

GRACE ACADEMY

SCHOOL OF RHETORIC CURRICULUM GUIDE 2014-2015

SCHOOL OF RHETORIC CURRICULUM GUIDE 2014-2015

Table of Contents

CURRICULUM GOALS	3
THE HUMANITIES PROGRAM	4
Humanities III – Modern America	4
Humanities IV – Classical World	7
Humanities V – Medieval World	10
Humanities VI – Modern World	13
RHETORIC	18
Speech & Debate	18
Apologetics	20
Rhetoric I	22
Rhetoric II	24
FOREIGN LANGUAGES	26
Latin Literature	26
AP Latin	28
MATHEMATICS	30
Geometry	30
Algebra II	33
Pre-Calculus	35
Calculus	37
SCIENCES	39
Anatomy & Physiology	39
Biology	41
Chemistry	43
AP Chemistry	45
Physics	47
FINE ARTS	
Drama/Theatre	49
Beginning Guitar	51
Intermediate Guitar Ensemble	52
Music Theory and Analysis	53
Art Art Appreciation	54
Studio Art	55

CURRICULUM GOALS

The goals of our Rhetoric School curriculum seek to build upon the grammatical and dialectical skills mastered in the lower grades and to engage the Rhetoric student in a rigorous Christian liberal arts education in this stage of their education. Our curriculum goals center around the following goals for our school:

Christ-Centered

1. Develop Christian worldview thinking, so that students learn to evaluate their entire range of experience in light of Scripture.
2. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ.
3. Provide a clear model of biblical Christian life and culture.

Classical

1. Teach all subjects as part of an integrated whole with Scripture at the center.
2. Emphasize the tools of learning - grammar, logic and rhetoric - in all subject matter.
3. Emphasize the development and flow of western civilization - history, science, government, art, literature, philosophy and the historic Protestant faith.

THE HUMANITIES PROGRAM

Grades 9-12

The Humanities program is the most comprehensive of the courses that Rhetoric students study. The guiding text for this program is the Omnibus series by Veritas Press. The term “omnibus” means “all encompassing,” or “everything,” so in every Omnibus course in the Rhetoric School class discussions center on a wide range of subjects. All of the important ideas represented in these Rhetoric years of study are set on the discussion table to openly explore and discuss.

At each level the Humanities program is comprised 3 courses taught in an integrated study. It includes two kinds of books for study: Primary Books (the traditional “Great Books”) and Secondary Books (those that give balance to our reading in the general areas of theology, history, and literature). Grading for primary books is weighted slightly more than secondary ones.

HUMANITIES III: MODERN AMERICAN

9TH Grade

I. TEXTS

- A. Student: Omnibus III (Veritas Press), U. S. History (Timothy Keese, Mark Sidwell), plus the majority of the following:

Primary Readings

Foxe’s Book of Martyrs, sel. (Foxe)
 The Pilgrim’s Progress (Bunyan)
 Of Plymouth Plantation, sel. (Bradford)
 Philosophical documents, 1600’s-2000’s
 Foundational American Documents
 U.S. Constitution
 The Federalist and Anti-Federalist Papers
 Tale of Two Cities
 Lincoln’s Speeches (Lincoln)
 Slave Narratives
 The Communist Manifesto (Marx)
 Treaty of Versailles & WWII Documents
 The Great Gatsby (Fitzgerald)
 The Epistles of Peter and Jude
 Daniel

Secondary Readings

Westminster Confession of Faith
 Pride and Prejudice (Austen)
 Autobiography of Benjamin Franklin (Franklin)
 Short stories of Poe
 Frankenstein
 Articles of Confederation
 1984 (Orwell)
 Philemon
 Animal Farm (Orwell)
 The Epistles of John
 Postmodern Times (Veith)
 How Should We Then Live (Schaeffer)
 Christianity and Liberalism (Machen)
 Huck Finn, The Adventures of

- B. Teacher: all student texts plus the following:

1. Omnibus III, Veritas Press Teacher Resources
2. Invitation to the Classics, Cowan and Guinness
3. Western Civilization, Spielvogel

II. PREREQUISITES: Essential readings from Omnibus I & II, Logic, and fundamental writing skills

III. PRIMARY GOALS: The student will...

- A. More deeply understand the nature and character of God
- B. More deeply understand the Nicene Christology, and the importance of the incarnation in light of the sinfulness of man.
- C. More deeply understand the importance of a Biblical, Christian view of Truth, Beauty, and Goodness to addressing modern political, industrial, and cultural issues.
- D. More deeply appreciate the philosophical, technological, artistic and political revolutions that reshaped the Western world.
- E. More deeply appreciate the context of the colonization and confederation of North America, especially the shaping of the American identity through the Colonial period, the Revolutionary War, the Civil War, and the World Wars.
- F. Understand the rise of modern economics and popular culture and the historic response of Protestantism to the excesses and successes of both.
- G. Appreciate the defining characteristics of modern philosophy as contrasted with ancient and medieval periods and its production of modern logic, science, and technology
- H. Learn to write and argue winsomely using principles from logic and the progymnasmata.

IV. INTEGRATIVE GOALS: The student will...

A. Theology

- 1. Understand and articulate the impact the Protestant worldview had on modern understanding of human value, governance, and industry.
- 2. Identify modern issues of contention within Christendom and articulate which are matters of trivial difference and which are rightfully divisive issues.
- 3. Understand the roots and reasoning behind Protestant evangelicalism.
- 4. Contrast the modern deistic conception with the Biblical nature of God.
- 5. Articulate what Christ's Lordship looks like in the lives of modern, industrialized, globalized citizens of a republic.

B. History

- 1. Understand the defining aspects of modern Western philosophy, both speculative and political.
- 2. Explain what is meant by the modern era being a period of "revolutions," artistically as well as politically, philosophically as well as technologically.
- 3. Articulate the arguments that led the Founding Fathers to foment rebellion.
- 4. Explain the nature and workings of American Constitutional government and the philosophical influences and principles behind it.
- 5. Explain the varying causes for the Civil War and its comparisons and contrasts to the Revolutionary War.
- 6. Argue for the causes of the three major 20th century conflicts (WWI, WWII, the Cold

War) and explain their context.

7. Articulate the student's understanding of the correct purpose of government in light of the Bible as well as political philosophies such as republicanism, Marxism, etc.

C. Literature

1. Contrast the defining features of modern prose with ancient and medieval literature.
2. Analyze texts for literary elements such as characters, story arcs, etc.
3. Explain the continuity between modern and ancient literature in regards to the allegorical nature of literature.
4. Articulate the processes for detecting the influence of earlier works and contemporary history on a modern text.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic discussion
- C. Debate (both individual and broader)
- D. Recitation (small group oral quizzing)
- E. Many small essay assignments
- F. Student presentations
- G. Quality documentary productions followed by discussion.

VI. APPROXIMATE TIME PER WEEK: 140 minutes per class. 5 classes per week. Approximately 40 minutes of outside preparation (e.g., reading, homework, journal)

HUMANITIES IV: CLASSICAL WORLD

10TH Grade

I. TEXTS

- A. Student: Student: Omnibus IV (Veritas Press), Western Civilization, (Spielvogel), plus the majority of the following:

Primary Readings

Proverbs
Job
The Iliad (Homer)
Psalms
The Peloponnesian War (Thucydides)
The Bacchanal and Other Plays (Euripides)
The Republic (Plato)
Nicomachean Ethics (Aristotle)
Poetics (Aristotle)
Apocrypha

Euclid's Elements (Euclid)
The War with Hannibal (Livy)
On the Nature of Things (Lucretius)
Cicero (selections)
Annals of Imperial Rome (Tacitus)
Eclogues and Georgics (Vergil)
Metamorphoses (Ovid)

II. Secondary Readings

Aesop's Fables (selections)
Death on the Nile (Christie)
Joshua, Judges, Ruth
I & II Chronicles
Ezra, Nehemiah, Esther
Art and the Bible (Schaeffer)
The Lost World (Conan Doyle)
Knowing God (Packer)
Antony and Cleopatra (Shakespeare)
20,000 Leagues Under the Seas
(Verne)
Phantastes (MacDonald)
Desiring God (Piper)
Aesop's Fables (selections)
Death on the Nile (Christie)
Joshua, Judges, Ruth
I & II Chronicles
Ezra, Nehemiah, Esther

- B. Teacher: all student texts, plus the following:

1. Omnibus IV Teacher Resources
2. Western Civilization, Spielvogel
3. Invitation to the Classics, Cowan and Guinness
4. Encyclopedia Britannica Great Books of Western Civilization Series
5. The Guide to the Great Books, Callihan
6. Westminster Confession of Faith, The, Williamson

III. PREREQUISITES: Essential readings from the Humanities Program I-III, Logic, and fundamental writing skills

IV. PRIMARY GOALS: The student will...

- A. More deeply understand the nature and character of God
- B. More deeply understand the Nicene Christology, and the importance of the incarnation in light of the sinfulness of man.

- C. More deeply understand the importance of a Biblical, Christian view of Truth, Beauty, and Goodness, especially as articulated by the gospel and early apologists in light of the classical world in which they lived.
- D. Give an account of the rise and fall of ancient empires with attention to significant factors that result in the change of power.
- E. Identify external evidence in various ancient sources that support the veracity of the Bible.
- F. Analyze pieces of artwork of or inspired by the modern period.
- G. Learn to write and argue winsomely using principles from logic and the progymnasmata.

V. INTEGRATIVE GOALS: The student will...

A. Theology

- 1. Compare and contrast the various means by which ancient civilizations communicated lessons in morality. Consider specifically the works of Proverbs of the Bible, Aesop's Fables, and the Meditations of Marcus Aurelius.
- 2. Compare the Homeric Heroes of the Iliad with the Biblical Heroes found in the Book of Judges and in Christ himself.
- 3. Give an account of the worldviews put forth by Aristotle, Lucretius, and that found in Scripture. Discuss what truths these hold in common and where conflict arises.
- 4. Give an account of the rise of the church.
- 5. Clearly articulate a synopsis of arguments put forth by the early apologists.

B. History

- 1. Give an account for the causes of tension between East and West as written by Herodotus. Discuss how the Persian Wars set up conflict in the Peloponnese as recorded by Thucydides.
- 2. Describe the elements of the ideal Republic as set forth by Plato and compare these to various societies and civilizations ancient, middle and modern.
- 3. Study the tensions demonstrated in all three Punic Wars, the history of the Punic or Carthaginian people (connections to the East), the strategies employed by famous generals on both sides: Hannibal, Fabius, and Scipio. Explain how key battles impact the outcome of the Second Punic War. Explain how the Second Punic War changed the course of history.
- 4. Evaluate the change in the politics of Rome from republic to empire. Discuss why this would be the choice time for God to bring the Messiah.
- 5. Give an account of the Roman emperors from Augustus through the Severian Dynasty, citing important contributions and significant failures of these rulers.
- 6. Give an account of the rise of the church and a synopsis of early apologists during the reign of these emperors.

C. Literature

- 1. Compare and contrast the Hebraic style of poetry with that of Greece and later Rome.
- 2. Compare the epic of the Iliad with the Odyssey and Aeneid (read in Humanities I). Further discussions on elements of epic poetry and the characteristics of the epic hero.

3. Study the origins of theater in Greece and study the influence of Greek tragedy on Shakespeare.
4. Compare and contrast the historical writings styles of Thucydides, Livy, and Mark.
5. Identify and imitate literary devices employed by Plato, Aristotle, Cicero, Livy, Vergil and Ovid for effective writing/speaking.

VI. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic interaction
- C. Debate (both individual and broader)
- D. Recitation (small group oral quizzing)
- E. Many small essay assignments
- F. Student seminars

VII. APPROXIMATE TIME PER WEEK: 140 minutes per class, 5 classes per week. Approximately 40 minutes of outside preparation (e.g., reading, homework, journal)

HUMANITIES V: MEDIEVAL WORLD

11TH Grade

I. TEXTS

- A. Student: Omnibus V (Veritas Press), Western Civilization, (Spielvogel) plus the majority of the following:

Primary Readings

Bible
 Canterbury Tales (selected)
 City of God (Augustine)
 Consolation of Philosophy (Beothius)
 Divine Comedy (Dante)
 Fierce Wars and Faithful Lovers (Spencer)
 First and Second Corinthians
 Institutes of Christian Religion (selected)
 Lives of Thomas Becket
 Martin Luther: Selections from his Writings
 Praise of Folly (Erasmus)
 Prince (Machiavelli)
 Romeo and Juliet (Shakespeare)
 Two Lives of Charlemagne
 St Matthew Passion (Bach)
 Summa Theologica (selections)
 Western Civilization (selections)
 Chronicles of the Kings of England (Malmesbury)

Secondary Readings

Distant Mirror (Tuchman)
 Don Quixote (Cervantes)
 First and Second Thessalonians
 George Herbert's complete English Poems
 Great Divorce (Lewis)
 Hebrews
 Heidelberg Catechism
 Here I Stand (Luther)
 Idylls of the King (Tennyson)
 Koran (selections)
 Le Morte D'Arthur (Malory)
 Leviticus
 Name of the Rose (Eco)
 Othello (Shakespeare)
 Song of the Volsung
 St. Aquinas and St. Assisi (Chesterton)
 Travels of Marco Polo
 Connecticut Yankee in King Arthur's Court

- B. Teacher: all student texts, plus the following:

1. Omnibus V Teacher Resources
2. Western Civilization (Spielvogel)
3. Ascent to Love (Leithart)
4. Invitation to the Classics (Cowan and Guinness)
5. Complete Infidel's Guide to the Koran (Spencer)
6. Medieval and Renaissance Literature (Lewis)
7. Theology in Stone (Kieckhefer)

- II. PREREQUISITES: Essential readings from Omnibus I-IV, Logic, and fundamental writing skills (progymnasmata exercises)

III. PRIMARY GOALS: The student will...

- A. More deeply understand the nature, attributes, and works of God
- B. Recognize consistency among the church fathers' theology and the supremacy of the Scriptures in their lives
- C. Explain the history of the medieval world and the major events that shaped culture and the church, and lead to the Reformation

IV. INTEGRATIVE GOALS: The student will...

- A. Theology
 - 1. Explain the exclusivity of the Christian faith from Scripture.
 - 2. Understand the churches role in preserving not only great works of western civilization but of the Word of God.
 - 3. Articulate God's plan from the beginning for salvation through means of the Incarnation of Jesus Christ.
- B. History
 - 1. Compare and contrast Malory's depiction of Arthurian legend with that of Tennyson's poetic version.
 - 2. Give a brief overview of medieval history describing briefly the role of kings within society, the importance of epic poetry as a mirror to chivalric codes of conduct within society, the transition of individual kingdoms into nation states, the formational ideas of each of the church fathers' writings, and the significance of the Reformation on our faith.
 - 3. Articulate the events leading up to the Reformation and the technology that influenced events.
 - 4. Explain views on warfare and basic tactics as demonstrated in various texts.
- C. Literature
 - 1. Articulate the medieval worldview as revealed in literature of the day
 - 2. Describe the way medieval anthropology is portrayed in literature
 - 3. Explain how Biblical truth influenced literature and is portrayed within medieval literature
 - 4. Articulate Shakespeare's use of history within his works

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic interaction and review
- C. Debate, both individual and team
- D. Recitation, oral and written quizzing
- E. Compositions and written evaluations
- F. Viewing and discussing related works of art and music from the time period

VI. APPROXIMATE TIME PER WEEK: 140 minutes per class. 5 classes per week.
Approximately 45 minutes of outside preparation (e.g., reading, homework, review or preparation)

HUMANITIES VI: MODERN WORLD

12TH Grade

I. TEXTS

- A. Student: Omnibus IV (Veritas Press), Western Civilization, (Spielvogel), plus the majority of the following:

Primary Readings

Paradise Lost (Milton)
 Pensées (Pascal)
 Emma (Austen)
 Common Sense (Paine)
 U.S. Founders & Founding Documents
 Moby Dick (Melville)
 Self-Reliance (Emerson)
 On Civil Disobedience (Thoreau)
 Shiloh (Foote)
 That Hideous Strength (Lewis)
 Twilight of the Idols (Nietzsche)
 Sermon on the Mount
 Fourteen Points & League of Nations
 The Guns of August (Tuchman)
 The Stranger (Camus)
 Day of Infamy (Lord)
 Four Quartets (T.S. Eliot)
 A Treatise Concerning Human Affections & Method of Grace (Edwards)
 One Day in the Life of Ivan Denisovich (Solzhenitsyn)

Secondary Readings

Out of the Silent Planet (Lewis)
 Poetry of Herbert & Donne, sel.
 Perelandra (Lewis)
 The Last of the Mohicans (Cooper)
 The Patriot's Handbook, sel. (Grant)
 The Legend of Sleepy Hollow (Irving)
 Deuteronomy
 Silas Marner (George Eliot)
 Hard Times (Dickens)
 The War Between the States (Dwyer)
 Lee: The Last Years (Flood)
 The Picture of Dorian Gray (Wilde)
 Heart of Darkness (Conrad)
 The Abolition of Man (Lewis)
 The Poetry of Robert Frost (Frost)
 The Blood of the Moon (Grant)
 The Harvard Commencement Speech, Solzhenitsyn
 Rights and Duties: Reflections On Our Conservative Constitution, sel. (Kirk)

- B. Teacher: all student texts, plus the following:

1. Omnibus VI Teacher Resources
2. Western Civilization, Spielvogel
3. Invitation to the Classics, Cowan and Guinness

4. Encyclopedia Britannica Great Books of Western Civilization Series
5. A History of the Modern World, Palmer and Colton
6. Modern Times, Paul Johnson
7. The Teacher's Commentary, Richards
8. The C.S. Lewis Reader's Encyclopedia, Schulltz & West
9. Realms of Gold, Ryken
10. The Civil War: A Narrative, Foote
11. Battles and Leaders of the Civil War, Century Magazine

II. PREREQUISITES: Essential readings from Omnibus I-V, Rhetoric, and fundamental writing skills

III. PRIMARY GOALS: The student will...

- A. More deeply understand the nature and character of God in redemptive history.
- B. Understand the nature of man, the futility of human philosophy.
- C. Identify what Truth is from material in varied genres (e.g. narrative, novel, poetry, essay).
- D. Differentiate between different types of knowledge (e.g., scientific, philosophic, historical, poetic) and understand the need for each in a well-rounded human life.
- E. Identify what Goodness is. Be able to extol the goodness of God in his dealings with man and condemn unbelieving rebellion against God. Also, identify the relative goodness of movements, men, and ideas in the modern world.
- F. Identify what Beauty is. Explain how the modern world, by cutting itself off from God, inevitably falls into ugliness. Identify the beauty of God both in his manifestations of common grace in the world (e.g., poetry, art, truth discovered by non-believers) and his special grace (in the gospel and in the lives and works of saints).
- G. Identify Being. In light of human evils (e.g., holocaust, genocide, abortion), understand what a human being is.
- H. Know how one attains knowledge (epistemology). Read about the folly of pagan attempts to gain a foundation for epistemology. Articulate a biblical epistemology.
- I. Understand how man should be governed. Understand a Christian and biblical understanding of government. Compare and contrast biblical government with American government. Increase in gratitude for the blessings of the wisdom of our European and American forefathers. Critique the many biblically aberrant forms of government that came into being in the 20th century (e.g., totalitarianism, fascism, communism, radical Islamism).

IV. INTEGRATIVE GOALS: The student will...

- A. Theology
 1. Compare and contrast the Enlightenment with biblical thinking.
 2. Biblically evaluate the presuppositions of the Enlightenment.
 3. Articulate the common grace understandings reached by the philosophers and critique

them biblically.

4. Describe Pascal's defense of Christian belief and how he believed reason operates in the human soul.
5. Critique the understanding of human nature in the modern period.
6. Articulate Thoreau's objections to the biblical worldview and critique his objections.
7. Recognize the Transcendentalist emphasis on intuitive knowledge (anti-rationalism) and critique it from a biblical worldview.
8. Compare and contrast Melville's view of fate and predestination with the Scripture.
9. Critique Nietzsche's reasons for his rejection of Christianity and the description of Christianity that he presents. Explain his ethics and the Will to Power.
10. Articulate the biblical principles built into the American system of government (e.g., separation of powers).
11. Understand how the book of Deuteronomy generally is organized and how it is important to Christians today.
12. Show how Jesus' Sermon on the Mount connects both inward motives and outward conduct in the Christian's life.
13. Identify C.S. Lewis's essential case against scientism.
14. Articulate the biblical solutions for the Middle East and for the Islamic terrorist threat confronting the West.

B. History

1. Explain the importance of Immanuel Kant's thought in Western history.
2. Articulate the importance of Locke and Burke's understanding of government on the founding of America.
3. Explain what the Puritans were really like.
4. Articulate how Rousseau's philosophy influenced the history of the modern period, especially in the French Revolution.
5. Articulate the capitalist and socialist systems of economics and criticize them biblically.
6. Show how Thomas Paine believed it was in America's best interest to be free from Britain.
7. Compare and contrasts between the American Revolution and the Revolution in France.
8. Differentiate the Federalist and the Anti-Federalist positions and critique both of them biblically.
9. Describe how the Bill of Rights insured the passage of the new constitution.
10. Explain how is the U.S. Constitution a conservative document.
11. Articulate the justifications for each side in the War Between the States.
12. Give a presentation on the Battle of Shiloh or on one of its principle characters.
13. Explain the strategy of the Emancipation Proclamation.
14. Create an encomium or vituperation for Robert E. Lee.
15. Describe the effect of Reconstruction on the South and its impact on 20th century America.

16. Compose an oral presentation based on images or scenes from the *Hard Times* that illustrate the harshness of the Industrial Revolution.
17. Articulate the effect of Nietzsche's thoughts on the history of the 20th century, especially concerning the rise of fascism.
18. Critique Oscar Wilde's promotion of the artistic movement, "art for art's sake."
19. Articulate the causes of World War I.
20. Describe how and why the Schlieffen Plan failed.
21. Explain how the Treaty of Versailles was a root cause of World War II.
22. Articulate the causes of the Great Depression.
23. Describe the Japanese attack on Pearl Harbor.
24. Explain the origins and rise of Islam.

C. Literature

1. Recall from *Paradise Lost* how Milton sets out to "justify the ways of God to men" and whether he achieves his theodicy.
2. Consider various types of science fiction writing, and which C.S. Lewis considered most attractive in the writing of his *Ransom Trilogy*.
3. Identify Christian themes in Donne and Herbert's metaphysical poetry.
4. Compare and contrast *Emma* with *Pride and Prejudice*.
5. Discuss the worldview expressed through *The Last of the Mohicans*.
6. Explain the major characteristics of Transcendentalist literature and its major proponents.
7. Articulate what the whale represents in *Moby Dick*.
8. Judge the of Meursault guilt in Camus's *The Stranger*.
9. Identify existentialism and absurdism in 20th century writings.
10. Articulate how Tuchman's historiography uses aspects of good storytelling to present a thesis in an interesting manner.
11. Write about how a Christian might a might "redeem" Wilde's novel, *The Picture of Dorian Gray*.
12. Appreciate modern poetry in free verse.
13. Understand the symbolism of T.S. Elliot's *Four Quartets*.
14. Identify the plot of *One Day in the Life of Ivan Denisovich* and the novel's importance.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic interaction
- C. Debate
- D. Recitation (small group oral quizzing)
- E. Many small essay assignments
- F. Student seminars and oral presentations

VI. APPROXIMATE TIME PER WEEK: 140 minutes per class, 5 classes per week. Approximately 40 minutes of outside preparation (e.g., reading, homework, journal)

RHETORIC

Rhetoric is a cornerstone course of study at Grace Academy. It is the culmination of writing skills developed at lower levels, particularly through the progymnasmata. Rhetoric students should have a fundamental grasp of the “pre-rhetoric” of the progymnasmata.

In preparation for the study of formal Rhetoric students will study Speech & Debate and Apologetics. Speech & Debate offers students an opportunity to apply the logic skills they have learned as they present and engage in discussion on current events. The following year students will study the history of Apologetics. While this course will concentrate on the history of the church and the defense of the faith, the course will also provide students an opportunity to see logic and rhetoric applied to the defenses made by apologists from various eras. In the latter half of this course, students will study, watch, and critique debates between modern apologists and antagonists of Christianity.

The Rhetoric I course is the first of a 2-year study in the art of persuasion in written and oral exercises and begins for most students in the 11th grade. The first year is concerned with the canons of rhetoric, the modes of persuasion, formulating a thesis, and developing arguments. Aristotle’s rhetoric forms the backbone of the first year and is augmented with speeches and essays on particular rhetorical topics of concern. The Rhetoric I course closes with a Junior Thesis paper and oration.

The Rhetoric II course is a continuation of the first year course. Oration is continued, utilizing both ancient and modern sources. The primary focus is on creating, delivering, and defending a Senior Thesis at the end of the second semester, so there is emphasis on invention, arrangement, and style in oration.

At both levels of rhetoric students create and deliver various speeches to their classmates. The crowning achievement of Rhetoric I is to produce a Junior Thesis, presented to an audience of judicious listeners. Rhetoric II students are required to present a 20-minute oration before a panel of judges.

SPEECH & DEBATE (9th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. The Argument Builder: Constructing an Argument Piece by Piece (Shelly Johnson).
2. Selection of published speeches from notable persons and events.

B. Teacher: Above student text plus the following:

1. The Argument Builder, Teacher Edition (Shelly Johnson).

II. PREREQUISITES: Logic 1 and 2 strongly recommended

III. PRIMARY GOALS: The student will...

- A. Learn about the essential elements in building an argument including, but not limited to definitions, testimony, comparison, relationship, and circumstance and how to use these elements in building an effective argument.
- B. Students will submit articles from periodicals or the Internet on current events or cultural topics of interest and will engage their fellow students in a discussion of these articles.
- C. Students will prepare An Analysis of Opinion Article prior to the presentation of an article described in (2) above which discusses the article’s content, the author’s arguments and position on the issue discussed, provides a Biblical analysis of the issue, and which identifies any fallacies or underlying biases of the article’s author.

- D. Learn about the subtopics of the common topics (e.g., example, authority, examples, analogy, differences, and degree) and how to use these subtopics in constructing arguments.
- E. Understand and define thesis, learn how to formulate a thesis statement, and how to identify the theses of a wide variety of literary works, essays, and speeches.
- F. Analyze and identify the worldviews of various authors of literary works and essays.
- G. Evaluate current events and controversial issues Biblically.
- H. Learn the essential skills of debate and will debate cultural topics of interest.
- I. Learn about oratorical skills and practice such skills in presenting opinion articles.
- J. Lead and guide a discussion of their peers.

IV. INTEGRATIVE GOALS: The student will...

- A. Use the essential elements in building an argument (definitions, testimony, comparison, relationship, and circumstance) in constructing arguments for debate.
- B. Research Bible passages applicable to their opinion articles and how to use this knowledge to evaluate and analyze the views of others.
- C. Evaluate the use of the subtopics of degree, example, analogy, authority, and statistics in essays and other literary works.
- D. Evaluate written works to identify fallacies or biases.
- E. Engage their peers in discussing current events and relevant cultural topics and how to keep the discussion focused and on topic.

V. PRIMARY TEACHING METHODS

- A. Homework exercises from text
- B. Assessments
- C. Student-led presentation and discussion of opinion articles

APOLOGETICS (10th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Five Views on Apologetics (Cowen)
2. Handbook of Christian Apologetics (Kreeft and Tacelli)
3. Orthodoxy (Chesterton)
4. Mere Christianity, Lewis
5. Thesis Preparation Guide (M. Dolan)

B. Teacher: Student texts plus:

1. A History of Apologetics (Dulles)
2. Five Views on Apologetics (Cowen)
3. Handbook of Christian Apologetics (Kreeft and Tacelli)
4. Orthodoxy (Chesterton), Mere Christianity (Lewis)
5. The Problem of Pain (Lewis)
6. Miracles (Lewis)
7. Christian Apologetics (Geisler)
8. Apologetics to the Glory of God (Frame)
9. The Reason for God: Belief in an Age of Skepticism (Keller)
10. Darwin on Trial (Johnson)
11. Not a Chance: The Myth of Chance in Modern Science and Cosmology (Sproul)

II. PREREQUISITES: LOGIC, OMNIBUS I-III, basic writing skills

III. PRIMARY GOALS: The student will...

- A. Engage students in the historical conflict between Christianity and all unbelieving worldviews, philosophies, and religions.
- B. Gain a deeper appreciation for the Church's intellectual heritage.
- C. Speak and think clearly and with understanding on matters of faith by building on the Christian worldview of great men of the faith, past and present.
- D. Engage with the history of the theological and philosophical development of apologetics as a starting point for their own growth and participation in Christian worldview thinking.
- E. Be ready to give a reason for their faith (I Peter 3:15).

IV. PRIMARY OBJECTIVES: The student will...

- A. Read and analyze the various historical views pertaining to apologetics.
- B. Identify the various apologists of significance from the new Testaments and the Patristics to the present.
- C. Recall the scope of historical apologetic themes.

- D. Identify and critique the major philosophical arguments (e.g., Cosmological, Teleological, Ontological, Moral, Transcendental, Christological).
- E. Identify the five major apologetic methods (i.e., Classical, Evidential, Cumulative Case, Presuppositional, Reformed Epistemological) and representative apologists of the various camps.
- F. Bring to bear a Christian worldview on contemporary topics of apologetic concern (e.g., Dualism, Darwinism/Scientism, Problem of Evil, Postmodernism, Intelligent Design).
- G. Learn to write and argue within various apologetic topics.
- H. Prepare and deliver various short presentations on assigned subjects.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic discussion
- C. Lecture
- D. Debate
- E. Role play
- F. Progymnasmata exercise applied to writing and oratory
- G. Significant research project (Semester Paper, 6-10 pages)

VI. APPROXIMATE TIME PER WEEK: Approximately 3 class sessions with approximately 45 minutes per session. Approximately 30 minutes of outside preparation (e.g., reading, homework, preparation), not including Semester Paper).

RHETORIC I

11th Grade

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. On Rhetoric (Aristotle)
2. A Manual for Writers (Kate Turabian)
3. Elements of Style, Strunk and White
4. Thesis Preparation Guide

B. Teacher: Above student texts plus the following:

1. Classical Rhetoric for the Modern Student (Corbett and Connors)
2. Ancient Rhetorics for Contemporary Students (Crowley and Hawhee)
3. Handlist of Rhetorical Terms

II. PREREQUISITES: Logic and either Progymnasmata or Pre-rhetoric

III. PRIMARY GOALS: The student will....

- A. Appreciate God's nature to communicate to his creation.
- B. More deeply appreciate what is beautiful, good, and truthful in written and oral communication by a clear understanding of rhetoric in the Bible.
- C. Develop quality, sincerity, and truthfulness in writing and speaking
- D. Analyze orations, speeches, and essays from the ancients to the present.
- E. Understand and enjoy the elevation of language to the level of rhetorical orations.
- F. Become effective at writing and speaking.

IV. INTEGRATIVE GOALS: The student will...

- A. Demonstrate how to read inspectionally, analytically, and syntopically.
- B. Prepare and deliver various orations (ceremonial, emotional, political, forensic).
- C. Memorize and dramatically deliver a classic speech (Shakespeare's St. Crispin's Day).
- D. Identify and utilize the six parts of a discourse.
- E. Recognize and make use of the various forms of arguments.
- F. Understand how to apply the lines of proof.
- G. Read and examine modern speeches and essays as well as some from past ages.
- H. Conduct significant research for final written thesis.
- I. Produce a final oration to present to sizable audience, and sustain an examination by panel of student judges.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic discussion
- C. Preparation and delivery of 4-6 speeches
- D. Recitation of memorized speeches
- E. Many small essay assignments
- F. Independent research on a debatable topic
- G. Junior Thesis: Major written project (15- 20 pages) with oration (20minutes)

VI. APPROXIMATE TIME PER WEEK: Approximately 3 class sessions with approximately 45 minutes per session. Approximately 30 minutes of daily outside preparation (e.g., reading, homework, speech preparation), not including junior thesis.

RHETORIC II

12th Grade

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. On Rhetoric (Aristotle)
2. Classical Rhetoric for Modern Student (Corbett and Connors)
3. Elements of Style (Strunk and White)
4. Eats, Shoots & Leaves (Truss)
5. Style: Ten Lessons in Clarity and Grace (Williams)
6. Cicero's and Quintilian's Rhetorics
7. A Manual for Writers of Research Papers, Theses, and Dissertations (Turabian)

B. Teacher: Above student texts plus the following:

1. Ancient Rhetorics for Contemporary Students (Crowley and Hawhee)

II. PREREQUISITES: Logic and Rhetoric I

III. PRIMARY GOALS: The student will...

- A. Appreciate God's nature to communicate to his creation.
- B. More deeply appreciate what is beautiful, good, and truthful in written and oral communication by a clear understanding of rhetoric in the Bible.
- C. Develop quality, sincerity, and truthfulness in writing and speaking
- D. Analyze orations, speeches, and essays from the ancients to the present.
- E. Understand and enjoy the elevation of language to the level of rhetorical orations.
- F. Become effective at writing and speaking.

IV. INTEGRATIVE GOALS: The student will...

- A. Write various assigned essays.
- B. Prepare and deliver various orations.
- C. Identify and utilize the six parts of a discourse.
- D. Recognize and make use of the various forms of arguments.
- E. Understand how to apply the lines of proof.
- F. Read and examine modern speeches and essays as well as some from past ages.
- G. Conduct significant research for final written thesis.
- H. Produce a final oration to present to sizeable audience, and sustain an examination by panel of experienced judges.

V. PRIMARY TEACHING METHODS

- A. Reading followed by discussion
- B. Socratic discussion
- C. Preparation of 4-6 essays and delivery of 2-4 speeches
- D. Recitation of memorized speeches
- E. Independent research on a debatable topic
- F. Senior Thesis: Major written project (at least 30 pages) with oration (20-30 minutes)

VI. APPROXIMATE TIME PER WEEK: Approximately 3 class sessions with approximately 45 minutes per session. Approximately 30 minutes of daily outside preparation (e.g., reading, homework, speech preparation), not including senior thesis.

FOREIGN LANGUAGES

LATIN LITERATURE

9th Grade

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Latin Alive: Latin Literature, Cicero to Newton, Karen Moore and Gaylon DuBose
2. Student Notebook
3. Latin-English, English-Latin dictionary

B. Teacher: Above student texts plus the following:

1. Latin Alive Teacher Edition
2. Latin-English, English-Latin dictionary
3. Selection of English poems for review and comparison

II. PREREQUISITES: Successful completion of Latin III

III. PRIMARY GOALS: The student will...

- A. Construe original Latin texts, including historical prose, poetry, and ecclesiastical texts.
- B. Learn to identify figures of speech and how they are most effective in literature.
- C. Learn how to write analysis and critical interpretation of Latin literature, including appropriate references to the use of stylistic and metrical techniques.
- D. Read a wide variety of literature including historical prose, poetry, ecclesiastical texts, medieval texts, and some neo-Latin.
- E. Develop an appreciation for the depth and extent to which Latin has impacted literature throughout the ages.
- F. Examine the historical, social, cultural, and political context in which pieces of literature were written.
- G. Compare varying styles and themes throughout literature.
- H. Compare ancient Latin literature to later works inspired by ancient authors.

IV. INTEGRATIVE GOALS: The student will...

- A. Identify and interpret complex grammatical constructions as used by ancient authors.
- B. Identify and translate figures of speech as they are used in prose and poetry by various authors.
- C. Read Latin passages at sight.
- D. Analyze or construe original Latin texts.

- E. Cite Latin phrases to support their analysis of a passage.

V. PRIMARY TEACHING METHODS

- A. Oral pronunciation and recitation.
- B. Reading and construing of Latin passages, written and oral, as literally as possible.
- C. Frequent practice in reading Latin at sight.
- D. Class discussion on topics read aloud in class.
- E. Regular entries in dialectical journals interpreting texts.
- F. Attend and participate in a Latin reading course at the University of Texas at Austin.
- G. Participate in area certamen tournaments, and the Area, State, and National Junior Classical League Latin conventions.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

AP LATIN 10th Grade
Caesar's Gallic War and Vergil's Aeneid

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Caesar, Selections from his *Comentarii de Bello Gallico* (Hans-Friedrich Mueller)
2. Vergil's *Aeneid*, Selections from Books 1, 2, 4, and 6 (Barbara Weiden Boyd)
3. *Soldiers of Rome*, class blogspot

B. Teacher: Above student texts plus the following:

1. Course Notebook – teacher-created
2. Latin-English, English-Latin dictionary
3. Latin Aloud CD

C. Supplementary Materials

1. Texts for comparison
 - a. *Iliad*
 - b. *Odyssey*
 - c. *Paradise Lost*
2. Internet resources, links provided by teacher:
 - a. Perseus Online Lexicon
 - b. Glossary of Rhetorical Devices, University of Kentucky
 - c. Latin Library, Ad Fontes Academy
 - d. Interactive Ancient Mediterranean: Map Index
 - e. Dickinson College Commentaries, Julius Caesar/Gallic War
 - f. AP Vergil's *Aeneid*, Tabney Website

II. PREREQUISITES: Successful completion of Latin III and Latin Literature and approval of instructor

III. PRIMARY GOALS: The student will....

- A. Read selections from Vergil's *Aeneid* in the original Latin text, covering 1,856 lines of the epic poem.
- B. Read a complete English translation of the *Aeneid*.
- C. See how the *Aeneid* reflects the literary predecessors and contemporaries of Vergil, and how the *Aeneid* itself has influenced later literary works.
- D. Read and translate aloud the poetry of Vergil as literally as possible.
- E. Study meter and scansion as it pertains to the poetry of Vergil and other poets of the Augustan Age.

- F. Learn to identify and discuss the use of rhetorical devices in such literature.
- G. Discuss the historical, social, and political context of the Aeneid.
- H. Apply all of the above to literary analysis in discussion, and in well-crafted essays.

IV. INTEGRATIVE GOALS: The student will...

- A. Compare the stylistic writing of Vergil to other poets, both classical and modern.
- B. Examine the historical, social, cultural and political context of Vergil's Aeneid.
- C. Compare the themes of the Aeneid to that of other themes found in epic poetry. (e.g. compare the Homeric hero to the Vergilian hero to the Christian hero)
- D. Analyze art work from later periods inspired by the Gallic Wars and the Aeneid.

V. PRIMARY TEACHING METHODS

- A. Oral pronunciation and recitation.
- B. Reading and construing of Latin passages, written and oral.
- C. Students will frequently practice reading Latin at sight.
- D. Class discussion on topics read aloud in class.
- E. Written analysis and critical interpretation of Vergil's Aeneid.
- F. Mid-terms at the end of the first and third quarters. Final exams at the end of the 2nd and 4th quarter.
- G. Attend and participate in a class on Vergil's Aeneid at the University of Texas at Austin.
- H. Participate in area certamen tournaments, and the Area, State, and National Junior Classical League Latin conventions.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

MATHEMATICS

The School of Rhetoric required mathematics courses sequence is ninth grade geometry, tenth grade Algebra II, and eleventh grade pre-calculus. In addition to these course offerings, calculus is available as an elective in the twelfth grade.

Geometry is an essential for future mathematical studies. It also serves to develop logical mathematical thinking skills by the study and use of both deductive and inductive reasoning. Geometry emphasizes definitions, theorems, and postulates dealing with Euclidean geometry. Topics studies include proofs, congruence and similarity of figures, basic triangle trigonometry, constructions of geometric figures, measurement of segments and angles, areas and volumes of solids, and transformational geometry.

Algebra II reviews concepts studied in Algebra I and geometry and then applies them at an advanced level. Topics included in the course are algebraic proofs, linear and quadratic functions, polynomials, rational expressions, complex numbers, analytic geometry, exponential and logarithmic functions, sequences and series, and matrices.

Pre-calculus is the study of concepts and skills required for the study of calculus. It is a continuation of Algebra II and geometry with an emphasis on advanced algebraic skills. These skills include a variety of functions such as exponential, logarithmic, polynomial, rational, and trigonometric as well as conic sections and matrices.

Calculus is an advanced mathematics course offered as a senior year elective.. The course covers concepts and techniques required for the study of calculus. The course starts with brief review of prerequisite skills needed in the course. Calculus topics include limits and continuity, differential calculus and its applications, and integral calculus and its applications.

GEOMETRY (9th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Geometry (Scott, Foresman and Company)
2. Compass, protractor, straightedge, ruler and graphing calculator
3. Teacher made supplementals

B. Teacher: Above student text and materials plus the following:

1. Geometry Teacher's Edition (Scott, Foresman and Company)

II. PREREQUISITES: Algebra I

III. PRIMARY GOALS: The student will...

- A. Learn Euclids Elements
- B. Review and extend skills from Algebra I including finding measures, simplifying and evaluating expressions and solving equations.
- C. Describe, measure and understand various geometric figures and geometric relationships in diagrams.
- D. Understand the relationship of equality and congruence.
- E. Develop skills in reasoning, both inductive and deductive, in order to write proofs and draw conclusions.
- F. Connect parallel and perpendicular lines to lines in algebra, use their properties and related angle relationships.
- G. Use drawings of geometric figures to represent real world situations.
- H. Examine triangles by classifying them, proving them congruent, investigating angle relationships and applying them to real world situations.
- I. Use and apply properties of special segments in triangles to triangle inequalities and triangle parts relationships.
- J. Use ratios, proportions and similarity to solve geometry problems and real world situation applications.
- K. Use special triangle relationships in right triangles (Pythagorean theorem and trigonometric ratios) to solve problems and real world applications.
- L. Classify quadrilaterals and use their properties and angle relationships.
- M. Perform and apply geometric transformations.
- N. Apply angle relationships, use properties of segments that intersect circles and study measures of circles and parts of circles.
- O. Apply area formulas of polygons and ratios in similar polygons.
- P. Use and apply constructions and proofs to most units studied.
- Q. Explore solids and their properties, apply surface area and volume formulas, and use similarity ratios of solids.

IV. INTEGRATIVE GOALS: The student will...

- A. Understand of the beauty and order inherent in mathematics as God created it and as He continues to reveal new facets of it for humanity's use.
- B. Appreciate the usefulness of mathematics in the real world as well as seeing connections between mathematics and a variety of scientific and academic disciplines and career areas.
- C. Emphasize the correct use of the language of mathematics and its specialized vocabulary when discussing mathematical concepts and problems.
- D. Understand the Greek and Latin roots of many mathematical words.
- E. Read and comprehend mathematical material for information and comprehension.
- F. Learn strategies for attacking word problems including the use of tables and drawings to organize information.

- G. Develop an appreciation for the history of mathematics' development as revealed to mankind and of the lives of some of the individuals involved in the development of topics studied in the geometry course.
- H. Become proficient with the geometric tools: compass, protractor, straightedge and ruler.
- I. Develop a conceptual understanding of geometric topics, develop both critical thinking and problem-solving skills.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to reinforce the lesson.
- B. Homework assigned to supplement classwork and reinforce learning.
- C. Problem solving emphasized.
- D. As examples are worked, students are asked questions about the process, such as what steps to perform next and why those steps are to be executed to solve the problem.
- E. Quizzes are used to check for understanding and to give the student feedback on areas in need of improvement.
- F. During classwork, continuous walking around the room to answer questions, looking at work to check for correctness and quality, giving any needed hints/suggestions for ways to proceed and improve solutions, and asking questions probing students approach and logic on problems.
- G. Use investigation activities to assist students in mastering concepts.
- H. Verbal discussions with students regarding their approach to problems.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

ALGEBRA II (10th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Algebra and Trigonometry Structure and Method-Book 2 (McDougall/Littell)
2. Graphing Calculator

B. Teacher: Above student texts plus the following:

1. Algebra and Trigonometry Structure and Method-Book 2 Teacher's Edition (McDougall/Littell)
2. Algebra and Trigonometry Functions and Applications (AddisonWesley)

II. PREREQUISITES: Algebra I and Geometry

III. PRIMARY GOALS: The student will . . .

- A. Review and extend the depth and complexity of many topics introduced in Algebra I.
- B. Model real world situations with most functions studied in the course.
- C. Find the roots and graph each type of function studied.
- D. Solve and graph inequalities, systems of inequalities, and absolute value equations.
- E. Apply parent functions and transformations to graphing.
- F. Examine functions in terms of domain, range, zeros, and graphs.
- G. Graph conic sections and write the equation of a conic section from given information.
- H. Solve and graph linear and quadratic functions and systems of equations.
- I. Apply knowledge of positive integer exponents to negative and rational exponents.
- J. Manipulate and apply radicals, imaginary numbers and complex numbers.
- K. Manipulate rational algebraic expressions and complex fractions.
- L. Apply the manipulation of matrices and determinants to solving equations and systems of equations.
- M. Introduce problems involving sequences and series and probability.
- N. Apply the binomial theorem and Pascal's Triangle to problems involving the expansion of a binomial or finding a particular term of a binomial.
- O. Apply algebraic properties to algebraic proofs.

IV. INTEGRATIVE GOALS: The student will...

- A. Understand the beauty and order inherent in mathematics as God created it and as He continues to reveal new facets of it for humanity's use.
- B. Give the students an understanding of the usefulness of mathematics in the real world and facilitate students perceptions of the connections between mathematics and a variety of academic and scientific disciplines and career areas.

- C. Emphasize the correct use of the language of mathematics and its specialized vocabulary when discussing mathematical concepts and problems.
- D. Understand the Greek and Latin roots of many mathematical words.
- E. Read and comprehend mathematical material for information and comprehension.
- F. Learn strategies for attacking word problems including the use of tables and drawings to organize information.
- G. Gain an appreciation for the history of mathematical development.
- H. Become proficient with the graphing calculator as a tool to aid in investigations and problem-solving.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to reinforce the lesson.
- B. Homework assigned to supplement classwork and reinforce learning.
- C. Problem solving emphasized.
- D. As examples are worked, students are asked questions about the process, such as what steps to perform next and why those steps are to be executed to solve the problem.
- E. Quizzes are used to check for understanding and to give the student feedback on areas in need of improvement.
- F. During classwork, continuous walking around the room to answer questions, looking at work to check for correctness and quality, giving any needed hints/suggestions for ways to proceed and improve solutions, and asking questions probing students approaches and logic on problems.
- G. Students do one or more projects combining creativity and originality in using Algebra II skills.
- H. Lessons designed to incorporate the graphing calculator, to use it for new purposes, and to teach students to utilize calculator functions not previously applied.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

PRE-CALCULUS (11th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Advanced Mathematics Precalculus with Discrete Mathematics and Data Analysis (McDougall Littell/Houghton Mifflin)

B. Teacher: Above student texts plus the following:

1. Advanced Mathematics Precalculus with Discrete Mathematics and Data Analysis (McDougall Littell/Houghton Mifflin) Teacher's Edition
2. Trigonometry (Scott, Foresman and Company)

II. PREREQUISITES: Algebra I, Geometry, and Algebra II

III. PRIMARY GOALS: The student will...

- A. Review and extend the depth and complexity of many topics introduced in Algebra II.
- B. Model real world situations with each type of function studied in the course.
- C. Find the roots and graph each type of function studied.
- D. Solve and graph inequalities and systems of inequalities.
- E. Apply parent functions and transformations to graphing.
- F. Examine functions in terms of domain, range, zeros, graphs, and inverses.
- G. Graph conic sections, write the equation of a conic section from given information, and find the intersections of conic sections.
- H. Apply trigonometric functions to solving triangles and word problems involving triangles.
- I. Prove trigonometric identities and create an original trigonometric identity.
- J. Manipulate and apply formulas for sequences and series.
- K. Prove mathematical statements are true through mathematical induction.
- L. Apply the manipulation of matrices and determinants to solving equations and systems of equations.
- M. Solve problems involving permutations, combinations, and probability.
- N. Apply the binomial theorem and Pascal's Triangle to problems involving the expansion of a binomial or finding a particular term of a binomial.

IV. INTEGRATIVE GOALS: The student will...

- A. Give the students an understanding of the beauty and order inherent in mathematics as God created it and as He continues to reveal new facets of it for humanity's use.
- B. Give the students an understanding of the usefulness of mathematics in the real world as well as seeing connections between mathematics and a variety of scientific and academic disciplines and career areas.

- C. Emphasize the correct use of the language of mathematics and its specialized vocabulary when discussing mathematical concepts and problems.
- D. Understand the Greek and Latin roots of many mathematical words.
- E. Learn to read and comprehend mathematical material for information and comprehension.
- F. Learn strategies for attacking word problems including the use of tables and drawings to organize information.
- G. Give the students an appreciation for the history of mathematics' development as revealed to mankind and of the lives of some of the individuals involved in the development of topics studied in the precalculus course.
- H. Become proficient with the graphing calculator as a tool to aid in investigation and in problem-solving.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to reinforce the lesson.
- B. Homework assigned to supplement classwork and reinforce learning.
- C. Problem solving emphasized.
- D. As examples are worked, students are asked questions about the process, such as what steps to perform next and why those steps are to be executed to solve the problem.
- E. Quizzes are used to check for understanding and to give the student feedback on areas in need of improvement.
- F. During classwork, continuous walking around the room to answer questions, looking at work to check for correctness and quality, giving any needed hints/suggestions for ways to proceed and improve solutions, and asking questions probing students approach and logic on problems.
- G. Students write and solve an original creative word problem.
- H. Verbal discussions with students regarding their approach to problems.
- I. Lessons designed to incorporate the graphing calculator, to use it for new purposes, and to teach students new functions on it.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

CALCULUS (12th Grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Calculus Fifth Edition (Heath)
2. Graphing calculator

B. Teacher: Above student texts plus the following:

1. Calculus Complete Solutions Guide Fifth Edition (Heath)
2. Calculus Course Description Effective Fall 2010 (College Board)
3. Single Variable Calculus (Prentice Hall)

II. PREREQUISITES: Algebra I, Geometry, Algebra II, and Precalculus

III. PRIMARY GOALS: The student will...

- A. Brief review of essential precalculus topics.
- B. Understand connections of and representation of functions in a variety of ways: graphical, numerical, analytical, and verbal.
- C. Understand the derivative as both a rate of change and a linear approximation at a point.
- D. Use the derivative to solve various types of problems: curve sketching, optimization, related rates and rates of change.
- E. Understand the definite integral as both the limit of a Riemann sum and a rate of change over an interval.
- F. Use integrals to solve problems involving scientific and economic situations, area under a curve, volume of a solid, and average values.
- G. Understand the Fundamental Theorem of Calculus and its explanation of the relationship between the derivative and the definite integral.
- H. Explain solutions both verbally and in writing.
- I. Model a situation described in a word problem as a function, derivative, or integral.
- J. Use the graphing calculator to assist in problem solving, investigating concepts, interpreting results, and checking solutions.
- K. Understand and interpret problems to determine the reasonableness of solutions, including the sign, magnitude, accuracy and units of measure.
- L. Appreciate calculus as a significant and cohesive body of knowledge.

IV. INTEGRATIVE GOALS: The student will...

- A. Give the students an understanding of the beauty and order inherent in mathematics as God created it and as He continues to reveal new facets of it for humanity's use.
- B. Give the students both an understanding of the usefulness of mathematics in the real world and a grasp of the connections between mathematics and a variety of scientific and academic

disciplines and career areas.

- C. Emphasize the correct use of the language of mathematics and its specialized vocabulary when discussing mathematical concepts and problems.
- D. Understand the Greek and Latin roots of many mathematical words.
- E. Learn to read and comprehend mathematical material for information and comprehension.
- F. Learn strategies for attacking word problems including the use of tables and drawings to organize information.
- G. Give the students an appreciation for the history of mathematics' development as revealed to mankind and of the lives of some of the individuals involved in the development of topics studied in the calculus course.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to reinforce the lesson.
- B. Homework assigned to supplement classwork and reinforce learning.
- C. Problem solving emphasized.
- D. As examples are worked, students are asked questions about the process, such as what steps to perform next and why those steps are to be executed to solve the problem.
- E. Quizzes are used to check for understanding and to give the student feedback on areas in need of improvement.
- F. During classwork, continuous walking around the room to answer questions, looking at work to check for correctness and quality, giving any needed hints/suggestions for ways to proceed and improve solutions, and asking questions probing students approach and logic on problems.
- G. Students write and solve an original creative word problem.
- H. Verbal discussions with students regarding their approach to problems.
- I. Lessons designed to incorporate the graphing calculator, to use it for new purposes, and to teach students new functions on it.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

SCIENCES

The science program seeks to teach science using a classical Christian worldview by improving scientific literacy among students of all ages and aptitudes. The curriculum is designed to guide students in exploring God's creation through the scientific process. The following guide provides the outline for a journey to excellence in the sciences, a rationale for study, a scope and sequence matrix. Hands-on learning, experiments, and laboratory procedures are an integral part to this program as we seek to instill in students a wonder for science

In 9th grade students begin with a study of the wonder found within God's greatest creation – man. The study of the human body has been a source of wonder and fascination with the most ancient of civilizations including Egypt and Greece. This study builds upon the life science studies of the logic stage and prepares students for the advanced biology they will encounter in 10th grade.

Having gained a thorough understanding of the wonders in the design of the human body, students are prepared for a thorough study for further forms of life in an advanced Biology course. Students study the intricacies found in the cell and DNA of various life forms, the roles these play in genetics, and how Darwin's theory compares to what we are able to know and observe in God's creation.

In 11th grade students advance to the study of Chemistry. The students' studies have now broadened from their own life form, past the structures of various life forms, to the essential elements that work together to create life on planet earth as well as destruction. Great attention is given in this class to a thorough study of the scientific method. As with Anatomy, the extensive study of Latin pays great dividends in these lessons.

In their senior year, students are provided the opportunity to study the wonders of Chemistry further through the Advanced Placement Chemistry course. Students may also choose to embark upon a study of Physics, the study of matter and its motion through space and time as impacted by energy and force. More generally lessons in Physics look at how the universe behaves. Thus a high school student at Grace Academy will begin science by looking at the world within and conclude by looking at the great world around us and the universe beyond us.

ANATOMY AND PHYSIOLOGY (9th grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Essentials of Human Anatomy and Physiology, Pearson Publishers

B. Teacher: Above student texts plus the following:

1. Essentials of Human Anatomy and Physiology, Teacher's Edition

II. PREREQUISITES: Algebra I and Life Science

III. PRIMARY GOALS: The students will be able to . . .

- A. Identify the levels of structure in the human body.
- B. Relate anatomy and physiology.
- C. Identify carbon skeletons and functional groups in organic molecules.

- D. Describe how an enzyme's shape is important to its function.
- E. Explain the main ideas of the cell theory.
- F. Describe the functions of cellular organelles.
- G. Explain how cellular respiration harvests the energy in food.
- H. Summarize the major events that occur during each phase of mitosis.
- I. Summarize the process of meiosis.
- J. Describe DNA's structure and the rules for base pairing in DNA.
- K. Describe the process of DNA replication and translation.
- L. Trace the information flow from DNA to protein.
- M. Identify the organs and key functions of the circulatory system.

IV. INTEGRATIVE GOALS: The student will...

- A. Understand the complexity of the world and its makeup as God created it.
- B. Understand the Greek and Latin derivation of the names of the elements on the periodic table.
- C. Read for information and comprehension.
- D. Increase their mathematical skills throughout the year and become proficient at graphing and analyzing experimental data.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Laboratory work to reinforce lecture material
- C. Homework to supplement class work, and to reinforce each day's material
- D. Comprehension of material is emphasized with student discussions.
- E. Online computer-based learning will reinforce lecture material with diagrams and videos.
- F. Numerous quizzes over homework that will indicate their learning of the material prior tests

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

BIOLOGY (10th grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Biology: Exploring Life by Pearson Publishers

B. Teacher: Above student texts plus the following:

1. Biology: Exploring Life, Annotated Teacher's Edition

II. PREREQUISITES: Algebra 1 and Anatomy are recommended.

III. PRIMARY GOALS: The students will be able to . . .

- A. Identify major organizational levels of life
- B. Explain the basic strategy biologists use in classifying organisms.
- C. Describe the nature of scientific inquiry and outline the generalized steps of hypothesis-based science.
- D. Identify carbon skeletons and functional groups in organic molecules.
- E. Describe how an enzyme's shape is important to its function.
- F. Explain the main ideas of the cell theory.
- G. Compare and contrast animal cells and plant cells.
- H. Distinguish between prokaryotic and eukaryotic cells.
- I. Describe the functions of cellular organelles.
- J. Compare and contrast the functions of chloroplasts and mitochondria.
- K. Compare and contrast how autotrophs and heterotrophs obtain food.
- L. Explain how cellular respiration harvests the energy in food.
- M. Identify the overall reactants and products of photosynthesis.
- N. Summarize the major events that occur during each phase of mitosis.
- O. Summarize the process of meiosis.
- P. Contrast genotype and phenotype.
- Q. Explain how polygenic inheritance can result in a wide range of phenotypes
- R. Describe DNA's structure and the rules for base pairing in DNA.
- S. Describe the process of DNA replication and translation.
- T. Trace the information flow from DNA to protein.
- U. Explain how mutations to genes that play a role in regulating the cell cycle can lead to cancer.
- V. List some recent research trends in recombinant DNA technology.
- W. Summarize Darwin's theory of natural selection.

- X. Describe the geologic time scale.
- Y. State the goals of taxonomy.

IV. INTEGRATIVE GOALS: The student will...

- A. Understand the complexity of the world and its makeup as God created it.
- B. Understand the Greek and Latin derivation of the names of the elements on the periodic table.
- C. Read for information and comprehension.
- D. Increase their mathematical skills throughout the year and become proficient at graphing and analyzing experimental data.
- E. Study the history of biology will show the students how technology and experimentation have transformed the basic understanding of life.
- F. Learn that the Experimental Method is the application of logical methods applied to scientific investigation.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Laboratory work to reinforce lecture material
- C. Homework to supplement class work, and to reinforce each day's material
- D. Comprehension of material is emphasized with student discussions.
- E. Online computer-based learning will reinforce lecture material with diagrams and videos.
- F. Numerous quizzes over homework that will indicate their learning of the material prior to tests

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

CHEMISTRY (11th grade)

I. PRIMARY TEXTS AND MATERIALS

- A. Student
 - 1. Modern Chemistry (Holt, Rinehart, and Winston)
- B. Teacher: Above student texts plus the following:
 - 1. Modern Chemistry, Annotated Teacher's Edition

II. PREREQUISITES: Algebra I

III. PRIMARY GOALS: The students will be able to . . .

- A. Demonstrate safe practices during field and laboratory investigations.
- B. Use critical thinking and scientific problem solving to make informed decisions.
- C. Explain how energy transformations occur during physical or chemical changes in matter.
- D. Differentiate between physical and chemical properties of matter.
- E. Explain the relationship between mass, volume, and density.
- F. Collect data and make measurements with precision and communicate valid conclusions.
- G. Express chemical quantities using scientific conventions such as dimensional analysis scientific notation, and significant figures.
- H. Organize, analyze, evaluate, make inferences, and predict trends from data.
- I. Research and describe the history of chemistry and contributions of scientists.
- J. Identify changes in matter, determine the nature of the change, and examine the forms of energy involved.
- K. Describe the existence and properties of subatomic particles.
- L. Identify characteristics of atoms involved in chemical bonding.
- M. Demonstrate safe practices during field and laboratory investigations.
- N. Investigate and compare the physical and chemical properties of ionic and covalent compounds.
- O. Compare the arrangement of atoms in molecules, ionic crystals, and metallic substances.
- P. Describe the influence of intermolecular forces on the physical and chemical properties of covalent compounds.
- Q. Analyze examples of solids, liquids, and gases to determine their compressibility, structure, motion of particles, shape, and volume.
- R. Describe interrelationships among temperature, particle number, pressure, and volume of gases contained within a closed system.
- S. Analyze and measure common household products using a variety of indicators to classify the products as acids or bases.
- T. Identify the characteristics of a neutralization reaction.

- U. Describe effects of acids and bases on an ecological system.
- V. Verify the Law of Conservation of Energy by evaluating the energy exchange that occurs as a consequence of a chemical reaction.
- W. Relate the rate of a chemical reaction to temperature, concentration, surface area, and presence of a catalyst.

IV. PRIMARY OBJECTIVES: The student will...

- A. Understand the complexity of the world and its makeup as God created it.
- B. Understand the Greek and Latin derivation of the names of the elements on the periodic table.
- C. Read for information and comprehension.
- D. Increase mathematical skills throughout the year and become proficient with the use of the scientific calculator.
- E. Convert between units of the metric system.
- F. Observe how knowledge of matter and its behavior progressed with increasing technology.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Laboratory work to reinforce lecture material.
- C. Homework to supplement class work, and to reinforce that day's material.
- D. Problem solving is emphasized with students working homework problems on the board.
- E. Class discussion on methods of problem solving .
- F. Numerous quizzes over homework that will indicate their learning of the material prior to tests.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

AP CHEMESTRY (12th grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Chemistry 5th Edition (Robert Chang)

B. Teacher: Above student texts plus the following:

1. Chemistry 5th Edition (Robert Chang)
2. Laboratory Experiments for Advanced Placement Chemistry (Sally Ann Vonderbrink)
3. Experimental Chemistry, 4th Ed. (James F. Hall)
4. Advanced Chemistry with Vernier (Jack Randall)
5. Chemistry, the Central Science, Lab Manual, 3rd Ed. (John H Nelson and Kenneth C. Kemp)

II. PREREQUISITES: Chemistry I and Algebra II

III. PRIMARY GOALS: The student will...

- A. Analyze scientific issues using scientific problem solving.
- B. Make at least a passing score on the AP Chemistry Examination in May, with emphasis on making a 4 or a 5.
- C. In each laboratory experiment, to physically manipulate equipment and materials in order to make relevant observations and collect data; use the collected data to form conclusions and verify hypotheses; and communicate and compare results and procedures in a formal, written report.

IV. PRIMARY OBJECTIVES: The student will...

- A. Understand the complexity of the world and its makeup as God created it.
- B. Understand the Greek and Latin derivation of the names of the elements on the periodic table.
- C. Read for information and comprehension.
- D. Increase their mathematical skills throughout the year and become proficient with the use of the scientific calculator.
- E. Through the study of the history of chemistry, observe knowledge of matter and its behavior progressed with increasing technology.

V. PRIMARY TEACHING METHODS

- A. Predominantly a lecture followed occasionally by group work to master the lecture material.
- B. Laboratory work will reinforce lecture material. Labs are taken from college lab manuals and are therefore, at a higher level, requiring in-depth thinking when writing the conclusion.
- C. Nightly homework is given to supplement class work, and to reinforce that day's material
- D. Problem solving is emphasized with students working homework problems on the board

- E. Class discussion on methods of problem solving
- F. Numerous quizzes over homework that will indicate their learning of the material prior to tests
- G. Study groups will be highly encouraged.
- H. Tutoring is available and students are highly encouraged to come in at the very first sign of a problem.
- I. Tests are similar to the format of the AP exam. There are multiple-choice questions and free-response questions. Almost all questions, multiple choice and free response, are taken from previous AP Chemistry exams.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

PHYSICS (12th grade)

I. PRIMARY TEXTS AND MATERIALS

A. Student:

1. *Physics for Christian Schools*, Second Edition 2004 BJU Press
2. *Student laboratory Manuel for Physics*, 2004 BJU Press

B. Teacher: Above student texts plus the following:

1. *Physics for Christian Schools Teacher's Edition*, Second Edition. 2004 BJU Press
2. *Student laboratory Manuel for Physics, Teacher's Edition*. Second Edition 2004 BJU Press

II. PREREQUISITES: *General Science, Physical Science, Chemistry*

III. PRIMARY GOALS: The student will...

- A. Use critical thinking and scientific problem solving to make informed decisions.
- B. Demonstrate safe practices during field and laboratory investigations.
- C. Collect data and make measurements with precision and communicate valid conclusions.
- D. Organize, analyze, evaluate, make inferences, and predict trends from data.
- E. Organize ideas and use correct grammar and spelling in all written work.
- F. Learn and apply areas of Mechanics, Vectors, Scalars, Forces, Energies, and The nature of matter.

IV. INTEGRATIVE GOALS: The student will...

- A. Understand the complexity of the world and its makeup as God created it.
- B. Read for information and comprehension.
- C. Organize ideas and use correct grammar and spelling in all written work.
- D. Generate written work using correct sentence structure that will develop and support the central idea.
- E. Solve math problems using dimensional analysis when applicable.
- F. Integrate related scientific prefixes and suffixes learned in their Latin studies to their physics class.

V. PRIMARY TEACHING METHODS

- A. Class lecture followed by individual and/or group work to master the lecture material.
- B. Extensive laboratory work to reinforce lecture material.
- C. Homework to supplement class work, and reinforce that day's material.
- D. Class discussion and Socratic circles.
- E. Report on topics-writing assignments should connect to *logic* stage.

F. Related field trips.

VI. APPROXIMATE TIME PER WEEK: 45 minutes per class. 5 classes per week.

DRAMA/THEATRE (Spring 2014)

I. PRIMARY TEXTS AND MATERIALS

- A. Student
 - 1. Production script (TBA)
 - 2. Hand-outs of selected scenes
- B. Teacher
 - 1. Script and hand-outs

II. PREREQUISITES – None

III. PRIMARY GOALS:

- A. Students will learn the fundamentals of producing play, basic Theatre vocabulary, and the importance of Technical Theatre.
 - 1. Learn the History behind the Play we are presenting
 - 2. Learn the process of preparing a play for performance
 - 3. Learn how to read a play and how to break it down for performance.
 - 4. Learn what Character Analysis is and how to apply it to a performance
 - 5. Learn how Technical Theatre functions and how to apply it to a performance
 - 6. Learn Theatre Vocabulary so as to be able to use that vocabulary in a rehearsal setting

IV. PRIMARY OBJECTIVES

- A. To put into practice historical knowledge with the process of the production.
- B. To do successful Character Analysis and Play Analysis in conjunction with the production.
- C. To create and plan the technical elements of a production.
- D. Memorize lines and blocking
- E. Research character, time period, and playwright information for a performance.
- F. Understand how a performance is created and to perform successfully.

V. PRIMARY TEACHING METHODS/PROJECTS

- A. Character Analysis
- B. Play Analysis
- C. Memorization of lines and blocking
- D. Technical work on play
- E. Rehearsals
- F. Performance

VI. GRADES

- A. Daily participation grades are given according to classroom participation.
- B. Assignment grades are given for all written work done at home or in class.
- C. Quiz and tests grades will be given to test knowledge of vocabulary, concepts, and Theatrical

History.

- D. Projects and Performance grades will be based on performances in class and in public.
Projects will be researched information on Play information and Theatre History.

VII. APPROXIMATE TIME 45 minutes per class. 3 times a week.

BEGINNING GUITAR 102

Rhetoric Elective

- I. **COURSE DESCRIPTION:** This class is designed for beginning guitar students who are interested in incorporating musical participation into their daily life experience. You will learn the basic open chords in 'guitar friendly' keys, movable chords, accompaniment techniques, and a variety of playing techniques and styles. This course also includes music fundamentals, theory, songs, performance, listening, improvising, analyzing, and learning how to read standard music notation and tablature.
- II. **COURSE OBJECTIVES:**
- A. to develop skill in playing guitar
 - B. to develop a vocabulary of musical terminology which will allow students to discuss and explore ideas in music
 - C. to develop an understanding of musical notation
 - D. to develop critical standards for the evaluation and the appreciation of musical experiences
 - E. to become aware of one of the major artistic mediums for non-verbal communication
 - F. to begin to explore today's musical culture
- III. **PREREQUISITES:** Completion of First Semester of Beginning Guitar. A knowledge of all open chords and syncopated Rhythms with the right hand.
- IV. **COURSE REQUIREMENTS:**
- A. Guitar School Book 1, by Jerry Snyder.
 - B. You must have this book to attend class.
 - C. A tunable acoustic guitar, either nylon or steel string. Electric guitars are not acceptable as they need an amplifier to be heard and that may cause disturbances in other classrooms on campus.
 - D. A notebook to organize the handouts you will be getting during the semester, and a pencil.
 - E. A certain amount of dedication is needed to achieve our goals. In this case that goal is to play well. This dedication translates into practice time, which is about 30 minutes a day.
- V. **Recommended:**
- A. An electronic tuner is recommended and will help classes start sooner!

INTERMEDIATE ENSEMBLE GUITAR

Rhetoric Elective

- I. COURSE DESCRIPTION: This class is designed for the beginning guitar student who already has a comfortable ability in playing open chords and strumming through a variety of rhythmic patterns, finger-style guitar playing and barre chords. This semester will involve learning to play the guitar with other students in an ensemble environment.
- II. COURSE OBJECTIVES:
- A. - to continue to develop skill in playing guitar
 - B. - to develop a vocabulary of musical terminology which will allow students to discuss and explore ideas in music
 - C. - to develop an understanding of musical notation
 - D. - to develop critical standards for the evaluation and the appreciation of musical experiences
 - E. - to become aware of one of the major artistic mediums for non-verbal communication
 - F. - to begin to explore today's musical culture
- III. PREREQUISITES: Section 1 of Jerry Snyder's Guitar School Book 1 or its equivalent.
- IV. COURSE REQUIREMENTS:
- A. Guitar School Book 1, by Jerry Snyder.
You must have this book to attend class.
 - B. Guitar School Book 2, by Jerry Snyder. *For those who have completed book 1.*
 - C. A tunable acoustic guitar, either nylon or steel string. Electric guitars are not acceptable as they need an amplifier to be heard and that may cause disturbances in other classrooms on campus.
 - D. A notebook to organize the handouts you will be getting during the semester, and a pencil.
 - E. A certain amount of dedication is needed to achieve our goals. In this case that goal is to play well. This dedication translates into practice time, which is about 30 minutes a day.
- V. RECOMMENDED:
- A. An electronic tuner is recommended and will help classes start sooner!

Music Theory & Analysis

I. LEARNING OBJECTIVES:

- A. To better understand the expressive art of sound in time through careful analysis of musical examples.
- B. To highlight the differences between musical genres and musical periods by examining the evolution of Western music from the Middle Ages to the present.
- C. To determine the role of sacred music in the respective culture in which it was found.
- D. To gain the fundamental skills necessary to read and write music at an intermediate level
- E. To listen to a myriad of contemporary Christian artists and further delve into the impact of the particular artist's lyrics, style, and presentation.

II. CLASSROOM ETIQUETTE:

- A. Behave in a manner that is in accordance with the Grace Academy handbook.
- B. Be respectful of the music that your peers bring in as examples throughout the semester.
- C. Engage in uplifting discussion and participate in the melodic and rhythmic dictations.

III. SEMESTER TOPICS:

- A. Major/minor scales
- B. Major/minor/diminished/augmented chords
- C. Classical forms (such as Rondo, Sonata, etc)
- D. Time: meter, pulse, rhythm, hypermeter
- E. Intervals: consonant and dissonant
- F. Irregular time signatures: identifying them through listening examples
- G. Christian music and the duality of it utilitarian and expressive components

IV. GRADING:

- A. Timely attendance
- B. Active engagement and participation

Notebook: bringing and adding to the *Music Theory & Analysis* notebook throughout the entirety of the semester

ART

Art Appreciation 9-12th

I. PRIMARY TEXTS AND MATERIALS

A. Student

1. Living with Art by Mark Getlein
2. Personal Sketchbook

B. Teacher: Above student texts plus the following:

1. Living with Art by Mark Getlein
2. History of Art for Young People, 5th Ed. By Johnson and Janson
3. Gardner's Art Through the Ages, 10th Ed. By Tansey and Kleiner

II. PREREQUISITES: None

III. PRIMARY GOALS: The student will...

- A. Understand the nature, vocabulary, media and history of visual art
- B. Understand architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts.

IV. INTEGRATIVE GOALS: The students will...

- A. Understand art as a historical record beginning with ancient Mediterranean cultures, European cultures and continuing to 21st century
- B. Understand artistic practices
- C. Discuss the application and use of the Elements and Principles of Design
- D. Examine ways in which cultures have reflected on, organized and controlled the human activity of art making.
- E. Explore and discuss controversies surrounding art such as restoration, censorship, public art and the removal and display of artworks
- F. Apply art critique methods when viewing and discussing artworks.

V. PRIMARY TEACHING METHODS

- A. lecture
- B. power-points
- C. note-taking
- D. Socratic interaction
- E. Student essays
- F. mid-term and final exams

VI. APPROXIMATE TIME PER WEEK: 45 minutes per week, 3 times a week.

Studio Art 9-12th

I. PRIMARY TEXTS AND MATERIALS

- A. Student
 - 1. Personal sketchbook
- B. Teacher:
 - 1. Visual Master artists and their artworks
 - 2. Museum Websites
 - a) Metropolitan Museum of Art
 - b) Blanton Art Museum
 - c) Modern Museum of Art
 - d) Artcyclopedia
 - e) Web Gallery of Art

II. PREREQUISITES: none

III. PRIMARY GOALS: The students will...

- A. Develop and apply personal artistic skills
- B. Integrate art with other content areas
- C. Create original solutions to visual art projects by understanding parallel connections between similar topics and themes.
- D. Recognize and discuss the significance of major European art works
- E. Understand the historical influence on content, subject matter and media and its application

IV. INTEGRATIVE GOALS: The students will ...

- A. Apply correct media techniques in creating and communicating through art
- B. Apply Art Critique methods when viewing and discussing art works
- C. Understand historical influences in art media and techniques

V. PRIMARY TEACHING METHODS

- A. Power points
- B. Demonstrations
- C. Socratic Interaction
- D. Note-taking
- E. Student exploration
- F. Student essays
- G. Sketchbook assignments

VI. APPROXIMATE TIME PER WEEK: 45 minutes per week, 3 times a week.