



THE GENEVA SCHOOL
UPPER SCHOOL
COURSE
CATALOG

2020–2021



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Upper School Course Timeline

Required Credits	Mathematics	Science	English Language & Literature	History & Society	Theology, Logic & Rhetoric	Foreign Languages	Fine & Performing Arts
7th Grade	Pre-algebra	Natural History	English 7	Antiquity I	Logic 7 AND Old Testament Survey	Latin 7	Music 7 / Drama 7 Art is integrated into science class
8th Grade	Algebra I Algebra I (Hons)	Physical Science	English 8	Antiquity II	Logic 8 AND New Testament Survey	Latin 8	Music 8 / Drama 8 Art 8 / Ladies Choir
9th Grade	Geometry Geometry (Hons)	Biology (Hons)	English I (Hons)	Western Civilization I (Hons)	Rhetoric & Christian Thought I (Hons)	French I Greek I Latin III (Hons) Spanish I	Art / Choir / Guitar Drama / Stagecraft Journalism Video Production
10th Grade	Algebra II Algebra II (Hons)	Chemistry (Hons)	English II (Hons)	Western Civilization II (Hons)	Rhetoric & Christian Thought II (Hons)	French II Greek II Latin IV (Hons) Spanish II	Art / Guitar Choir / Ladies Choir Drama / Stagecraft Journalism Photography Video Production
11th Grade	Scientific Revolution (Hons): Pre-calculus (Hons) and Physics (Hons) Scientific Revolution (Dual Credit): Pre-calculus (Hons) and Physics (Dual Credit)	Scientific Revolution (Hons): Anat. & Physiol. (Dual Credit) Central Florida Natural History (Hons) AP Chemistry AP Physics C - E&M	English III (Hons) AP English Literature & Composition	US History (Hons) US History (Dual Credit)	Rhetoric & Christian Thought III (Hons)	French III (Hons) Greek III (Hons) Latin V (Hons) Spanish III (Hons)	Art / Guitar Choir / Ladies Choir Drama / Stagecraft Journalism Photography Video Production
12th Grade	Functions, Probability & Statistics (Hons) AP Calculus AB AP Calculus BC	AP Chemistry AP Physics C - E&M	English IV (Hons) AP English Language & Composition	American Social Thought & Experience (Hons)	Rhetoric & Christian Thought IV (Hons)	French IV (Hons) Greek IV (Hons) AP Latin Spanish IV (Hons)	Art / AP Art / Guitar Choir / Ladies Choir Drama / Stagecraft Journalism Photography AP Photography Video Production

Additional requirements:

In order to graduate, students also need 1 physical education credit (see table to left) and 100 community service hours. In addition, the State of Florida requires high school students to complete an online course. Private schools are exempt at this time but this could change in the future.

Graduation Requirements

Subject Area	Courses Offered	Credits Required	Notes
Mathematics	Algebra I / Algebra I Honors Algebra II / Algebra II Honors Geometry / Geometry Honors Pre-calculus Honors AP Calculus AB AP Calculus BC Functions, Probability, and Statistics Honors	4	Algebra I is normally taken in eighth grade.
Sciences	Biology Honors Chemistry Honors Physics Honors Physics Dual Credit Central Florida Natural History Honors Anatomy & Physiology Dual Credit AP Chemistry AP Physics C - Electricity & Magnetism	3	Pre-calculus and Physics are combined classes in 11th grade: Scientific Revolution Honors and Scientific Revolution Dual Credit
English Language & Literature	English I, II, III, IV Honors AP English Literature & Composition AP English Language & Composition	4	
History and Society	Western Civilization I & II Honors US History Honors US History Dual Credit American Social Thought and Experience Honors	4	
Theology & Rhetoric	Rhetoric & Christian Thought I, II, III, IV Honors	4	
Classical & Modern Foreign Languages	Latin III, IV, V & AP French I, II, III & IV Spanish I, II, III & IV Greek I, II, III & IV <i>III, IV & V courses are honors classes</i>	3	
Fine & Performing Arts	Art I, II, III, IV & AP Digital Photography I, II, III & AP Drama I, II, III & IV Stagecraft I & II Rhetoric Choir I, II, III & IV Guitar I, II, III & IV Journalism I, II, III & IV Video Production I & II	2	
Wellness & Sport	2 full seasons on a JV or varsity athletic team and a passing score on the Personal Fitness Competency Test / 1 full season on JV or varsity team and .5 credit Personal Fitness course at FLVS / 1 credit HOPE course at FLVS.	1	
Community Service		100 hours	
Total: 25 credits plus 100 community service hours			

Academic Policies

The Rhetoric Course Catalog is provided to help students and their parents gain an understanding and appreciation for the content, scope, and key goals of the courses we offer. Geneva's commitment to Christian liberal arts education is reflected in the robust curriculum of courses which every student takes. This common curriculum is reflected above in our graduation requirements. In 9th–12th, students have the opportunity to select courses according to their unique interests in foreign language and the fine and performing arts. As juniors and seniors, students have the further opportunity to select courses according to their abilities and interests in mathematics, science, and English.

Transfer Credit

The Geneva School accepts credits from bona fide high school programs. Specific courses that meet Geneva requirements will be credited as such. Courses that do not meet with approval may be recognized as elective credits. Transfer credits for previously home-schooled students are evaluated on a case-by-case basis.

Drop/Add Course Policy

Rhetoric students and parents have approximately two weeks at the beginning of each school year to evaluate their workload and other responsibilities and determine if a change in course load would be prudent. The specific deadline is announced annually. In order to drop or add a course, a student must submit a Drop/Add form (available on the school website) by the deadline.

Dropping or adding courses is at the discretion of the director of the upper school. The student must remain in attendance in the class they wish to drop until notified by the registrar that the drop and/or add is approved.

Students who drop or add courses after the drop/add deadline may receive a Withdrawn/Failing (W/F) or Withdrawn/Passing (W/P) mark on their transcript.

Advanced Placement (AP) and Dual Credit Courses

The Geneva School offers several Advanced Placement courses and a limited number of Dual Credit courses in the rhetoric curriculum. These courses are taught at the collegiate level by appropriately qualified and skilled teachers.

To be eligible to take an AP or dual credit course, a student must be approved by the teacher and have a minimum weighted, cumulative grade point average of a B (3.0). Please refer to the course description for details about prerequisites for each AP or dual credit course. If a course has a prerequisite class, the final grade and the final exam in that class must be a minimum of a B+.

One purpose of taking an AP course is to prepare a student to take the College Board AP examination for that course. Therefore, all students enrolled in AP courses are required to take the College Board AP examination for each of their respective AP courses. Students may receive college credit for such courses by earning high scores on the examinations.

A limited number of courses are offered for dual credit through a partnership with Colorado Christian University. Students enrolled in these courses will receive transcribed credit for completion of a course both at The Geneva School and at Colorado Christian University.

AP and Dual Credits Fees: The fee for taking an AP exam in 2021 is \$95 per exam and is charged to accounts in the spring. Students taking dual credit courses through Colorado Christian College are assessed a yearly fee of \$200 for Scientific Revolution and \$400 for US History and Anatomy & Physiology. Dual credit fees are charged to accounts in the fall and the spring.

Rhetoric and Christian Thought (with Senior Thesis)

Rhetoric is both the power of seeing the available means of persuasion in any given situation and the art of leading souls. As Christians, we have a responsibility to think, speak, and act in ways that lead to human flourishing, that are faithful to Scripture and the historic Christian tradition, and that promote the kingdom of God. The aim of this four-year sequence of courses is for students to understand and practice the art of rhetoric in a way that emphasizes the skills and habits of reasoning well and speaking well, in light of the Christian faith. These courses culminate in the Senior Thesis project, in which students compose an original, persuasive argument on a topic of contemporary significance, deliver that argument orally in the form of a classical oration, and defend it before faculty, peers, and community.

Grading Scale

Letter grades, percentages, and grade point equivalents are given in the table below:

Letter Grade	% Grade	Regular Course	Honors Courses	AP & Dual Credit Courses
A	93–100	4.0	4.5	5.0
A-	90–92	3.67	4.17	4.67
B+	87–89	3.33	3.83	4.33
B	83–86	3.00	3.5	4.0
B-	80–82	2.67	3.17	3.67
C+	77–79	2.33	2.83	3.33
C	73–76	2.0	2.5	3.0
C-	70–72	1.67	2.17	2.67
D	65–69	1.0	1.5	2.0
F	0–64	0	0	0

Grading Procedures

The Geneva School issues a letter grade for each course every nine weeks. Grades are also recorded for semester examinations and for the semester average.

The semester grade for a course is calculated as follows:

- With exam = 40% (first quarter grade) + 40% (second quarter grade) + 20% (semester exam)
- With no exam = average of first quarter and second quarter grades

Semester Examination Exemption Policy for Seniors

Seniors are exempt from final semester exams in year-long courses if they meet all of the following criteria:

- An A or B average for the second semester calculated on April 30.
- A first semester grade of A or B
- No more than seven absences during the first semester and no more than seven absences during the second semester (number does not include school-sponsored absences). If absences are due to extenuating circumstances (i.e., prolonged illness), the decision is made at the discretion of the director of the upper school.

Community Service

The Geneva School requires all students in grades 9–12 to complete 100 hours of community service prior to graduation. Community service must be completed at a non-profit agency whose mission is broadly agreeable with TGS principles. All hours should be documented and include a supervisor's signature.

Semester and End-of-Year Honors and Awards

Dean's List: To encourage academic excellence, the school recognizes Dean's List students in 7th–12th grade, as determined by their semester GPA. A student qualifies for Dean's List with a minimum GPA of 3.5 (7th–8th grade), 4.0 (9th–10th grade), or 4.25 (11th–12th grade).

Disney Dreamer & Doer Award (awarded at the end of the school year): Awarded to a male or female from the dialectic school and a male or female from the rhetoric school .

Order of the Towel Awards (awarded at the end of the school year): The Squire Award is given to a male and female from the dialectic school and the Knight Award is given to a male and female from the rhetoric school

The Excelsior Awards (awarded at the end of the school year):

In the Dialectic School

In the Rhetoric School

- | | | | |
|--------------------|---------|---|---------------------------|
| • Mathematics | • Latin | • Mathematics (9/10 & 11/12) | • Music (9–12) |
| • Science | • Logic | • Science (9/10 & 11/12) | • Drama |
| • History | • Art | • History (9/10 & 11/12) | • Stagecraft (9–12) |
| • English | • Drama | • English (9/10 & 11/12) | • Art (9–12) |
| • Biblical Studies | • Music | • Classical Languages (9/10 & 11/12) | • Journalism (9–12) |
| | • PE | • Modern Foreign Language (9/10 & 11/12) | • Photography (10–12) |
| | | • Rhetoric & Christian Thought (9/10 & 11/12) | • Video Production (9–12) |

Valedictorian and Salutatorian

The titles of Valedictorian and Salutatorian are given to seniors who are the first and second highest in their class in academic standing based upon their four-year weighted grade point averages. These honors are given to students who have attended The Geneva School for at least their sophomore, junior and senior years.

Graduation Awards (Awarded at Graduation)

John Colet Fide et Literis Award: Given to the senior who manifests in thought, word, and deed a genuine faith in our Lord Jesus Christ, informed by the Reformational distinctives of The Geneva School, and who best appreciates, appropriates, and applies the ideals of the classical liberal arts tradition, particularly within the disciplines of the arts and letter, the John Colet Fide et Literis Award is a monetary scholarship funded by a private individual upon the recommendation of the administration and rhetoric faculty.

Blaise Pascal Fide et Literis Award: Given to the senior who manifests in thought, word, and deed a genuine faith in our Lord Jesus Christ, informed by the Reformational distinctives of The Geneva School, and who best appreciates, appropriates, and applies the ideals of the classical liberal arts tradition, particularly within the disciplines of mathematics and natural sciences, the Blaise Pascal Fide et Literis Award is a monetary scholarship funded by a private individual upon the recommendation of the administration and rhetoric faculty.

Imago Awards for Fine and Performing Arts: Given to two seniors whose vibrant imaginations, remarkable skillfulness, and creative works in the fine arts and the performing arts respectively best imitate the artistry of our creator, the Imago Awards are monetary scholarships funded by private individuals upon the recommendation of the administration and the rhetoric faculty.

Capstone Award: Given to the student whose thesis best exemplifies the scholarly and rhetorical qualities that The Geneva School seeks to foster—thorough research, knowledgeable inquiry, persuasive writing, and cogent and thoughtful speech—the Capstone Award is a monetary scholarship funded by a private individual upon the recommendation of the administration and rhetoric faculty.

Quest Award: Presented to graduating students in recognition of having completed their Christian classical education from K–12th grade at The Geneva School (as attested by complete report cards and transcript records).

Dialectic Course Offerings

Course codes and corresponding credits are from the Florida Department of Education.

Please note: some courses may not be offered every year.

MATHEMATICS

Pre-Algebra

Normally taken in 7th grade

Teachers: Erin Goranson, Kamillia White

Pre-Algebra is the capstone of grammar school math classes and the cornerstone of advanced math in rhetoric school. As the former, it reviews and reinforces mastery of arithmetic and basic mathematical reasoning. It is the last general math skills class the student will take before the more focused study of Geometry, Algebra, and Calculus. As the latter, it introduces the fundamentals of algebra, which are essential to equations learned in Geometry and provide the basis for a more comprehensive study in Algebra I.

The Pre-Algebra course is structured to be very student-focused challenging students to collaborate to discover different mathematical rules and concepts as well as explain their reasoning or rationale for each answer. Students will use a variety of problem-solving methods and apply knowledge from their previous coursework to tackle some of the more elaborate problems. Students will also have the opportunity to revisit skills they find they are weak in while incorporating new aspects of their algebraic thinking. By the end of the year, my hope is that students will find a new confidence in their abilities, work interdependently to explore and reason mathematically, and see the overall beauty of mathematics.

Enduring Understandings

- Algebraic representation can be used to generalize patterns and relationships that can be represented graphically, numerically, symbolically, or verbally.
- Computational fluency includes understanding not only the meaning, but the appropriate use of numerical operations.
- Real world situations can be modeled as variable equations, which can then be solved algebraically or by using proportional reasoning when appropriate.
- The properties of geometric abstractions, such as area, volume of figures, or measure of angles, can be calculated as a way of measuring real world objects.
- The likelihood of real world events can be modeled and meaningfully estimated and discussed by calculations of probability and analysis of collected data.
- Mathematics requires perseverance in working with problems whose answers are not immediately obvious and ingenuity in breaking complex problems into smaller, more manageable problems.

Algebra I

Normally taken in 8th grade

Pre-requisite: Pre-Algebra

Course Code: 1200310, 1200320 (Honors)

Teachers: Lou Ford, Kamillia White

Mathematics is a wonderful God-given tool that models the relationships of nature and science. It is the language spoken by God's physical creation. We discover in mathematics a reflection of the order, rationality, and immutability found in God's own divine nature. In studying mathematics, we develop practical skills in ordering and manipulating the world around us and are able to more effectively rule over nature and benefit mankind. With these skills, we are able to develop a deeper, intuitive understanding of God himself.

In Algebra I we lay the foundations for all other advanced mathematics. Algebra is the branch of mathematics concerned with the manipulation of numbers and variables; and their mixture through the study of polynomials. By learning the rules

of the language of mathematics students will be able to harness the power of abstraction. They will know how to convert problems from English language to mathematical sentences (expressions, equations and inequalities). They will also discover the power of the coordinate plane and learn how equations may be represented graphically.

The discovery, the learning and the practice of mathematics cannot be separated. Students will encounter a rich learning experience as we engage in activities designed to foster wonder and practice our learning in a cooperative and encouraging setting. Students will be working in a collaborative setting where student interaction is welcome and encouraged.

Enduring Understandings

- Patterns, functions and relationships can be represented graphically, numerically, symbolically or verbally. The function and relationship concepts are fundamental ideas in mathematics.
- Algebraic and numeric procedures are interconnected and build on one another. Integration of various mathematical procedures builds a stronger foundation for finding solutions.
- Technology should be used not to replace mental math and paper and pencil computation, but to enhance understanding of mathematics and the power to use mathematics.
- There are multiple strategies for finding a mathematical solution and those algorithms are frequently associated with different contexts. Mastery of mathematics depends on choosing appropriate methods.
- Mathematics is not a matter of magic but a human way of thinking that is accessible to all students. Algebra I seeks to give all students confidence in mathematical thinking.

SCIENCE

Natural History

Normally taken in 7th grade

Teacher: Matthew Clark

Natural History will focus on getting outside and seeing things where they live. The environs surrounding the school are richer in life than we typically imagine. Within a half-mile of campus there are dozens of insect, arthropod, mollusk, mammal, reptile, fish, bird, tree, vine, fern, and “weed” species. We are just accustomed to ignoring them! This class is interested in seeing and understanding them.

We will be interested in observing things very closely. In order to do this we will make collections of plants and animals both live and preserved. We are going to spend a lot of time outside. It is always surprising to see what lives here on the school grounds! Students have caught and or seen: snakes, lizards, frogs, turtles, spiders, raccoons, opossums, eagles, armadillos, and more insects than I can count. We will be constructing and keeping a detailed natural history fieldbook/sketchbook. We will work on building drawing skills in order to make closely observed drawings of specimens. This book will serve as the repository of all the close observations students make of the various things we collect or bring inside to observe.

Enduring Understandings

- In order to love a place (and it is proper to love the place where one lives), it is necessary to be able to name and understand the non-human things that also live in that place.
- Central Florida is home to an enormous variety of living things. These things do not confine themselves to “wild” areas; they live all around us at all times of the year.
- Beauty is common, but it is not always easy to see. One has to look, know where to look, and know how to see the beauty that lives there.

Physical Science

Normally taken in 8th grade

Teacher: Stephanie Orndorff

Eighth grade Physical Science is an invitation for students to explore their world through a systematic approach that allows them to experience both wonder and sound experimentation. The first half of the course is aimed at familiarizing students with the history and mystery of the periodic table. Students delve deep into the history of the elements—their discovery,

their properties, and their practical use in today's world. They begin viewing their surroundings from the subatomic level. By doing this, students begin making connections between a molecule's structure and its appearance, known reactions, and functionality.

While the first half of the course gives attention to the molecular level, there is a thread of astronomy that runs throughout the whole course. Students spend time observing, sketching, and pondering God's beauty as displayed in the heavens. These observations and attention to lunar patterns serve as the backdrop for the classes adventure into the world of physics. Students' hearts are illuminated to the world around them through the lens of Newton's laws of motion, the usage of simple machines, and the various forms of energy. The year will be considered a success if students leave the classroom with a sense of wonder and love for science, know that they are loved by their teacher, and ultimately know that they are loved by their Creator.

The main focus of the class is on these five big questions:

- What stories led to the compilation of the periodic table?
- What does the study of chemistry show us about the physical world?
- What patterns can be found in the natural world?
- What is the significance of force, energy, and work?
- What does astronomy teach us about the character of God?

Enduring Understandings

- Physical science, like other branches of modern science, builds its understanding through the processes of inquiry, discussions, logical and mathematical inductions and deductions, experimentation, and observations.
- Physical science focuses on the fields of physics and chemistry.
- Energy cannot be created or destroyed, but can exist in different forms and undergo various transformations. Basic principles such as Newtonian mechanics, energy, motions and forces, and conservation of energy aid in understanding how matter and energy interact.
- Matter is composed of particles and behaves in predictable ways. The composition of matter is understood through many ideas including atomic theory, qualitative and quantitative descriptions of matter, and chemical reactions.
- Science is a tool coexisting with our faith that gives mankind constructs by which to understand the patterns and relationships of God's creation. It is important to understand and articulate the competing theories of and explanations for the origins and natural laws of the created world.

ENGLISH LANGUAGE & LITERATURE

English – 7th Grade

Teacher: Sarah Crofutt

In seventh grade English we study a number of novels, myths, poetry, grammar, and vocabulary. We examine models of excellent writing and practice a great deal of writing in a wide variety of formats. The overarching theme is *fallen man*. The two works chosen for the first semester, Harper Lee's *To Kill a Mockingbird* and Charles Dickens' *Dr. Jekyll and Mr. Hyde*, explore the human experience of man's sinfulness and through our studies we are made aware of our own need for a Savior.

During the second semester our focus shifts to ancient mythology, a literary genre of unparalleled importance in the ancient world. The semester begins with myths of creation and the flood and progresses to the hero myths. This progression from creation, to the gods, to the heroes will prepare my students well for their study of Homer and Virgil in eighth grade.

Enduring Understandings

- The undergirding theme of "the fall of man" within the context of literature explores the concrete human experience of man's sinfulness and need for a Savior.
- Recognizing that all literature is taught from a Christian worldview, students should begin to formulate an approach to secular works and mythology from a Christian standpoint.
- Good quality writing is free from mechanical errors, and admirable style can be appropriated by studying models of excellent writing.

- Public speaking is a life-long skill made easier by early practice within the classroom community.
- A love of poetry and beautiful, winsome word choice should begin to percolate in seventh grade students' minds and souls.

English – 8th Grade

Teacher: Sarah Crofutt

The vividly portrayed epic battles in Homer's *Iliad* and the arduous obstacle-ridden journey in Homer's *Odyssey* could be a metaphor for eighth grade English classes this year. We will travel through many wonderful, difficult, classical works and begin to observe connections between Greco-Roman History, art, logic, and literature. While we examine Greco-Roman literature, we will remain firmly rooted in our Judeo-Christian beliefs, echoing with the Psalmist, "For great is the Lord, and greatly to be praised; he is to be feared above all gods. For all the gods of the peoples are worthless idols" (Psalm 96:4–5).

After examining models of excellent writing students will practice a great deal of writing in various forms. Many of the writing assignments will arise from works read in class and modeled on great literature. Continuing with our delighted exploration of poetry in seventh grade, we will enjoy the whimsical creations of E. E. Cummings, while also memorizing inspiring poetry. Our annual Poetry Popsicle Picnic will showcase poetry by E. E. Cummings and Gerard Manley Hopkins.

Enduring Understandings

- Greco-Roman history, ancient Near Eastern history and geography, Latin, and Greco-Roman literature are interwoven and when studied together each offers insight into the others.
- Vocabulary from cultural literacy will enrich students' reading comprehension and vocabulary well beyond their years at school.
- Superior writing adheres to the conventions of correct grammar and punctuation, and in its style does not sink to the mundane or cliché-ridden.
- A Christian worldview enables one to read pagan and secular fiction with an ear attuned to the clear differences between mythology and scriptural truth.
- When reading poetry, our experience should be that of Robert Frost, who declared: "Poetry begins in delight and ends in wisdom."

HISTORY & SOCIETY

Antiquity I

Normally taken in 7th grade

Teacher: Kelli Brodrecht

This course surveys the history and literature of the ancient Near East. Through this course, we will study empires and epics from the Fertile Crescent all the way to Persia and the eventual domination by the Greeks in the fourth century BC. This 3,000–4,000 year time period saw great scientific and cultural development, as masterful temples and pyramids were erected, laws and treaties were established, and empires rose and fell. Students will learn more about these civilizations' influential rulers, cities, myths, religions, political structures, etc. through reading, hands-on creative activities, and classroom discussions.

The goal of this course is to learn more about the history of the ancient Near East, its impact on our Western culture, its role as the geographical and cultural backdrop for the Bible, as well as to gain an appreciation and understanding for these civilizations through their art and literature.

Enduring Understandings

- Culture is "an integrated system of learned patterns of behavior, ideas, and products which are characteristic of a society."
- The primary cultures and civilizations of the ancient Near East begin with ancient Sumer and continue through the Akkadian, Egyptian, Israelite, Hittite, Phoenician, Babylonian, Assyrian, Persian, and Greek empires and cultures.
- Literature offers us rich insight into the beliefs, values, and daily practices of civilizations.
- The study of ancient Near Eastern civilizations can enhance our understanding and appreciation of the Bible—especially the Old Testament.

Antiquity II

Normally taken in 8th grade

Teacher: Kelli Brodrecht

Nescire autem quid ante quam natus sis acciderit, id est semper esse puerum. Quid enim est aetas hominis, nisi ea memoria rerum veterum cum superiorum aetate contextitur?

“Not knowing what happened before you were born is to be stuck forever in childhood. For what is a person’s life, if it is not woven together with the life of earlier generations by the knowledge of history?” Cicero, Orator ad M. Brutum 34.120

Quid est quod fuit? Ipsum quod futurum est. Quid est quod factum est? Ipsum quod faciendum est. Nihil sub sole novum, nec valet quisquam dicere: Ecce hoc recens est: iam enim praecessit in saeculis quae fuerunt ante nos.

“What has been? That’s what is going to be. What has happened? That’s what is going to happen. There is nothing new under the sun, and nobody can say “Look, this is new!” For it has already happened in the ages before us” (Ecclesiastes 1:9-10).

As modern people, we tend to believe that our own age is not only the newest, but also the most important one. The word modern itself—meaning “just now”—implies that our own age stands on its own, without reference to what preceded it. History becomes an object of study, rather than the long background to our lives, the story in which we finally appear in the most recent chapter, the story we must know if we would know ourselves. And yet, it is manifest that the language we speak, the God we worship, the DNA of our bodies are all handed down to us from people who lived before us. We participate in their story, and they in ours.

So we desire to know our ancient forebears, and our search leads us back to the Greeks and Romans. Many of our beliefs about man and society, our arts and sciences, our virtues and vices were transmitted to us from these once mighty peoples of the Mediterranean Sea. The concrete realities of their lives shape ours. Above all, our faith in Jesus Christ was revealed, proclaimed, and transported there—mostly in the Greek tongue, on Roman roads, in lands subdued by Roman rule. The cross itself, made for us the “power of God unto salvation,” was first a Roman instrument of execution. Getting to know the Greeks and Romans—what sort of people they were, how they lived their lives, their rise and fall—will allow us to know better our own lives, and the Lord we serve, who, though king over all, was put to death by a Roman governor.

The course will consist largely in the reading and re-telling of the most interesting stories the Greeks and Romans themselves told. We will often connect these stories with the events recorded by the people of Israel, especially when the strands of the stories become interwoven. The students will create projects that reflect their knowledge of these stories, and, integrating fine arts into their studies, reflect an appreciation for the artistic brilliance of the Greeks and Romans. At the end of the year, they will visit Boston, where they will have the chance to see up close, some artifacts from the Greco-Roman world.

Enduring Understandings

- Awareness of Greek and Roman history is necessary for understanding who we are as Westerners today.
- The lives of past generations reveal wisdom and virtue for us to imitate, as well as folly and vice for us to avoid.
- The study of history reveals patterns in human affairs: a similar pattern of rise and fall can be perceived in the stories of Persia, Athens, and Rome.
- Wealth and prosperity bring a civilization both benefits and troubles.
- The Incarnation of the Son of God bestows dignity on all human history, but imparts particular interest to the time and place in which it happened.
- God makes things—he is creative—and we will imitate him in this. It is better to make things well than to make them poorly. This is one of the reasons we study art making.
- It is important to develop visual literacy in order to look at and see art as it was meant to be seen by its makers. This is a skill to be mastered just as much as reading and understanding books is a skill to be mastered.

THEOLOGY

Old Testament Survey

Normally taken in 7th grade

Teacher: Dr. Michael Beates

As Christians who long to know Jesus Christ and to understand the salvation he gives us, we need to understand the Old Testament. The New Testament Scriptures can be understood most fully by understanding the Old Testament. But many Christians find it difficult to read the Old Testament. The goal of this year-long survey is to help students step into the world of the Old Testament, to begin to grasp how the Old Testament still applies to Christians, and to introduce students to the literature of the thirty-nine canonical books of the Old Testament.

Students will learn about the geography of the Ancient Near East in order to help the world of the Old Testament make sense. They will walk through the Old Testament following the Hebrew Bible ordering of Law, Prophets, and Writings, a slightly different order from our Christian Bible ordering. Instruction will integrate key biblical motifs such as the authority of Scripture, creation, faith, covenant, law and grace, divine sovereignty, human responsibility, the kingdom of God, a promised savior, and worship to the glory of God. Most importantly, students will see that the Old Testament reveals patterns and promises that are fulfilled in the New Testament in Jesus Christ.

As a result of their work in this class, students will be better prepared to read the Bible well and to think biblically about the other disciplines they study. But they will also be better equipped to serve in their communities and their churches. They will listen better to the preaching of God's Word, and their expanded view of God will help them see his work in the world.

Enduring Understandings

- The primary themes of the Old Testament are “God is love, but judges sin” / “God is sovereign, humans are responsible” / “God has made us in his image and given us dominion over creation” / and “God relates to us through covenants.”
- God communicates to his people through the literature of the Old Testament in the following four genres, which must be understood and interpreted according to their particular attributes: historical narrative, prophetic literature, poetic literature, and wisdom literature.
- A Christian understanding of the character of God, human nature and human sinfulness, the created order, and the means by which we receive salvation are all developed within the Old Testament.
- The Old Testament is divinely inspired and authoritative for the church corporately and for Christians individually. The Old Testament law has three categories: civil, ceremonial, and moral. The moral law continues to inform and shape the understanding and practices of those who profess to follow Christ by faith.

New Testament Survey

Normally taken in 8th grade

Teacher: Dr. Michael Beates

Since The Geneva School's “Values Statement” affirms that the school's perspective is “forged from historical models of orthodox Christianity,” the study of the biblical Scriptures is fundamental to this task. This year-long course will introduce students to the literature of the twenty-seven canonical books of the New Testament. Largely inductive in its approach, this class will acquaint students with the narrative content, historical background, and theological motifs of the New Testament by use of the same as their primary text. Special attention will be given to understanding and appreciating the literary genre of individual New Testament writings and to understanding the principles of proper interpretation associated with each.

Upon successful completion of this course, students will be able to interact with the New Testament literature confidently, intelligently, and within the larger interpretive tradition of the Church. Since students in the dialectic stage are expected to move beyond mere data acquisition, the class frequently challenges students to ask what broad application the teachings of the New Testament have in our cultural moment and what narrow application these teachings have on individual lives. Finally, the class will seek to enable students to articulate what is meant by “the Good News of Jesus Christ.”

Enduring Understandings

- The teaching of the New Testament is summarized by four primary themes:

- The kingdom of God and the lordship of Christ
- The suffering of Christ and his people
- The required human response
- The Old Testament’s fulfillment in the New Testament
- The New Testament is organized in categories of specific literary genre: gospel, historical, epistolary, and apocalyptic literature; and the Pauline epistolary literature is further sub-divided into categories of Capital, Prison, and Pastoral Epistles.
- The New Testament is divinely inspired and authoritative for the church corporately and for Christians individually. While the teaching of the New Testament is largely clear and undisputed with regard to the primary aspects of faith, there are numerous issues and practices upon which churches and individuals differ.
- Finally, historic Christian faith is more than mere knowledge or even intellectual assent to the truth of certain facts. Rather authentic Christian faith embraces the truth in a whole-hearted manner that results in new life spiritually and new ethical dimensions in the life and practices of every believer.

LOGIC

Logic 7

Normally taken in 7th grade

Teacher: Joseph Moon

The term “logic” evokes a variety of images, from Sudoku puzzles to Sherlock Holmes; from abstract symbols on a page to word puns. While it can be difficult to see a unified concept between these disparate fields, they are all nonetheless associated with this term “logic.” From its roots, logic has been concerned with words, with claims, and with arguments or accounts of things. It concerns proper reasons for a thing to be proved, and it involves thinking deeply about what course of action to pursue.

In their study of logic, students will learn to stop and pay attention to oft-ignored things: to words, to images, to the world around them. They will be encouraged to try to understand more fully the power of clear thinking in all aspects of life, and the joy that comes through delving deeply into the nature of things. Even more than this, we study logic so that we might better see what is true and beautiful, that we might find it of great importance to pursue practical wisdom to guide our actions, and that we would seek to understand others in charity and humility.

Logic uniquely ties together everything the students will study, from the history of the ancient Near East to pre-algebra to music. In fact, it is the foundation of the entire dialectic school, as “dialectic” is a term sometimes used interchangeably with “logic”. With this in mind, this course will aim to open up the students’ eyes to the logic inherent in all studies through in-class conversations, reading a variety of texts, corporate memorization, and even playing games. The larger goal of the course is for students to be encouraged in their pursuit of wisdom, as we try with all charity and humility to understand what others have said, and to be aided in our pursuit of Christ’s calling.

Enduring Understandings

- There is truth, even if it is difficult to know.
- The human faculty of reason (including logic) is good, but is not ultimate.
- There are good arguments and bad ones, and we have the tools to discern them.
- There are many more important things than thinking you are right. God demands of us more about piety and faithfulness than having all the right answers. Charity supersedes correct answers.
- People convey multiple levels of meaning by the language they use.
- Meaning in terms and propositions is often imprecise but can be clarified.
- Language is assertive. As such, we should pay close attention to our words.
- Reasoning is a process that necessarily goes from somewhere to somewhere else, requiring both a starting point and a *telos*.
- Humility and submission are necessary for the good intellectual life—things are more complex than we realize. Therefore, treating other views charitably is necessary both for truth and for goodness.

Logic 8

Normally taken in 8th grade

Teacher: Joseph Moon

The term “logic” evokes a variety of images, from Sudoku puzzles to lawyers catching other lawyers with words; from abstract symbols on a page to word puns. While it can be difficult to see a unified concept between these disparate fields, they are all nonetheless associated with this term “logic.” From its roots, logic has been concerned with words, with claims, with arguments, and accounts of things. It concerns proper reasons for a thing to be proved, and it involves thinking deeply about what course of action to pursue.

In their study of logic, students will learn to stop and pay attention to oft-ignored things: to words, to images, to the world around them. They will be encouraged to try and understand more fully the depth of beauty, the richness of things, and the delight that comes from catching such a glimpse. Logic is pursued that we might better see what is true and beautiful, that we might find it of great importance to pursue wisdom to guide our actions, and that we would seek to understand others in charity and humility. We run this course together through questions and conversations; through silent pondering and heated discussion; through natural history, art, music, and drama; through ancient texts and modern media; through light-hearted games and challenging ideas.

By following the question through dialogue, and learning to attend to the nuances of language, logic trains students to analyze communication and find arguments. The larger goal of the course is for students to be encouraged in their pursuit of wisdom, as we try with all charity and humility to understand what others have said, and to be aided in our pursuit of Christ’s calling.

Enduring Understandings

- There is truth, even if it is difficult to know.
- The human faculty of reason (including logic) is good, but is not ultimate.
- Some reasons are better than others, and there are good ways to think and bad ways.
- There are many more important things than thinking you are right. God demands of us more about piety and faithfulness than having all the right answers. Charity supersedes correct answers.
- There is a great amount of wisdom available to us in the writings of the past.
- Meaning in terms and propositions is often imprecise but can be clarified.
- Language is assertive. Therefore, we should closely pay attention to our words.
- Reasoning is a process that necessarily goes *from* somewhere *to* somewhere else, requiring both a starting point and a *telos*.
- Decisions made in art, music, and drama are significant and carry meaning.
- Humility and submission are necessary for the good intellectual life—things are more complex than we realize. Therefore, treating other views charitably is necessary both for truth and for goodness.

LATIN

Latin 7

Normally taken in 7th grade

Teacher: Matt Frazer

In this course we will explore the basic grammar of “the language which has been the most widely used in all the world’s history”: Latin. Our main text will be Smith and Thompson’s First Year Latin, revised by Charles Jenney. This course will give students the ability to read and translate simple Latin texts, and prepare them for further study of the language that was central to Western civilization for over 1500 years.

In Latin 7, students will memorize the forms of the nouns and adjectives of the first three declensions, as well as the present and perfect verb systems in the indicative mood. Systematic grammar study will be complemented by copious reading and oral practice. Students will learn about the language and its grammatical properties, while also using the language for themselves, participating actively in dialogues, question and answer sessions, and games.

By the end of Latin 7, students should be able to read simple Latin aloud with confidence, good pronunciation, and comprehension. Through a combination of grammatical study and active experience of Latin, students will gain both an intuitive feel for how Latin works, and the analytical skills to explain why it works that way.

Enduring Understandings

- The ancient Romans are no less human than we are, and conversations with the long dead—through the texts they left behind—can deeply enrich our hearts and minds by transporting us out of the assumptions of our modern world.
- For more than a millennium after the fall of Rome, Latin was the shared language of Western Europe; to know Latin is to hold the key to the Western tradition.
- Latin is a language; thus “to know Latin” means to be able to hear, speak, read, and write Latin intelligibly.
- To a native English speaker, Latin’s most challenging and distinctly foreign feature is its system of inflectional endings; thus the chief objective of Latin 7 is mastery of the forms and uses of the five noun declensions.
- The natural logic of the Latin sentence must be respected; each word should be read and understood in the order in which it is written, rather than treated as a code to be unscrambled.
- Though Latin 7 focuses on the Roman era, passages from the Vulgate Bible and other post-Roman Latin will be recited and sung, giving students a storehouse of things “true, honest, just, lovely, of good report” to draw upon for a lifetime.

Latin 8

Normally taken in 8th grade

Teacher: Jordan Stewart

The study of the Latin language, which has for centuries been regarded as the cornerstone of classical education, furnishes students with the tools they need to acquaint themselves with the great men of the past who have exerted such a tremendous influence over the shape and character of life in the modern western world.

This course reviews the foundations of vocabulary and grammar covered in Latin 7 and continues the systematic study of the Latin language both in morphology (i.e. how words are formed) and syntax (i.e. how the words go together). Our systematic study will be in the traditional method of memorizing vocabulary and paradigms; parsing and declining words; translation of Latin into English and composing English phrases and sentences in Latin; and memorizing passages of Latin literature. We will also explore other facets of life in ancient Roman through lessons on Roman culture, thought, and society, all of which will serve as a backdrop to the language and bolster our understanding of who the Romans were and how we can continue to learn from them.

Enduring Understandings

- To fully engage the great literature that we have inherited from our past is to encounter those people who have shaped the present world in which we live. The more we encounter our forebears, the greater become our acquaintance with them and the likelihood of gaining wisdom from their struggles with the question of what it means to be human. And for the western world no literature is more fundamental, no people more influential, perhaps, than those of the Classical world (viz., Greece and Rome, ca. eighth century BC–fourth century AD).
- The Latin language provides deeper understanding of and facility with both the English language and also any of the Romance languages.
- In the words of T.S. Eliot, “... we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire, and time has not yet proved Vergil wrong when he wrote *nec tempora pono: imperium sine fine dedi.*”
- The Latin language conveys syntactical function by inflection rather than by word order; Latin word order *does* something (e.g., it denotes emphasis) rather than convey meaning or function.

FINE AND PERFORMING ARTS

All true education begins in wonder and depends upon the imagination to flourish. The fine arts thus play an indispensable role in a classical liberal arts education. The seventh grade life science class has a focus on observing and drawing flora and fauna—allowing students to develop the scientific skill of observation alongside the fine arts skill of realistic drawing.

Art 8

Teacher: Shelly Bradon

When students move into the dialectic stage, the time when logic is taught at Geneva, we like to tighten our students' drawing skills as well as their use and understanding of principles and elements of design: tools for communicating visually. Our intent is to nurture self-expression while building students' visual vocabulary. Between major projects, the students are given drawing assignments designed to further strengthen their skills of observation and personal interpretation.

The eighth grade art curriculum is designed to specifically reinforce what the students are learning in Greco-Roman history. For example, in teaching symmetrical and asymmetrical balance, students learn about Greek pottery and design a vase based on what they have learned.

Enduring Understandings

- God makes things—he is creative—and we will imitate him in this. It is better to make things well than to make them poorly. This is one of the reasons we study art making.
- Art is to a large degree craft and much can be learned and practiced as a skill. Some are naturally inclined to making art; but talent matters less than hard work in learning to make art.
- It is important to develop visual literacy in order to look at and see art as it was meant to be seen by its makers. This is a skill to be mastered just as much as reading and understanding books is a skill to be mastered.

Music 7–8

Teacher: Abby Noble

*“I would teach children music, physics, and philosophy, but most importantly, music, for the patterns in music and all the arts are the keys to learning.” Plato, *The Republic**

7th Grade

The focus of music in seventh grade is to further develop the skills and practices of music literacy, through performing, moving, listening, improvising, and creating. With each skill, students will strive toward mastery of that skill, which may be achieved at different times for different students. Steps toward mastery will take multiple forms—group exercises, games, individual practice, journaling. Because all students come from varying musical experiences, cultivating a safe, supportive, and positive learning environment is essential for growth. As skills are mastered, students will be able to interact with famous compositions of the Renaissance and Baroque periods, and discuss what makes these works “great.”

8th Grade

The focus of music in eighth grade is to further develop the skills and practices of music literacy, through performing, moving, listening, improvising, and creating. With each skill, students will strive toward mastery of that skill, which may be achieved at different times for different students. Steps toward mastery will take multiple forms—group exercises, games, individual practice, journaling. Because all students come from varying musical experiences, cultivating a safe, supportive, and positive learning environment is essential for growth. As skills are mastered, students will be able to interact with famous compositions of the Classical and Romantic periods, and discuss what makes these works “great.”

Performances are ensemble-based with an emphasis on vocal development and confidence. Thus, boys and girls have separate 85-minute blocks in order to better address the different voice-changes and learning styles of boys and girls.

Enduring Understandings

- Music is a universal gift from God. It is a powerful medium by which humans reflect the beauty of their Creator.
- Music is a language that can be learned and expressed by everyone, given the right tools and vocabulary.
- Singing and music-making is a fundamentally natural human response to the beauty of God, his creation, and his

redemptive story.

- Being made in God's image, all people are uniquely gifted, and everyone's voice is valuable.
- Music creates community, and can be a powerful catalyst for realizing and affirming common human values and experiences.

Ladies Choir

8th–12th grade

Course Code: 1303360 (0.5 credit)

Teacher: Abby Noble

Sing with spirit. Sing to serve.

Ladies Choir will meet Tuesdays from 3:00 to 4:30. Ladies choir is open to eighth through twelfth grade ladies. It will be a fun, enriching, and safe place for young women to sing together in community. This ensemble will learn to read music, improve vocal technique, develop ensemble blend and balance, and rehearse a diverse selection of music written for women's voices.

Enduring Understandings

- Music is a gift from God. It is a powerful medium by which humans reflect their creator.
- Singing and music-making is a natural human response to the beauty of God, his creation, and his redemptive story.
- Being made in God's image, all people are uniquely gifted, and everyone's voice is valuable.
- Music, like other subject areas, can be challenging but is inherently rewarding.
- Music can be a powerful catalyst for creating and affirming common human values and experiences, while learning to appreciate each person's individual contribution.
- Making music is a physical activity, requiring ongoing discipline. It is a skill, taught and learned as a craft, accessible to everyone.

Drama 7–8

Teacher: Lisa Hines

Dialectic drama is a performance-based class where students are encouraged to develop their dramatic and performance skills. The students engage in a variety of theater games, playful warm-ups, improvisation, scene performance, and character development that are all designed to strengthen and develop dramatic skills including, but not limited to, spatial awareness, sensory awareness, projection, expression, physical movement, and improvisation. These skills contribute to each student's growth in self-confidence, cooperation and group-skill development, and problem-solving abilities. Throughout the class activities, students learn proper audience etiquette and how to accept and give criticism in a gracious manner. The emphasis at this grade level is on building a community of Christ-like acceptance where creative performance can flourish.

Enduring Understandings

- The main instrument of the actor is the body. Actors must cultivate basic skills such as voice, physical gestures, facial expressions, etc. in order to portray realistic characters and to communicate emotion to the audience.
- Cooperation and teamwork are essential for successful performances.
- Criticism and praise must be given and accepted with grace if an actor is to improve and grow as a performer.
- It is necessary for an actor to take risks in order to learn how to create successful performances.
- Making mistakes is a necessary part of the creative process and should not be viewed as a negative outcome.
- Everyone must work together to create a safe and accepting environment in order to cultivate creativity.

PHYSICAL EDUCATION

Physical Education 7–8

Coach: Hollie Benjumea

Seventh and eighth grade students meet for physical education once a week. This course is designed to be an active time for the students with supplemental lectures and videos. The purpose of this course is for students to reinforce physical skills, to learn basic personal health and nutrition concepts, allowing and encouraging multiple opportunities for life-long fitness. All this is designed to more effectively honor and glorify God.

Enduring Understandings

- Exposure to or even mastery of a wide variety of physical skills affords an exponential increase in opportunities to remain physically active throughout your lifetime and in turn to improve your health and quality of life.
- Physical education is about gaining understanding through muscular activity, using physical activity for service to God, relating this activity to other parts of God's creation, and knowing how physical activity forms the human being.
- Because the body is an integral part of the total human being created in the image of God, people should value the body as a God-given possession in and through which to live the Christian life in contemporary society.
- Self-knowledge, self-respect, perseverance, personal integrity, stewardship, cooperation, competition, responsibility, social justice, and social respect are useful tools for building relationships, gaining employment and maximizing ministry opportunities.

Rhetoric Course Offerings

MATHEMATICS

Geometry

Normally taken in 9th grade

Course Code: 1206310, 1206320 (Honors)

Teachers: Janet Andreasen, Christine Miller

From the Greeks, we have inherited art, literature, and democracy; but they have also given us mathematics, specifically geometry. In mathematics, God has given us a window through which to observe our intricate universe. In fact, it can be said that geometry, with its strict adherence to deduction and abstraction, was the first branch of mathematics to be discovered.

Geometry gives us the ability to think sequentially and logically. It enables us to create and appreciate beauty. In this course, students will explore the beautiful and coherent world of geometry.

We will study the basic axioms, postulates, and definitions of geometry. Students and teacher will engage in a process of discovery in which they will see the beauty of mathematics. They will work in teams to practice, discover, and problem-solve. Class time will include plenty of opportunity to practice skills, play games, and create two- and three-dimensional geometric figures using a variety of methods including construction, the method used by Euclid.

Enduring Understandings

- Geometry is a deductive system. Knowledge, therefore, proceeds from initial postulates, axioms and definitions to theorems. Because of this it has great internal cohesiveness.
- Proof is the method for determining mathematical truth beginning with geometry and proceeding to all of the fields of mathematics. Through geometry students develop deductive reasoning through the tool of the proof.
- Through geometry, we can model the physical world through the use of drawings, models, and equations. We can then use those models to solve real-world problems.
- Geometric and algebraic procedures are interconnected and build on one another. Integration of various mathematical procedures builds a stronger foundation for finding solutions.

Algebra II

Normally taken in 10th grade

Course Code: 1200330, 1200340 (Honors)

Teachers: Lou Ford, Erin Goranson

Mathematics is a wonderful God-given tool that models the relationships of nature and science. It is the language spoken by God's physical creation. We discover in mathematics a reflection of the order, rationality, and immutability found in God's own divine nature. In studying mathematics, we develop practical skills in ordering and manipulating the world around us and are able to more effectively rule over nature and benefit mankind. With these skills, we are able to develop a deeper, intuitive understanding of God himself.

Algebra II has historically been the study of advanced algebra and merging of the abstract computational tool of algebra with the spatial relationships of geometry. This advance allowed for a geometric curve to be represented by an equation, providing extraordinary insight into the properties of shapes and moving objects. This class covers the knowledge, skills, and essential ideas of advanced and geometric algebra and sets the foundation for the introduction of calculus. Special emphasis is placed on learning as a community with the understanding that mathematics in a discovery context requires practice in both the dialectic and rhetoric arts. Through valuable discussion, debate, and play students discover primary principles of Algebra II while sharing in the wonder brought about by the exploration process.

Enduring Understandings

- Algebra II coursework allows students to refine computational fluency in advanced algebra techniques while developing thorough and efficient organizational habits for computational work.
- Where appropriate, students are asked to participate in Socratic questioning and discussions. Questions of value or merit are presented, leading to thoughtful discussions designed to sharpen the student's ability to think clearly, critically, and reflectively about the immediate lesson and the fundamental ideas of the subject matter.
- Advanced algebra techniques are applied and understood in order to evaluate real-world problem solving situations. Many times these problems require persistence and the ingenuity. Explanations of problem solving methods and alternative methods presented by peers should be clear and logical.
- Learning is not a solitary activity. A community in which discussions, debate, and play are incorporated contributes to the building of habits for life-long learning.
- Mathematics is a tool that gives mankind constructs in which to understand the patterns and relationships of God's creation.

Scientific Revolution Honors

Normally taken in 11th grade. Two period class.

Course Code: 1202340 & 2003390 (1 credit each)

Teacher: Lou Ford

In Europe, following the Renaissance, amazing discoveries and mathematical insights transformed the culture. Though the ancient Greeks provided a foundation for these new ideas, Europeans had advanced only slightly in natural philosophy since the fall of the Roman Empire. The revolution in math and physics began quietly in the sixteenth century with Copernicus but accelerated in the seventeenth century culminating in Isaac Newton's Principia Mathematica Philosophiae Naturalis (Mathematical Principles of Natural Philosophy). The new intellectual framework for studying the world gave birth to modern science which has profoundly impacted not just how our society lives, but how it thinks. This class will trace these developments in detail and rigorously study the quantitative methods, analysis, and arguments that formed the backbone of the scientific revolution. This will require the students to attain a high degree of proficiency in the mathematics of polynomial, rational, trigonometric, exponential, and logarithmic functions as well as develop competence with basic calculus techniques. They will learn to utilize mathematics to understand and explain physical situations and their causes through the concepts of force, momentum, and energy. They will also evaluate the new ideas associated with controversies in the scientific revolution such as the role of natural laws and the mechanical philosophy, the relationship between body and soul, and the use of method for establishing truth.

Enduring Understandings

- Those who laid the foundations of mathematics and natural science, such as Galileo, Pascal, and Newton, have continued relevance to the contemporary conversation and should be studied as holistic thinkers.
- The Lordship of Christ over all of creation is meaningful for mathematics and natural science. The rise of modern science is not an unalloyed good free from cultural assumptions and practices but is accompanied by both good and bad elements.
- Mathematical physics seeks to describe true and beautiful harmonies within creation such as those associated with force, mass, energy, momentum, and charge. But it is not capable of arriving at absolute, universal, or God-like knowledge of reality.
- The history of discovery offers insight into the justification of knowledge as it reflects a conversation between natural science and natural history governed by natural philosophy.
- An interdisciplinary approach to natural science and mathematics affords not only greater integration with other subjects but also deeper insights into the disciplines themselves.
- Late modern science need not elicit skepticism if early modern science is not dogmatic.

Scientific Revolution Dual Credit

Normally taken in 11th grade. Two period class.

Course Code: 1202340 & PHYC053 (1 credit each)

Minimum Prerequisites: Algebra II (B+), Cum GPA (3.0), 10th grade PSAT math score (570)

Teacher: Ravi Jain

In Europe, following the Renaissance, amazing discoveries and mathematical insights transformed the culture. Though the ancient Greeks provided a foundation for these new ideas, Europeans had advanced only slightly in natural philosophy since the fall of the Roman Empire. The revolution in math and physics began quietly in the sixteenth century with Copernicus but accelerated in the seventeenth century culminating in Isaac Newton's *Principia Mathematica Philosophiae Naturalis* (Mathematical Principles of Natural Philosophy). The new intellectual framework for studying the world gave birth to modern science which has profoundly impacted not just how our society lives, but how it thinks. This class will trace these developments in detail and rigorously study the quantitative methods, analysis, and arguments that formed the backbone of the scientific revolution. This will require the students to attain a high degree of proficiency in the mathematics of polynomial, rational, trigonometric, exponential, and logarithmic functions as well as develop competence with basic calculus techniques. They will learn to utilize mathematics to understand and explain physical situations and their causes through the concepts of force, momentum, and energy. They will also evaluate the new ideas associated with controversies in the scientific revolution such as the role of natural laws and the mechanical philosophy, the relationship between body and soul, and the use of method for establishing truth. The culminating exam will require the students to justify the truth of Newton's description of the power of gravity using observations, mathematical reasoning, and interdisciplinary assumptions. The class will study these topics at a level similar to a college-level general physics with calculus-mechanics course.

Enduring Understandings

- Those who laid the foundations of mathematics and natural science, such as Galileo, Pascal, and Newton, have continued relevance to contemporary discussions of math and science and should be studied as holistic thinkers.
- The Lordship of Christ over all of creation is meaningful for mathematics and natural science. The rise of modern science is not an unalloyed good free from cultural assumptions and practices but is accompanied by both good and bad elements.
- Mathematical physics seeks to describe true and beautiful harmonies within creation such as those associated with force, mass, energy, and momentum. But it may not be capable of arriving at absolute, universal, or God-like knowledge of reality.
- The history of discovery offers insight into the justification of knowledge as it reflects a conversation between natural science and natural history governed by natural philosophy.
- An interdisciplinary approach to natural science and mathematics affords not only greater integration with other subjects but also deeper insights into the disciplines themselves.
- Technology impacts culture because, "We shape our tools, thereafter our tools shape us."

Functions, Probability, and Statistics Honors

Normally taken in 12th grade

Course Code: 1210300

Teacher: Erin Goranson

Statistics is known as the science of data collection. Just as many fields of science use the scientific method to form conclusions of hypotheses based on experimentation, statistical analysis follows a similar process of observations, forming hypotheses, developing experiments, and accurately interpreting and presenting data to form conclusions. Statistical modeling provides quantifiable, empirical data that presents correlations and relationships within data and allows professionals to develop predictions based on current outcomes or trends with varying degrees of confidence.

As an introductory statistics course, this course will present how to form statistical hypotheses, accurately collect appropriate and unbiased data from experimentation or data collection, explore the various ways of analyzing data, and develop statistical reasoning skills. Often viewed as an objective form of mathematics, students will develop an understanding that statistics can be very subjective and oftentimes misleading depending on how data is collected and interpreted.

During the first nine weeks we will be incorporating SAT mathematics subject matter into the statistics course to help

students prepare to take the exam. We will be studying test-taking and problem-solving strategies as well as reviewing all previous mathematical topics including Pre-Algebra, Algebra I, Algebra II, Geometry, and Pre-calculus coursework. Students will enhance their testing efficiency with specific strategies regarding the use of graphing calculators.

Enduring Understandings

- In the first nine weeks, we will review test-taking strategies and skills for the SAT mathematics test. The SAT mathematics test covers all skills from previous coursework including Pre-Algebra, Algebra I, Algebra II, Geometry, and Pre-calculus.
- Statistical analysis and graphic displays often reveal patterns in seemingly random data or populations, enabling predictions with varying degrees of confidence. The message conveyed by the data depends on how the data is collected, represented, and summarized.
- Statistical analysis and modeling can be utilized to argue or refute theories in a variety of disciplines. The process of accurate modeling includes the knowledge of valid experiments, creating statistical hypothesis, design an experiment, and correctly interpret data with reasonable arguments using logical inductive and deductive skills.
- Statistics utilizes mathematical processes of problem solving, communication, reasoning, representations, and technology to solve problems and communicate results clearly.
- Solving statistical problems requires an understanding of spatial sense, geometric properties, measurement, patterns, functions, statistics, probability, and simple algebraic concepts.

AP Calculus AB

Normally taken in 12th grade

Course Code: 1202310

Minimum Prerequisites: Pre-calculus Hons (B+), Cum GPA (3.0), 11th grade PSAT math score (570)

Teacher: Christine Miller

Calculus arose out of the scientific revolution of the 1600s and is an expressly unique mathematical tool that uses the principles of zero and infinity to efficiently determine exact answers to problems that could only be solved as laborious approximations beforehand. The elegance, simplicity, and raw computational power of calculus served as the fuel for the rapid and profound advances in the physical sciences and thus significantly shaped the philosophy and culture of the modern Western world.

As the culminating mathematics high school class, students will be expected to think deeply about the mathematics and tackle problems of greater complexity than they have in the past. From the first day, students will learn to look at problems from a variety of angles and determine appropriate methods for solving them. My hope is that they will discover the beauty of the calculus and see the world through this new lens.

We will walk together through the basic ideas of the calculus; beginning with the limit, continuing on with the derivative and concluding with the integral. Every day students will work, play and learn together. We will approach learning as a communal endeavor with the teacher as facilitator and guide helping students to discover and appreciate the beauty of the calculus.

Enduring Understandings

- Patterns, functions and relationships can be represented graphically, numerically, symbolically or verbally.
- The derivative represents a rate of change and may be used to find local linear approximation. It may be applied to solve a variety of problems.
- The definite integral may be understood both as a limit of Riemann sums and as the net accumulation of change and can be used to solve a variety of problems.
- The relationship between the derivative and the definite integral is understood through the Fundamental Theorem of Calculus.
- Technology should be used not to replace mental math and paper and pencil computation, but to enhance understanding of mathematics and the power to use mathematics.
- The study of calculus is a human endeavor born in a particular time and place that can allow us to more fully understand the universe and worship the God who created it.

AP Calculus BC

Normally taken in 12th grade

Course Code: 1202320

Minimum Prerequisites: Pre-Calc Hons (B+), Cum GPA (3.0), 11th grade PSAT math score (600)

Teacher: Ravi Jain

This class will explore the themes of Calculus II and teach students to master its techniques. There are at least five loci on which we will focus: the calculus of transcendental functions, volumes of solids, advanced calculus techniques, infinite power series, and the calculus of polar coordinates. By studying these topics and through the use of practice problems this class will prepare the students to take the AP Calculus BC examination in May. As we study these interesting concepts in mathematics we will also consider the implications of their discoveries. We will explore the thought of men such as Plato, Leibniz, Pascal, Descartes, and Euler and follow how their mathematics, philosophical ideas, and religious beliefs impacted each other and the culture. While much early modern mathematics established the hegemony of autonomous reason, by the nineteenth and twentieth centuries, mathematics had inadvertently come to undermine its own preeminence. Mathematics has often been upheld as a paradigm of certainty, but over the past century developments such as Chaos Theory, Godel's Incompleteness Theorem, and Non-Euclidean Geometry have shaken these assumptions. This class will highlight a biblical perspective in these matters and nurture a Christian approach to mathematics, reason, and reality in the twenty-first century.

Enduring Understandings

- The careful and rigorous attention to quantitative demonstrations like the proof of Euler's theorem accustoms the mind to seeing perfection and necessary connections, a skill central to all rational thinking as envisioned by Plato.
- Mathematical advances are alternately driven by physical applications, such as finding the volumes of solids of rotation, and the search for coherence reflecting the traditional distinction between real being and beings of reason, Gabriel's Horn for example.
- The calculation of infinite sequences and series reflects the interplay between the one and the many, the discrete and the continuous, seen in the work of Newton and Leibniz.
- The univocal assumptions adopted in the early modern period crumbled into postmodern anti-realism somewhat influenced by nineteenth and twentieth century mathematics such as Non-Euclidean Geometry, Godel's Incompleteness Theorem, and Chaos Theory.
- Jesus Christ, as the incarnate logos and a person of the Trinity, is the locus and model of reconciliation for the mathematical and empirical, the one and the many, and quantity and quality, as suggested in Colossians 1:15–20.
- Submitting our knowing selves to Christ's lordship includes the cultivation of good habits, fitting emotions, and true beliefs regarding natural reality and mathematical truth. This includes the proper delight in the beauty of the designs sketched using polar functions.
- Mathematics properly pursued should lead us to wonder, work, wisdom, and worship.

SCIENCE

Biology Honors

Normally taken in 9th grade

Course Code: 2000320

Teacher: Robbie Andreassen

Biology is a course that will survey the study of life. We will explore the characteristics and nature of living organisms. In the first semester we will explore the historical divisions of living things: humans, animals, and plants. Students will learn the attributes of living things by studying the human body, rat dissection, and understanding how the systems of the body are integrated together. From there we will see how these attributes are manifested throughout the diversity of the animal and plant kingdoms. During the course of the first semester students will discuss how the study of these subjects has changed from the time of the ancient Near East to the Middle Ages along with how the discipline of natural philosophy has changed over time.

In the second semester we will see how the study of biology changed because of the discovery of cells. Ecology is studied in the context of a week-long camping trip to the Everglades. Following this study of diversity we discuss how the theory

of evolution developed since the scientific revolution in order to try to explain the diversity of life. Finally, the recent developments of theories of inheritance and the cellular processes that exist within cells will be studied and explored. The course culminates in discussion about the adequacy of mechanistic, evolutionary processes for explaining everything that is understood about biology.

Throughout this year, expect interconnections with English, Western civilization, and rhetoric classes.

Enduring Understandings

- Living organisms integrate a variety of structures to carry on the functions of life.
- Organisms are interconnected with other organisms and their environments.
- Biology is tied to the historical narrative that shapes who we are as we study nature.
- Biology as a science is a way of knowing characterized by observation, induction, comparison, and narrative that is distinct from the physical sciences.
- Biology demonstrates the intricacies and complexities of God's creation through the interaction of information, molecular systems, organisms, and their environments.

Chemistry Honors

Normally taken in 10th grade

Course Code: 20003350

Teacher: Stephanie Orndorff

The world is full of intriguing phenomena. To understand what is happening at the visible level you must understand what is happening at the atomic level. A firm understanding of the topics presented in this course will allow for an easy transition to the study of any of the modern sciences, engineering, or medicine. For the future non-scientist, this study will provide an understanding both of what science is and will aim to instill a sense of wonder and awe for the created world.

Students in this course gain a profound understanding of the world in which they live, both the parts they can see and the parts they cannot. They characterize matter both quantitatively and qualitatively, learn various models that describe the nature of matter and chemical bonding, and explore the nature of atoms. The ability to gain knowledge by analyzing data is also a recurring theme. Where possible, attention is given to scientific and ethical issues, and the intersections of science and religion.

Course information is presented in lecture form, guided inquiry, and inquiry. Scientific phenomena is also demonstrated in class either by the instructor or in the form of student laboratory investigation. The class celebrates the study of science with a mole day party (10/23), participates in various scientific experiments, and studies the impact of gas laws on bottle rockets. This course is designed in the hope that students find it both interesting and challenging, and that they use it as a microscope to peer into the beauty of God's creation.

Enduring Understandings

- Most everything we observe, chemically speaking, can be explained through the use of models at various scales.
- All matter is made up of atoms. This matter undergoes chemical and physical changes and can be understood in both quantitative and qualitative ways. All of these changes also involve changes in energy.
- Chemistry has a rich history that includes both negative and positive interactions with society.
- Chemistry also has a rich future that includes both negative and positive interactions with society.
- Chemistry, and more broadly speaking science, does not stand in opposition to faith. Instead, it can and should work in concert with faith in an attempt to understand the mysteries of God's creation.

Scientific Revolution Honors

Normally taken in 11th grade

This course is a combined two-period math and science class for juniors. See course description on page 18.

Scientific Revolution Dual Credit

Normally taken in 11th grade

This course is a combined two-period math and science class for juniors. See course description on page 19.

Central Florida Natural History Honors

Normally taken in 12th grade

Course Code: 2002450

Teacher: Matthew Clark

Central Florida Natural History will focus on getting outside and seeing things where they live. The environs surrounding the school are richer in life than we typically imagine. Within a half-mile of campus there are dozens of insect, arthropod, mollusk, mammal, reptile, fish, bird, tree, vine, fern, and “weed” species. We are just accustomed to ignoring them! This class is interested in seeing and understanding them.

We will be interested in observing things very closely. In order to do this we will make collections of plants and animals both live and preserved. The class will work together to construct plant presses to preserve and collect plant specimens. It will also construct a large specimen box to house the insects collected as a part of the class. In addition to collecting specimens, we will be constructing and keeping a detailed natural history fieldbook/sketchbook. This book will serve as the repository of all the close observations students make of the various things we collect or bring inside to observe.

Enduring Understandings

- In order to love a place (and it is proper to love the place where one lives), it is necessary to be able to name and understand the non-human things that also live in that place.
- Central Florida is home to an enormous variety of living things. These things do not confine themselves to “wild” areas; they live all around us at all times of the year.
- Beauty is common, but it is not always easy to see. One has to look, know where to look, and know how to see the beauty that lives there.

Anatomy & Physiology Dual Credit

Normally taken in 12th grade

Course Code: BSCC093

Minimum Prerequisites: Biology & Chemistry Honors (B+), Cum GPA (3.0)

Teacher: Robbie Andreassen

Anatomy and Physiology is an advanced science course that is designed to be a sort of pre-pre-med course. If you are interested in any career in medicine, then this course will give you a thorough introduction to it. If you are not interested in a career in medicine but would like to have a better understanding of the human body, its movement, and medical language, then this course is also for you. This course will study human anatomy and physiology, the parts and functions of the body. Students will also learn basic medical terminology. Students who are skilled in language, particularly Latin, will find practical application for such knowledge in this course. Dissection and practical evaluations of a sheep’s heart and internal mammalian anatomy will happen in the second and third quarters. As we survey the organ systems of the body, students will learn about disease processes in that system, and we will also discuss ethical issues surrounding the body including transhumanism, homosexuality, sexual ethics, and transgender issues. All of this is completed in the first three quarters.

The final quarter is the quarter of integration. Students are introduced to four basic medical charts: history and physical, operative report, consult, and discharge summary. Students are also taught basic techniques for suturing. Each group receives a new cat that they will perform specific surgeries upon, e.g. leg disarticulation amputation. Students then need to create the story of why their patient needed this procedure in the format of the aforementioned medical charts. Each group then presents their case to the class and teacher as though speaking with medical professionals and is cross-examined regarding their understanding of anatomy, physiology, and disease process as well as their appropriate use of medical terminology.

Enduring Understandings

- The structures of the human body give rise to a functioning, integrated system.
- Disease disrupts the functioning of this integrated system.
- A human being bears the image of God in their essence and not in their functions.
- Grow in skills for dissecting and observing specimens.

AP Chemistry

Normally taken in 12th grade

Course Code: 2003370

Minimum Prerequisites: Chemistry Honors (B+), Cum GPA (3.0), 11th grade PSAT math score (600)

Teacher: NOT OFFERED THIS YEAR

Some might ask why a Christian classical school like The Geneva School would offer an AP Chemistry class, but the answer is quite simple. The course that the College Board designed is academically rigorous and can greatly benefit those students who plan further study in the hard sciences after high school. Topics covered will include properties of matter, atomic structure, bonding, stoichiometry, kinetics, equilibrium, acid-base reactions, thermochemistry, basics of organic chemistry, and electrochemistry. These topics and related skills are the foundation to modern chemistry and will serve as a backdrop for all students' future science endeavors. In an effort not to "reinvent the wheel" we offer this course designed by the College Board, but from our own historic Christian view point, as a way for students to grow in their understanding of the material world and develop the required skills to practice the discipline of science.

The structure of the classroom will be primarily discussion-based. Students will have a great opportunity to participate in class discussions. Homework will consist of reading checks, watching supplemental lectures online, practice problems from the book, and completing practice tests. Special attention will also be given to labs which will be delivered in a guided-inquiry format. Students will begin each lab period by mastering the particular skills needed, then will develop and implement their own experiment. This course is incredibly challenging both in the breadth and depth of topics covered and knowledge that will be required by the end of the year. Yet the student who finishes the course will find it quite rewarding as they see the world differently and ultimately get a deeper view of God's beauty.

Enduring Understandings

In addition to the big ideas, scientific practices and further details outlined by the College Board, it is the goal of this particular course and instructor that students should grasp these specific enduring understandings related to our view of chemistry at The Geneva School:

- To understand the physical world, a student must understand chemistry. It is the central science, and without it, neither biology nor physics can be fully grasped.
- The answers given by the study of chemistry do not negate answers provide by other pursuits (philosophical or theological) but work in a very important way to support them.
- It is only recently that scientists have taken to studying science and science alone. In truth, science and faith aren't exclusive; but they aren't the same thing either. They represent different ways of knowing and they answer fundamentally different questions.
- We are studying the natural world and answering questions regarding the natural world when we study chemistry.
- Chemistry, and more broadly speaking science, does not stand in opposition to faith. Instead, it can and should work in concert with faith in an attempt to understand the mysteries of God's creation.

AP Physics C - Electricity and Magnetism

Normally taken in 12th grade

Course Code: 2003425

Minimum Prerequisites: Sci Rev (B+), Cum GPA (3.0), 11th grade PSAT math score (600)

Teacher: Ravi Jain

This class sequentially follows the previous course in the scientific revolution. It will trace the eighteenth and nineteenth century developments in electricity and magnetism leading to the discovery of the nature of light. The class will prepare the students to take the AP Physics C-Electricity and Magnetism examination in May and must be taken concurrently with the AP Calculus BC. The electromagnetic conclusions regarding light provided the necessary foundations for Einstein's discovery of the Theory of Relativity, which overthrew the Newtonian paradigm. The first scientific revolution inspired early modern philosophers, notably John Locke, to develop a rigorous empirically-inspired foundation for society. On the other hand, the surprising results of relativity theory and quantum physics during the twentieth century startled many and contributed to the erosion of the ideas of modernity. Relativism had already taken root philosophically, but its champions annexed, often inadvisedly, developments in the twentieth century, such as chaos theory and relativity theory, to bulwark their claims. Thus

the twentieth century has witnessed the rise of both scientism and postmodernism as two divergent approaches to truth in reality. This class will seek to highlight a biblical perspective in these matters and engender a Christian approach to science and knowledge in the twenty-first century. As in Scientific Revolution, this class will continue to challenge the student with many new topics in physics and mathematics and will expect students to justify their knowledge through proofs, demonstrations, and persuasive arguments.

Enduring Understandings

What is Real?

- The univocal assumptions adopted in the early modern period about reality, truth and knowing crumbled into postmodern anti-realism strongly influenced by eighteenth through twentieth century physics, including the ontology of the continuous field, relativity theory, and quantum physics.
- Christian metaphysics provides the foundation necessary for natural science and natural philosophy and guards our thoughts from subtle but corrosive falsehoods and idols.
- Jesus Christ as the *incarnate logos* and a *person of the Trinity*, is the locus and model of reconciliation for *the mathematical and empirical, the one and the many, and quantity and quality*, as suggested in Colossians 1:15–20.

How do we Know it?

- The quantitative nature of reality can be discovered by the careful mathematical observation of five key phenomena in electricity and magnetism, which also trains the mind for further empirical thinking. These five phenomena are: static point charges, parallel plate capacitors, circuits, two parallel current carrying wires, a moving magnet's influence on a loop of wire.
- Scientific advances are alternately driven by new observations and the search for coherent representations of such and reflect the traditional distinction between real being and beings of reason. Thus how should we consider Einstein's assertion of the reality of electric and magnetic fields and does that suggest that electric flux is also a real being.

How then shall we Live?

- Submitting our knowing selves to Christ's lordship includes the cultivation of good habits, fitting emotions, and true beliefs regarding natural reality and mathematical truth. This includes a wonder towards the conclusions of the relativity of space and time as demonstrated by Einstein.
- Natural Science properly pursued should lead us to wonder, work, wisdom, and worship.

ENGLISH LANGUAGE & LITERATURE

English I Honors

Normally taken in 9th grade

Course Code: 1001320

Teacher: Scott Forrester

"Become what you are." – Pindar

The Greek poet Pindar knew that a man is always in the process of becoming something other than what he currently is. Man is destined for, created for, something more than mere existence. As Christians we know what that "something more" is—*viz.* the perfect humanity of Jesus Christ. This is why we study the liberal arts—so called because they liberate the mind enslaved by ignorance, parochialism, indolence, and pride. As Russell Kirk expresses it, we read to impart "both order and freedom to the intellect." CS Lewis agrees, pointing out that reading "the old books," also provides a corrective to "the characteristic mistakes of our own period." We read medieval and Renaissance literature because it enables us to look at ourselves from outside of ourselves, to look at our age from outside of our age, and to take a step closer to becoming in actuality what we are in Christ—truly human.

To this end, students in English I (Honors) will study several major works of literature, beginning with tales of Northern European mythology, followed by *Beowulf*, *Sir Gawain and the Green Knight*, *Sir Orfeo*, Dante's *Divine Comedy*, Book I of *The Faerie Queene*, and Shakespeare's *A Midsummer Night's Dream*, as well as selections of other representative poems and writings of the medieval and Renaissance period. In the midst of these works students will also read Professor Tolkien's *The Lord of the Rings*, completing the great tale they began with their summer reading of *The Fellowship of the Ring*, in *The Two Towers* and *The Return of the King*.

Students will also continue to develop their writing skills by writing expositions, comparisons, poetry, and analyses. In this way, students learn to write well-ordered, carefully-worded prose and verse that express ideas vividly and present arguments in a logical and persuasive manner.

In addition, to the disciplines of reading and composition, we desire to enable students to develop mental prowess and skills of oratory. The goal is not to make of every student a Cicero, but to help them discipline their minds and order their speech such that they are able to acquit themselves well publicly. To this end, students will be required to memorize and recite poetry on a regular basis throughout the year, learning and expressing, as Samuel Taylor Coleridge put it, “The best words in the best order.”

Enduring Understandings

- As human beings made in the image of the Creator, we, too, create. The “Godspell,” as the Anglo-Saxon renders it, of creation, fall, redemption, and glory is the story God has written on our hearts, and that story, through faith in Christ, is one whose origins and “happily ever after” are rooted in the reality and eternity of heaven.
- Virtue is the result of ongoing practice, steady, slow, often painful practice, which we find both positively and negatively exemplified in great literature.
- A Christian understanding of the world coupled with faithful Christian practice enables us to recognize the voice of God in writing of pagan cultures.
- Literature can reveal a great deal about specific cultures or time periods, as well as speak to greater biblical truths. It is significant that Article 2 of the Belgic Confession, in reminding us of the means by which we can know God, compares the universe before us to “a beautiful book in which all creatures, great and small, are as letters to make us ponder the invisible things of God.”

English II Honors

Normally taken in 10th grade

Course Code: 1001350

Teacher: Laura Grace Alexander

Tenth grade English examines British literature of the seventeenth, eighteenth, and nineteenth centuries, tracing the way the traditions of epic poetry—studied in eighth and ninth grade—influence later literature, particularly Milton’s *Paradise Lost*. As the students approach the dawn of Modernity in their history classes, they will witness in this course the effects of the Reformation, Renaissance, Enlightenment, and Industrial Revolution on literature such as poetry and drama by Shakespeare, metaphysical poetry by Donne and Herbert, Romantic poetry by Blake, Wordsworth, and Coleridge, and novels by Shelley, Dickens, and Charlotte Brontë.

The overarching question that we will wrestle with in this course is: *What does it mean to be human?* These authors answer this question in numerous ways, but all of them, Christian and non-Christian alike, reveal something of what is true about the nature of man as he was designed to be and as he is in his fallen state. Through collaborative learning, seminar discussion, lecture, hands-on projects, and writing, students will not only gain a clearer understanding of these seminal works in the Western literary canon but also a clearer self-understanding of how to live more fully and truly as human beings. Thus the course seeks through the reading, study, and discussion of great literature to fulfill in part the mission of The Geneva School, namely, to guide students in loving beauty, thinking deeply, and pursuing Christ’s calling.

Enduring Understandings

- Close examination of great literature provides rich opportunities for the careful reader to analyze and evaluate themes, as well as the motivations, actions, and outcomes of characters and authors, which may have profound implications for his or her own life in light of biblical truth.
- An author’s writing is affected by his (or her) life experiences and societal influences; therefore, as we explore literature, we must take note of an author’s historical and cultural milieu out of which his worldview arises.
- Each author has a purpose for writing which may be to expose injustice or hypocrisy, to persuade for change, to communicate information, or simply to entertain. It is important to recognize an author’s purpose.
- A work of literature should be approached with curiosity, open-mindedness, and humility.
- When reading great literature, be it fiction, non-fiction, drama, or poetry, we delight in both the creative use of language and in a work’s enduring themes.
- Because human beings were designed to live in community, clear oral and written communication is a fundamental

necessity, so we strive to increase our vocabulary, to be precise in grammar and diction, and to communicate our ideas in a winsome and persuasive manner.

- Learning is a communal endeavor.

English III Honors

Normally taken in 11th grade

Course Code: 1001380

Teacher: Mandy Turnbull

English III is designed to provide students with an overview of and appreciation for American literature and teach them to write analytically about literature. This course will train students to read closely in a variety of literary forms including novels, short stories, poems, and plays. Students will then be asked to analyze and write about the author's purpose, recognizing how the author uses literary devices to achieve that purpose and to communicate ideas and experiences to the reader. As a study of literature, the course will ask students to continually contemplate the value of story and how we understand and evaluate the things we read.

Our over-arching question for the year seeks to examine how our literature reflects the American experience and identity. Art emerges from and naturally bears the marks of the society in which it is created. It reflects and speaks to the strengths, values, and dreams of that culture as well as its weaknesses, failures, and fears. Therefore, as a study of American literature in particular, this course will familiarize students with a number of great works and influential movements in the American literary tradition. We will use our study of these works to address the overriding questions, "how has our art reflected the American experience?" and thus, "what does it mean to be an American?" Though students are encouraged to refer continually to these questions and attempt their own answers, this course approaches these questions by recognizing that the American identity, as expressed in our literature, bears the hallmarks of its Puritan legacy, its veneration of rugged individualism, and its history of slavery and racial inequality. These forces have shaped and indelibly marked us, and they recur frequently in our best stories and poems, forever defining and shaping our understanding of the American Dream.

Enduring Understandings

- Good reading requires an active and inquisitive mind and a willingness to accept the text in the spirit in which it was offered. Close reading of literary texts requires an easy command of literary devices, genres, and methods, and the perception to see how an author uses those to convey meaning.
- Writing is a process that requires frequent revision and revisiting. Its goal is to communicate clearly and persuasively stories or ideas that have value.
- "Literature" is notoriously hard to define or delimit, but in this class we will understand literature as a written work that demonstrates artistry, that rewards multiple readings, that is always rooted in a historical and ideological context, but that transcends that context to speak to larger questions of human experience and imagination.
- American literature broadly addresses the question, "What does it mean to be an American?" The American identity, as expressed in our literature, bears the hallmarks of its Puritan legacy, its veneration of rugged individualism, and its history of slavery and racial inequality.

AP English Literature and Composition

Normally taken in 11th grade

Course Code: 1001430

Minimum Prerequisites: English II Honors (B+), Cum GPA (3.0), 10th grade PSAT evidenced based reading and writing score (550)

Teacher: Mandy Turnbull

This AP English Literature and Composition course is designed to do two things: (1) to prepare students to pass the AP English Literature and Composition exam, and (2) to provide students with an overview of and appreciation for American literature. As preparation for the AP Literature exam, this course will teach students to read closely in a variety of literary forms including novels, short stories, poems, and plays. Students will then be asked to analyze and write about the author's purpose, recognizing how the author uses literary devices to achieve that purpose and to communicate ideas and experiences to the reader. As a study of literature, the course will ask students to continually contemplate the value of story and how we understand and evaluate the things we read.

Our over-arching question for the year seeks to examine how our literature reflects the American experience and identity. Art emerges from and naturally bears the marks of the society in which it is created. It reflects and speaks to the strengths, values, and dreams of that culture as well as its weaknesses, failures, and fears. Therefore, as a study of American literature in particular, this course will familiarize students with a number of great works and influential movements in the American literary tradition. We will use our study of these works to address the overriding questions, “how has our art reflected the American experience?” and thus, “what does it mean to be an American?” Though students are encouraged to refer continually to these questions and attempt their own answers, this course approaches these questions by recognizing that the American identity, as expressed in our literature, bears the hallmarks of its Puritan legacy, its veneration of rugged individualism, and its history of slavery and racial inequality. These forces have shaped and indelibly marked us, and they recur frequently in our best stories and poems, forever defining and shaping our understanding of the American Dream.

Enduring Understandings

- Good reading requires an active and inquisitive mind and a willingness to accept the text in the spirit in which it was offered.
- Close reading, a skill that the AP exam tests, requires an easy command of literary devices, genres, and methods, and the perception to see how an author uses those to convey meaning.
- Writing is a process that requires frequent revision and revisiting. Its goal is to communicate clearly and persuasively stories or ideas that have value.
- Writing for the AP English Literature and Composition exam requires the ability to respond to a writing prompt with a well-organized essay that uses tools of literary analysis and examples from literature with which the student is familiar.
- “Literature” is notoriously hard to define or delimit, but in this class we will understand literature as a written work that demonstrates artistry, that rewards multiple readings, that is always rooted in a historical and ideological context, but that transcends that context to speak to larger questions of human experience and imagination.
- American literature broadly addresses the question, “What does it mean to be an American?” The American identity, as expressed in our literature, bears the hallmarks of its Puritan legacy, its veneration of rugged individualism, and its history of slavery and racial inequality.

English IV Honors

Normally taken in 12th grade

Course Code: 1001410

Teacher: Scott Forrester

“Men do not make laws. They do but discover them.” – Calvin Coolidge

English IV (Honors) at The Geneva School is a culminating English course that allows our seniors to encounter important writing of the past and present in order to reflect on the specifically Christian and classical education they’ve received and to consider seriously the role that they and their education play in the modern world.

As President Coolidge pointed out, the world is something we encounter, not make. This view is contrary to the prevailing “winds of doctrine” which declare the malleability of human nature, subject truth to the will of men, and proclaim mastery over nature. Coolidge’s observation is one that has its roots in a long history of philosophy and literature that recognizes man’s place in the universe as subject to truths outside himself, inherent realities of creation, self-evident verities.

In this day and age, then, when such verities are denied and the tradition which communicates them is under attack, what does it mean to receive a “Christian classical education”? How do we live in the midst of this ideological conflict? How have these traditions informed our civic responsibilities and what is replacing them now? Does truth exist? Are there really what TS Eliot called “permanent things”? Does it matter? What are the challenges and pitfalls of being human in this digital age?

Student reading will address these and other enduring questions, chosen with the aim of teaching students to address topics across the humanities and sciences, primarily in short essays, employing the rhetorical and intellectual skills they have developed during their years at The Geneva School, as well as throughout this course. To accomplish this, we will learn to read with critical attention to an author’s purpose, the occasion of the address, the audience being addressed, and the author’s tone. We will gain fluency in writing by regular practice writing essays of argument, analysis, and synthesis.

Highlights of the class include analysis and discussion of the summer’s reading of C. S. Lewis’ *Till We Have Faces* as a

work in which the Christian and classical traditions cohere and as an introduction to our investigation of the formative importance of story—and specifically myth and fairy tale—to our humanity, collaboration with history and science classes in reading and analyzing essays of import to modernity, study of various academic and literary works of mostly 20th and 21st-century provenance which ask important questions regarding the meaning and importance of living in our age, as well as frequent and active class discussion and (conditions permitting) our annual trip to the Orlando Shakespeare Theater.

Enduring Understandings

- Good reading requires an active and inquisitive mind and a willingness to accept the text in the spirit in which it was offered.
- Close reading requires attentiveness to the author’s purpose and to the structures and rhetorical devices he uses to further that purpose.
- Writing is a process that requires frequent revision and revisiting. Its goal is to communicate clearly and persuasively stories or ideas that have value.
- Academic writing involves first becoming conversant with a topic, then entering the conversation by responding to what others are saying with a thesis of your own, and arguing that thesis using reasoning and evidence appropriate to your subject and audience.
- The class continues training in three kinds of academic writing: argumentative essays that advance a thesis with clear reasoning and appropriate evidence, analytical essays that explain the means an author uses to further her purpose, and synthetic essays that build an argument incorporating multiple sources that the text provides.
- Nearly all forms of communication—the spoken or written word, the still or moving image, and others—spring from a context, aim at an audience, and are driven by a purpose. Being aware of this makes you a more discerning reader, listener, or viewer, and a better writer.

AP English Language and Comprehension

Normally taken in 12th grade

Course Code: 1001420

Minimum Prerequisites: AP English Literature or English III Honors (B+), Cum GPA (3.0), 11th grade PSAT evidenced based reading and writing score (550)

Teacher: Scott Forrester

“Men do not make laws. They do but discover them.” – Calvin Coolidge

The Geneva School AP English Language and Composition course is designed to do two things: to prepare students for the AP English Language and Composition exam and to function as a culminating English course that allows our seniors to encounter important writing of the past and present in order to reflect on the specifically Christian and classical education they’ve received and to consider seriously the role that they and their education play in the modern world.

As President Coolidge pointed out, the world is something we encounter, not make. This view is contrary to the prevailing “winds of doctrine” which declare the malleability of human nature, subject truth to the will of men, and proclaim mastery over nature. Coolidge’s observation is one that has its roots in a long history of philosophy and literature that recognizes man’s place in the universe as subject to truths outside himself, inherent realities of creation, self-evident verities.

In this day and age, then, when such verities are denied and the tradition which communicates them is under attack, what does it mean to receive a “Christian classical education”? How do we live in the midst of this ideological conflict? How have these traditions informed our civic responsibilities and what is replacing them now? Does truth exist? Are there really what TS Eliot called “permanent things”? Does it matter? What are the challenges and pitfalls of being human in this digital age?

Student reading will address these and other enduring questions, chosen with the aim of teaching students to address topics across the humanities and sciences, primarily in short essays, employing the rhetorical and intellectual skills they have developed during their years at The Geneva School, as well as throughout this course. To accomplish this, we will learn to read with critical attention to an author’s purpose, the occasion of the address, the audience being addressed, and the author’s tone. We will gain fluency in writing by regular practice writing essays of argument, analysis, and synthesis.

Highlights of the class include analysis and discussion of the summer’s reading of C. S. Lewis’ *Till We Have Faces* as a work in which the Christian and classical traditions cohere and as an introduction to our investigation of the formative importance

of story—and specifically myth and fairy tale—to our humanity, collaboration with history and science classes in reading and analyzing essays of import to modernity, study of various academic and literary works of mostly 20th and 21st-century provenance which ask important questions regarding the meaning and importance of living in our age, as well as frequent and active class discussion and (conditions permitting) our annual trip to the Orlando Shakespeare Theater.

Enduring Understandings

- Good reading requires an active and inquisitive mind and a willingness to accept the text in the spirit in which it was offered.
- Close reading for the AP English Language and Composition exam requires attentiveness to the author’s purpose and to the structures and rhetorical devices he uses to further that purpose.
- Writing is a process that requires frequent revision and revisiting. Its goal is to communicate clearly and persuasively stories or ideas that have value.
- Academic writing involves first becoming conversant with a topic, then entering the conversation by responding to what others are saying with a thesis of your own, and arguing that thesis using reasoning and evidence appropriate to your subject and audience.
- The AP English Language and Composition exam tests three kinds of academic writing: argumentative essays that advance a thesis with clear reasoning and appropriate evidence, analytical essays that explain the means an author uses to further her purpose, and synthetic essays that build an argument incorporating multiple sources that the test provides.
- Nearly all forms of communication—the spoken or written word, the still or moving image, and others—spring from a context, aim at an audience, and are driven by a purpose. Being aware of this makes you a more discerning reader, listener, or viewer, and a better writer.

HISTORY & SOCIETY

Western Civilization I Honors

Normally taken in 9th grade

Course Code: 2100460

Teacher: Colby Painter

Medieval Europe was in many ways a coherent Christian world. Even as the political world fractured after the fall of the Western Roman Empire, the medieval Western world continued to be held together by a remarkable social, intellectual, and religious coherence. Socially, medieval society was unified by an emphasis on community and the public good over the individual and private concerns. Cosmologically, the medievals lived in an enchanted world that was a unified mixture of the natural and supernatural realms. Intellectually, the medieval world was unified by a near-universal belief in God and acceptance of the authority of the church and divine revelation. As N. T. Wright put it, “The medieval [person] characteristically took it for granted that everything, in all spheres of divine and human affairs, in every part of the created order, was connected in a wonderful and complex web within which one might travel in thought from one part to another” (*Scripture and the Authority of God* 70).

In this course, students will examine the development of the Western World from the late Roman Empire through the Reformation. Students will examine the defining characteristics of the medieval social, intellectual, and religious world and learn how those characteristics are reflected in the specific developments during the Middle Ages. Finally, students will examine the idea of Christendom and ask how the church ought to relate to society and culture.

Enduring Understandings

- The standard practice of historians and students of history generally involves reading and analyzing primary and secondary sources, such that the discipline of history can be defined as the interpretation of the past based on investigation of evidence from and historical scholarship about that past.
- Historical periodization is the product of historians’ choices as a means of organizing the past in order to make it more accessible and memorable in the present.
- At The Geneva School, we strategically look for truth, beauty, and goodness in our subjects. Examining history, we will find that the truth is often ugly and corrupt because man is fallen. However, we will see the hand of God shedding light in the darkness, revealing beauty and goodness, and working above and in spite of fallen mankind.
- History should be studied because it is essential to understand the development of both individuals and the society in which we live.

- Knowing the history of Western Civilization is particularly important for us as products of the story of the Western world. We will learn a great deal about our expectations, our thought processes, and the manner in which we respond to ideas and events in our world. This holds true on a personal and a civic or communal level.
- Finally, studying the roots of our own civilization through the lens of the past helps us to see with the clarity of hindsight the strengths and weaknesses of the society in which we now live and may equip us to stand fast, or effect change where needed.

Western Civilization II Honors

Normally taken in 10th grade

Course Code: 2109320

Teacher: Colby Painter

This course explores the history of Western civilization from the mid-fourteenth century to the mid-to-late twentieth century. In other words, this course explores “modernity”—that time period and distinctive way of life, beginning in the Renaissance and extending to our time, characterized by man’s autonomous quest to understand and master the world in order to live more freely, comfortably, and enjoyably within it. Broadly, the course aims to help students identify the historical sources of some of our most deeply-held and taken-for-granted ideas, beliefs, attitudes, and practices. In a sense, then, it promises to help students better explain themselves to themselves, but this is in order that they might begin to understand how they have been shaped and formed as modern people. Such self-awareness of our own cultural formation is essential to discerning the challenges and opportunities that modern Western culture presents to a distinctive Christian faith, life and witness. Put another way, the study of the history of Western Civilization will help students cultivate a vision of Christian faithfulness in our own time.

Enduring Understandings

- The standard practice of historians and students of history generally involves reading and analyzing primary and secondary sources, such that the discipline of history can be defined as the interpretation of the (significant) past based on investigation of evidence from and historical scholarship about that past.
- Historical periodization is the product of historians’ choices as a means of organizing the past in order to make it more accessible and memorable in the present.
- The story of modern Western history, extending from the Renaissance to the present, may be characterized in terms of increasing secularization, while being narrated in terms of the rise and fall of confidence in autonomous reason in relation to other authorities such as tradition, Christian revelation, and personal experience.
- The way of life associated with the narrative of modern Western history—modernity—may be characterized as man’s autonomous quest to understand and master the world in order to live more freely, comfortably, and enjoyably within it.
- Understanding modern Western history is necessary for understanding ourselves as modern people—that is, as those who participate in a distinctive way of life that has emerged since the fourteenth century.
- The acquisition of such cultural self-understanding is crucial for Christians because it allows us to better understand the challenges that both the church and individual Christians face in the modern Western world. Understanding the modern world also allows us to understand how the church and Christians have been shaped by it, which in turn helps us to understand true biblical Christianity by contrast.

United States History Honors & Dual Credit

Normally taken in 11th grade

Course Code: 2100320 (honors) / AMH1010 & AMH1020 (½ credit each for dual credit)

Teacher: Dr. Grant Brodrecht

Conducted as a hybrid of lecture and seminar centered on common readings, this course explores United States history from its colonial origins to the present. The overarching question that gives the course coherence and contemporary relevance asks, in the words of the eighteenth-century Frenchman-turned-American, J. Hector St. Jean de Crevecoeur, “*What then is the American, this new man?*” Or, to put the question slightly differently: *What does it mean to be an American?* One might answer simply and perhaps unreflectively: “What it means to be an American is to be free.” However, what that means never has been straightforwardly simple. Above all, one must always ask, “Free *from* what? Free *for* what?” To further complicate matters, unpacking America’s meaning has varied over the centuries and often has depended on who you ask, so to speak,

within a given historical context. In order to get at America's dynamic meaning, students will explore and discuss a wide array of primary and secondary historical sources, complete several writing assignments, and sit for quizzes and exams. In addition, dual credit students will read an academic biography of a major figure in US history.

One particularly important reason for studying American history along those lines is to help students better understand themselves as having been shaped by the past to think and behave in distinctive ways in the present and thereby better position themselves to analytically disentangle the interrelationship between their American and Christian identities. Being American and Christian means that we have a dual heritage, that we are, in other words, members of two "people groups"; thus striving to understand what it has meant to be an American through time assists in discerning the ways in which our American identity *meshes with or is in tension with* our more basic Christian identity. Given that the United States was and is the creation of human beings, there will be much that is recognizably good and admirable, even while invariably those things will be intertwined with much that often was not so good and not so admirable. It is thus our task to think deeply about this dual heritage—*being American and being Christian*—in all of its complexity. In addition to being engaging and interesting, that task promises to help students become more conscientious and appreciative Americans while at the same time assist us in our quest to be faithful disciples of Christ.

Enduring Understandings

- The standard practice of historians and students of history involves reading and analyzing primary and secondary sources, such that history may be defined as the interpretation of the past based on investigation of existing evidence and others' interpretations.
- The periodization of American history is the product of historians' choices, and this is done primarily as a means of organizing the past in order to make it more accessible, meaningful, and memorable in the present.
- American culture has been characterized by a mix of the sacred and the secular since the nation's colonial origins.
- Although liberty (or freedom) is clearly central to any understanding of America's meaning, that meaning has changed over time and has been ambiguous and contested throughout American history for various political, socio-economic, intellectual, religious, regional, and ethno-cultural reasons.
- The territorial confines of the United States have a contingent historical character to them, extending from the nation's colonial origins through the nineteenth century.
- American history has been punctuated regularly by war since its colonial origins.
- Knowledge of United States history helps to explain ourselves to ourselves as historical beings; that is, knowledge of United States history assists us in better understanding ourselves in the present as those who participate in a distinctive, taken-for-granted American way of life that has formed over four centuries.
- Such historical self-understanding can assist the Christian—whose very purpose in life is to love God with one's entire being and his neighbor as himself—in better discerning the extent to which he or she is (or is not) living as a faithful disciple of Jesus Christ.

American Social Thought and Experience Honors

Normally taken in 12th grade

Course Code: 2106320 & 2102390 (½ credit each)

Teacher: Dr. Grant Brodrecht

In 1932 the American theologian-philosopher Reinhold Niebuhr observed the following paradox: "The society in which each man lives is at once the basis for, and the nemesis of, that fullness of life which each man seeks." Niebuhr was alluding to the perennial "problem" of justice, the problem of individuals living together in search of a stable and good life together. This course aims to consider that problem within the context of American democratic republicanism and capitalism. Under that rubric of justice, then, we will explore theoretical and practical issues related to the American way of life, such as the distribution of power and wealth, the search for a common good, and the determination of members' privileges and responsibilities, rights and liberties, and benefits and burdens within society. Three interrelated questions should guide students throughout the year. First, what is meant by justice? Second, how have Americans in particular, past and present, sought to create a just society? And third, how should a Christian relate to the particular society of which he or she is a member?

The course will combine lecture and seminar and center on various primary and secondary texts that help students think

more deeply about the American experience regarding government and economics. For the government portion of the course, students will hear from the major political theorists in Western history from Plato to the Founding Fathers; for the economics portion of the course, the central text will be Charles Wheelan's *Naked Economics*. Success in the course depends significantly on completing assigned readings and participating in class discussions; students will explore and discuss a wide array of texts, complete several writing assignments, and sit for quizzes and exams.

Enduring Understandings

- The origins of American social thought and experience are deeply rooted in Western history, beginning most immediately with the American colonial and revolutionary experience within the British Empire and stretching back through time to classical antiquity.
- The system of government created by the US Constitution is a *federal republic*, with allowance for limited, indirect democratic influence. In a *republic*, sovereignty theoretically resides in the people (rather than a monarch). In a *federal* system of government, the exercise of that sovereignty is shared or divided among central, state, and local governments.
- Though most of the “Founding Fathers” were not Trinitarian Christians, they were not anti-religious. That is, while opposing the establishment of a national religion, they nevertheless agreed that religion was a key source of the virtue that almost all believed was necessary for the long-term vitality of a republic.
- The United States Constitution created a central government that separated and distributed specific powers among three branches—legislative, executive, and judicial—with each branch designed in part to check and balance the exercise of power by the other branches.
- The United States Constitution was born of compromise, its process of ratification was vigorously debated, and several interrelated issues—the nature of the federal Union, the role and extent of central governmental power, and the matter of race-based slavery—have remained central to American social life ever since.
- The Bill of Rights originally placed limits on the exercise of central governmental power (in relation to both the individual and the states); such limits have been applied subsequently to the exercise of state power in relation to the individual.
- The United States has had a “capitalist” system since its eighteenth-century origins. Capitalism may be defined as an economic, legal, and political system based upon the following: predominantly private ownership of capital; the production of goods and services for profit; free, competitive markets as the primary determinants of prices and quantities for goods, services, and factors of production; and an individual’s right to his or her own labor.
- American capitalism never has been purely “laissez-faire” (i.e., individuals never have been completely free of government involvement in their economic activities), and thus the US economy currently may be characterized as “mixed.”
- Throughout the nation’s history Americans have argued about the role and purpose of the central government in relation to the economy; such arguments have been central to the American social experience and provide a substantial basis for understanding the contemporary division between Republican and Democratic parties, between “conservatives” and “liberals.” Government involvement in the economy comes in the form of fiscal, monetary, regulatory, and welfare policies, all of which are theoretically intended to enable the central government to carry out its constitutional responsibilities.
- Regardless of how a Christian understands his relationship to the specific social context within which he lives, he is never free to ignore or escape that context; rather, the Christian is obligated to think and reflect as deeply as possible about how he will live within it as a faithful disciple of Jesus Christ.

THEOLOGY & RHETORIC

Rhetoric and Christian Thought I Honors

Normally taken in 9th grade

Course Code: 1007350

Teacher: Nathan Raley

The simplest goal of rhetoric is effective communication. As Christians, we are called to use good rhetoric in order to communicate Christ to others. But in a broader sense, the study of rhetoric helps us realize how to be persuasive in any situation, and even, according to Plato, how to lead souls. In this first course in the Rhetoric & Christian Thought sequence, we are excited to introduce students to one of the great soul-leaders of the twentieth century. C.S. Lewis understood how to live the Christian faith; he also understood the power of language, and he used it masterfully to make his point. By studying his book *Mere Christianity*, students will recognize, understand, and begin to use rhetoric that is good, true, and beautiful. Our hope is that, like so many who have read *Mere Christianity*, our students will have their souls, minds, and imaginations stirred, and that they will be better prepared to offer reasonable arguments for their faith.

In this course, students will reflect on and practice the skills and habits that can help them be soul-leaders, no matter what vocation they pursue later in life. These skills will be developed through class discussions, oral presentations, speeches, and debates, as well as through written assignments and short essays. After providing an overview of rhetoric, particularly as it was articulated by Aristotle in the fourth century BC, we will focus on Invention—the ability to find and formulate arguments—primarily through using the Common Topics, stasis theory, and the three appeals. The Common Topics are the starting places in classical rhetoric for brainstorming material and generating potential arguments. Stasis seeks the actual point of disagreement between the speaker and the audience so that the speaker knows how to focus her efforts. The three appeals—*ethos*, *pathos*, and *logos*—help a speaker persuade his audience by highlighting his own credibility, appealing to values shared with the audience, and connecting with the listeners' emotions and rationality. Using such tools, students will grow in their ability to generate sound and convincing arguments for defending thesis statements.

Finally, we study theology in this course in order to love God and to love our neighbor well. By reading *Mere Christianity*, Athanasius's fourth century book *On the Incarnation*, and various Old and New Testament scriptures, students will come to appreciate the wonder of God revealing himself to us in our conscience, in creation, in the Bible, and in the incarnation of his Son.

Enduring Understandings

- We have a responsibility to cultivate and understand the purpose of rhetoric, the *art of a good person speaking well*, in a distinctly biblical way.
- The study of rhetoric results in discernment in what we read, hear, and say.
- As rhetoricians, one of our aims is to recognize the importance of the invention process, the work of exploring all possible content or means of an argument, in an effort to select the best method for developing a strong, persuasive case, given the audience we have.
- We do this by understanding the modes of persuasion—the three appeals of *ethos*, *pathos*, and *logos*. *Ethos* concerns the credibility of the speaker, *pathos* concerns the emotions of the audience, and *logos* concerns the rational appeal of the speech.
- The Common Topics—Definition, Testimony, Comparison, Relationship, and Circumstance—are the starting places in classical rhetoric for generating potential arguments. They represent typical ways that people naturally develop ideas about a subject, so studying them can help us discover what to say.
- Stasis theory asks a series of questions intended to reveal the actual point of disagreement between the speaker and the audience.
- Theology forms our minds, our affections, and our wills—we study theology to love God and to love our neighbor well.
- God exists as one divine being in three persons, distinct but inseparable: Father, Son, and Holy Spirit. Out of the overflow of his intra-trinitarian love, God creates *ex nihilo* and redeems human beings to participate in his love and life and to be stewards of his creation.
- Human beings are created to live in accord with a moral law. The recognition of this law shows that God exists and

that humans stand judged before him.

- God sent his Son to become man (incarnation), taking on a fully human nature in addition to his divine nature in order to live in perfect obedience, die on a cross, and rise from the dead. Through this he reconciles us to himself (atonement) and creates a new humanity that we participate in through repentance, belief, baptism, and communion.
- The aim of Christianity is transformation: As we participate in the means of grace, we grow in virtue and thus become a new kind of human being.

Rhetoric and Christian Thought II Honors

Normally taken in 10th grade

Course Code: 1001480

Teacher: Ryan Fraser

Rhetoric is both the ability to find the available means of persuasion in any given situation and the ability to lead souls. As Christians, we have a responsibility to think, speak, and act in ways that lead to human flourishing, that are faithful to Scripture, and that promote the kingdom of God. Therefore, it is fitting and beneficial to learn and practice the art of rhetoric while also learning how to think according to the truths, tradition, and *telos** of the Christian faith.

To help students prepare for and train in the art of rhetoric, this course will focus on judicial (forensic) speech, in which the speaker uses careful reasoning and marshalls appropriate evidence in order to accuse or defend. We will learn what Aristotle and other classical writers taught about this kind of speech, and we will look at contemporary examples of people using rhetoric to defend themselves or to accuse others. Several films, such as *Sophie Scholl: The Final Days* and *12 Angry Men*, will help students see rhetoric in action and better understand the high-stakes situations that call for it. Additionally, the student will learn how to arrange and deliver a speech according to the classical, six parts of an oration.

This course will also introduce the theological themes of soteriology (the study of salvation) and anthropology (the study of being human), giving students exposure to the philosophical understanding of these ideas before turning the greater part of its attention to the ways in which Scripture and the Christian tradition have explained them. What does it mean to be human? What is our purpose in life? And how should we think about suffering and death? We will look to ancient writers such as Plato and the writer of Ecclesiastes before considering what the life of Jesus teaches us about these questions.

The goal of this course is for students to understand and practice the art of rhetoric in a way that emphasizes the skills and habits of reasoning well and speaking well, in light of the Christian faith.

**Telos: the ultimate object or aim; the “end” to which something leads or ought to lead*

Enduring Understandings

- The canons of rhetoric are invention, arrangement, style, memory, and delivery. These serve as standards and guidelines by which the art is properly practiced.
- Classical rhetoricians distinguished three types or categories of orations and persuasive discourse. They are judicial (forensic), ceremonial (*epideictic*), and deliberative (political).
- Judicial rhetoric concerns accusing or defending for the sake of upholding truth and justice with regard to the past. It relies heavily upon the speaker’s ability to reason and to justify his or her beliefs.
- The modes of persuasion (the three appeals)—*ethos*, *logos*, and *pathos*—correspond directly to speaker, speech, and audience. *Ethos* concerns the credibility of the speaker, *logos* concerns the rational appeal of the speech, and *pathos* concerns the emotions of the audience.
- For the purposes of judicial discourse (of which most academic writing is generally a part), *logos* is the most important mode of persuasion. While the skills of logic/dialectic are crucial to the rhetorician’s ability to reason persuasively, they must be employed in a way that is suitable to the particular rhetorical situation and audience.
- Arrangement in classical rhetoric follows the six parts of a discourse—introduction, statement of fact, thesis and division, confirmation, refutation, and conclusion.
- Sophistry pretends to be rhetoric but is actually no art at all. Rather, it is a form of pandering with the goal of exploitation and does not engage properly in the modes of persuasion.

- As the study of salvation, soteriology is the fundamental question underlying all philosophical and theological pursuits. Humans are self-conscious of their own finitude and are constantly seeking how to live in light of their impending death.
- Understanding the Bible's message of salvation involves recognizing that a loving God is setting the world aright. The crucifixion and resurrection of Jesus are at the heart of God's saving work, work that entails the justification, sanctification, and glorification of sinners.
- As the study of what it means to be human, anthropology is inextricably connected with soteriology. The Christian understandings of both the *imago dei* and the Fall are crucial for understanding who we are, what we desire, and how we should live.

Rhetoric and Christian Thought III Honors

Normally taken in 11th grade

Course Code: 2120910

Teacher: Ryan Fraser

Rhetoric is not simply a technique for effective communication; it is the liberal art of discovering the available means of persuasion given the dynamics of our rhetorical situation and the needs of our audience. As a liberal art, it sets us free to use language fruitfully and responsibly. As the art of persuasion, it cultivates the basic human ability to create worlds and lead souls through speech.

Because we are always leading people with our words, we must learn to use language wisely and well. This is especially true for Christians, who are called to love their neighbors as themselves. To lead souls wisely we need both skill with words and practical, ethical judgment. This means training in the art of rhetoric as well as diligent study of the Scriptures, the Christian tradition, and the great authors—particularly those who have graced the English language.

The rhetorical focus of this course is ceremonial speech. Its aim is not simply to instruct, but to capture the hearts and minds of an audience with a vision of honor and beauty. Hence ceremonial speech is particularly concerned with style—the skill of crafting language in order to move and delight an audience as well as to teach them.

The Christian thought focus of the course is ecclesiology. The hope is that the study of the Church and its cultural life will help us engage the problem of human community as it has preoccupied philosophers and politicians throughout the ages.

It is easy to imagine that style and ecclesiology—construction of ceremonial speech and reflection upon the Church and human community—are unrelated subjects of study. This is not the case. As St. Augustine argues in the *City of God*, it is the pursuit of common goods and, above all, common loves, that make a people. A shared vision of the good life—not merely walls, boundaries, or political definitions—marks out a particular people. In seeking to move people with a vision of honor and beauty, therefore, ceremonial speech is always calling people into a community. The Church seeks to form a people set apart by the love of God and neighbor (before self) and the pursuit of Christ's kingdom (before the goods of this world).

Enduring Understandings

- Style is the canon of classical rhetoric devoted to selecting words and arranging sentences and phrases that best fit our rhetorical purposes, the dynamics of the situation, and the needs of our audience.
- Ceremonial speech is designed, not simply to instruct, but to delight and to move an audience with a vision of honor and beauty. The rhetorical purpose of ceremonial speech is to call an audience to love and to admire what is good, honorable, fitting.
- One cultivates style organically by reading great texts and listening to eloquent speakers, copying the best passages as commonplaces, and committing them to memory.
- The Church is the body of Christ existing through time and throughout the world. As St. Paul implies in Philippians 3, the Church is a colony of people whose citizenship is in heaven, and who eagerly await the imperial visit of their savior, the Lord Jesus Christ. As such, the Church has a unique cultural life, embodying a distinct vision of the good life.
- Worship is not only or even essentially a function of personal spirituality; it shapes our understanding of God and of ourselves in relation to him and to one another. The cultural life of the Church is most fully and winsomely on display in her communal worship.
- Ideas and practices that come from the most influential political philosophies of modernity have shaped what we believe about human beings and human community, both inside and outside the Church. Because these ideas and practices are often at odds with the Scriptures and Christian tradition, they must be re-framed in light of a robust Christian ecclesiology.

Rhetoric and Christian Thought IV Honors

Normally taken in 12th grade

Course Code: 2120915

Teachers: Ryan Fraser and Nathan Raley

Rhetoric is both the ability to find the available means of persuasion in any given situation and the ability to lead souls. As Christians, we have a responsibility to think, speak, and act in ways that lead to human flourishing, that are faithful to Scripture, and that promote the kingdom of God. Therefore, it is fitting and beneficial to learn and practice the art of rhetoric while also learning how to think according to the truths, tradition, and *telos** of the Christian faith.

In his analysis of our contemporary political landscape, Daniel Layman writes, “The most basic problem we face...is a breakdown of the deliberative dimension of democracy. Deliberation matters because it has the potential to secure our freedom by making us coauthors of the laws we live under.” The rhetorical training in this course will focus on deliberative speech, which emphasizes moving an audience toward responsible action in accordance with what is good and fitting. Students will learn how to use the canons of classical rhetoric as steps in the composition process as they construct their own deliberative arguments and deliver them in both oral and written form. They will also learn the importance of listening to others and giving due consideration to their views before attempting, when necessary, an honest and fair rebuttal or counterproposal.

This training will culminate in a well-researched senior thesis which will be presented as an oration and defended before faculty members, parents, and peers. Seniors will practice the skills of rhetoric through speeches (such as those to be delivered at the Senior Dinner in the fall), classroom discussions, and writing. Extensive time will be spent in class reading, drafting, and practicing both oral and written persuasion.

As the culminating course in the study of Christian thought, RCT IV also brings students into contact with several aspects of theology and philosophy, especially eschatology (the study of the last things) and ethics. Together we will ask questions about our purpose in life as the body of Christ, about God’s kingdom and reign and the part we play in it; about what constitutes the good life for an individual or a culture. The goal of this course is for students to understand and practice the art of rhetoric in a way that emphasizes the skills and habits of reasoning well and speaking well, in light of the Christian faith—with a fully-orbed vision of the glory of God and human flourishing.

**Telos: the ultimate object or aim; the “end” to which something leads or ought to lead*

Enduring Understandings

- All language is “sermonic,” in that it is never neutral and is always assertive, shaping reality for its hearers. Therefore, we have a moral imperative to use words wisely, ethically, and skillfully, to lead the souls of our hearers toward goodness, truth, and beauty.
- Deliberative/political rhetoric concerns moving the audience toward responsible action in light of what is good and/or useful.
- For the purposes of deliberative speech, *ethos* is perhaps the most important mode of persuasion. It relies heavily upon the speaker’s practical wisdom.
- Good argumentative writing begins with listening. Writers enhance their *ethos* and persuasiveness by acknowledging that their viewpoints are part of a larger conversation.
- The canons of memory and delivery (*memoria* and *pronuntiatio*) focus on aspects of persuasion that concern oral discourse. When delivering a speech or engaging in dialog, the ability to remember one’s points and to speak them in a clear and effective way makes the rhetoric more persuasive.
- When an argument is “delivered” in written form, the rhetor’s adherence to conventions of formatting, usage, and documentation help establish her credibility.
- As a canon of rhetoric, style (*elocutio*) is concerned with choosing words and crafting sentences that best fit the audience, occasion, subject matter, and rhetorical purpose of a discourse. The most important element of style, for our purposes, is clarity. Clear and elegant writing requires pre-writing and rewriting.
- Ethics and eschatology are not merely theological categories, narrowly concerned with virtuous behavior and the end times. They are essential areas of study connected with the Church’s mission in, and relationship to, the world.
- Christian discipleship involves faithful participation in God’s kingdom. This in turn requires reckoning with the often pernicious influence of modern philosophy on our worldview and adopting a biblical vision of the new heavens and the new earth, under the reign of Christ, who will unite all things in him.

- Faithful participation in God’s kingdom also requires a recognition of the fact that the Gospel is always embedded in some cultural form. It requires the Christian to ask: how can I approach my culture with the spirit of hope, joy, and affirmation that is central to the Gospel, and yet be obedient to God’s commands?
- Faithful participation in God’s kingdom requires us to examine our loves. As James K.A. Smith says, “We are what we love, and as creatures made in the image of God, humans are characterized by an essential *desire* that defines who we are.” What we love is largely shaped by our habits and cultural practices.

CLASSICAL & MODERN FOREIGN LANGUAGES

Latin III Honors

Normally taken in 9th grade

Course Code: 706320

Teacher: Nick DeGroot

This course reviews the foundations of Latin vocabulary and grammar covered in previous years and continues the systematic study of the Latin language both in morphology (i.e. how words are formed) and syntax (i.e. how the words go together). Our systematic study will continue to be, as last year, in the traditional method of memorizing vocabulary and paradigms; parsing and declining words; applying the important work of memorization in the translation of Latin into English, Latin into (other) Latin, and composing English phrases and sentences in Latin; and memorizing passages of ancient Latin. We may have additional readings from the textbook, which will serve both to reinforce the vocabulary and grammatical concepts and to illuminate the classical Roman world as the backdrop for our study of the Latin language.

Enduring Understandings

- To fully engage the great literature that we have inherited from our past is truly to encounter those people who have shaped the present world in which we live. The more we encounter our forebears, the greater become our acquaintance with them and the likelihood of gaining wisdom from their struggles with the question of what it means to be human. And for the western world no literature is more fundamental, no people more influential, than those of the Classical world (viz., Greece and Rome, ca. eighth century BC–fourth century AD).
- In the words of T. S. Eliot, “we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire, and time has not yet proved Vergil wrong when he wrote *nec tempora pono: imperium sine fine dedi.*”
- Meaning is more fully expressed in clauses than in individual words; the arrangement of clauses is what constitutes a sentence. A Latin word’s position within its clause does something (e.g., denote emphasis) rather than convey (syntactical) meaning.
- Translating—whether from Latin into English or vice versa—is the art of communicating so faithfully as possible the expression of an idea, with attention not only to the meaning of individual words but also to their relationship to one another as expressed by their arrangement in clauses, as well as to such considerations as semantic range, connotation, and idiomatic usage.

Latin IV Honors

Normally taken in 10th grade

Course Code: 706330

Teacher: Nick DeGroot

This course reviews the Latin vocabulary and grammar covered in previous years and continues the study of the Latin language both in morphology and syntax. Our systematic study will comprise, as in Latin III, in the traditional method of memorizing vocabulary and grammar-paradigms; parsing and declining; and translating Latin into English. The focus of this course will move beyond Latin-English translation to include more Latin paraphrasing (in Latin) and Latin composition. Moreover, in addition to our written Latin exercises, we shall use begin to develop our ear for the language with oral/aural exercises; all of which exercises will serve both to reinforce the vocabulary and grammatical concepts and to illuminate the classical Roman world as the backdrop for our study of the Latin language.

Enduring Understandings

- To fully engage the great literature that we have inherited from our past is truly to encounter those people who have

shaped the present world in which we live. The more we encounter our forebears, the greater become our acquaintance with them and the likelihood of gaining wisdom from their struggles with the question of what it means to be human. And for the western world no literature is more fundamental, no people more influential, than those of the Classical world (viz., Greece and Rome, ca. eighth century BC–fourth century AD).

- In the words of T. S. Eliot, “we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire, and time has not yet proved Vergil wrong when he wrote *nec tempora pono: imperium sine fine dedi.*”
- Meaning is more fully expressed in clauses than in individual words; the arrangement of clauses is what constitutes a sentence. A Latin word’s position within its clause does something (e.g., denote emphasis) rather than convey (syntactical) meaning.
- Translating—whether from Latin into English or vice versa—is the art of communicating so faithfully as possible the expression of an idea, with attention not only to the meaning of individual words but also to their relationship to one another as expressed by their arrangement in clauses, as well as to such considerations as semantic range, connotation, and idiomatic usage.

Latin V Honors

Normally taken in 11th grade

Course Code: 706340

Teacher: Dr. Joseph Tipton

Vos salvere iubeo! Sermone declarare non possum quantopere gaudeam vos linguam Latinam discere!

In this course, students will approach Latin in two ways. First, they will continue the study of the language both in morphology (forms) and syntax (putting sentences together), but primarily in syntax. They will do so utilizing a primarily grammar-translation method (as in previous years), but will also move farther than in Latin IV away from a primarily passive understanding of the language to a more active knowledge through an increased focus on generating Latin (largely written) and understanding it aurally.

Secondly, students will engage with Latin literature, and choice specimens of it at that, in a direct and unmediated way. This will give them the opportunity to delve deeper into the minds of the classical Latin writers, share their experiences, contemplate the artistry of what they wrote, and relate it all to their own point in time and space. These selections will be drawn from a variety of writers, with particular emphasis laid on the first-century BC Roman poet, Horace.

Enduring Understandings

- **Est profunditas in lingua Latina:** Students will gain a firmer grasp of the way Latin expresses itself, in ordinary, prosaic settings, and in more literary and artistic contexts as well.
- **Est nobis cognatio cum lingua Latina:** Students will gain insight into the commonalities that unite us with the Roman past, as well as the differences that separate us.
- **“Nescire quid antequam natus sis acciderit id est semper puerum esse”:** Students will gain a deeper sense of the debt the English language has to Latin—not just because of the huge vocabulary drawn from the Romans’ language but also because of the way they artistically and rhetorically expressed themselves.
- **Est sapientia in lingua Latina:** Through translation, students will hone their skills at logically disentangling what is at first apparently mystifying data, simultaneously strengthening their power of focused attention as they reflect on the relationship a single unit bears vis-a-vis the meaning of the whole thought. Thus this gives them the potential to walk away with a fuller understanding of the power of the word, the power of speech, the power of literature, and the precarious, but crucial, relationship truth, goodness, and beauty have with them.

Latin VI Honors

Normally taken in 12th grade

Course Code: 0706350

Teacher: NOT OFFERED THIS YEAR

This course reviews the Latin vocabulary and grammar covered in previous years and continues the study of the Latin language both in morphology and syntax; and it offers alternative reading material to the AP course, allowing for more

diversity and discussion. As primarily a reading course, we will look at various authors of both prose and poetry to better understand the ancients and the western tradition inherited from them. This course lends itself to the interests and inquiries of its students, resulting in a flexibility in the works studied. Our study will continue to be in the traditional grammar-translation method, but we shall move beyond Latin V, away from a primarily passive understanding of the language, to a more active knowledge through an increased focus on generating Latin (largely written) and understanding it orally. As in previous years, all these exercises are designed, as we prepare for sustained reading of classical Latin literature, to help acquaint ourselves better with the language and lives of the ancient Romans.

Enduring Understandings

- To fully engage the great literature that we have inherited from our past is truly to encounter those people who have shaped the present world in which we live. The more we encounter our forebears, the greater become our acquaintance with them and the likelihood of gaining wisdom from their struggles with the question of what it means to be human. And for the western world no literature is more fundamental, no people more influential, than those of the Classical world (viz., Greece and Rome, ca. eighth century BC—fourth century AD).
- In the words of T. S. Eliot, “... we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire, and time has not yet proved Vergil wrong when he wrote *nec tempora pono: imperium sine fine dedi.*”
- Meaning is more fully expressed in clauses than in individual words; the arrangement of clauses is what constitutes a sentence. A Latin word’s position within its clause does something (e.g., denote emphasis) rather than convey (syntactical) meaning.
- Translating—whether from Latin into English or vice versa—is the art of communicating so faithfully as possible the expression of an idea, with attention not only to the meaning of individual words but also to their relationship to one another as expressed by their arrangement in clauses, as well as to such considerations as semantic range, connotation, and idiomatic usage.

AP Latin

Normally taken in 12th grade

Course Code: 706370

Min Pre Reqs: Latin V (B+), Cum GPA (3.0)

Teacher: Nick DeGroot

This course aims at an in-depth study of the Latin language through the masterful prose and poetry of Caesar and Vergil, respectively. In preparation for the AP Latin exam, the course will be structured to enable students to complete the entire required reading list as delineated in the College Board AP Latin course description. Accordingly, students will discuss the major themes which these authors develop in their respective works and the techniques they use to do so. In order to become better readers of Caesar, students will develop their understanding of the historical backdrop to Caesar’s commentaries on his wars in Gaul, i.e., key events of the so-called “Roman revolution”; the biography of Caesar himself; and the basic geography of Italy, Gaul, and Britain. To become better readers of the *Aeneid*, students will develop their understanding of the epic genre; their literary background-knowledge of the Aeneid, including both the Trojan War saga and the characters and plot of the Aeneid itself; their historical background-knowledge of the events which influenced the writing of the Aeneid, i.e., Rome of the first century BC and the coming of the “Golden Age of Augustus”; their familiarity with dactylic hexameter and major figures of speech; and their knowledge of basic Latin grammar and familiarity with poetic exceptions and special case-usage. Additionally, students may have occasion to develop their general facility with the Latin language through the practice of reading selected passages of literature at sight.

Enduring Understandings

- To fully engage the great literature that we have inherited from our past is truly to encounter those people who have shaped the present world in which we live. The more we encounter our forebears, the greater become our acquaintance with them and the likelihood of gaining wisdom from their struggles with the question of what it means to be human. And for the western world no literature is more fundamental, no people more influential, than those of the Classical world (i.e., Greece and Rome, ca. eighth century BC—fourth century AD).
- In the words of T. S. Eliot, “we are all, so far as we inherit the civilization of Europe, still citizens of the Roman Empire, and time has not yet proved Vergil wrong when he wrote *nec tempora pono: imperium sine fine dedi.*”
- Meaning is more fully expressed in clauses than in individual words; the arrangement of clauses is what constitutes

a sentence. A Latin word's position within its clause does something (e.g., denote emphasis) rather than convey (syntactical) meaning.

- Translating—whether from Latin into English or vice versa—is the art of communicating so faithfully as possible the expression of an idea, with attention not only to the meaning of individual words but also to their relationship to one another as expressed by their arrangement in clauses, as well as to such considerations as semantic range, connotation, and idiomatic usage.

Greek I

Normally taken in 9th grade

Course Code: 703380

Teacher: Dr. Joseph Tipton

Χαίρετε! Ὑπερφνω̄ς ἡδομαι ἐπὶ τῷ ὑμᾶς μετ' ἐμοῦ τὴν Ἑλλήνων φωνὴν μανθάνειν!

Welcome to the first year of Ancient Greek! There's something very special about this language. For one thing, it has a beautiful alphabet marked by finesse and precision. For another, it has a way of expressing itself in patterns and perspectives that are so mind-bending and mind-stretching that it makes other languages look artificial and made-up. But besides these it also contains writings that consistently look at the world from a certain perspective—that perspective being beauty. And this explains in part why Christians have been so interested in what the Greeks said and how they said it. It clues us in to that often forgotten aspect of God's relationship with his people—how beautiful a thing is God's work in creation and in the redemption of his people through Christ.

How do we reach far enough into the language to enjoy this new perspective? We become them. We *use* their language. So, in year one, we learn how the Greeks spoke (alphabet), we learn what the Greeks called this or that (vocabulary), we learn how the Greeks conversed and wrote (grammar), and we learn what the Greeks thought (reading). Until science and technology develop a working mechanism for time travel, using the Greek language is the best and only way to go back in time and live, speak, and think as the Greeks.

Enduring Understandings

- **Οἱ Ἕλληνες τῇ Ἑλληνικῇ ἐχρῶντο:** Greek is a language. People once lived and had all their human experiences in Greek. *Let's try to realize that.* At first it will seem like a puzzle to crack or decipher, but our goal is to see it as a language. Good rule of thumb: *The Greeks didn't know English.*
- **Ἡ Ἀγγλικὴ ἀπὸ τῆς Ἑλληνικῆς πολλὰ ἐδέξατο/ἔκλεψεν:** A large part of English is in fact Greek, in two ways. English has many, many loanwords from Greek (derivatives) and many words in common with Greek (cognates). Therefore, the more you understand Greek, the more you understand English.
- **Ἡ γραμματικὴ οὐκ ἐπιβουλεύει ἡμῖν:** Grammar is the *code* behind the *program*. It makes the language work. One bug can ruin a whole program. In the same way, faulty grammar messes up both your meaning and the writer's meaning—and confusion ensues.
- **Τῷ κόσμῳ ἴσως, ἀλλ' οὐ σοὶ ἡ Ἑλληνικὴ τέθνηκεν:** Greek is something you hear, speak, write, read, understand—not just translate. You must make it your own, you must own the forms, not just identify them. This requires frequent reading, translation, and re-reading things translated. How often should one read? A good rule of thumb is, *until you can translate without failing to recall something and without looking at anything but the Greek.*
- **Χαλεπὰ τὰ καλὰ:** Greek won't come to you; you've got to come to it. It requires work. But it's the kind of work one does to, say, play a sport. Learn, practice, and practice what you learned, and soon shooting a basketball with the right form, throwing a spiral, and serving a volleyball has become second nature.

Greek II

Normally taken in 10th grade

Course Code: 703390

Teacher: Dr. Joseph Tipton

Χαίρετε, ὦ σοφαὶ μαθήτριάι. Λόγω φράσαι οὐ δύναμαι ὅσον χαίρω ὅτι τὴν Ἑλλήνων φωνὴν μανθάνετε!

Welcome to your second year of Ancient Greek! There's something very special about this language. For one thing, it maps some of the most significant events in human history. For another, it has a way of expressing itself in patterns and perspectives that are so mind-bending and mind-stretching that it makes other languages look artificial and made-up. But besides these it also contains writings that consistently look at the world from a certain perspective—that perspective being beauty. The Greeks were always talking about τὸ καλόν—it's καλόν to do this, or πρέπον to do that. And this explains in part why Christians have been so interested in what the Greeks said and how they said it. It clues us in to that often forgotten aspect of God's relationship with his people—how beautiful a thing is God's work in creation and in the redemption of his people through Christ.

How do we reach far enough into the language to enjoy this new perspective? We become them. We *use* their language. So, in year two, we continue learning how the Greeks spoke (pronouncing, hearing, speaking), what the Greeks called this or that (vocabulary), how the Greeks conversed and wrote (grammar), and what the Greeks thought (reading). Until science and technology develop a working mechanism for time travel, using the Greek language is the best and only way to go back in time and live, speak, and think as the Greeks.

Enduring Understandings

- **Οἱ Ἕλληνες τῇ Ἑλληνικῇ ἐχρῶντο:** Greek is a language. People once lived and had all their human experiences in Greek. *Let's try to realize that.* At first it will seem like a puzzle to crack or decipher, but our goal is to see it as a language. Good rule of thumb: *The Greeks didn't know English.*
- **Ἡ Ἀγγλικὴ ἀπὸ τῆς Ἑλληνικῆς πολλὰ ἐδέξατο/ἔκλεψε:** A large part of English is in fact Greek, in two ways. English has many, many loanwords from Greek (derivatives) and many words in common with Greek (cognates). Therefore, the more you understand Greek, the more you understand English.
- **Ἡ γραμματικὴ οὐκ ἐπιβουλεύει ἡμῖν:** Grammar is the *code* behind the *program*. It makes the language work. One bug can ruin a whole program. In the same way, faulty grammar messes up both your meaning and the writer's meaning—and confusion ensues.
- **Τῷ κόσμῳ ἴσως, ἀλλ' οὐ σοὶ ἡ Ἑλληνικὴ τέθηκεν:** Greek is something you hear, speak, write, read, understand—not just translate. You must make it your own, you must own the forms, not just identify them. This requires frequent reading, translation, and re-reading things translated. How often should one read? A good rule of thumb is, *until you can translate without failing to recall something and without looking at anything but the Greek.*
- **Χαλεπὰ τὰ καλὰ:** Greek won't come to you; you've got to come to it. It requires work. But it's the kind of work one does to, say, play a sport. Learn, practice, and practice what you learned, and soon shooting a basketball with the right form, throwing a spiral, and serving a volleyball has become second nature.

Greek III Honors

Normally taken in 11th grade

Course Code: 703340

Teacher: NOT OFFERED THIS YEAR

Ἔτοιμοί ἐστε δήπου πορρωτέρω τε τῆς Ἑλλήνων φωνῆς προβαίνειν καὶ τῶν γραμμάτων αὐτῶν γεύεσθαι! Ἐλπίζω γέ τοι ἐγώ.

Welcome to your third year of Ancient Greek! There's something very special about this language. For one thing, it maps some of the most significant events in human history. For another, it has a way of expressing itself in patterns and perspectives that are so mind-bending and mind-stretching that it makes other languages look artificial and made-up. But besides these it also contains writings that consistently look at the world from a certain perspective—that perspective being beauty. The Greeks were always talking about τὸ καλόν—it's καλόν to do this, or πρέπον to do that. And this explains in part why Christians have been so interested in what the Greeks said and how they said it. It clues us in to that

often forgotten aspect of God's relationship with his people—how beautiful a thing is God's work in creation and in the redemption of his people through Christ.

How do we reach far enough into the language to enjoy this new perspective? We become them. We *use* their language. So, in year three, we continue learning how the Greeks spoke (pronouncing, hearing, speaking), what the Greeks called this or that (vocabulary), how the Greeks conversed and wrote (grammar), and what the Greeks thought (reading). And on this last note, reading, you'll have the chance this year to get a taste of some authentic Greek writers, such as Aesop, Theophrastus, Lucian, and more!

Enduring Understandings

- **Οἱ Ἕλληνες τῇ Ἑλληνικῇ ἐχρῶντο:** Greek is a language. People once lived and had all their human experiences in Greek. *Let's try to realize that.* At first it will seem like a puzzle to crack or decipher, but our goal is to see it as a language. Good rule of thumb: *The Greeks didn't know English.*
- **Ἡ Ἀγγλικὴ ἀπὸ τῆς Ἑλληνικῆς πολλὰ ἐδέξατο/ἔκλεψεν:** A large part of English is in fact Greek, in two ways. English has many, many loanwords from Greek (derivatives) and many words in common with Greek (cognates). Therefore, the more you understand Greek, the more you understand English.
- **Ἡ γραμματικὴ οὐκ ἐπιβουλεύει ἡμῖν:** Grammar is the *code* behind the *program*. It makes the language work. One bug can ruin a whole program. In the same way, faulty grammar messes up both your meaning and the writer's meaning—and confusion ensues.
- **Τῷ κόσμῳ ἴσως, ἀλλ' οὐ σοὶ ἡ Ἑλληνικὴ τέθνηκεν:** Greek is something you hear, speak, write, read, understand—not just translate. You must make it your own, you must own the forms, not just identify them. This requires frequent reading, translation, and re-reading things translated. How often should one read? A good rule of thumb is, *until you can translate without failing to recall something and without looking at anything but the Greek.*
- **Χαλεπὰ τὰ καλὰ:** Greek won't come to you; you've got to come to it. It requires work. But it's the kind of work one does to, say, play a sport. Learn, practice, and practice what you learned, and soon shooting a basketball with the right form, throwing a spiral, and serving a volleyball has become second nature.

Greek IV Honors

Normally taken in 12th grade

Course Code: 703350

Teacher: Dr. Joseph Tipton

Χαίρετε! Ἄγε δὴ ἐπιθῶμεν τῇ Ἑλληνικῇ ὑμῶν παιδείᾳ τὴν πασῶν βελτίστην κορωνίδα!!!

Welcome to the fourth year of Ancient Greek, where the focus is on the reading of Greek literature in the original. Whether it's a demi-god with superhuman strength, and the wrath to match, or an actual Macedonian teenager who conquered the known world; a city that decided to be a self-governing state or a city that decided to militarize; an orator who determined the way Europe would write and speak for centuries or a gospel that carried its message of salvation to the ends of the earth, Greek literature has something for everybody.

In Greek IV students delve into this literature—without an intermediary. From day one students will deal with actual Greek texts, simultaneously fine-tuning their mastery of grammar, vocabulary, and syntax along the way. The goal is that, by thus engaging *with* the Greeks in the language *of* the Greeks we will remove the divide separating us from them and will see, as it were, *our* modern-ness in *their* lives and *their* ancient-ness in *ours*.

Enduring Understandings

- **Οἱ Ἕλληνες τῇ Ἑλληνικῇ ἐχρῶντο:** Greek is a language. People once lived and had all their human experiences in Greek. *Let's try to realize that.* At first it will seem like a puzzle to crack or decipher, but our goal is to see it as a language. Good rule of thumb: *The Greeks didn't know English.*
- **Ἡ Ἀγγλικὴ ἀπὸ τῆς Ἑλληνικῆς πολλὰ ἐδέξατο/ἔκλεψεν:** A large part of English is in fact Greek, in two ways. English has many, many loanwords from Greek (derivatives) and many words in common with Greek (cognates). Therefore, the more you understand Greek, the more you understand English.
- **Ἡ γραμματικὴ οὐκ ἐπιβουλεύει ἡμῖν:** Grammar is the *code* behind the *program*. It makes the language

work. One bug can ruin a whole program. In the same way, faulty grammar messes up both your meaning and the writer’s meaning—and confusion ensues.

- **Τῶ κόσμῳ ἴσως, ἀλλ’ οὐ σοὶ ἡ Ἑλληνικὴ τέθνηκεν:** Greek is something you hear, speak, write, read, understand—not just translate. You must make it your own, you must own the forms, not just identify them. This requires frequent reading, translation, and re-reading things translated. How often should one read? A good rule of thumb is, *until you can translate without failing to recall something and without looking at anything but the Greek.*
- **Χαλεπὰ τὰ καλὰ:** Greek won’t come to you; you’ve got to come to it. It requires work. But it’s the kind of work one does to, say, play a sport. Learn, practice, and practice what you learned, and soon shooting a basketball with the right form, throwing a spiral, and serving a volleyball has become second nature.

French I

Normally taken in 9th grade

Course Code: 701320

Teacher: Tamara Molyneaux

In language learning, we experience how a people’s language is an expression of its culture. Our class itself will develop a culture as we collect shared experiences with each other. These new ways of expressing ourselves and relating to each other with these new words and ways will become entrenched to the proportion that we dedicate to thinking, speaking, and practicing French.

French I begins the process of language acquisition in a classroom. For most students, French class is their first exposure to learning a living language. While it would be better if we could learn French in France, we will try to find organic ways to acquire and assimilate new words, phrases, and grammar. We do this by making stories, singing songs, drawing pictures, and acting out skits, all in order to find ways to give these foreign words a home in our American consciousness. Highlights of classes are birthday parties, acting out stories, Christmas caroling, and games like “Qui suis-je” and “Qui, Madame, moi madame?”

What I love about learning languages is that it gives us an immediate inroad into the lives of strangers. When reading the Old Testament, I am always amazed at how much is said about the treatment of “strangers in your midst.” Who better than us to be welcoming and loving to those who are different than we are? What better way to do that than to speak their language?

Enduring Understandings

- French I focuses on listening and imitating. We will train our ears to be able to hear the difference between our native sounds and inflections and those of French.
- French I sets the stage for a learning atmosphere characterized by humility and risk taking so that students imitate the new sounding words with confidence and a healthy sense of humor.
- French embodies the cultural representative of a people who contributed to Western civilization’s historic, artistic, linguistic, and culinary identity.
- French I introduces students to the aural beauty of the language through the memorization of Scripture passages and songs.

French II

Normally taken in 10th grade

Course Code: 701330

Teacher: Tamara Molyneaux

In language learning, we experience the fact that a people’s language is an expression of its culture. Our class itself has begun to develop its own culture as we collect shared experiences with each other. These new ways of expressing ourselves and relating to each other with these new words and ways will become entrenched to the proportion that we dedicate to thinking, speaking, and practicing French.

French II continues the process of language acquisition in a classroom. This year we’ll dive further into some of the grammar that we began in French I. We’ll continue to do this in a way that is as organic as possible outside of a French speaking country by making stories, singing songs, drawing pictures, and acting out skits; all in order to find ways to give these

foreign words a home in our American consciousness. Highlights of classes are birthday parties, acting out stories, Christmas caroling, and games like “*Qui suis-je*” and “*Qui, Madame, moi madame?*”

What I love about learning languages is that it gives us an immediate inroad into the lives of strangers. When reading the Old Testament, I am always amazed at how much is said about the treatment of “strangers in your midst.” Who better than us to be welcoming and loving to those who are different than we are? What better way to do that than to speak their language?

Enduring Understandings

- French II students can narrate stories about themselves and others in the past and the present tense.
- French II centers on producing French orally through conversations, narrating stories, and recitation.
- French II increases the students’ love of the beauty of spoken French through the memorization of French poetry and songs.
- French embodies the culture representative of a people who contributed to Western civilization’s historic, artistic, linguistic, and culinary identity.
- Learning a different language gives us the opportunity to practice loving those different than we are by meeting them where they are.

French III Honors

Normally taken in 11th grade

Course Code: 701340

Teacher: Tamara Molyneaux

In language learning, we experience the fact that a people’s language is an expression of its culture. Even our class has developed its own micro-culture as we have collected and shared experiences with each other. These new ways of expressing ourselves and relating to each other with these new words and ways will become entrenched to the proportion that we dedicate to thinking, speaking, and practicing French.

In French III we start to experience some of the benefits of our language acquisition. We get to read French texts like *Le Petit Nicholas*. Our activities range from creating stories (written and oral), making movies, and Christmas caroling, to telling our own stories, playing games, and eating together. With the level of language you now possess, we have a limitless amount of cultural activity, artifacts, history, and literature to learn about and discuss.

What I love about learning languages is that it gives us an immediate inroad into the lives of strangers. When reading the Old Testament, I am always amazed at how much is said about the treatment of “strangers in your midst.” Who better than us to be welcoming and loving to those who are different than we are? What better way to do that than to speak their language?

Enduring Understandings

- As proficiency in French increases, we are more able to discuss abstract ideas and themes and interact with native French speakers face to face, in texts, and in written correspondence.
- When acquiring a language, our knowledge of and participation in the cultures native to that language increases. This enables us to acquire new relationships and points of reference that stretch us personally and relationally so that we begin to embody unity in diversity. In French III we participate with various French authors such as Molière, Sempé, Pascal, and La Fontaine.
- Having been exposed to a wide variety of French vocabulary and grammatical structures, limitations decrease and opportunities for expression both in oral and written communication increase.
- French embodies the culture representative of a people who contributed to Western civilization’s historic, artistic, linguistic, and culinary identity.

French IV Honors

Normally taken in 12th grade

Course Code: 701350

Teacher: Tamara Molyneaux

In language learning, we experience the fact that a people's language is an expression of its culture. Even our class has developed a culture as we have collected and shared experiences with each other. These new ways of expressing ourselves and relating to each other with these new words and ways will become entrenched to the proportion that we dedicate to thinking, speaking, and practicing French.

In French IV we get to reap some of the benefits of our language learning. We get to read texts in French like *Les Misérables*, *Le Petit Prince*, and *The Chronicles of Narnia*. Our activities range from creating stories (written and oral) and Christmas caroling, to telling our own stories, discussing important topics in our lives, playing games, and eating together. With the level of language you now possess we have a limitless amount of cultural activity, artifacts, history, and literature to learn about and discuss.

What I love about learning languages is that it gives us an immediate inroad into the lives of strangers. When reading the Old Testament, I am always amazed at how much is said about the treatment of "strangers in your midst." Who better than us to be welcoming and loving to those who are different than we are? What better way to do that than to speak their language?

Enduring Understandings

- When acquiring a language, our knowledge of and participation in the cultures native to that language increases. This enables us to acquire new relationships and points of reference that stretch us personally and relationally so that we begin to embody unity in diversity as we read authors such as Hugo, Molière, and St. Exupéry.
- Having learned the full gamut of tenses and a wide array of vocabulary, limitations decrease and opportunities for expression both in oral and written communication increase so that we can read French classics, enjoy the visual arts of French cinematography and drama, and listen to French music in the original language.
- French IV is conducted in French and spotlights reading and writing since it is our best way of interacting with the French culture without being in a French speaking community.
- Through memorization of fables, poems, and songs we solidify our grasp of the most enduring literary contributions of French authors and ensure their legacy in our own lives.
- French embodies the culture representative of a people who contributed to Western civilization's historic, artistic, linguistic, and culinary identity.

Spanish I

Normally taken in 9th grade

Course Code: 708340

Teacher: Susan Hering

How can I use Spanish to connect with the people around me? What are the ways that Spanish has already influenced me? Does learning Spanish relate in any way to the other courses that I study? Can I use my study of Spanish to bring depth to my understanding of God and the beauty of his creation? Will I embrace opportunities to take what I learn and use it in the real world? These are some of the questions that should guide each student's purpose for studying Spanish this year.

In order to accomplish these purposes, students will be involved in a variety of tasks designed to heighten understanding of written and spoken Spanish, the people who speak it and where Spanish is spoken. We will enjoy a number of virtual field trips and create cultural experiences in class to enhance our understanding of these foreign worlds. We will feast with the faithful in celebration of Epiphany and journey along the route of *El Cid* as he conquers the Moors and honors his king.

Our journey toward language acquisition requires that the students work on the following skills: learning introductory vocabulary, grammar, and syntax, building foundational skills in reading, speaking, writing and understanding spoken Spanish, participating in verbal exercises designed to develop accurate pronunciation, including memorization/recitation. They will practice conversation and make oral presentations. They will be examined and graded for accuracy in grammar, reading and written skills, pronunciation, and general knowledge. Students will learn about Spanish history and culture by exploring the rich tradition of legends and myths in Spanish literature.

Enduring Understandings

- Language is acquired through progressive improvement in four areas: reading, writing, speaking and listening.
- Spanish I instruction focuses on the basic building blocks of vocabulary and present tense verb conjugations.
- Practicing aloud is necessary to train the ear for sounds particular to the target language.
- Training for accuracy in writing allows for written and spoken production with fewer errors.
- Studying Spanish history and reading *The Poem of the Cid* provide two ways to make connections with other disciplines.
- Knowing the basic geography of the Spanish speaking world provides an understanding of the impact of Spanish on the world.
- Learning a language elicits empathy for the foreigner who is learning English.

Spanish II

Normally taken in 10th grade

Course Code: 708350

Teacher: Susan Hering

What will I learn in Spanish II that will bring me closer to connecting with Spanish speakers in the world around me? Can I expect to converse with native speakers because I am in this class? How does learning Spanish and about Spanish speakers help me to understand the complex issues that surround our neighbor Mexico and its relationship with the US?

In Spanish II, we will spend some time focusing on our neighbor, Mexico, gaining an understanding of the complexities of Mexican immigration to the US and what shapes our perceptions of the Mexican people. We will encounter the mysterious blending of religious traditions in *El Día de los Muertos* and experience the authentic flavors of Mexican cuisine. Julio will show us how a young orphan manages in small-town Mexico as he awaits the protection of his angel. Students may begin to differentiate the accents of the Mexican speaker and the Spanish (from Spain) speaker.

Students will add to their foundation from Spanish I by participating in the following: learning intermediate vocabulary, grammar (including moving from the present to the past tense with ease), and syntax, continuing to build foundational skills in reading, speaking, writing and understanding spoken Spanish, particularly through the use of story-telling. Students will be required to participate in verbal exercises designed to develop accurate pronunciation, including, but not limited to memorization/recitation, beginning to intermediate conversation practice, and oral presentations. Students will be examined and graded for accuracy in grammar, reading and written skills, pronunciation, and general knowledge.

Enduring Understandings

- Language is acquired through progressive improvement in four areas: reading, writing, speaking and listening.
- Spanish II builds upon the Spanish I foundation with a primary focus on vocabulary, past and future tenses.
- Listening for understanding becomes more comfortable.
- Forming narrative and descriptive sentences using memorized and non-memorized material is possible.
- Reading short passages in the target language builds confidence in the learner.
- Studying Mexico in detail provides opportunities to explore a neighboring country and to understand its impact on the USA.
- Hearing the target language outside of the classroom is exciting. The learner begins to imagine communicating with someone in the target language in the setting where the language is heard.

Spanish III Honors

Normally taken in 11th grade

Course Code: 708360

Teacher: Susan Hering

Do I have enough knowledge in Spanish to study historical and cultural themes in the target language? Is this the year that I will feel ready to risk speaking to native speakers? Will I ever understand all those verb tenses? These are some of the questions that should be on the minds of the Spanish III student. During the course of this school year, we will seek to answer these and many more.

We will travel back in time and explore the Mayan pyramids, stopping to wonder at the similarities between the Mayan city and Egyptian city in the ancient world.. We will surround ourselves with the sights and sounds of ancient Córdoba and

Toledo and consider how a young girl's daily routine seems quite like ours. And we will walk in the steps of a pilgrim on the way to Santiago de Compostela, learning how even historical and biblical characters can become the stuff of legends.

Spanish Language and Culture III is designed to integrate the study of the Spanish language with an in-depth and comprehensive study of Hispanic culture, using a multi-disciplinary approach that includes study of particular aspects of philosophy, history, sociology, politics, art, music, literature and worldview (pagan and Christian) in Hispanic cultures, both ancient and modern. It provides a thorough intermediate-level grammar review intended to further develop students' language skills in Spanish, with the goal of producing literate and communicative students who are able to express themselves confidently and effectively in Spanish. Grammar and lexical study is complemented by communicative activities designed to hone students' skills in the four modes of language production: listening, speaking, reading, and writing. Students will have significant exposure to Spanish language texts, such as the Bible, authentic historical documents, and literary texts which serve as the foundation for a comprehensive study of the development of Spanish and Hispanic culture.

Enduring Understandings

- Extending language learning to the third year builds confidence in the four major skills: reading, writing, speaking and listening.
- Reading classic works of Spanish literature intertwines the working knowledge of literature learned in other disciplines and introduces Spanish heroes.
- As one continues learning a language, reading, writing and speaking production naturally lengthens, understanding spoken Spanish requires less translation, and discerning accents from different areas of the Spanish speaking world becomes possible.
- Studying the issues around immigration gives a broader perspective about those who seek refuge in the USA.
- Students become more aware of Spanish speakers and opportunities to be helpful.

Spanish IV Honors

Normally taken in 12th grade

Course Code: 708370

Teacher: Susan Hering

How will this year be different from the last three? How much responsibility am I willing to take to move my abilities in Spanish on to the next level? What will be the take-away from Spanish as I graduate? Examining these questions will give you a healthy starting point for Spanish IV.

We will continue to explore, create and connect our learning of Spanish to your world beyond the classroom. We will delve into the Conquest and the Golden Age of Spain and then examine the consequences of its excesses. We will consider the model of government in the Spanish colonies and develop conclusions regarding its successes and failures. We will investigate the twentieth and twenty-first centuries in the Spain and Latin America. We will experience new and creative ways to express our thoughts in Spanish, both in speaking and in literature.

In this course students will develop a strong command of the Spanish language, with proficiency in the four language skills: listening, speaking, reading, and writing. Students will complete a wide variety of integrative activities designed to synthesize aural and written materials; to develop reading comprehension skills and communicative strategies; and to refine abilities with extensive informal and formal oral presentations and writing in a variety of topics. Additionally, students will broaden their cultural literacy and awareness through the use and study of authentic Spanish-language literature, substantive newspaper and magazine articles, other non-technical texts, as well as authentic audio and video recordings. These activities are combined with a rigorous and thorough review of grammar structures and vocabulary building activities and with study and application of worldview issues. When possible, we will have visits from native Spanish speakers within our Geneva community.

Enduring Understandings

- Extending language learning to the fourth year provides an opportunity for mastery in the four major skills: reading, writing, speaking and listening.
- Deepening the study of history, literature and cultures of the target language enriches the language acquisition experience. Continuing connections with content learned in other classes emerge. Students' abilities to transfer their skills of writing, reading and speaking from English to Spanish produces a more mature product.
- Producing oral presentations for the class in to Spanish brings together the four major skills and strengthens the speaker's capacity for public speaking.

- As one gains proficiency in Spanish, it is possible to share faith with Spanish speakers.
- Traveling abroad to study Spanish and/or to do mission work becomes a plausible possibility.

FINE AND PERFORMING ARTS

Rhetoric Choir I–IV

9th–12th grade

Course Code: 1303300, 1303310, 1303320, 1303330, 1303340 (*Honors*)

Teacher: Abby Noble

Sing with spirit. Sing to serve.

Chamber Choir exists to embody and display the beauty, gratitude, discipline, and community of God’s redemptive story through music. In addition to assisting in chapel and school ceremonies, this ensemble will study and perform a diverse selection of music, covering a wide range of musical cultures, styles, traditions, and time periods. Through the study of this diverse literature, students will develop sight-singing skills, delve deeper into music theory and music history, and learn to appreciate each person’s unique contribution.

Enduring Understandings

- Music is a universal gift from God. It is a powerful medium by which humans reflect the beauty of their Creator.
- Music is a language that can be learned and expressed by everyone, given the right tools and vocabulary.
- Singing and music-making is a natural human response to the beauty of God, his creation, and his redemptive story.
- Being made in God’s image, all people are uniquely gifted, and everyone’s voice is valuable.
- Music creates community, and can be a powerful catalyst for realizing and affirming common human values and experiences.

Ladies Choir

8th–12th grade

Course Code: 1303360 (*0.5 credit*)

Teacher: Abby Noble

Sing with spirit. Sing to serve.

Ladies Choir will meet Tuesdays from 3:00 to 4:30. Ladies choir is open to eighth through twelfth grade ladies. It will be a fun, enriching, and safe place for young women to sing together in community. This ensemble will learn to read music, improve vocal technique, develop ensemble blend and balance, and rehearse a diverse selection of music written for women’s voices.

Enduring Understandings

- Music is a gift from God. It is a powerful medium by which humans reflect their creator.
- Singing and music-making is a natural human response to the beauty of God, his creation, and his redemptive story.
- Being made in God’s image, all people are uniquely gifted, and everyone’s voice is valuable.
- Music, like other subject areas, can be challenging but is inherently rewarding.
- Music can be a powerful catalyst for creating and affirming common human values and experiences, while learning to appreciate each person’s individual contribution.
- Making music is a physical activity, requiring ongoing discipline. It is a skill, taught and learned as a craft, accessible to everyone.

Guitar I–IV

9th–12th grade

Course Code: 1301320, 1301330, 1301340, 1301350

Teacher: Tanner Johnson

The guitar is an instrument with a rich pedagogical and cultural history, and it has come to occupy a place alongside voice, piano, and orchestral instruments as an object of serious musical study. Unlike these other instruments, the guitar as we now know it came into existence in the middle of the nineteenth century, and the guitar’s repertoire has come into its own

only in the past century, making it something of a musical hybrid: a unique blend of the classical and the contemporary. As perhaps the ideal chamber instrument, the guitar is well suited to both solo and small group ensemble performance.

While the primary activity in guitar class is the rehearsal of ensemble music for public performance, students will study guitar method as well as music theory and sight-reading. We engage with many diverse styles and genres of music, from characteristic Spanish guitar to contemporary compositions. The guitar ensemble performs in concerts alone and in tandem with choral and instrumental groups.

Enduring Understandings

- The process of learning classical guitar unites the gymnastic, the aesthetic, and the intellectual.
- The posture of the body, holding of the instrument, and articulation of sound require physical exercise, practice, and discipline.
- Playing music is as much developing a sense for how something ought to sound as it is a proper articulation of pitches and rhythms. The ability to discern this sense of musical goodness is learned; it is cultivated through “diet” and should be pursued on a life-long trajectory.
- Understanding the theoretical aspects of composition supports (and is supported by) both the artistic and gymnastic aspects of musical performance.
- An understanding of the rudiments of music theory is important both for performing and appreciating music. Learning to decipher standard musical notation is an integral skill to even the most basic music education and communication.
- Learning classical guitar is an amazing and rewarding undertaking.
- The guitar is a stringed chamber instrument.
- Classical guitar refers both to a type of instrument as well as a method of playing that instrument.

Drama I–IV

9th–12th grade

Course Code: 0400310, 0400320, 0400330, 0400340

Teacher: Lisa Hines

Atticus: There's something I'd like to ask. If you'll do it, you'll get along a lot better with all kinds. You see, you never really understand a person until you consider things from his point of view.

Jem: Sir?

Atticus: Until you climb into his skin and walk around in it.

(To Kill a Mockingbird)

Drama, an art form where words on a page become flesh on a stage, can be a very powerful medium for building empathy and humility in the participants while glorifying God through storytelling. Through drama, the students do not only read the story, but they enter into it, thinking deeply about the implications of the actions of the characters. They learn to love the characters they portray by seeing the world from their point of view.

The students are not just practicing skills and acting technique, they are also putting empathy into practice, setting aside their selves so that they might understand others better through incarnational participation in the stories they perform, cooperating and collaborating with other students to tell their story as a community. Through drama the students are experiencing all that is good and beautiful in the created order as well as all that is broken and in need of God's redemption.

Drama is primarily a performance-based class where students will be expected to prepare and perform scenes and monologues throughout the school year. All students will be expected to participate in performance, as well as participate in the critique of class performances.

As a class, we will collaborate to choose material to perform for a specific audience. With the guidance of the teacher and input from their peers, students will prepare/direct/act in performances for that audience.

Enduring Understandings

- The main instrument of the actor is the body. Actors must cultivate basic skills such as voice, physical gestures, and facial expressions in order to portray realistic characters and to communicate emotion to the audience.
- Cooperation and teamwork is essential for successful performances.

- Criticism and praise must be given and accepted with grace if an actor is to improve and grow as a performer.
- It is necessary for an actor to take risks in order to learn how to create successful performances.
- Making mistakes is a necessary part of the creative process and should not be viewed as a negative outcome.
- As Christians, it is very important to understand and respect the dramatic art form, how the theatrical medium is used to shape the culture, and to be able to discern whether theatrical presentations are consistent with the Christian worldview.

Stagecraft I-II

9th–12th grade

Course Code: 0400410

Teacher: Tim Michaud

Stagecraft is the art form of making a vision come to fruition through scenic, sound, lighting, and costume design. The focus is on working as a community: effectively and respectfully communicating, collaborating on and realizing a mutual vision. This is a class of doing. The students will learn the skills necessary to work in many theatrical capacities from the scene shop to backstage to front of house.

The students will run the Upper and Lower School performances held in the Black Box. And, they will help update the Lower School sets and props. My goal is the students will be capable and confident enough to make any of their visions become realized.

Enduring Understandings

- Cooperation and teamwork is essential for successful performances.
- Criticism and praise must be given and accepted with grace if a student is to improve and grow as a professional.
- Participation in the creative process can be frightening, but if they persevere the reward is great.
- Making mistakes is a necessary part of the creative process and should not be viewed as a negative outcome.
- As Christians, it is very important to understand and respect the dramatic art form, how the theatrical medium is used to shape the culture, and to be able to discern whether theatrical presentations are consistent with the Christian worldview.

Journalism: Yearbook & Design I–IV

9th–12th grade

Course Code: 1006300, 1006310, 1006320, 1006330, 1006331 (Honors)

Teacher: AnnMarie Hamilton

A journalist is a storyteller. This course will allow a student to develop fundamental journalism skills, gain an understanding of the history of journalism, grapple with the ethics associated with journalism, and learn management techniques related to the production of journalistic media. What is expected of students will vary according to skill development relative to their years of study.

Our assignments will be divided into four quarters. The first quarter will focus on journalistic standards and skill development, including graphic design, interviewing, and photography, along with small-scale business management. Quarters two and three will focus on the production of The Geneva School yearbook. In the last quarter we will move onto a variety of other graphic design, journalism-related projects, explore career opportunities, and develop the following year's yearbook theme.

Enduring Understandings

- Recording and sharing stories is valuable.
- Accuracy of information brings validity to one's work.
- Working in teams allows an individual to strengthen his or her own skills, as well as others'.
- Organization, meeting deadlines, and working within budgets are crucial to a successful business.
- Attractive design is both impactful and memorable.
- Students will grow in their appreciation of and artistic abilities in digital design.

Editors and staffers are responsible for carrying out the entire process for creating journalism, including but not limited to:

- Learning and applying software and technology
- Designing and formatting yearbook pages
- Delegating assignments to staff members
- Interviewing
- Writing headlines, captions, and body text
- Taking and choosing photos
- Submitting pages, proofing, and indexing
- Marketing and distribution

Art I–IV

9th–12th grade

Course Codes: 101330, 101340, 101350, 101360

Teachers: Matthew Clark and Shelly Bradon

Our goal at the rhetoric level is for each student to use their visual tools of communication to pursue their ideas and find their voice. Students in Art I, Art II, Art III, Art IV, and AP Art are combined in one class. We find that combining students of varying skill level inspires the group, and removes any hindrance to a student advancing at an accelerated pace. The fundamental procedures of studio art—the “how to” aspect—are generally taught early on. Their mastery, however, takes a lifetime to achieve.

In rhetoric art students are taught studio fundamentals such as drawing, painting, printmaking, and sculpture. These skills are not difficult to grasp from a procedural standpoint and do not change significantly from year to year. Students will do projects involving all of them throughout their years in art classes. What will change, however, is their mastery of these skills. Students will be expected to demonstrate increased mastery over their chosen media with each passing year.

Enduring Understandings

- God makes things—he is creative—and we will imitate him in this. It is better to make things well than to make them poorly. This is one of the reasons we study art making.
- The arts are inherently experiential and actively engage learners in the processes of creating, interpreting and responding to art.
- It is important to develop visual literacy in order to look at and see art as it was meant to be seen by its makers. This is a skill to be mastered just as much as reading and understanding books is a skill to be mastered.
- Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

AP Studio Art (AP Drawing / AP 2-D Art & Design)

12th grade

Course Code: 104300 (AP Drawing) / 0109350 (AP 2-D Art & Design)

Minimum Prerequisites: Studio Art III (B+), Cum GPA (3.0)

Teacher: Shelly Bradon

Through studio practice, application of design concepts, and informed decision making, students will assemble a body of artwork that demonstrates a high level of quality and growth throughout their portfolio. Students will address three components in their portfolios: quality, concentration, and breadth, which they will submit to the College Board for grading and possible college credit.

Artistic Integrity: Students are expected to use artistic integrity throughout the course. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea.

AP Drawing Portfolio: By exploring a variety of design processes and techniques, concepts and aesthetics, students will demonstrate their mastery of drawing, painting, and printmaking while advancing their visual communication skills.

AP 2-D Art & Design Portfolio: Students will expand their two-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, and compositional and aesthetic concepts.

In consideration of the time commitment of this class, students who wish to take AP Art must have approval from the teacher beforehand. It is very challenging to create 24 high-quality pieces of art in one academic year given the demands of other classes and extracurricular activities; it is important for students to evaluate their ability to handle the workload.

Enduring Understandings

- We are made in the image of a creator God; our desire to be creative and to use art as a form of understanding ourselves and the world around us is a reflection of his glory.
- The arts are inherently experiential and actively engage learners in the processes of creating, interpreting and responding to art.
- Art is to a large degree craft and much of it can be learned and practiced as a skill. An AP Portfolio should demonstrate a students' ability to use their voice through their work.

Digital Photography I

9th–12th grade

Course Code: 108310

Teacher: Alison Epps

Digital Photography I is designed to enable students to develop and demonstrate basic skill and understanding in photographic imagery, processes, and techniques and to use these techniques to express who they are in Christ. The course is divided into two basic elements: the camera and image processing. These two elements are taught alongside one another in a fluid synergistic method. The instructor focuses on the grammar of photography, introducing the camera as a tool and teaching students how to use this tool following the basic rules of photographic composition. Dialectic reasoning occurs in the second quarter, with the students printing and enhancing their own work applying the standards of photography. Students also study the work of professional photographers to see what makes an outstanding photograph and critique their own work as well as others applying the “rules” of photography. In the third and fourth quarter the students will move onto the rhetoric of photography by applying creative techniques to express themselves as a creation of God and to show the truth and beauty of creation.

Enduring Understandings

- Photography I students enjoy creating images that meet the standards of a good photograph using the manual controls on their camera.
- The students gain a good working knowledge of their camera's functions.
- A good photograph requires the photographer to control aperture, shutter speed, ISO, and white balance.
- A good photograph requires an understanding of composition and lighting.
- Photography requires the photographer to have the essential editing skills of Photoshop/Lightroom and be able to print their own images.
- This knowledge of their camera and ability to manipulate their camera's controls will give the students a greater appreciation of God's creation, and their ability to create a beautiful image.

Digital Photography II

11th–12th grade

Course Code: 108320

Minimum Prerequisites: Photography I

Teacher: Alison Epps

Digital Photography II is designed to teach the students about all forms of light. The students are introduced to elements of design, studio portrait lighting, and strobes. Photography II students learn how to create and manipulate all sources of light through fun and creative assignments. The students shoot in RAW and streamline the Photoshop/Lightroom workflow.

Enduring Understandings

- By learning the elements of design, the photography student are able to create powerful images.
- Advancing photographers need an understanding of light and how to manipulate it in every situation.
- Flash, strobes, and natural light are used to create creative images.

- By learning the impact of color, students are able to make visual statements about their image.
- This advanced knowledge of their camera and light gives photographers greater appreciation of God’s creation, and the ability to express their unique vision through photography.

Digital Photography III/AP

12th grade

Course Code: 0108330 (Photo III) / 0109350 (AP)

Minimum Prerequisites: Photography II / Photo II (B+), Cum GPA (3.0) for AP

Teacher: Kellie Harding

Digital Photography III/AP concentrates on discovering the photography student’s unique creative style. The students spend the year experimenting with and expressing their own unique photographic vision. Through their assignments, they give their vision a voice. Digital Photography III/AP is designed to teach the students a higher level of understanding with light, creativity, and exposure as it relates to photography. The students learn advanced Photoshop and Lightroom skills and difficult to shoot settings are mastered. Photo III/AP students get to use their photography skills on a 3–4 day field trip each year.

Digital Photography III/AP students create a portfolio showing they have mastered the breadth of design elements. The students create a sustained investigation of work showcasing their vision through mastery of advanced photography skills. The AP students submit their portfolio to the AP college board.

Enduring Understandings

- By using the creative controls on their camera, photography students are able to enjoy creating images that meet the standards of a professional photograph.
- Advancing photographers need an understanding of light and how to manipulate it in every situation.
- Advanced photographers have advanced editing skills using Photoshop/Lightroom.
- By entering photo contests, advancing photographers begin to learn the value of sharing their images and getting feedback.
- This advanced knowledge of their camera and ability to manipulate their camera’s controls and light gives photographers greater appreciation of God’s creation, and their unique vision of the world.

Video Production I-II

9th–12th grade

Course Code: 0107440

Teacher: Mark Greenwald

The Video Production class will teach students how to effectively tell stories through the medium of video, providing a front-to-back introduction to the essentials of the craft: writing, storyboarding, shooting, lighting, editing, motion graphics, and more.

Learning will be deepened through regular project work, in-class talks from industry expert guest speakers, and exploring careers where these video skills can be applied.

Enduring Understandings

- While we have agency in creating the story of our lives, we have discovered that we are also smaller parts of a larger, ongoing story—a metanarrative—God’s creative design at work. Thus when we tell stories, we are participating in a process that God himself is actively engaged in. That’s why the beauty of storytelling feels like such an innate part of our human experience.
- While there are many ways to tell a story, the medium of video has become the de facto *lingua franca* of our modern culture as it’s often the most effective way to inform, entertain, and persuade audiences. As such, knowing how to create quality video content has become less and less the exclusive domain of those destined for filmmaking or advertising. It is increasingly a must-have skill set for the well-rounded classical student and future employee.

