



COVENANT CLASSICAL COMMUNITY SCHOOL

UPPER SCHOOL PROGRAM



Covenant Classical Community School

Upper School Course Catalog

Table of Contents

Mission Statement	3
Philosophy of Education	4
CCCS Educational Model – Hybrid Schooling	5
Program Requirements	6
Suggested Credits outside of the CCCS Program	7
Elective Resources	8
Transcript	10
CCCS Courses	12
Mathematics	12
Science	13
Humanities	14
Middle School	14
Ninth Grade	17
Tenth Grade	18
Eleventh Grade	21
Twelfth Grade	21
Classical Studies	22
Biblical Studies	24
Appendix	25
CCCS Transcript	25
Volunteer Form	27
Course Description Form	28



Mission Statement

To assist parents in their covenantal duty to equip the next generation with the truth of God’s Word through all subjects; that they might serve faithfully in His Kingdom to the glory of God, through the means of a Classical Christian approach.

God has bestowed on mankind the ability to explore, investigate, and discover truths about the universe, in order to exercise dominion over it, and to bring Him glory. Christian education must diligently strive to develop each individual’s God-given capacities, so that they may be used to God’s glory—to whom much is given, much is expected. Therefore, it is the goal of Covenant Classical to identify and cultivate the unique gifts each individual student possesses.

We see the value of individuals coming together for the sake of educating our future generations. The classical approach to education is designed to fit the natural growth process of children. As young children, they are able to soak up the world around them and retain large amounts of information with very little effort (the grammar stage). As they approach the early teenage years, they naturally learn to question their surroundings, looking for truth among competing ideas. In the logic phase, we seek to equip students with the ability to rightly reason truth from counterfeit. Once they are able to discern truth, they need to learn to articulate well the truths that they know through sound arguments and persuasion (the rhetoric stage). All of these various stages benefit from the input of peers and adults alike. We take seriously our duty to train up our children in the way they should go, that they should not depart from it.

*“You may speak but a word to a child,
and in that child there may be slumbering a noble heart
which shall stir the Christian Church in years to come.”*

C.H. Spurgeon

Philosophy of Education

True knowledge is impossible without recognition of God (Proverbs 1:7; Romans 1:18-23). God, the Creator of heaven and earth, cannot be rightly separated from history, literature, mathematics, science, or any other academic discipline. The whole range and content of education must be centered on God and His Word, so that students develop a thoroughly Biblical view of all of life.

Man's chief purpose is to glorify God and to enjoy Him forever (Psalm 73:25-28; 1 Corinthians 10:31). In His providence and goodness, God has bestowed on mankind the ability to explore, investigate, and discover truths about the universe, in order to subdue the earth and to bring Him glory. Christian education must diligently strive to develop each individual's God-given capacities so that they may be used to God's glory.

Parents are to bring up their children in the nurture and admonition of the Lord (Deuteronomy 6:4-7; Ephesians 6:4). The primary responsibility for education rests, not on the school, but on the parents to whom children are entrusted by God. Parents have a Biblical responsibility to provide for their children a distinctively Christian education; nevertheless, it is good that parents associate with others in this task and enlist the aid of Christians especially equipped with the gift of teaching.

Why Classical? Classical Christian education has been the instructional methodology used to educate the leadership of the Western world for centuries. This proven and time-tested method structures a child's education in a way that engages, instructs, and refines his or her naturally developing strengths and abilities at each age, and emphasizes leadership cultivation, character development, critical thinking, communications skills, and higher levels of personal, academic, and spiritual maturity.

CCCS Educational Model Hybrid Schooling

Covenant Classical Community School is a hybrid school that can be defined as the bridge between traditional schooling and homeschool. We are a traditional school in the sense that we teach all of the core subjects—math, science, history, and all English language arts. In addition to these core classes, we teach Bible and classical studies courses. We are homeschooling in the sense that we have an abbreviated schedule, Tuesday-Friday, and parents are given the opportunity to pursue the interests of their children—sports, music, art, languages, etc.—while reinforcing what is taught at school.

At CCCS, we desire to be more than a school option for families. Our goal is to be a tool in the hands of parents as they pursue a solid education for their children while having time during the formative years to influence and guide them in a more hands-on way. We partner with parents in the discipleship of their children through Biblical integration across all subjects, while also equipping our students with a strong education through the classical model. We see classical Christian education as a valuable educational approach that not only equips students with the knowledge necessary to succeed in this world but also ignites a love of learning that will last a lifetime.

With an ever-changing world around us, it has become imperative that we equip our children with the skills to think well and articulate what they know, with the unwavering foundation of Jesus Christ and His Word that will keep them from being tossed to and fro by every philosophy of the world.

Coming out of the logic phase of our program (7th-9th) where students have learned to identify fallacious arguments, build logical arguments, and debate in both an informal and formal setting, they move to the rhetoric phase (10th-12th) where students will learn to write and speak persuasively. We want to equip our students to see the folly around them and be used by the Lord as a tool to shape their homes, neighborhoods, workplaces, church, and beyond.



Covenant Classical Community School High School Program

Subject	Middle School	Freshmen	Sophomore	Junior	Senior	
History		Early Modern History (1)	Modern History (1) US Government (1)	Classical History to Reformation (1)	Modern Thought/ Philosophy (1) Economics (.5)	5.5 cr.
English*		Early Modern Literature (1)	Modern Literature (1)	American Literature (1)	Modern/ Postmodern Literature (1)	4 cr.
Math	Algebra I (1)	Algebra I (1) Geometry (1)	Geometry (1) Algebra II (1)	Algebra II (1) Pre-Calculus (1)	Pre-Calculus (1) Calculus (1)	5 cr.+
Science		Biology (1)	Chemistry (1)	Physics (1)	Anatomy (1)	4 cr.
Bible		Survey of the Bible (1)	Church History (.5)	Systematic Theology (1)	Apologetics (.5)	3 cr.
Classical Studies	Formal Logic (.5)	Formal Debate (.5)	Rhetoric 1: Speech (.5)	Rhetoric 2: Research (.5)	*Rhetoric 3: Thesis (.5)	2.5 cr.
Academic Credits	1.5 Credits+	5.5 Credits	6 Credits	5.5 Credits	5.5 Credits	24 cr.**

Suggested Credits Outside of the CCCS Program

Language	We recommend students take at least two years of a foreign language. Some colleges prefer 4 years	2 cr.
Electives	Use these credits to help your student strengthen general abilities in specific areas of interest. Elective credits can come in many forms: art, personal fitness, music, sports, drivers' education, dance, or other extracurricular activities. 4 credits recommended	4 cr.
Community Service	We recommend 30 hours per year. Parents should keep a log of student volunteer hours.	120 hr.
Academic Credits		30 cr.***

* Weighted honors course

**Minimal credits earned through CCCS program 8th-12th

*** Minimal credits earned, if there is completion of all suggested credits and course work.

+ Student may have more credits based on math or language coursework completed in the logic phase at CCCS.

Suggested Credits Outside of the CCCS Program

While the idea of needing to fulfill elective credit outside of the formal academic setting might be a little intimidating for some, we have endeavored to put together a list of options that families may choose to help round out your student's high school transcript. Registering as a homeschooler allows many more opportunities for your student to pursue areas of interest and excel in the areas of physical education or the arts that typical classroom settings do not allow.

Language

As you can see in "suggested credits" portion of the CCCS High School Program, we are strongly recommending a minimum of two language credits, with the recognition that some colleges look for students to have four years in the same language. There are many ways to go about earning language credits. There are online courses, video courses, or some families may choose to pursue dual enrollment at a local community college for their language credits.

Electives

Elective classes should be used to round out your student's transcript. Ask your student what they enjoy, areas of interest, and pursue different avenues to help your student grow not only academically but socially and creatively! The sports your students play, the music lessons they take, the pursuit of other academic fields (creative writing, drama, art, computer science, web design, entrepreneurship, etc.) and internship opportunities all work towards these elective credits.

Volunteer Hours

It is recommended that CCCS students complete a minimum of 30 volunteer hours, per year, during their high school career. Volunteer is defined as freely offering to help or complete a task without assumption of monetary reward. Example of volunteer work: serving your local church, childcare, working with a service-oriented organization, caring for neighbor's yard, serving within the CCCS community, etc. Students should keep a "Volunteer Log" for hour certification.

How to assign High School Credit

Here are a few helpful articles that will help you think through how to assign high school credit to the activities your student is participating in and the courses they are taking.

Well-Trained Mind

<https://welltrainedmind.com/a/how-to-assign-high-school-credits/>

Home Educators Association of Virginia

<https://heav.org/resources/online-homeschool-transcript-service/homeschool-transcript-service-qa/>

Families may submit completed coursework to be added to a student's transcript by filling out a "Course Description Form." Addition to the official transcript is pending approval by the School Director.

Elective Resources

Drivers Education

<https://www.dmv.virginia.gov/drivers/#homeschoolers.asp>

<https://heav.org/virginia-homeschool-laws/drivers-education/>

Languages

Modern Languages

Rosetta Stone <https://www.rosettastone.com>

Well-Trained Mind https://www.wtmacademy.com/course-catalog/?pa_subject=foreign-languages

Online Classical Approach Language Courses - <https://scholeacademy.com/by-subject/modern-languages/>

Latin

Classical Academic Press (what CCCS uses)
<https://classicalacademicpress.com/collections/latin-alive>

CAP Online Offerings <https://scholeacademy.com/by-subject/latin/>

Memoria Press <https://www.memoriapress.com/curriculum/latin/>

Art

At home class <https://artisticpursuits.com/classic-9-12th>

Music

Worship Arts Academy <https://www.bbcyorktown.org/waa/>

First Aid/CPR Certification

First Aid/CPR for students https://shopcpr.heart.org/cpr-in-schools-first-aid?utm_source=referral&utm_medium=FindACourse&utm_campaign=FindACourseFilter

Family and Friends CPR Course <https://shopcpr.heart.org/family-friendsr-cpr-dvd-with-facilitator-guide>

High School Athletics

Summit Christian Academy JV and Varsity Sports <https://www.scaschools.org/athletics-at-summit.html>

College Credit Options

Online/Dual Enrollment Courses

Higher Math (Calculus) and Language

<https://www.tcc.edu/come-to-tcc/high-school-dual-enrollment/>

<https://www.vpcc.edu/programs/high-school>

College-Level Examination Program (CLEP)

<https://clep.collegeboard.org>

CCCS Courses

High School Mathematics

Algebra I

1 credit

This course lays the foundation for virtually all of higher mathematics where students are introduced to basic algebraic skills. Upon completion of this course students will be prepared for Geometry and Algebra 2. Topics included are writing expressions and equations, operations with integers, solving multi-variable equations, factoring, and inequalities. Also included in this course are polynomials, radicals, solving quadratic equations, and graphing linear equations. Appropriate technology will be used to enhance mathematical understanding and problem-solving skills. Integrated throughout are the patterns and orderliness of God's magnificent creation.

Algebra I (Classics edition) - Paul A. Foerster

Geometry

1 credit

This course presents the foundational principles of geometry. Students will learn the properties and attributes of various geometric figures, including lines, triangles, polygons, and circles. These figures are also studied in the coordinate plane and analyzed via slope, midpoint, and distance formulas. Students will employ both inductive and deductive reasoning to complete traditional two-column proofs as well as the flowchart and paragraph proofs. In addition to reinforcing basic Algebra I skills through geometric problem solving, there is a brief introduction to trigonometry, solids, spatial reasoning, and transformations. Application to real-world problems is prevalent in this course as is the hands-on practice of geometric constructions using the ruler, compass, and protractor. Upon completion of this course, students should have gained a greater appreciation for geometric elements, figures, and relationships as seen in God's creation as compared to the designs of man.

Holt Geometry (2007) - Edward B. Burger; Holt, Rinehart, and Winston, Inc.

Algebra II

1 credit

This course builds on the foundational concepts presented in Algebra I and Geometry. Students will learn to work with linear, quadratic, inverse, exponential, and logarithmic functions. They will also problem solve more extensively with systems of equations and inequalities. In addition, the principles of real and complex solutions of quadratic equations are considered along with a brief introduction to conic sections. All concepts are studied in the context of their application to real-world problems. Students who successfully complete this course will be able to understand with greater appreciation the order and beauty of God's creation and, consequently, God Himself.

Intermediate Algebra (9th edition) - Margaret L. Lial, John Hornsby, and Terry McGinnis

Trigonometry

1 credit

This is one of two advanced mathematics courses that will prepare students for the study of calculus. The basic trigonometry functions and their application to solving right triangles are learned and then applied to the study of circular and wave functions. Further study also includes the application of trigonometry to vectors, polar equations, and parametric equations. Practice sets contain numerous real-life applications and modeling of trigonometry as it relates to scientific and engineering principles. Successful completion of this course should reinforce for students the consistency and reliability of the one true Creator God. By systematically employing logic and order to solve both everyday and advanced scientific and technical problems, students will come to marvel at the purposeful design of the universe and all that it comprises.

Trigonometry (9th edition) - Margaret L. Lial, John Hornsby, David I. Schneider, and Callie J. Daniels

College Algebra

1 credit

This is one of two advanced mathematics courses that will prepare students for the study of calculus. Polynomials, rational expressions, and radical expressions are reviewed in preparation for a more in-depth study of linear, quadratic, inverse, exponential, and logarithmic functions and the graphing of these functions in the coordinate plane. Students learn the process of synthetic division and its application to polynomial functions as well as an expanded study of systems of linear and nonlinear equations and matrices. Practice sets contain numerous real-life applications and modeling of scientific and engineering principles. Successful completion of this course should reinforce for students the consistency and reliability of the one true Creator God. By systematically employing logic and order to solve both everyday and advanced scientific and technical problems, students will come to marvel at the purposeful design of the universe and all that it comprises.

Essentials of College Algebra (10th edition) - Margaret L. Lial, John Hornsby, David I. Schneider, and Callie J. Daniels

*Calculus

1 credit

High School Science

Biology

1 credit

This is a college-prep course that provides a detailed introduction to the methods and concepts of general biology. A major goal is for students to see the evidence of God's creation as they learn scientific principles related to the study of life. Foundational topics covered include an introduction to science and the scientific process, biochemistry, ecology, cell biology, DNA, proteins, genetics, and evolution. The second half of the course is devoted to a survey of both the plant and animal kingdoms. The hands-on laboratory component of this course includes learning to conduct experiments in a systematic way according to the steps of the scientific method. Students will hypothesize, record data and observations, and then write both formal and informal lab reports that include written analysis and conclusions of their experiments. Laboratories include investigations, microscope work, and dissections. Successful completion of this course should prepare students to hold a logical discussion on God and science based on facts and beliefs.

Exploring Creation with Biology (3rd edition) - Vicki Dincher

Chemistry

1 credit

This is a college-prep course that provides a rigorous foundation in chemistry and readiness for college-level studies of this discipline. It is a detailed introduction to the methods and concepts of general chemistry. Topics covered include significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, gas laws, and equilibrium. The hands-on laboratory component of this course includes learning to conduct experiments in a systematic way according to the steps of the scientific method. Students will hypothesize, record data and observations, and then write both formal and informal lab reports that include written analysis and conclusions of their experiments. Laboratory investigations include measuring specific heat, discovering the electrical conductivity of compounds dissolved in water, measuring the width of a molecule, exploring freezing point depression, using the ideal gas equation, and recognizing the effects of catalysts. Successful completion of this course should prepare students to understand that the hand of God, who created the universe, also put into place the laws of matter by which it functions.

Exploring Creation with Chemistry (3rd edition) - Kristy Plourde

*Anatomy

*Physics

Humanities

Middle School Humanities

The purpose of middle school humanities is twofold. First, leaning into the dialectic stage of learning, students will develop the skills necessary to ask critical and meaningful questions that foster the development of a Biblical worldview. Second, students will learn to value the good, beautiful, and creative work of God. They will also develop the skills to answer the “how” and “why” of historical, literary, and Biblical events, and recognize how each subject does not stand alone. Each student will be encouraged to see the connectivity and focus of each subject: the creativity, glory, and sovereignty of God.

Ancient History Literature

Seventh grade students will be introduced to influential ancient literary works. Using a combination of both directly translated publications and retellings, each work will be examined using the methods of directed reading, probing questions, and in-class dialogue. These discussions will be based on assigned questions and will initially be teacher-directed with the goal of being student-led by high school. Students will memorize selections of *The Iliad* and *Julius Caesar*, as well as large selections of Bible passages. The broader purpose of the reading, class discussion, and memory work is for the students to see the creativity and glory of God in each literary work and how it remains influential to the world today.

In Class:

Epic of Gilgamesh

Black Ships Before Troy

Excerpts from *The Iliad*

Wanderings of Odysseus

Tragedies of Sophocles

Julius Caesar

The Bronze Bow

Persuasive Writing

The seventh grade students will learn how to think critically in their approach to persuasive writing. Through this introductory series of nine progressive essays, the students will integrate their literature discussions into their writing by using a step-by-step process of questions and story analysis. Each essay will add new literary schemes and tropes to the consistent writing structure of judicial address. Essays will be developed through class discussion, collaboration, and individual writing. The consistent writing structure gives the students a starting point. Individual creativity will be expressed through the use of schemes and tropes, including parallelism, antithesis, exordium, and narratio. Topics for each essay will be based on one of the assigned literary works from the seventh grade literature or history support texts. This class integration allows for broader and deeper discussion of literary themes and devices in relation to the writing process.

Lost Tools of Writing Level 1 published by the Circe Institute

Ancient Civilizations History

The seventh grade students will be introduced to world events from Creation to the first century AD, presented through the Biblical creationist worldview. The purpose of the class is to engage the students in critical thinking in regard to the causes of specific historical events and to then place those events into a larger historical context. The students will learn to identify and analyze the rise and fall of ancient civilizations, and their impact on history and the world today. Each unit will be examined using directed reading, class discussion, and the combination of literary and historical documents. This integrated approach develops the students' understanding of history within the broader context of God's sovereignty and redemptive plan for man.

Streams of Civilization: Volume I published by Christian Liberty Press (2016)

Supplementary Reading

Cat of Bubastes

Tanglewood Tales

Archimedes and the Door of Science

Eagle of the Ninth

Eighth Grade Humanities

Medieval Literature

Eighth grade students will be introduced to influential medieval literary works. Using a combination of both directly translated publications and retellings, each work will be examined using the methods of directed reading, probing questions, and class dialogue. These discussions will be based on assigned questions and will initially be teacher-directed with the goal of being student-led by high school. Students will memorize selections of *Confessions* and Shakespeare, as well as large selections of Bible passages. The broader purpose of the reading, class discussion, and memory work is for the students to see the creativity and glory of God in each literary work and how it remains influential to the world today.

In class:

Beowulf

Confessions

Sir Gawain & the Green Knight

Selections of *Canterbury Tales*

Henry V

Murder in the Cathedral

Persuasive Writing

The eighth grade students will learn how to think more deeply in their critical approach to persuasive writing. Through a series of nine progressive essays, the students will integrate their literature discussions into their writing by using a step-by-step process of questions and story analysis. Each essay will add new literary schemes and tropes to the consistent writing structure

of judicial address. Essays will be developed through class discussion, collaboration, and individual writing. Individual creativity will be expressed through the use of schemes and tropes, including parallelism, antithesis, exordium, and narratio. Topics for each essay will be based on one of the assigned literary works from the eighth grade literature or history support texts. This class integration allows for broader and deeper discussion of literary themes and devices in relation to the writing process.

Lost Tools of Writing Level 1 published by the Circe Institute

Middle Ages History

The eighth grade students will be introduced to world events from the first century AD to the 1620s. The purpose of the class is to engage the students in critical thinking in regard to the causes of specific historical events and to then place those events into a larger historical context. Each unit will be examined using directed reading, class discussion, and the combination of literary and historical documents. This integrated approach develops the students' understanding of history within the broader context of God's sovereignty and redemptive plan for man.

Streams of Civilization: Volume I published by Christian Liberty Press (2016)

Supplementary Reading

Nordic Gods and Heroes

Crispin

Ivanhoe

Screwtape Letters

The Hawk That Dare Not Hunt by Day

High School Humanities

Ninth Grade Humanities

The purpose of ninth grade humanities is twofold. First, to develop the skills necessary to ask critical and meaningful questions that foster the development of a Biblical worldview. Second, to learn to value the good, beautiful, and creative work of God. The students will learn to evaluate their own intellectual beliefs and positions. They will also develop the skills to answer the “how” and “why” of historical, literary, and Biblical events. Each student will be encouraged to see the connectivity and focus of each subject—the creativity, glory, and sovereignty of God.

Early Modern World Literature (Literature 1)

1 credit

Ninth grade students will be introduced to influential literary works from a variety of European and American authors, beginning in the 15th century and concluding in the 19th century. Each work or excerpt will be examined using the methods of directed reading, probing questions, and in-class dialogue. Using class discussions that integrate corresponding historical events, the students will learn to place each work and author into a larger context with the purpose of revealing how each author was influenced by world events and cultural movements. Students will be encouraged to bring their personal thoughts on each work into class discussions. These discussions will be based on assigned questions with the goal of being student led. The broader purpose of both the reading and class discussion is for the students to see the creativity and glory of God in each literary work.

In Class:

The Mighty Weakness of John Knox by Douglas Bond, (2011)

Don Quixote by Miguel Cervantes. (1605)

Gulliver’s Travels by Jonathan Swift (1726)

Pilgrim’s Progress by John Bunyan (1678)

A Midsummer Night’s Dream by William Shakespeare (1596)

Sinner’s in the Hands of an Angry God (excerpts) by Jonathan Edwards (1741)

The Scarlet Letter by Nathaniel Hawthorne (1850)

The Last of the Mohicans by James Fenimore Cooper (1826)

Amazing Grace by Eric Metaxas (1991)

Summer Reading:

Oliver Twist by Charles Dickens (1837)

Persuasive Writing

1 credit

The ninth grade students will learn how to think critically in their approach to persuasive writing. Through a series of nine progressive essays, the students will integrate their literature discussions into their writing by using a step-by-step process of questions and story analysis. Each essay will add new literary schemes and tropes to the consistent writing structure of judicial address. Essays will be developed through class discussion, collaboration, and individual writing. The consistent writing structure gives the students a starting point. Individual creativity will be expressed

through the use of schemes and tropes, including parallelism, antithesis, exordium, and narratio. Topics for each essay will be based on one of the assigned literary works from the Early Modern Literature class. This class integration allows for broader and deeper discussion of literary themes and devices in relation to the writing process.

Lost Tools of Writing published by the Circe Institute

Early Modern History

1 credit

The ninth grade students will be introduced to world events beginning with the indigenous groups of North and South America and ending with the rise of Democratic Nationalism in the 19th century. The purpose of the class is to engage the students in critical thinking in regards to the causes of specific historical events and to then place those events into a larger historical context. The students will learn to identify and analyze historical patterns and apply that knowledge to their understanding of recent and current events. Each unit will be examined using directed reading, class discussion, and the combination of literary and historical documents.

Along with examination of world events, the class will study literary, artistic, and philosophical movements. These movements include the development of Enlightenment and Romantic thinking. The students will examine how individual philosophical events influenced the larger cultural landscapes, including early musical and artistic developments and the changing architectural styles of the 17th and 18th centuries. This integrated approach develops the students' understanding of history within the broader context of God's sovereignty and redemptive plan for man.

Streams of Civilization: Volume II published Christian Liberty Press (2017)

Tenth Grade Humanities

The purpose of tenth grade humanities is to develop the students ability to think critically, speak skillfully, and develop intellectual arguments that honor God and reinforce a Biblical worldview. Through the study of literature, history, persuasive writing, and government, the tenth grade students will be given an opportunity to learn how to value the good, beautiful, and creative work of God in all aspects of learning. Each student will be encouraged to see the connectivity and focus of each subject—the creativity, glory, and sovereignty of God.

Tenth grade humanities classes will rely less on directed reading and questions and more on in-class dialogue and presentation. The learning process will encourage the students to think about and to articulate complicated concepts persuasively and directly.

Modern World Literature (Literature 2)

1 Credit

Tenth grade students will continue their study of world literature through the introduction of literary works from a variety of European and American authors, beginning in the 19th century and concluding in the late 20th century. Each work or excerpt will be examined using the methods of directed reading, probing questions, and class dialogue, with an emphasis on student observation and discussion. Using class discussions that integrate corresponding historical events, the students will learn to place each work and author into a larger context with the

purpose of revealing how each author was influenced by world events and cultural movements. The broader purpose of both the reading and in-class discussion is for the students to see the creativity and glory of God in each literary work. The students will also begin to develop their knowledge of literary terms, devices, and themes as we read through each work. Each student will read, note, and then explain what themes and devices appear in each assigned passage. Student-led discussion will allow the students to compare their findings with each other and explore how each influences the larger plot of the story.

Works Used:

Frankenstein by Mary Shelley (1818)

Father Brown Stories by G.K. Chesterton (excerpts) (1901-1935)

Mein Kampf by Adolf Hitler (excerpts) (1925)

Deitrich Bonhoeffer: Pastor, Martyr, Prophet, Spy (Student edition) by Eric Metaxes (2015)

The Hiding Place by Corrie Ten Boom (1971)

Othello by William Shakespeare (1603)

Animal Farm by Geroge Orwell (1945)

The Making of a Servant by Sam James (2018)

All the President's Men by Bob Woodward and Carl Bernstein (1974)

Omnibus III: Reformation to the Present published by Veritas Press (2006)

Summer Reading:

Pride and Prejudice by Jane Austen (1813)

John G. Paton: Missionary to the Cannibals of the South Seas by Paul Schlehlein (2017)

U.S. and World Government

1 Credit

The tenth grade students will explore the development of the United States government from the Mayflower Compact through the development and implementation of the U.S. Constitution. There will be a focus on the process of policy making, the functional impacts of legislation, as well as the practical aspects of the individual branches of the U.S. government. The purpose of the class is to equip the students with the knowledge they need to be active and informed participants in modern political debate, to learn how to think critically about current events, and to understand their rights and responsibilities as citizens. Studying the U.S. government from its inception will highlight the roles that Christian faith and freedom played in the development of our country. Each unit of study will involve lecture, class discussion, and appropriate directed reading. Introduction of current event analysis and presentations will begin in the second term.

After a thorough analysis of the U.S. Government, its branches, and influence, the class will focus on a unit covering various forms of international governments. The ability to compare and contrast the U.S. government with other forms of government will help the students understand the larger context of why the U.S. Constitution was written with its current form and content. This study will also allow the students to observe the influence that the U.S. government has had and continues to have on an international scale.

Works Used:

Words Aptly Spoken- American Documents edited by Jen Greenholt (2011)

Omnibus III: Reformation to the Present published by Veritas Press (2006)

The American Reader: Words that Moved a Nation edited by Diane Ravitch (1990)

Modern World History

1 Credit

The tenth grade students will continue their study of modern history with the exploration of the rise of nationalism and events leading into World War I and concluding examination of the Great Recession and the long term influence of the War on Terror. The purpose of the class is to engage the students in critical thinking in regards to the causes of specific historical events and to then place those events into a larger historical context. The students will learn to identify God's presence in events that take place around the world and to analyze and discuss the impact of religious and philosophical trends in the modern world. Each unit will be examined using directed reading, class discussion, and the combination of literary and historical documents. Along with examination of world events, the class will study modern literary, artistic, and philosophical movements. These movements include the rise of Communism and counter-cultural thinking and the Christian response to both. The students will examine how individual philosophical events influenced the larger cultural landscape, from musical and artistic developments to modern architectural styles. This integrated approach develops the students' understanding of history within the broader context of God's sovereignty and redemptive plan for man.

Streams of Civilization: Volume II published Christian Liberty Press (2017)

Persuasive Writing

1 Credit

The tenth grade students will learn how to think critically in their approach to persuasive writing. Through a series of nine progressive essays, the students will integrate their literature discussions into their writing by using a step-by-step process of questions and story analysis. Each essay will add new literary schemes and tropes to the consistent writing structure of judicial address. Essays will be developed through in-class discussion, collaboration, and individual writing. The consistent writing structure gives the students a starting point. Individual creativity will be expressed through the use of schemes and tropes, including parallelism, antithesis, exordium, and narratio. Topics for each essay will be based on one of the assigned literary works from the Early Modern Literature class. This class integration allows for broader and deeper discussion of literary themes and devices in relation to the writing process.

Lost Tools of Writing published by the Circe Institute

*Eleventh Grade Humanities

*American Literature (Literature 3)

1 Credit

Concentration on American literature.

Summer Reading:

Literature:

Killer Angels

Crucible

Puritan Selections

Little Women

The Jungle
Edger Allen Poe
Of Mice and Men
Uncle Tom's Cabin
Fredrick Douglas
To Kill a Mockingbird
Letter from Birmingham Jail

***Persuasive Writing 3** 1 Credit

Lost Tools of Writing published by the Circe Institute

***Great Ideas I: Ancient to Renaissance/Reformation History** 1 Credit

Students will study the major Western thinkers and philosophers from ancient times to the Reformation era and how their ideas have impacted the cultural philosophies throughout the known world.

***Twelfth Grade Humanities**

***Modern/Postmodern Literature** 1 Credit

Summer Reading:
Out of the Silent Planet by C.S. Lewis

Works Used:
Mere Christianity by C.S. Lewis
City of God by St. Augustine
Inferno by Dante
The Social Contract by Rousseau (1762)
Transcendentalists
Maya Angelou

***Persuasive Writing 4** 1 Credit

Lost Tools of Writing published by the Circe Institute

Great Ideas II: Modern Thought/Philosophy 1 Credit

Major philosophers and philosophical ideas that have led to the current postmodern/Christian thought of today.

Text Used:
Rise and Triumph of the Modern Self and *Strange new World* by Carl Truman

***Economics** .5 credits

Classical Studies

Informal Logic

7th Grade 0 credit

In this course students will investigate and memorize twenty-eight logical fallacies which are committed in both formal and informal settings. These are fallacies of irrelevance, fallacies of presumption, and fallacies of clarity. They will identify “bad”/illogical arguments used in casual conversation, advertisements, television, political debates, etc. The goal of this course is to equip students with a framework that will aid them in navigating the deceitful arguments of our culture and set them on firm footing for building the strong arguments that will be taught in formal logic and debate.

Formal Logic

8th Grade 1 credit

In this introduction to formal logic, students will learn how to structure an argument and assess the reasoning process going on in their own minds. They will translate ordinary language to categorical form, construct syllogisms and test them for validity, study the square of opposition and identify and analyze relationships of equivalence, learning how to make valid propositional inferences and analyze syllogisms. Logic is a foundational building block of classical education, providing structure for excellence in rhetoric; therefore, the goal of this course is to apply the principles of argument construction to all academic work and beyond to every facet of life with a humble, generous, Christ-like spirit.

Text: *The Discovery of Deduction: An Introduction to Formal Logic* published by Classical Academic Press

Debate

1 credit

This course is designed to equip students with the necessary skills to debate an opponent in both the formal and informal setting with sound logical reasoning in an engaging and elegant manner. Students will learn the formal structure of debate, make arguments in a timely manner, listen to an opponent’s argument, and research major cultural views and political policies. Students will conduct a minimum of three formal debates over the course of the year.

Text: *Everyday Debate & Discussion* published by Classical Academic Press

Rhetoric I: Speech

1 credit

Men and women who master the tools of rhetoric position themselves to impact the world. From Queen Elizabeth's "I have the Heart of a King" speech in 1588 to Winston Churchill's "Iron Curtain" speech in 1946 to Martin Luther King Jr.'s "I have a Dream" speech in 1963, leaders have employed these tools on world stages and in office meetings to accomplish their goals. In 10th grade Rhetoric, students continue to develop an understanding of the principles of persuasion as well as the ability to put those tools into practice in public speaking. Students will think deeply about rhetoric with excerpts from Aristotle and with practical workshops and exercises designed from real life situations. Whether a student begins the year comfortable in

front of people or nervous at the mere thought of public speaking, this course will enable them to understand the basics of rhetoric and the art of persuasion.

Text: *Rhetoric Alive Book 1: Principles of Persuasion* published by Classical Academic Press

*Rhetoric II: Research

1 credit

This course is designed to equip student with the tools to undertake formal research. Students will: evaluate various resources to determine their validity, summarize researched material, properly site resources according to various stylistic guides, and master the format and structure of the five-paragraph essay. Students will conclude the course with a formal research paper on an approved area of study to be presented at the conclusion of the school year.

*Rhetoric III: Senior Thesis

1 credit

This course is designed to take all the reading, writing, public speaking and research skills learned over the grammar, logic, and rhetoric phase of the student's education and utilize them in the writing and presentation of a Senior Thesis. As we prepare our students to move out into the world, they will be required to demonstrate their ability to comprehend a subject, and persuade others through sound reasoning and logic. In order to demonstrate this knowledge, students will learn to write a formal thesis proposal and formal thesis. Upon approval of the thesis proposal, under the guidance of a teacher and pastoral advisor, students will undertake research to both prove and support their proposed thesis. At the conclusion of the school year, once their thesis is written, students will be expected to present their written thesis in a formal setting, implementing public speaking techniques, to a committee of educators. Considered to be a master of their thesis content, students will then be subject to questioning by the committee.

Biblical Studies

Bible Survey

1 credit

Students will walk through a survey of both the Old and New Testaments. The larger purpose of this study is to familiarize students with the entirety of the Bible and learn the skills necessary to identify recurring themes and doctrines. Two main themes that the class will focus on are the pattern of man's sin, rescue, and redemption and how persecution spreads the Gospel. Each section of the book will be examined using directed reading, lecture, and class discussion. Students will learn how to apply the information from the Bible survey to past and current world events with the purpose of revealing the truth of God's character and sovereignty. The survey will give a brief history of how and why the Bible was written, the historical events surrounding Biblical events, and a short examination of each individual book of the Bible. Each book has an assigned theme that the class will memorize with the goal of mastery of all sixty-six themes at the end of the year.

Works Used:

The Bible (NKJV, ESV)

A Treasury of Biblical Information: A Survey of the Bible by William Hendriksen (1976)

Memory Work:

Themes of each book of the Bible by William Hendriksen

Church History

.5 credit

The tenth grade student will explore the scope and themes of the history of the Christian church from the time of the New Testament and the death, resurrection and ascension of Christ to the present day. The survey will entail the major movements of the Christian Church with particular attention to the doctrines of Scripture, salvation and the doctrine of the Church. Major movements, individuals, and time periods will be examined. Objectives for the course will include the following: acquisition of knowledge of major Christian historical facts, a greater appreciation for the Christian story, and connection of the history of the church to the finished Word of Scripture.

Works Used:

The Bible (NKJV)

Sketches from Church History by S. M. Houghton and *Workbook on Sketches from Church History* by Rebecca Frawley

Historical Creeds and Confessions

*Systematic Theology

1 credit

This course is designed to teach students to comprehend and articulate the various tenants of Reformed theology found throughout the Bible. From the doctrine of scripture, God, man, creation, providence, sin, the works of Christ, the Holy Spirit, the student minds will be filled with a systematic understanding of the scriptures and how the bible works together as a whole to

teach all that “is profitable for doctrine, for reproof, for correction, for instruction in righteousness that the man of God may be complete, thoroughly equipped for every good work.”

Works Used:

The Bible (NKJV)

Systematic Theology by Louis Berkof

Wonderful Works of God by Herman Bavinck

Wonderful Works of God Discussion Guide by Charles Williams

*Apologetics

.5 credit

This course is designed to help students learn to defend the faith using classical apologetics.

Works Used:

Defending Your Faith: An Overview of Classical Apologetics with R.C. Sproul and Study Guide
by Ligonier Ministries

Course Title	Grade Earned	Credits	Year Completed
Notes:			

Academic Summary Cumulative GPA: Credits Earned: Graduation Date:	GPA Scale	I do hereby self-certify and affirm that this is the official transcript and record of _____ (student's name) _____ covering the years of _____ (high school years). Signature: _____ Title: _____ Date: _____
	Grade	
	A (93-110)	
	A- (90-93)	
	B+ (87-89)	
	B (83-86)	
	B- (80-82)	
	C+ (77-79)	
	C (73-76)	
	C- (70-72)	
D		
F		

Course Description Form

Full credit is usually assigned for 100-150 hours of work completed or 80% of a textbook completed with satisfactory achievement on a final exam/project.

School Year	Credit Assigned	Course Title

Course Description (include text when applicable):

Hours Completed:

Signature _____ Date _____