline and translate personal, reflexive, interrogative, demonstrative, and indefinite pronouns.
9. conjugate and translate Middle Voice verbs.
10. form and translate participles.
11. conjugate and translate Sigmatic and Asigmatic Future verbs.
12. conjugate and translate Aorist and 2nd Aorist tenses.
13. conjugate and translate Sigmatic and Asigmatic 1st Aorist verbs.
14. form and translate Relative Clauses.
15. decline and translate Comparative Adjectives and Adverbs.
16. conjugate and translate Passive Voice verbs.

Review Objectives

All previously covered English grammatical structures will be reviewed as needed.

Classical Teaching Methods

1. Large group instruction
2. Individual seatwork
3. Group problem solving/questioning/critiquing/discussions
4. Homework
5. Visual materials and manipulatives
6. Parsing and translation of historical or cultural readings in small groups
7. Vocabulary/grammar quizzes
8. Chapter tests including reading passages

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Greek alphabet; Verb Forms; Nouns, Quiz Week 2: Definite Article Uses; Accents, Test Week 3: Indicative Mood (Singular); Imperative, Quiz Week 4: Cases in Singular, Test Week 5: Indicative Mood (3rd Plural); Infinitives, Quiz Week 6: Cases (Plural), Test Week 7: Verb Persons Singular & Plural; 1st Declension, Quiz Week 8: 1st Declension Masculine; 2nd Declension Feminine; Formation of Adverbs, Test Week 9: Review	Week 10: Alpha Contract Verbs; Elision, Quiz Week 11: Personal Pronouns; Possessives; αὐτος, η, ον, Test Week 12: Middle Voice; Deponent Verbs, Quiz Week 13: Middle Voice; Dative Uses, Test Week 14: 3rd Declension Nouns Consonant, Velar, Dental Stems; Reflexives, Quiz Week 15: 3rd Declension Nasals, Labials, & Liquids; Interrogative & Indefinite Pronouns, Test Week 16: Present Middle Participles, Quiz Week 17: Exam Review Week 18: Exams
Quarter 3	**Quarter 4**
Week 19: Declension of πας, πασα, παν; ἡ γυνη; ἡ χειρ, Quiz Week 20: Present Active Participles, Quiz Week 21: 3rd Declension "ντ" stems, vowel stems; Genitive Uses, Test Week 22: Verb Form Review, Test Week 23: Sigmatic Futures, Quiz Week 24: Asigmatic Future Contracts; Irregular εἶμι; Purpose Clause, Test Week 25: Aorist Tense; 2nd Aorist, Quiz Week 26: 2nd Aorist with Unrelated Stems; Augments, Test Week 27: Sigmatic 1st Aorist, Quiz: Irregular 1st Aorists, Test	Week 28: Imperfect Tense; Aspect, Quiz Week 29: Relative Clauses, Test Week 30: Degrees of Adjectives and Adverbs, Quiz Week 31: Demonstrative, Interrogative, & Indefinite Pronouns & Adjectives, Test Week 32: Athematic 2nd Aorist, Quiz Week 33: Omicron Contract Verbs; Uses of ὡς, Test Week 34: Passive Voice, Quiz Week 35: Review Week Week 36: Exams

Approximate Time Per Week

3-4 hours per week

Greek II

Course Goals

The goal of this course is for students to build upon their foundation of the basics in Greek grammar in order to read unadapted Greek, including passages of Homer, Thucydides, Socrates, and the New Testament. Students will continue to build their knowledge of Greek roots, prefixes, and suffixes utilized in English by their study of Greek vocabulary. Fictional Greek passages will provide a framework for ancient Greek culture, history, and geography.

Primary Texts and Materials

1. *Athenaze: An Introduction to Ancient Greek*, Book 2 by Balme, Lawall, and Morwood. Oxford University Press. 3rd Edition.
2. *Athenaze: An Introduction to Ancient Greek*, WorkBook 2 by Lawall, Johnson, King, and Morwood. Oxford University Press. 3rd Edition.

Course Objectives

The student will:

1. Conjugate and translate Aorist and Future Passive verbs.
2. Conjugate and translate διδωμι and τιθημι
3. Conjugate and translate ιστημι
4. Identify and translate Genitive Absolutes
5. Conjugate and translate δεικνυμι and ιημι
6. Conjugate and translate the Subjunctive Mood
7. Conjugate and translate the Subjunctive Mood of -μι verbs
8. Identify and translate Clauses of Fearing
9. Identify and translate Indirect Statements and Questions
10. Identify and translate Indirect Statements with Infinitives and Participles
11. Conjugate and translate φημι
12. Form and translate Comparative Adjectives
13. Form and translate irregular adjectives of degree
14. Conjugate and translate the Optative Mood
15. Conjugate and translate the Optative Mood of -μι verbs
16. Identify and translate Conditional Sentences
17. Identify and translate Accusative uses: Adverbial, Respect, Accusative Absolute
18. Conjugate and translate the Perfect Tense
19. Conjugate and translate the Pluperfect Tense
20. Conjugate and translate οιδα

Review Objectives

All previously covered English grammatical structures will be reviewed as needed.

Classical Teaching Methods

1. Large group instruction
2. Oral and written drills
3. Group problem-solving/questioning/critiquing/discussing
4. Group Greek composition
5. Small group parsing and translation of readings

6. Vocabulary/grammar quizzes
7. Chapter tests including reading passages

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Review Week #1: Declension Endings; Case Usage, Quiz Week 2: Review Week #2: Active Verb Charts and Forms, Test Week 3: Review Week #3: Passive Verb Charts and Forms, Quiz Week 4: 1st Aorist Passive; 1st Future Passive, Quiz Week 5: 2nd Aorist Passive; 2nd Aorist Future Passive, Test Week 6: Irregular Verb: διδωμι, Quiz Week 7: Irregular Verb: τιθημι, Test Week 8: Genitive Absolute; Irregular Verb ιστημι, Quiz Week 9: Irregular Verbs: καθιστημι & αφισταμαι, Test	Week 10: Flex Week Week 11: Irregular Verb: δεικνυμι, Quiz Week 12: Irregular Verb: ἵημι, Test Week 13: Subjunctive Mood; Forms & Uses of the Subjunctive, Quiz Week 14: Subjunctive Mood of -μι Verbs, Test Week 15: Clauses of Fearing; Indefinite/General Clauses, Quiz Week 16: Indirect Statements/Questions, Test Week 17: Review Week Week 18: Exams
Quarter 3	Quarter 4
Week 19: Indirect Statements with Infinitives and Participles, Quiz Week 20: Indirect Statements with ὅτι, ὡς; φημι; Articular Infinitive Pronouns; Test Week 21: Degrees of Adjectives; ὅπως+ Future Indicative Clauses, Quiz Week 22: Irregular Comparative & Superlative Adjectives, Test Week 23: Optative Mood-Forms & Uses, Quiz Week 24: Optative Mood of -μι verbs; Indirect Statements & Questions with Optative Mood, Quiz Week 25: Conditional Sentences, Test Week 26: Adverbial Accusatives; Accusative of Respect; Accusative Absolute, Test Week 27: Middle/Passive Perfect Tense: Aspect, Participles, Moods Middle/Passive Pluperfect Tense: Indicative Mood, Quiz	Week 28: Dative of Agent; Perfect Reduplication & Augment; Consonant Stems, Test Week 29: 1st & 2nd Perfect Tense Active Voice; 1st & 2nd Pluperfect Tense Active Voice, Quiz Week 30: Irregular Verb: οἶδα, Test Week 31: Complex Sentences in Indirect Statements: Primary Sequence, Quiz Week 32: Thucydides Readings; Socrates Readings, Test Week 33: Complex Sentences in Indirect Statements: Secondary Sequence, Quiz Week 34: Aristophanes Reading, Test Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

German I

Course Goals

This course will introduce students to German language and culture. The vocabulary and grammar lessons are aimed at preparing students to converse in German and navigate daily life and travel in Germany and other German speaking countries. This course will also introduce students to German literature and provide practice in basic writing skills.

Primary Texts and Materials

1. *Wie geht's: An Introductory German Course* by Sevin, Sevin, and Brockman

Course Objectives

The student will:

1. Learn basic German grammar and vocabulary.
2. Learn the linguistic connection between German and English.
3. Learn basic German conversational skills.
4. Learn basic German writing skills.
5. Learn basic German reading skills.
6. Learn about travel, culture, and cuisine in German speaking countries.
7. Learn about life and work in German speaking countries.
8. Read excerpts from German literature.

Classical Teaching Methods

1. Large group instruction
2. Oral and written drills
3. Group problem-solving/questioning/critiquing/discussing
4. Vocabulary/grammar quizzes

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Greetings and Leave-taking; Colors; Objects; Pronunciation Week 2: Shopping; Counting; Clothing; Opposites; Weather; Calendar; Pronunciation Week 3: Telling time; Listening; Pronunciation; Test Week 4: Present Regular Verbs; The Nominative Case Week 5: Sentence Structure; Compound Nouns Week 6: The present tense of *sein* and *haben* Week 7: The accusative case; n-nouns; sentence structure; Test Week 8: Verbs with vowel changes Week 9: The dative case	Week 10: The present perfect with *haben* and *sein* Week 11: Subordinating conjunctions; Test Week 12: Personal Pronouns Week 13: Modal verbs; sondern vs. aber Week 14: Two-way prepositions Week 15: Imperatives; *Wissen* vs. *kennen; Test* Week 16: *Der*- and *ein*-words; Separable Prefixes Week 17: Flavoring particles Week 18: Exams

Quarter 3	Quarter 4
Week 19: The genitive case; Time expression Week 20: Sentence Structure Week 21: Adjective Endings; reflexive verbs Week 22: Infinitive with *zu; Test* Week 23: Verbs with prepositional objects; *da*- and *wo*-compounds Week 24: Endings of unprecedented adjectives Week 25: The simple past Week 26: Conjunctions *als*, *wann*, *wenn*; the past perfect; Test Week 27: Comparison of adjectives and adverbs; the future tense	Week 28: Predicate nouns and adjectival nouns Week 29: The subjunctive mood; Present time general subjunctive Week 30: The past time general subjunctive Week 31: Relative clauses Week 32: Indirect Speech Week 33: The passive voice; Review uses of *werden* Week 34: The special subjunctive Week 35: Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

7th Grade Bible Survey

Course Goals

A goal of this course is that students will be provoked and won to a lifetime of devotional study of the Bible and a reliance on it as their rule for faith and life. To this end, this course is designed to introduce students to the glory of God as the central and unifying theme of the Bible. This theme will be established through conveying an understanding of the covenantal structure of Scripture revealed in God's works of creation and redemption. This course, through providing students the covenantal framework of a redemptive-historical examination of the Bible, will prepare them for better understanding of the Bible as literature, for examination of hermeneutical principles in interpreting the Bible accurately and for further systematic examination of the Bible's doctrines.

Primary Texts and Materials

1. Holy Bible, English Standard Version
2. Web Resources:
    1. http://ntslibrary.com/bible-surveys-PDF-books.htm
    2. http://www.ntslibrary.com/PDF%20Books/Bible%20Introduction%20101.pdf
3. Texts:
    1. *A Biblical-Theological Introduction to the New Testament: The Gospel Realized*, Michael J. Kruger
    2. *A Biblical-Theological Introduction to the Old Testament: The Gospel Promised*, Miles V. Van Pelt
    3. *From the Mouth of God*, Sinclair Ferguson
    4. *Far as the Curse is Found*, Michael D. Williams
4. Maps, charts and illustrations:
    Reproducible Maps, Charts, TimeLines & Illustrations
    Rose Book of Bible Charts, Maps & Time Lines

Course Objectives

1. The Bible is broken down into six units. Each unit contains multiple sections for study and testing and the unit will end with an exam comprehensive to the material contained in the sum of the sections. The units are as follows:
    1. Edenic to Abrahamic Covenant
    2. Mosaic to Palestinian Covenant
    3. Davidic Covenant Part- A/B
    4. Faithful Living in Exile
    5. Worship & Living Wisely
    6. The New Covenant & Living Wisely
2. Students are to complete weekly *Reading Assignment Reports* covering 7-14 chapters of Scripture. The objective is that in the 36 weeks of the academic year, each student will have read about half the Bible.
3. Students will be able to identify the unfolding redemptive drama revealed in six covenants of Scripture: the Adamic/Edenic, the Noahic, the Abrahamic, the Mosaic, the Davidic and the Covenant of Grace or New Covenant.
4. Students will be required to memorize the Nicene & Apostle's Creed in the 2nd semester.

Review Objectives

Old Testament events taught in the 5th grade history curriculum are reviewed and examined in greater thoroughness and depth. Particularly the events of Abraham's life, his offspring, the 430 years in Egypt and the conquests of Canaan.

Classical Teaching Methods

1. Group prayer and devotion
2. Large group instruction
3. Socratic interaction
4. Memorization
5. Homework/classwork assignments
6. Class discussion
7. Assessment/testing
8. Correction of written work and tests

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Unit 1: Edenic to Abrahamic Covenant… Creation - the Fall Week 2: The Flood, Tower of Babel, & Abraham Week 3: Abraham continued Week 4: Unit 1 Test/ Intro to Unit 2 Mosaic to Palestinian Covenant Week 5: Moses continued Week 6: Moses continued Week 7: Moses to Joshua Week 8: Joshua in the Promise land Week 9: Unit 2 Review/ Test	Week 10: Unit 3 Davidic Covenant Part A Week 11: King Saul - King David Week 12: King David- King Solomon Week 13: Unit 3 Part A Review/ Test Week 14: Unit 3 Part B /A Kingdom divided Week 15: A Kingdom divided Week 16: Preparing for and Living Life in Exile Week 17: Unit 3B Review Semester Exam REVIEW Week 18: Exams
Quarter 3	Quarter 4
Week 19: Unit 4 Faithful living in Exile & Genealogy & Redemptive History Week 20: The Return to Israel Weeks 21-22: Genealogy & Redemptive History Week 23: Unit 4 Review/ Test Week 24: Unit 5 Worship and living wisely Weeks 25-26: Worship and living wisely Week 27: Unit 5 Review/ Test	Week 28: Unit 6 The New Covenant & Covenant Life Week 29: The New Covenant Weeks 30-34: Covenant Life Week 31: Week 35: Unit 6 Semester Exam Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

8th Grade Introductory Logic

Course Goals

The goal of this course is to help students reason well and to think logically so that they will be able to discern truth from error, expose faulty thinking and flawed arguments, and refrain from engaging in these things themselves.

Primary Texts and Materials

1. *The Art of Argument*, Larsen, Hodge, Perrin
2. *Discovery of Deduction,* Hodge, Larsen, Johnson

Course Objectives

The student will:

1. become acquainted with 28 informal fallacies.
2. gain ability to identify faulty reasoning and flawed arguments and to recognize and use clear communication.
3. train his or her mind to respect truth.
4. recognize that traditional logic assumes a Christian view of truth.
5. recognize logic as being an attribute of God.
6. take simple arguments in normal English and turn them into syllogisms and propositions.
7. analyze categorical arguments.
8. judge the validity and soundness of the syllogisms or propositions of an argument.
9. use logic skills in other courses to construct arguments correctly in written exercises, discussions, and debates.
10. think more clearly and decisively.

Review Objectives

We will thoroughly review each unit before assessment and continuously review foundational concepts.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Homework/classwork assignments
4. Class discussion
5. Assessment/testing
6. Correction of written work and tests
7. Visual materials
8. Oral presentations, debates, speeches, projects
9. Chants and memorization
10. Integration of subjects: history, philosophy, apologetics

Yearlong Pacing

Quarter 1	Quarter 2
Weeks 1-3: Ad fontem arguments Weeks 4-6: Appeals to emotion Weeks 7-8: Red Herrings Week 9: Fallacies of presupposition	Weeks 10-11: Fallacies of presupposition Week 12-14: Fallacies of induction Week 15-16: Fallacies of clarity Week 17: Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: Intro to formal logic, three acts of t mind Weeks 20-22: Propositions Weeks 23-25: Relationships of opposition Week 26: Relationships of equivalence Week 27: The syllogism	Weeks 28-29: The syllogism Weeks 30-31: Determining validity of a syllogism Week 32-34: Definitions of disagreements Week 35: Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

9th Grade Advanced Logic

Course Goals

The goal of this course is to hone and expand the reasoning skills learned in the 8th grade Introduction to Logic class. The focus shifts from recognizing faults in others' arguments to making sound arguments of one's own; thus, the course serves as a bridge between the logic and rhetoric stages.

Primary Texts and Materials

1. *The Argument Builder, Johnson*
2. *A Workbook for Arguments, A Complete Course in Critical Thinking,* Marrow & Weston

Course Objectives

The student will:

1. understand that logic is an inherent part of God's created order.
2. understand that the rules of logic assume that absolute, objective truth exists and is discernable.
3. be able to use Aristotle's common topics to construct an argument as thoroughly as possible.
4. be able to identify both strengths and weaknesses in arguments.
5. be able to identify faulty reasoning and flawed arguments and to recognize and use clear communication.
6. be familiar with the 42 rules for building strong arguments, including deductive propositional argument forms.
7. be able to analyze and create various types of arguments, both written and oral.
8. be able to present and defend a position in writing.
9. be able to present and defend a position in oral presentation and debate.

Review Objectives

1. Students will complete writing assignments for most lessons, present their work in class, and have their work critiqued by the class.
2. A thorough knowledge and understanding of the lessons' concepts will be tested and quizzed at the close of each chapter.

Classical Teaching Methods

1. Large group instruction
2. Socratic interaction
3. Homework/classwork assignments
4. Class discussion
5. Assessment/testing
6. Correction of written work and tests
7. Visual materials
8. Oral presentations, debates, speeches, projects
9. Chants and memorization
10. Integration of subjects; history, philosophy, apologetics
11. Reading aloud
12. Presenting and critiquing each other's work each class

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Common Topic 1: Definitions Weeks 2-3: Common Topic 2: Testimony Weeks 4-5: Topic 3: Comparison Weeks 6-8: Topic 4: Relationship Week 9: Topic 5: Circumstance	Week 10: Review; Fallacies Week 11: Review and Test Week 12: Writing Assignment Weeks 13-14: Short arguments Weeks 15-16: Generalizations Week 17: Review Week 18: Exams
Quarter 3	Quarter 4
Week 19: Arguments by analogy; Sources Weeks 20-21: Arguments about causes Weeks 22-23: Deductive arguments Week 24: Symbolic Propositional Logic Week 25: Extended Arguments Week 27: Argumentative Essays	Weeks 28-29: Argumentative Essays Week 30: Writing assignment Week 31: Oral arguments Week 32: Oral presentations Week 33: Debate preparation Week 34: Debates Week 35: Review Week 36: Exams

Approximate Time Per Week

3-4 hours per week

Christian Foundations

Course Goals

Students will study the foundational doctrines and teachings of Scripture in theology and apologetics from the perspective of classical Protestant and Reformed Evangelicalism. Students will study systematic theology for one semester and apologetics for one semester. The core doctrines of our Christian faith will be investigated through study of the Scriptures, reading a classic text on systematic theology, and interacting with the historic creeds and confessions from various church traditions. In the second semester the students will study the major approaches to the task of apologetics, understand the essential elements of a Christian worldview, review non-Christian worldviews, examine the crucial role of epistemology (how we know what we know) in apologetics, evaluate classical arguments for the existence of God, understand the credibility of the Gospels, and discuss various solutions to the problem of evil.

Primary Texts and Materials

1. *The Holy Bible*
2. *Guidebook for Instruction in the Christian Religion, Herman Bavinck*
3. *The Christian Theology Reader, Alister McGrath (Handouts provided by teacher)*
4. *Creeds and Confessions (Handouts of Apostles, Nicene, Chalcedonian, Athanasian, Westminster, London Baptist, Augsburg, Trent, Thirty-Nine Articles, et. al.)*
5. *Mere Christianity, C. S. Lewis*

Course Objectives

The student will:

1. define, understand, and apply what the Scriptures teach concerning the core doctrines of the Christian faith, including:
   a. Revelation and Scripture
   b. The Being of God (Nature, Attributes, Trinity)
   c. The Works of God (Decrees, Creation, Providence)
   d. Nature of Man (Image of God, State of Sin)
   e. Covenant of Redemption and Covenant of Grace
   f. The Person and Work of Christ (Nature, Offices, Atonement)
   g. Application of the Work of Redemption (Holy Spirit, Calling, Regeneration Conversion, Faith, Justification, Sanctification, Perseverance)
   i. Doctrine of the Church and the Means of Grace
   j. Doctrine of Last Things (Eschatology)

2. define, understand, and apply what the Scriptures teach concerning apologetics, and how Christians have addressed historically the task of apologetics including:
   a. Different approaches to the task of apologetics and the crucial role of Presuppositions in apologetics,
   b. The essential elements of a Christian worldview,
   c. Major non-Christian worldviews,
   d. The role of Epistemology in apologetics,
   e. The relationship between faith, Scripture, and evidence,

f. Classical arguments for the existence of God (Epistemological, Teleological, Cosmological, Ontological, Transcendental, et. al.)
g. The credibility of the Gospels,
h. Problem of evil
i. Miracles
j. The practical application of the apologetics task to evangelism and missions.
k. The apologetics arguments of C. S. Lewis in *Mere Christianity*.

Review Objectives

All primary objectives from prior years relating to Bible, Theology and Worldview will be reviewed as necessary.

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Introduction to Theology Week 2: General & Special Revelation Week 3: God: Essence and Attributes Week 4: God: The Trinity Week 5: God: Works of Creation and Providence Week 6: Man: Creation, Nature, Purpose Week 7: Man: The Fall and Its Consequence Week 8: Redemption: Person of Christ Week 9: Redemption: Person of Christ	Week 10: Redemption: Work of Christ Week 11: Redemption: Work of Christ Week 12: Redemption: Mission of the Holy Ghost Week 13: Redemption: The Church Week 14: Redemption: The Means of Grace Week 15: Redemption: Repentance, Justification, Sanctification Week 16: Consummation: Four Last Things Week 17: Review Week Week 18: Exam
Quarter 3	**Quarter 4**
Week 19: Introduction to Apologetics Week 20: Principles for Christian Philosophy Week 21: Reality? Week 22: The Transcendentals Week 23: Faith and Reason Week 24: The Existence of God Week 25: The Existence of God Week 26: The Existence of God Week 27: The Problem of Evil	Week 28: Miracles Week 29: Christian Ethics Week 30: Human Sexuality (Male/Female) Week 31: Marriage / Abortion Week 32: Disputation Week Week 33: Disputation Week Week 34: Church Visits Week 35: Review Week 36: Exam

Classical Teaching Methods

1. Group reading and Socratic discussion of primary texts
2. Lecture
3. Debates and oral presentations
4. Homework
5. Essays and response papers

Approximate Time Per Week

3-4 hours per week

Rhetoric I

Course Goals

The emphasis in Rhetoric I is threefold. First, students will comprehend the art of rhetoric in its theoretical aspect as a whole. Second, students will understand the big picture structural elements that enable a writer or speaker to achieve unity, coherence, and persuasiveness at the level of the paragraph or extended essay. Third, students will understand how to achieve local clarity and effectiveness at the sentence level. By the end of the class, they will be able to argue persuasively and winsomely in both speech and writing, to speak and write clearly and articulately, and create speeches and papers that obey the rules of classical rhetoric.

Primary Texts and Materials

1. *On Rhetoric*, Aristotle (excerpts)
2. *Amusing Ourselves to Death,* N. Postman
3. *The Rhetoric Companion,* Wilson
4. *Elements of Style,* Strunk & White
5. *A Manual for Writers of Research Papers, Theses, and Dissertations,* Kate L. Turabian
6. Teacher created handouts, quizzes, and projects

Course Objectives

The student will:

1. understand the three types of rhetorical appeal (rational, emotional, ethical).
2. be able to formulate a defensible thesis (14+ pages) and defend it (10-12 minute speech).
3. understand how Stasis Theory helps identify the major point of contention in a Thesis or debate.
4. understand the following: faculties of a rhetorician, types of proofs, parts of a speech, genres of rhetoric.
5. avoid fallacies of reasoning.
6. be able to generate ideas for writing using Aristotle's topics, including the following:
    a. Definition
    b. Comparison
    c. Relationship
    d. Circumstance
    e. Past and Future Facts
7. create a paper or speech utilizing the classical divisions of a discourse.
8. understand the basic history of the development of rhetoric.
9. complete at least two poetry assignments, one of which will be a sonnet.

Review Objectives

All elements of clear and persuasive writing, including grammar and diction, will be reviewed as needed.

Classical Teaching Methods

1. Lecture
2. Socratic Dialogue
3. Create speeches and critique them

4. Debate
5. Harkness Discussion

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Aristotle 1-16, Wilson 7-27 Week 2: Introductory Speeches Week 3: Chapter 1 Rhetoric Alive (Assignment page 20) Week 4: Chapter 2 Rhetoric Alive (Assignment page 40,42) Week 5: Wilson Lesson 9 47-51 Exercise, Quiz Week 6: Chapter 3 Rhetoric Alive, (Exercise pp 55-65) Week 7: Chapter 3 Continued, Wilson 53-57, Quiz Week 8: Presentations pp 70-73 Week 9: Chapter 4 Rhetoric Alive Enthymemes	Week 10: Presentation Page 90 Rhetoric Alive Homework Wilson 59-70 Weeks 11-12: Chapter 5 Rhetoric Alive Week 13: Thesis Proposal Research How To, Chapter 6 Rhetoric Alive, Annotated bibliography Due Week 14: Chapter 6 Rhetoric Alive Week 15: Chapter 7 Rhetoric Alive! Thesis Outline Rough Draft Due Tuesday Week 16: Chapter 7 Rhetoric Alive! Memory Assignment Due Tuesday, Thursday Week 17: Review Week 18: Exam
Quarter 3	Quarter 4
Week 19: Chapter 11 Rhetoric Alive!, Bibliography Due Thursday, Speeches Week 20: Chapter 12, Rhetoric Alive Thesis Outline Final Draft Due Weeks 21-22: Speeches, Poetry Workshop 1 Week 23: Chapter 13 Rhetoric Alive Week 24: Writing Week Thesis Rough Draft Due Poetry Workshop 2 Week 25: Style Week 26: Style Quiz Week 27: Junior Thesis Final Draft Due Poetry Workshop 3	Week 28: Written Speech Due Week 29: Practice Week Weeks 30-31: Junior Thesis Speech Presentation Week 32: Postman Amusing Ourselves to Death Poetry Workshop 4 Week 33: Postman Amusing Ourselves to Death Week 34: Postman Amusing Ourselves to Death Poetry Workshop 5 Week 35: Postman Amusing Ourselves to Death Week 36: Review

Approximate Time Per Week

3 -4 hours per week

12th Grade Rhetoric II – Senior Thesis

Course Goals

Senior Thesis is the culmination of the students' education at Veritas. It aims to call on all of their skills as they conduct intensive research, write a lengthy paper and orally present and defend it. All with the goal of demonstrating their ability to critically craft and defend an argument and evaluate the issues in light of a biblical world view. The first quarter will involve a review of rhetoric and logic using Doug Wilson's *Rhetoric Companion* along with brainstorming and initial research for senior thesis. In the second quarter, the formal thesis statement will be formulated and the antithesis will be researched and written. During the third and fourth quarters, students will complete the senior thesis of roughly 25 pages and present it orally to their classmates and other students and adults.

Primary Texts and Materials

1. *Aritotle on Rhetoric*
2. *A Theory of Civil Discourse*
3. *Classical Rhetoric for the Modern Student, Fourth Edition*
4. *Elements of Style,* Strunk and White
5. Teacher created handouts, assignments, quizzes

Course Objectives

The student will:

1. continue to practice and refine public speaking skills.
2. regularly read and discuss poetry.
3. review the idea of poesy in prose and will be consistently prompted to evaluate their speech writing for effective rhythm and meter.
4. compose poetry in imitation of the poetry they are reading 1-2 times.
5. research, write, orally present, and defend a senior thesis of approximately 25 pages.
    a. the thesis presentation will include an approximately 20 minute presentation and 20 minute defense answering questions from chosen expert readers and audience.

Review Objectives

Students review formal rhetoric and speech skills using *The Rhetoric Companion*. All elements of clear and persuasive writing – including grammar, diction, invention, arrangement, style, ethos, logos, and pathos – will be reviewed as needed.

Classical Teaching Methods

1. Lecture
2. Socratic dialogue
3. Informal debate and discussion
4. directed research and reading
5. individual writing instruction

Yearlong Pacing

Quarter 1	Quarter 2
Week 1: Class orientation and introduction, review Three Rhetorical Appeals, Five Canons of Rhetoric Week 2: The Transcendentals: Truth Week 3: The Transcendentals: Goodness Week 4: The Transcendentals: Beauty, Thesis Project Proposal Due Week 5: Christian Aesthetical Theory Week 6: Review: Research methods, Annotated Bibliography Due Week 7: Writing Week Christian Aesthetic Paper Due Week 8: The Topics Week 9: Discovery of Arguments	Week 10: TBD Weeks 11-12: Style Week 13: Antithesis Outline Due Weeks 14: MISSING Week 15: Antithesis Rough Draft Due Week 16: Reading Week: Abolition of Man Week 17: Reading Week: Abolition of Man, Antithesis Final Draft Due Week 18: Antithesis Speeches & Presentations
Quarter 3	**Quarter 4**
Week 19: Full Outline – Rough Draft Due Week 20: Reading: Abolition of Man Week 21: Full Outline Final Draft Due Week 22: Writing Week Week 23: Senior Thesis Rough Draft Due Week 24: Week 25: Writing Week Week 26: Senior Thesis Final Draft Due Week 27: Turning the Written Thesis into a Speech	Week 28: Speech Introduction Due Week 29: Speech Conclusion Due Week 30: Final Writing Week, Final Speech Due Week 31: Thesis Presentation Practice Week 32: Thesis Presentations Weeks 33-36: Reading- Strange New World

Approximate Time Per Week

3-4 hours per week

Music IV

Course Goals:

Music IV will build on the foundation of Music III, continuing advancing facts and skills. This will be accomplished through written work, vocal/choral exercises, practical application of skills, and opportunities to perform. The instructional period will continue to include advancing levels in the areas of vocal skills, basic music theory, music history and ukulele study. Music IV will codify the process for the student to develop a philosophy of music based on the place of music in creation as referenced in the Bile, linked with St. Augustine's concept of ordering our loves.

Primary Texts and Materials:

1. *Sing at First Sight: Foundations in Choral Sight-Singing Level 1*, Beck, Surmani & Lewis
2. *Trinity Hymnal*
3. *Trinity Psalter*
4. Variety of choral repertoire
5. *Ready to Read Music*, Althouse
6. *The Gift of Music: Great Composers and Their Influence*, Smith & Carlson
7. *Echoes of Eternity: A Classial Guide to Music*, Turley
8. *Teaching Beauty: A Vision for Music and Art in Christian Education,* G. Tyler Fischer
9. Ukulele, soprano or concert size
10. Ukulele chord charts

Course Objectives:

The student will:

1. review and solidify proper singing posture, breathing and tone production.
2. review and solidify music fundamentals of beat, rhythm, symbols, and staff elements.
3. sight-sing basic melodies using Solfege.
4. read and identify notes in the treble and bass clefs with greater speed.
5. know the eras of music, their dates, unique characteristics and notable composers.
6. identify music eras and composers through listening and discussion.
7. develop performance experience through the process of preparing for and implementing a music program.
8. explore Biblical references to music, its uses and function.
9. see music as a means to serve the community through outside performances.
10. have a working knowledge of objectives from Music I, II, and III.
11. sing two, three, and four-part harmony.
12. sight-sing melodies using scale numbers and Solfege.
13. write two- and four- measure rhythm phrases following notation rules and time signatures (4/4, 3/4, 2/4, 3/8, 6/8).
14. sing melodies with written dynamics and phrasing.
15. be able to count rhythms in 4/4, 3/4, 2/4, 3/8, 6/8.
16. be able to identify and repeat intervals, 2^{nd}-8^{th}.
17. know and write the order of sharps and flats, determine key, write key signatures.
18. be exposed to subject-matter experts through guest artists/musicians.
19. be able to apply sight-singing techniques to choral repertoire.
20. understand music in relation to history and culture.
21. be able to notate music.

22. apply music theory elements to playing the ukulele.

Classical Teaching Methods:

1. Teacher demonstration
2. Individual, small ensemble, class demonstration/ 'echo'
3. Oral questions/ oral answers
4. Choral speaking
5. Clapping and counting rhythm patterns
6. Listening (recordings, live performances)
7. Visual aids
8. Teacher lecture
9. Worksheets
10. Printed music
11. Prepare for music performances
12. Outlines (composer histories)

Approximate Time Per Week:

80 minutes one time per week

Music V

Course Goals:

Music V will build on the foundation of Music IV, culminating with students that can read, sing, play, and compose music.

Primary Texts and Materials:

1. *Sing at First Sight: Foundations in Choral Sight-Singing Level 2*, Beck, Surmani & Lewis
2. *Trinity Hymnal*
3. *Trinity Psalter*
4. Variety of choral repertoire
5. *Ready to Read Music*, Althouse
6. *The Gift of Music: Great Composers and Their Influence*, Smith & Carlson
7. *Art and Music: A Student's Guide*, Munson & Drake
8. Ukulele, soprano or concert size
9. Ukulele chord charts

Course Objectives:

The student will:

1. review and solidify proper singing posture, breathing and tone production.
2. review and solidify music fundamentals of beat, rhythm, symbols, and staff elements.
3. read and identify notes in the treble and bass clefs with greater speed.
4. identify the eras of music, their dates, unique characteristics and notable composers through listening and discussion.
5. sight-sing melodies using scale numbers, Solfege, and rhythm counting.
6. develop performance experience through the process of preparing for and implementing a music program.
7. explore Biblical references to music, its uses and function.
8. see music as a means to serve the community through outside performances.
9. have a working knowledge of objectives from Music I, II, and III.
10. sing two, three, and four-part harmony.
11. write two- and four- measure rhythm phrases following notation rules and time signatures (4/4, 3/4, 2/4, 3/8, 6/8).
12. sing melodies with written dynamics and phrasing.
13. be able to count rhythms in 4/4, 3/4, 2/4, 3/8, 6/8.
14. be able to identify and repeat intervals, 2^{nd}-8^{th}.
15. know and write the order of sharps and flats, determine key, write key signatures.
16. be exposed to subject-matter experts through guest artists/musicians.
17. be able to apply sight-singing techniques to choral repertoire.
18. understand music in relation to history and culture.
19. be able to notate music.
20. apply music theory elements to playing the ukulele.
21. be able to articulate a philosophy of music based on the Christian intellectual tradition.
22. be able to converse with an understanding of how the Christian faith influences our understanding of beauty, culture, art and music.

Classical Teaching Methods:

1. Teacher demonstration
2. Individual, small ensemble, class demonstration/ 'echo'
3. Oral questions/ oral answers
4. Choral speaking
5. Clapping and counting rhythm patterns
6. Listening (recordings, live performances)
7. Visual aids
8. Teacher lecture
9. Worksheets
10. Printed music
11. Prepare for music performances
12. Outlines (composer histories)

Approximate Time Per Week:

80 minutes one time per week

Art IV

Course Goals

This course surveys western art history and explores drawing and painting as the key mode of expression for visual art. It also reviews fundamental issues of value, composition, color, proportion, texture, and perspective through various in-class drawing and painting activities. Students are encouraged to develop the ability of observation, drawing and painting skills, and confidence to draw and design the subject matter. Students will gain an appreciation for God's creation and improve their creative skills to glorify to God.

Primary Texts and Materials

1. *Drawing for Older Children and Teens*, Mona Brookes and Geraldine Schwartz Ph.D.
2. *Art History/ The Story of Art*, E.H. Gombrich
3. *Art is Fundamental*, Eileen S. Prince
4. *Art over 2500 Works from Cave to Contemporary*, Andrew Graham-Dixon
5. *Drawing School*, Ian Simpson
6. *Drawing Light and Shade*, Giovani Civardi
7. *Figure Drawing*, Anthony Ryder
8. *Lessons in Classical Drawing*, Juliette Aristides
9. *Mastering Perspective,* Santiago, Fernando Arcas, Isabel Gonzalez Arcas
10. *Painting Techniques of the Masters: Painting Lessons from the Great Masters*, Hereward Lester Cooke
11. *Practical Guide to Painting*, Vicenç B. Ballestar and Jordi Vigué
12. *The Art Book for Children I, II*, Phaidon Press
13. *The Best of Pastel,* Constance Pratt and Janet Monafo
14. *The Liberated Imagination*, Leland Ryken
15. 11x14'' Presentation or Portfolio Binder
16. 2B, HB, 2H Pencils, Colored Pencils
17. Pastel, Charcoal, Pen,
18. Watercolor Paints (red, blue, yellow)
19. 14x17" Mixed Media Pad
20. Watercolor Brushes, Palette, Collapsible Water Pot

Course Objectives

The student will:

1. survey and recognize the brief Western Art History.
2. journal with synopsis of reading assignments.
3. find examples of classical art and architecture in downtown Savannah.
4. visit an exhibit of contemporary arts at the SCAD Museum of Art or Jepson Center and write a review about it.
5. describe and analyze a painting at the Telfair Museum of Art.
6. review the fundamental issues of art and apply to their own works.
7. observe with keen eyes and draw classically.
8. draw still life: Rethinking the subject matter, line, shape, value, texture, color, and composition.
9. master the 2 and 3 points perspectives in a picture.
10. draw figure drawing with good use of shape, value, texture, and theme.
11. apply watercolor techniques and paint from still life.
12. paint figure drawing focused on the theme and mood.
13. explore various drawing and painting materials and develop one's own style.

14. paint using the Art Historical technique such as impressionism, pointillism, cubism, neoclassicism, surrealism, and so on.
15. design poster and illustration for books.
16. explore paper and 3-D projects using the principles of design.
17. critique art in the group and individual.
18. think Christianly about the Art.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Large group instruction
2. Demonstration of advanced techniques
3. Integration with Art History and techniques
4. Individual attention to progress
5. Class discussion
6. Group and personal Art critique

Approximate Time Per Week

80 minutes, 1 day per week, with Art History and Studio Art alternating weeks.

Art V

Course Goals

Art V has two distinct components: Art History and Studio Art.
The Art History curriculum will introduce students to major periods, styles of and ideas about painting, sculpture and architecture in the western tradition from pre-history to the present. Classes will consist of slide-illustrated lectures with some discussion. Students will read and summarize brief passages from authors who have contributed to our understanding of the modern system of the arts. They will complete writing assignments requiring them to describe and analyze original works of art and architecture in Historic Savannah.
The Studio Art portion reviews formal elements of art and the principles of design through studio art projects. Each studio class usually will follow the previous week's art history lecture and be consisted of projects relating art history and master's techniques. Students will gain a Christian view of art and the basic skills of drawing, painting and design.

Primary Texts and Materials

Art History

1. Brief passages from primary source authors including: The Bible, Plato, Vitruvius, Procopius, Bernard of Clairvaux, Suger, Vasari, Leonardo da Vinci, Dürer, Calvin, Pacheco, Winckelmann, Baudelaire, Rookmaaker, Gropius, and Venturi.
2. Daily outlines; assignment sheets

Studio Art

3. *Drawing for Older Children and Teens*, Mona Brookes and Geraldine Schwartz Ph.D.
4. *Art is Fundamental*, Eileen S. Prince
5. *Art over 2500 Works from Cave to Contemporary*, Andrew Graham-Dixon
6. *Figure Drawing*, Anthony Ryder
7. *Lessons in Classical Drawing*, Juliette Aristides
8. *Mastering Perspective*, Santiago, Fernando Arcas, Isabel Gonzalez Arcas
9. *Painting Techniques of the Masters: Painting Lessons from the Great Masters*, Hereward Lester Cooke
10. *Practical Guide to Painting,* Vicenç B. Ballestar and Jordi Vigué
11. *The Best of Pastel,* Constance Pratt and Janet Monafo
12. *The Liberated Imagination*, Leland Ryken
13. 2B, HB, 2H Pencils, Colored Pencils
14. Pastel, Charcoal
15. Watercolor Paints (red, blue, yellow)
16. 11x14" Mixed Media Pad
17. Watercolor Brushes, Palette, Collapsible Water Pot
18. Linoleum cutter with handle, calligraphy pen
19. Paper, class, scratch board

Course Objectives

The student will:
Art History

1. identify major periods and styles of Art History
2. be familiar with basic vocabulary associated with Art History.
3. be familiar with significant authors who have written about art.
4. describe and analyze works of art and architectures in writing.

Studio Art

5. review the fundamental issues of art and apply to their own works.
6. observe with keen eyes and draw classically.
7. draw still life and figures: rethinking the subject matter, line, shape, value, texture, color, and form.
8. review the principles of design: composition, unity, variety, emphasis, rhythm, movement, balance, pattern, and proportion.
9. apply the principles of design to various projects such as: scratchboard, printmaking, pen and ink, watercolor, book art, and so on.
10. apply watercolor techniques and paint from still life.
11. explore various drawing and painting materials.
12. learn from master's techniques and art historical techniques.
13. explore 3-D projects using the principles of design.
14. critique art in the group and individual.

Review Objectives

It is understood that all 'primary objectives' from prior years will be taught/reviewed as necessary.

Classical Teaching Methods

1. Slide-illustrated lectures
2. Primary source readings
3. Written assignments
4. Large group instruction
5. Demonstration of advanced techniques
6. Integration with Art History and techniques
7. Individual attention to progress
8. Class discussion
9. Group and personal Art critique

Approximate Time Per Week

80 minutes, 1 day per week, with Art History and Studio Art alternating weeks.