

# SUMMIT CHRISTIAN ACADEMY

# COURSE CATALOG





# Summit Christian Academy

## Upper School Course Catalog

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# VISION AND MISSION

## VISION

**The vision of Summit Christian Academy is to prepare students academically, socially, and spiritually, equipping them to discern truth, articulate their faith, and to serve others for the glory of Jesus Christ.**



## MISSION

**The mission of Summit Christian Academy is to partner with parents to educate and disciple young men and women through a Christian and classical education.**



## Summit Christian Academy - Diploma Graduation Requirements

	Basic*		Standard		Advanced ✦ Honors Level Available	
English	English 9 English 10 English 11 English 12	4 cr.	✦English 9 ✦English 10 ✦English 11 ✦English 12	4 cr.	✦English 9 ✦English 10 ✦English 11 ✦English 12	4 cr.
History	World History I World History II US History ✦SocCul-Curr Ev/Econ	4 cr.	World History I World History II ✦US History ✦SocCul-Curr Ev/Econ	4 cr.	World History I World History II ✦US History ✦SocCul-Curr Ev/Econ	4 cr.
Math	Algebra I I Additional Math	2 cr.	Algebra I Geometry Algebra II ✦Pre-Calculus ✦College Algebra ✦Calculus (.5 cr) ✦Statistics (.5 cr)	4 cr.	Algebra I Geometry Algebra II ✦Pre-Calculus ✦College Algebra ✦Calculus (.5 cr) ✦Statistics (.5 cr)	4 cr.
Science	Physics I Biology Chemistry I	2 cr.	Physics I Biology Chemistry I ✦Physics II ✦Chemistry II	3 cr.	Physics I Biology Chemistry I ✦Physics II ✦Chemistry II	4 cr.
Classical Studies	Debate Speech Research/Gov ✦Thesis	2 cr.	Debate Speech Research/Gov ✦Thesis	2 cr.	Debate Speech Research/Gov ✦Thesis	2 cr.
Foreign Languages			3 years of the same language	3 cr.	3 years of the same language ✦4 <sup>th</sup> Year Language	3 cr.
Bible	Bible 9, 10, 11, 12	4 cr.	Bible 9, 10, 11, 12	4 cr.	Bible 9, 10, 11, 12	4 cr.
Electives	3 Cr. Student Choice	3 cr.	Electives must include: 1 cr. PE/Fitness ✦1 cr. Fine Arts .5 cr. Personal Finance .5 cr. Student Choice	3 cr.	Electives must include: 1 cr. PE/Fitness ✦1 cr. Fine Arts .5 cr. Personal Finance 1.5 cr. Student Choice	4 cr.
Academic Totals:		21 cr.		27 cr.		29 cr.
Community Service Requirement	120 Hours 30 hours/year enrolled at SCA Grades 9-12		120 Hours 30 hours/year enrolled at SCA Grades 9-12		120 Hours 30 hours/year enrolled at SCA Grades 9-12	
	*This diploma is designed for students with documented learning differences who are enrolled in, or graduated from, the SCA NILD program.				✦Four or more core classes must be taken at the honors level, two to be in the same discipline. (i.e.: 2 years of Honors English)	

Students will take a required Classical Studies course each year while enrolled in grades 9-12. Students who complete all four Classical Studies courses will earn the Classical Distinction recognition on their diploma.



## Graduation Requirements

Diplomas are issued to full-time (5 or more credit hours) Summit students who have met all the requirements set forth by the *Summit Christian Academy Diploma Graduation Requirements* (see table above). Students who do not meet graduation requirements may be allowed to participate in the graduation ceremony, at the Head of School's discretion, if all requirements will be completed within ninety days of graduation. At the Head of School's discretion, part-time students may participate in the graduation ceremony.

## Summit Christian Academy Diploma Descriptions

**Basic Diploma:** This diploma allows a student with a documented learning difference to successfully graduate from Summit Christian Academy. The diploma is designed to work independently with a student's needs while maintaining the integrity of graduating with a classical Christian education. The student must be enrolled in, or have completed, the Summit Christian Academy NILD Program. A student graduating with this degree may pursue vocational school or community college prior to considering a university.

**Standard Diploma:** This diploma is for the average student attending Summit Christian Academy. It is challenging and prepares the student to apply to private colleges or state universities.

**Advanced Diploma:** This diploma is for the student who desires to be challenged and seek further education at a deeper level. It includes honors level courses and additional credit requirements. This diploma will require more time on homework, including independent research, as it prepares students to apply to private colleges, state universities, and academies.





# Department Philosophies

## Philosophy of History

History is derived from the Greek, *historia*, which means ‘to inquire.’ The very first step, of history involves an inquiry into the past, considering both events, and people, which allows the inquirer to develop the next step of history, the development of arguments. History as an argument allows the inquirer to form an evaluative judgment of both the events and the people that experienced them. Our desire is to provide students with the opportunity to look into the past and see God’s hand at work, to develop a proper historical understanding of people, places, and events that is based upon sound theological presuppositions that lead to godly living now and in the future. We desire to teach the students how to conduct scholarly research that will prepare them to think Biblically and critically in the time which God has placed them. Studying the history of the world is studying God’s plan to restore communion between God and man through grace by His Son, Jesus Christ.

## Philosophy of English

Language is an integral part of life: God spoke the universe into existence; God inspired the Bible; Jesus, God Incarnate, is “the Word made flesh.” Through the language-centered skills of quality reading and writing, the English Department of Summit Christian Academy enables students to better understand God and His creation, especially humanity. This is pursued through proficiency in English grammar, mechanics, and usage, as well as the classical components of the stages of the *Trivium*. In addition to formal writing practice, students demonstrate mastery of learning through oral presentations and informal class discussions. Students will thus develop their English skills to glorify God, demonstrating the wisdom and eloquence of a classical education coupled with the knowledge of and love for God imbued by their Christian education.

Writing. Summit’s writing process from kindergarten through 12th grade shall be applied continuously and systematically as students construct, practice, refine, and expand their written expression across a variety of topics and skills.

The writing component of the English Department is guided by the stages of the *Trivium*. In the Grammar stage (K4-6), students learn the elementary components of quality writing, primarily through Andrew Pudewa’s *Institute for Excellence in Writing*. In the Dialectic stage (grades 7-8), student writing focuses on review and mastery of the basic components of grammar, mechanics, usage, spelling, and other initial elements of style. Writing assignments both respond to the reading curriculum and focus on quality writing in isolation through mastery of Andrew Kern’s *Lost Tools of Writing*. In the Rhetoric stage (grades 9-12), student writing focuses on artful expressions of comprehension and understanding. Most of the assessments at this stage are based on the rigorous reading curriculum. Research is more intense in the 11<sup>th</sup> grade Research class and 12<sup>th</sup> grade Senior Thesis. Students practice the classical *progymnasmata* exercises, with emphasis placed on revision and editing, while fine-tuning fundamental writing skills as needed. Assignments are increasingly geared toward student creativity as well, now that



students have spent years imitating quality writing in form, structure, and content during the Grammar and Dialectic stages.

Reading. The Grammar stage reading selections are inspired, in part, by the era of history each individual grade learns, supplemented by other classic works for children. A driving motto for the pedagogy is “1<sup>st</sup>-3<sup>rd</sup> grades learn to read; 4<sup>th</sup>-6<sup>th</sup> grades read to learn.” The reading component of the Dialectic and Rhetoric stages is partly inspired by the Great Books program as well as the underlying premises of Humanities programs: investigating and exploring what it means to be human. As indicated above, these are subordinated to the development of the students’ Christian faith, best understanding what it means to be human in relationship with who God is and what He has done, agreeing with C.S. Lewis’s declaration “we read to know we are not alone.” The reading curriculum has been created for the two-fold purpose of experiencing some great works from the literary history of Western Civilization that are intrinsically worth knowing as well as challenging the students to learn about God, His world, humanity, and themselves better, responding accurately to what they read both intellectually and emotionally. Though some works in the curriculum approach reality from an atheistic (and thus, inaccurate) worldview, they have been chosen as part of the challenge to students and the importance of knowing and being able to defend what they believe and why, especially toward the end of the Rhetoric stage. Summit Christian Academy’s English Department fully embraces Aristotle’s declaration “it is the mark of an educated mind to be able to entertain a thought without accepting it.”

### **Philosophy of Mathematics**

Mathematics is the study of God’s creation and His ordered universe. Through His creation, God reveals His nature in mathematical principles that are absolutely true and reliable. Mathematics is the tool God has given us to numerically describe God’s creation. As students learn to solve equations, prove a theorem, or work through any mathematical process, they are uncovering God’s truth and seeing the beauty of order and design in the universe. Students will begin their mathematical studies at Summit Christian Academy by uncovering the basic concepts and facts that form the foundation of more advanced mathematical inquiry. From that foundation, students will solve problems, draw conclusions, and ultimately express their understanding of God’s truth with clarity and eloquence.

### **Philosophy of Science**

God created all things and did so with specific design and purpose. God gave man the desire to understand the details of God’s creation as a means of natural revelation to who God is. Since God is the source of all Truth and life, the study of science is the investigation of His intricate designs – from microscopic to telescopic wonders. The word ‘science’ comes from the Latin “scientia” meaning knowledge. According to Proverbs 1:7, the fear of the Lord is the beginning of knowledge, therefore, the basis for true knowledge must be derived from God’s truth as revealed to us in Scripture and through observations of His general revelation through creation.

Throughout the years of study, students will pursue evidence of God’s grand design and gain a respect for the value of all life. At the grammar, dialectic, and rhetoric levels, students will write



and discuss the intricacies of science. As students mature, they will be challenged to explain their understanding of each science discipline through skilled writing about laboratory investigations. As students mature in their knowledge of science and their biblical worldview, the wisdom to discern between true and false scientific inference will develop. Students will be able to think critically and speak persuasively about science in light of God's creation and His inerrant Word.

### **Philosophy of Classical and Modern Languages**

Language is a gift from God which is unique to humankind and the effective use of language glorifies God. God is the author of a stunningly diverse body of languages and cultures. As we study another language and culture, our understanding of God and his work in the world is enlarged. We reflect God's image when we bridge language and cultural barriers to communicate with others.

**Classical Language.** The study of Latin trains the student with the essential skills of the scientific method including observation, comparison, analysis and application in the study of grammatical principles. The development of precise logical reasoning inherent in the study of Latin helps train the student's mind with the ability to apply these skills when they encounter unfamiliar material in many subjects as well as a necessary process for life.

Students who complete the classical Latin language program will refine their understanding of English grammar and vocabulary and deepen their appreciation for classical literature. Exercises in the translation of primary sources allows the student to understand the foundation and influence of Western Civilization while discerning elements that reveal, reflect or deny God's character.

The study of Latin prepares the students for future study of a modern language. Spanish, French, Italian, and Portuguese all directly descend from Latin.

**Modern Language.** The study of a modern language cultivates in the student an appreciation for the richness of expression within different languages. Students learn to imitate the sounds and structures of the new language and see its beauty. As language skills develop, new horizons open to more fully enjoy the world and know the Creator in a richer way.

As language is the basis of all communication and is at the heart of the human experience, being equipped with the skills to understand, speak, read, and write another language prepares our students to articulate their faith and serve others in our growing global environment. Students not only learn about the French and Spanish language and cultures, they also acquire a degree of fluency through meaningful, comprehensible, and repetitive use of high-frequency language.

Students who complete the modern language program at Summit Christian Academy will have the skills to communicate in French or Spanish. Various media, such as songs, readings, scripture, poetry, news, videos, and extensive teacher-input will have worked together to provide students with hours of comprehensible input. Thus, students will be able to interact with native speakers with a fair degree of ease. Since they will be exposed to the historical and cultural background of various people groups, they will be able to relate in appropriate and sensitive ways. Furthermore, students will understand better the connections between culture and language





and how different cultures reflect the nature of God. Students will be humble learners who are equipped and motivated to cross cultural and linguistic barriers.

### **Philosophy of Theological Studies**

Theology stems from two Greek words: ‘Theos’, meaning “God” and ‘Logia’, meaning “word.” Theology, then, is literally the study of God and His ways. To use the words of Jonathan Edwards, the ultimate goal of the theology department is for students to “have their minds, in the first place, inexpressibly pleased and delighted with the sweet ideas of the glorious and amiable nature of the things of God.”\* It is critical that students have a solid foundational understanding about who God is, as this determines how and what they understand in other subjects, and in life. We desire to provide our students with a foundation of Christian truths amidst a rigorous academic setting in such a way that students are able to biblically evaluate both basic and complex life issues in light of scriptural truth and are prepared to defend their beliefs in an increasingly hostile world with logically sound arguments. Students who complete the theology program at Summit Christian Academy will have an underpinning in scriptural doctrine, theology, apologetics, worldview analysis, and scriptural and church history and will be equipped to apply biblical truth to their lives as they continue in their Christian walk, prepared to share the Gospel and disciple others from a solid foundation.

### **Philosophy of Fine Arts**

Believing God to be the Creator, Designer, and Sustainer of life, we desire to teach the creative arts and develop within each student the skill, knowledge, and understanding of the arts for the praise and glory of God. We desire for students to study the arts both to analyze and create. Students study and analyze works of the past as they examine how culture has influenced the arts and how arts express worldviews. As the Bible commands us to be imitators of Christ, we strive to lead students to create beauty, as everything God created was beautiful and good. In working towards excellence in the arts, students recognize there is a definition of beauty beyond the eye of the beholder. We encourage standards of excellence, service to God and man, and the search for truth, goodness, and beauty within the arts. We believe that the fine arts equip students to express their faith through unique venues, including visual arts, music, and dramatic performance. We aspire to provide a safe environment for each student to explore their unique gifting and talent while guiding them towards a lifestyle of discipline and worship unto God.

### **Philosophy of Physical Education**

The Physical Education Department of Summit Christian Academy desires to help students gain an increasing awareness how to care for the body God has given them. Since we are fearfully and wonderfully made and the body is the temple of the Holy Spirit, we desire the students at Summit Christian Academy to learn various methods that encourage a healthy and wellness-oriented lifestyle. Physical Education is also seen as a time to build self-discipline, perseverance, submission to authority, respect and teamwork into a student’s life.



# The Trivium

## Profile of a Dialectic Student

7<sup>th</sup> – 9<sup>th</sup> grade

In the Dialectic stage students are naturally argumentative and begin to question authority. Students crave understanding of facts from a deeper perspective, seeking to understand the “why” and “how” of information learned during the Grammar years, as well as the logic that accompanies it. Dialectic students are taught formal and informal logic.

They learn to debate, argue, counterargue, discuss, construct syllogisms and outline and develop a thesis statement as they interact with information to decide its value, purpose, and place in the scheme of factual knowledge. During this stage, student assessments emphasize evaluating their thought process rather than merely evaluating right or wrong answers. Students learn reasoning skills which help answer the “why” and “how” of facts taught and they experience firsthand how the branches of learning interrelate. The study of Latin continues as students connect history, art, literature, and culture of the Western world to the truth, beauty, and goodness of God’s world. Dialectic students at Summit learn to evaluate the validity of arguments through the lens of Scripture.

## Profile of a Rhetoric Student

10<sup>th</sup> – 12<sup>th</sup> grade

Building upon analytical skills of Dialectic years, Rhetoric students communicate ideas persuasively with wisdom and discernment. As critical thinkers, they are equipped with knowledge and understanding that will shape the world for Christ.

Rhetoric students think clearly, speak skillfully, and devise sound arguments while focusing on what brings dignity to the image of God through wholesome communication. Students learn to communicate in discussion-based classroom settings on topics of politics, philosophy, current events, theology, science, and literature. Their written and oratory skills are well coached in debate, speech, research, and thesis classes. Students engage in worldview and apologetics courses to analyze the validity of their own arguments and beliefs about reality. The capstone of the Rhetoric years is a formal presentation and defense of a research-designed, collegiate-level senior thesis. A panel of select faculty and community professionals judge the oral defense.



# Courses in English and Literature

## Dialectic English 7

The seventh-grade student will continue to develop oral communication skills and become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to refine *Lost Tools of Writing* composition skills, with special attention to word choice, organization, style, and grammar. The Bible will also be used as a literacy teaching tool without detracting from its inspiration, completeness, and infallibility. The student will continue vocabulary development through a study of figurative language. Knowledge of the impact of media on public opinion will be applied in the study of election processes and policymaking. The student will increase his/her proficiency in the use of print and electronic information resources and will learn how to give credit to secondary reference sources. The students will be introduced to, and use, dialectic thinking skills as they respond to and evaluate literature.

## Dialectic English 8

The eighth-grade student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. The student will plan, draft, revise, and edit writing, with emphasis on *Lost Tools of Writing* persuasive techniques. The student will apply reading and writing skills in all subjects, such as communicating results of scientific experiments, reading and describing the relationship between subsets of the real number system, or describing the characteristics and contributions of early civilizations. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of literary texts. Students will continue to use dialectic thinking skills to respond to literature.

## Dialectic English 9

**1 credit/year**

The ninth-grade student will present and critique drama readings of literary selections and will continue to develop proficiency in making planned oral presentations. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. Students will be introduced to significant literary works from a variety of cultures and eras, from 1000 A.D. to the present. The purpose of studying other cultures and their literature is to see how God reveals His character and His plan throughout history. This integration of history and literature enables students to see literature as an artifact of social events. These events show God leading His people and using non-believing nations to either support or chastise His children. Increased requirements for research and reporting in all subjects may be supported using digital



information and the MLA method to cite reference sources. Students will be introduced to progymnasmata writing elements to develop persuasive writing skills.

### **Rhetoric English 10**

**1 credit/year**

The tenth-grade student will work toward becoming a skilled communicator in small-group learning activities. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and changes of language. The student will read and analyze literary texts from a variety of eras and cultures, including those cultures studied in world geography. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals and use progymnasmata to continue building persuasive writing skills. The student will continue research skill building by crediting sources and presenting information in MLA format.

### **Rhetoric English 11**

**1 credit/year**

The eleventh-grade student will be able to make and analyze persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The student's appreciation for literature will be enhanced by the study of American literature, both classic and contemporary. The student will be able to identify the prevalent themes and characterizations present in American literature which are reflective of the history and culture; furthermore, the student will identify the contributions of other cultures to the development of American literature. Students will be able to recognize and neutralize such influences in their own thinking and make reasonable defenses of Christianity. The student will develop expository and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy. Students will continue building skills in progymnasmata writing.

### **Rhetoric English 12**

**1 credit/year**

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. Writing will include the production of technical and expository papers, which are organized logically and contain clear and accurate ideas. The student also will produce a well-documented major researched paper in the thesis format.



# Courses in Mathematics

## Dialectic - Pre-Algebra

The seventh-grade objectives are designed to prepare students for Algebra I. The objectives contain both content than reviews or extends concepts and skills learned in previous grades and new content that prepares students for more abstract concepts in algebra. New concepts include solving multistep equations, graphing linear equations, applying transformations to geometric figures, and using matrices to organize and interpret data. While learning mathematics, students will be actively engaged, using concrete materials as appropriate. Facility in the use of technology shall not be regarded as a substitute for students' understanding of quantitative concepts and relationships or for proficiency in basic calculations. Students will identify real-to-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of objectives.

Problem solving has been integrated throughout the six content strands, below. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

## Dialectic Algebra IA

**Prerequisite: Pre-Algebra or Equivalent**

**1 credit earned after completing Algebra IA & IB**

All students are expected to achieve the Algebra I objectives. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the arithmetic to the symbolic. Students will be able to make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections will be made to other subject areas through practical applications. This approach to teaching algebra will help students attach meaning to the abstract concepts of algebra.

These objectives require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.





Throughout the course, students should be encouraged to engage in discourse about mathematics with teachers and other students, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop confidence as mathematics students.

### **Dialectic Algebra IB**

**1 credit/year**

**Prerequisite: Algebra IA**

All students are expected to achieve the Algebra I objectives. When planning for instruction, consideration will be given to the sequential development of concepts and skills by using concrete materials to assist students in making the transition from the arithmetic to the symbolic. Students will be able to make connections and build relationships between algebra and arithmetic, geometry, and probability and statistics. Connections will be made to other subject areas through practical applications. This approach to teaching algebra will help students attach meaning to the abstract concepts of algebra.

These objectives require students to use algebra as a tool for representing and solving a variety of practical problems. Tables and graphs will be used to interpret algebraic expressions, equations, and inequalities and to analyze behaviors of functions.

Graphing calculators, computers, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of functions; they provide a powerful tool for solving and verifying solutions to equations and inequalities.

Throughout the course, students will be encouraged to engage in discourse about mathematics with teachers and other students, use the language and symbols of mathematics in representations and communication, discuss problems and problem solving, and develop confidence as mathematics students.

### **Dialectic Geometry**

**1 credit/year**

**Prerequisite: Algebra I**

This course is designed for students who have successfully completed the objectives for Algebra I. All students are expected to achieve the Geometry objectives. The course, among other things, includes inductive and deductive axiomatic method of proof to justify theorems and tell whether conclusions are valid. Methods of justification will include paragraph proofs, two-column proofs, indirect proofs, coordinate proofs, algebraic methods, and verbal arguments.

This set of objectives includes emphasis on two- and three-dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. A variety of applications and some general problem-solving techniques will be used to implement these objectives, including algebraic skill. Calculators, computers, graphing utilities (graphing calculators or computer graphing simulators), dynamic geometry software, and other appropriate technology tools will be used to assist in teaching and learning. Any technology that will enhance student learning should be used.



## **Rhetoric Algebra II**

**1 credit/year**

**Prerequisite: Algebra I and Geometry**

The objectives outline the content for a one-year course in Algebra II. Students enrolled in Algebra II are assumed to have mastered those concepts outlined in the Algebra I objectives. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, “families of functions,” equations, inequalities, systems of equations and inequalities, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results will should also permeate the course.

These objectives include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation to generate a “family of graphs” from a given graph and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

Graphing utilities (graphing calculators or computer graphing simulators), computers, spreadsheets, and other appropriate technology tools will be used to assist in teaching and learning. Graphing utilities enhance the understanding of realistic applications through mathematical modeling and aid in the investigation and study of functions. They also provide an effective tool for solving and verifying solutions to equations and inequalities. Any other available technology that will enhance student learning will be used.

## **Rhetoric College Algebra**

**1 credit/year**

**Prerequisite: Algebra I and II**

The course is designed to strengthen fundamental mathematical concepts such as inequalities, polynomials, linear and quadratic equations, and logarithmic and exponential functions.

## **Rhetoric Pre-Calculus I and II – Dual Enrollment**

**1 credit/year**

**Prerequisite: Algebra II**

Calculus is a powerful, useful, and versatile branch of mathematics. While the core ideas of calculus (derivatives and integrals) are not hard to understand, calculus is a demanding subject because it requires a broad and thorough background of algebra and functions. Study of the topics, concepts, and procedures of precalculus is very strongly recommended for all college-bound students. These topics, concepts, and procedures are prerequisites for many college programs in science, engineering, medicine, and business.

Precalculus is the preparation for calculus. The study of the topics, concepts, and procedures of precalculus deepens students’ understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual levels, as a tool, and in the study of other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors, matrices, and polar coordinates, are introduced, with an eye



toward modeling and solving real-world problems. The class is equivalent to a six-credit community college course of study.

**Rhetoric Calculus – Dual Enrollment**

**.5 credit/year**

**Prerequisite: Pre-Calculus I**

Calculus is a one-semester class designed to introduce limits, continuity, differentiation and integration of algebraic, exponential and logarithmic functions, and techniques of integration with an emphasis on applications in business, social sciences and life sciences. The class is equivalent to a 3-credit community college course of study.

**Rhetoric Statistics – Dual Enrollment**

**.5 credit/year**

**Prerequisite: Pre-Calculus I**

Statistics is a one-semester class that presents an overview of statistics, including descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, correlation, and linear regression. The class is equivalent to a 3-credit community college course of study.

**Dialectic Calculus with Analytic Geometry I – Dual Enrollment**

**.5 Credit/year**

**Prerequisite: Pre-Calculus**

This course presents analytic geometry and the calculus of algebraic and transcendental functions including the study of limits, derivatives, differentials, and introduction to integration along with their applications. Designed for mathematical, physical and engineering science programs. Students are required to have a graphing calculator for this course. The TI-83 Plus or TI-84 Plus (or later) is recommended.



# Courses in the Sciences

Many objectives in science begin with the phrase “Students will investigate and understand.” This phrase communicates a range of science skills and knowledge levels.

**Investigate** refers to scientific methodology and implies systematic use of the following inquiry skills:

- observing;
- classifying and sequencing;
- communicating;
- measuring;
- predicting;
- hypothesizing;
- inferring;
- defining, controlling, and manipulating variables in experimentation;
- designing, constructing, and interpreting models; and
- interpreting, analyzing, and evaluating data.

**Understand** refers to various levels of knowledge application such as

- **recall** or recognize important information, key definitions, terminology, and facts;
- **explain** the information in one’s own words, comprehend how the information is related to other key facts, and suggest additional interpretations of its meaning or importance;
- **apply** the facts and principles to new problems or situations, recognizing what information is required for a particular situation, using the information to explain new phenomena, and determining when there are exceptions;
- **analyze** the underlying details of important facts and principles, recognizing the key relations and patterns that are not always readily visible;
- **arrange and combine** important facts, principles, and other information to produce a new idea, plan, procedure, or product; and
- **make judgments** about information in terms of its accuracy, precision, consistency, or effectiveness.

## Dialectic Life Science

The Life Science objectives emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are expected to be used as the primary unit of measurement to gather and report data at this level.



## **Dialectic Physical Science**

The Physical Science objectives continue to build on skills of systematic investigation. Validating conclusions using evidence and data becomes increasingly important at this level. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Research methods and skills highlight practical problems and questions.

The Physical Science objectives stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. The objectives place considerable emphasis on the theoretical and applied physical science principles. Major areas covered by the objectives include the nuclear reactions, principles of matter, atomic theory, kinetic theory, periodicity, properties of light, electricity and magnetism, and mechanics.

## **Dialectic Earth Science**

The Earth Science objectives connect the study of the Earth's composition, structure, processes, and history: its atmosphere, fresh water, and oceans; and its environment in space. The objectives emphasize historical contributions in the development of scientific thought about the Earth and space. The objectives stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and science skills in systematic investigation. Problem solving and decision making are an integral part of the objectives, especially as they relate to the costs and benefits of utilizing the Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and climate, and the solar system and universe.

## **Dialectic Introduction to Physics**

**1 credit/year**

The Physics objectives emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the objectives include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The objectives stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.





## **Rhetoric Biology**

**1 credit/year**

The Biology objectives are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. All students are expected to achieve the content of the biology objectives.

## **Rhetoric Chemistry**

**1 credit/year**

The Chemistry objectives are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas.

Technology, including graphing calculators, and computers are employed where feasible. Students will understand and use safety precautions with chemicals and equipment. The objectives emphasize qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry objectives, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.

## **Rhetoric Physics**

**1 credit/year**

The Physics objectives emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in-depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the objectives include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, electricity, fields, and non-Newtonian physics. The objectives stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics.



# Courses in Civics, Geography, History, Economics

## Dialectic Civics

The content will cover the role citizens play in America's political and governmental systems in the United States. Students will examine the constitutions of Virginia and the United States, will identify the rights, duties, and responsibilities of citizens, and will describe the structure and operation of government at the local, state, and national levels. The objectives are intended to foster patriotism, respect for the law, and a sense of civic duty that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the objectives for Civics.

## Dialectic Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on Asia, Latin America, Africa, and the Middle East. The knowledge, skills, and perspectives of the course are centered on the world's population and their cultural characteristics, countries and regions, natural resources and natural hazards, landforms and climates, economic and political systems and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, and a variety of skills, students will consider the relationships between people and places while asking and answering geographic questions.

## Dialectic World History I

**1 credit/year**

These objectives will enable students to explore the historical development of people, places, and patterns of life from Creation until 1500 A.D. in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.



## **Rhetoric World History II**

**1 credit/year**

The objectives for ten-grade students cover history and geography from the late Middle Ages (500 A.D.) to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. The objectives strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

These objectives enable students to examine history and geography from the late Middle Ages (1000 A.D.) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The objectives strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquire/research, and technological skills, students develop competence in chronological thinking, historical comprehension and analysis.

## **Rhetoric United States History I and Government**

**1 credit/year**

The objectives for eleventh-grade students cover the historical development of American ideas and institutions from the Age of Exploration to the Civil War. The objectives require that students have knowledge of the United States; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy.

## **Rhetoric United States History II**

**1 credit/year**

This course provides an opportunity and structural framework for integration of student learning in various academic disciplines. It is a culmination of many years of Bible classes and study, focused this semester on direct exploration of key contemporary worldviews contrasted with



biblical Christianity. The 1<sup>st</sup> Semester will also provide an integration of learning from previous history, geography, civics, and science courses. Worldviews will be intentionally applied to the Sociocultural Studies units this semester. This course will also help prepare students for the Grand Tour to Europe in the spring of their senior year.

### **Rhetoric Sociocultural**

**.5 credit/year**

This course is designed to make students aware of “the Others” (people not like them), to provide meaning to loving Neighbors, the Stranger, the Enemy. It sets the stage for being part of the Great Commission, as well as applying the Biblical directives on Mercy and Justice. The course will include an introduction to the critical importance of Culture, Language, and Religion in understanding the world. It begins with Biblical foundations and examines selected past and present cultures, including tribal societies, the Islamic world, and modern Europe and America.

The course provides seniors an opportunity to review and integrate their high school learning in Bible, English, Geography, History, Worldview, and Economics, using a sociocultural focus lens.

### **Rhetoric Economics**

**.5 credit/year**

The class will examine the economic systems in the United States. Students will investigate the process by which decisions are made in the American market economy and explain the government’s role in it. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the objectives in Economics.



# Courses in Classical and Modern Languages

## **Dialectic TPRS Spanish I**

**1 credit/year**

In level I Spanish classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of Spanish in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language-learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning Spanish is using the language in the real world beyond the classroom setting. This can be accomplished in several ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in Spanish and in providing students the opportunity to interact with native Spanish speakers.

## **Rhetoric TPRS Spanish II**

**1 credit/year**

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish-speaking cultures.

## **Rhetoric TPRS Spanish III**

**1 credit/year**

In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar.





## **Rhetoric TPRS Spanish IV**

**1 credit/year**

In Spanish IV, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use Spanish to access information in other subject areas and to compare and contrast cultural elements found in Spanish-speaking countries with those found in their own. The standards for level IV focus on refinement of language skills and may be applied to levels.



## **Dialectic TPRS French I**

**1 credit/year**

In French I, students begin to develop communicative competence in French and expand their understanding of the culture(s) of francophone countries. In level I French classes, students learn to communicate in real-life contexts about topics that are meaningful to them. To develop students' communicative competence, emphasis is placed on use of French in the classroom and on use of authentic materials to learn about the culture. Rather than isolating grammar in a separate strand, it is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. Through the language learning process, students develop a greater understanding of the structure of their own language and the unique aspects of their own culture. An important component of learning French is using the language in the real world beyond the classroom setting. This can be accomplished in a number of ways through integration of technology into the classroom, as technology is an important means of accessing authentic information in French and in providing students the opportunity to interact with native French speakers.

## **Rhetoric TPRS French II**

**1 credit/year**

In French II, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short. Emphasis continues to be placed on use of French in the classroom.



### **Rhetoric TPRS French III**

**1 credit/year**

In French III, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in French and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in French topics related to historical and contemporary events and issues.

### **Rhetoric TPRS French IV**

**1 credit/year**

In French IV, students continue to develop their communicative competence by interacting orally and in writing with other French speakers, understanding oral and written messages in French, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. They comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students use French to access information in other subject areas and to compare and contrast cultural elements.

### **Dialectic Latin I**

**1 credit/year**

Students begin to develop the ability to comprehend simple written Latin texts based on a variety of topics. Latin objectives focus on interpretation rather than person-to-person communication. To support the development of reading skills, students learn to use Latin orally, understand oral Latin, and write very simple phrases and sentences. Students also learn about the perspectives, practices, and products of the ancient Romans as reflected in aspects of the daily lives of Roman people. Students compare these cultural and historical elements to their own culture and recognize examples of the influence of Greco-Roman civilization in their own world. Through their understanding of the structures and vocabulary of the Latin language, students enhance their understanding of linguistic elements of English.

### **Dialectic Latin II**

**1 credit/year**

This course is designed to teach comprehension of the Latin language for reading purposes. It seeks to develop from the outset an understanding of the values of Roman civilization. The goal is to understand the Latin language in order to read materials in Latin and consequently learn about Roman history, archeology, and customs to gain insight into the world in which the New Testament was written.



## **Rhetoric Latin III**

**1 credit/year**

Students continue to refine skills in comprehension of the Latin language for reading purposes while continuing development and understanding of the values of Roman civilization. Students work more independently toward the goal to understand the Latin language in order to read materials in Latin enabling them to continue learning about Roman history, archeology, and customs to gain insight into the world in which the New Testament was written.



# Courses in Fine Arts

## Visual Arts and Performance Arts

The objectives reflect the educational goals common to visual and theater arts, while recognizing the distinctive aspects of each discipline. Each art form has its own philosophical challenges, theology, methods, materials, history, and content; each is taught as a separate subject. Assessment techniques account for the similarities and differences among the arts and the varying capabilities and education of students. The objectives provide direction and basic structure for the development of the curricula linking instruction and assessment.

### **Dialectic Visual Arts**

Giving credence to God's creation of beauty, Visual Arts is one part of a four-pronged wheel designed to introduce young creative minds to the various techniques painting and drawing. The focus of this course is on the application of previously-learned concepts and technical skills as they become familiar with a variety of media. Students will learn how to critique works of art and reflect on their own works while skills develop. The language of art is specific, and students are encouraged to communicate as art students during the course.

### **Rhetoric Visual Arts**

**.5 credit/year**

**Types of Art: Beginning, Drawing, Painting, Honor's, Critical**

For the purpose of honoring the world of God's creation, art students will explore art from various historical periods, and reflect on, interpret, and evaluate art works in light of social, cultural and environmental dimensions. Each art class is tailored to the student's ability. Students will create works of art that explore various subject matter using a variety of media, techniques, and technologies.

### **Dialectic Theater Arts**

Classes emphasize the basic theory of theater including acting and all aspects of stagecraft. Students will learn the tools, media, and techniques involved in theatrical production. Students will reflect on, interpret, and evaluate plays and theatrical performances. They will understand and use the basic elements of theater in characterizations, improvisations, and play writing. These are fun, energetic, and fully-participatory classes.

### **Rhetoric Theater Arts**

**.5 credit/year**

Theater Arts provides performance opportunities for students in grades 9 -12. Classes emphasize the basics of theater including acting and all aspects of stagecraft. Students learn acting through skill-building exercises and working together as an ensemble to present a theatrical production to



a live audience. Through Theater Arts students gain confidence in front of an audience and an understanding of theater for the glory of God. Students learn stage presence, characterization, memorization and how to use their body, face and voice to effectively communicate. The class is fun, energetic, and fully-participatory.

### **Dialectic Choral Arts**

Students read and notate music. They will learn the basic theory of voice including pitch, tempo, rhythmic patterns, note quality, choral singing, expressive phrasing, and singing with two voices. Students will learn the history and culture of music styles and participate in local performances.

### **Rhetoric Choral Arts**

**.5 credit/year**

Choral Arts is designed to introduce and expand the principles of voice techniques including, singing, diction, phrasing, intonation, breathing control, and the division of vocal parts. Several performances and competitions are scheduled for the winter and spring. Students will perform several community service performances.



# Courses in Theological Studies

## **Dialectic Old Testament**

This course is designed to take students on a journey through the Old Testament. The students will be able to trace the development of the big story in terms of the biblical covenants and derive beliefs and values from the big story of Scripture. They will be able to relate the individual narratives to the larger story line of Scripture. They will ultimately apply beliefs and values to their personal behavior and cultural action.

## **Dialectic Worldview**

This Bible curriculum is designed to help middle school students understand the tenets of a Christian worldview. It compares Christianity with other prominent worldviews in the areas of theology, philosophy, ethics, biology, sociology, psychology, law, politics, economics, and history. Students will learn why Christianity offers the best answers to questions about God, right and wrong, Creation, what it means to be human, and much more. Issues covered include apologetics, cults, evolution, feminism, homosexuality, naturalism, moral relativism, pluralism, and socialism.

## **Dialectic Study of Faith and Apologetics**

**1 credit/year**

This course will engage students with questions such as: Is the Bible trustworthy? Does it contain errors? Can we rely on the skeptics' critiques?

## **Rhetoric Study of Church History**

**1 credit/year**

This course will cover the history of the Early Church including the ascension and ministry of Christ, the Early church of Acts, and the Catholic (or universal) Church in the Roman World. It is designed as an introduction to the history of Christianity and the church from its beginnings in the apostolic period to its most recent expressions in the twentieth century. Major movements, leading personalities, theological developments and religious trends will be examined with the aim to better understand the broad spectrum of Christian expressions in both the West and non-West.





## **Rhetoric Study of Worldviews and Survey of Doctrine**

**1 credit/year**

The first semester will provide an integration of learning from previous history, geography, civics, and science courses. This course provides an opportunity and structural framework for integration of student learning in various academic disciplines. It is a culmination of many years of Bible classes and study, focused this semester on direct exploration of key contemporary worldviews contrasted with biblical Christianity. The first semester compares and contrasts worldviews, in the context of the academic disciplines of a university. The course will help students seek and discern Truth, know, love, worship God, understand the culture in which they live and from which they absorb ideas, make critical life choices, and prepare for college and career.

The second semester, Survey of Doctrine, is a biblical exploration of theological essentials: The Trinity, Anthropology, Hamartiology, Christology, and Soteriology.

## **Rhetoric Study of the Christians Responsibility to its Culture**

**1 credit/year**

This course of study utilizes real-world understanding about participating in culture. Students will learn how Christians of the past helped shaped Western culture and how they creatively engage their own culture.

Second-semester teaching will utilize Francis Schaeffer's *How Should We Then Live?* as a guide for understanding the development and decline of Western civilization. The course will help prepare students for the senior trip to Europe in the spring.



# Courses in Classical Studies

## **Dialectic Logic**

**1 credit/year**

This class offers a yearlong study of formal logic and its applications to reading, writing, speaking, listening and, most importantly, thinking. The course commences with definition and examination of formal logic terms, judgments, and syllogisms, and then continues with a study of categorical and compound forms of syllogisms. Students will also explore fallacies - arguments that are based upon poor reasoning. The purpose of Formal Logic is to hone students' ability to think clearly, critically, reasonably, and effectively. Logical thinking allows students to evaluate many types of everyday situations and occurrences, along with worldviews, ideas, and arguments and derive meaningfully-sound evaluations based on sound reasoning and truth.

## **Dialectic Debate**

**.5 credit/year**

This course is designed to give students the opportunity to learn how to debate logically, persuasively, and with eloquence. Students will gain experience in determining key arguments and issues of a topic, researching supporting evidence, organizing arguments, and presenting those arguments through public speaking and persuasive writing. The course will provide experience in both prepared arguments and extemporaneous speaking. Students will be organized into teams for initial debate preparation and execution, then they will prepare and conduct one or more individual or team debates. Debate topics will be focused on major US and international policy issues. Students will also research and write an essay on the core tenets of the Christian faith, then present and defend their work before an adult review board.

## **Rhetoric Speech**

**.5 credit/year**

This course is designed to help students understand the power of the spoken word and to use it effectively. Students will learn and practice public speaking skills by writing and presenting a variety of speeches including informative and persuasive speeches.

## **Rhetoric Research**

**.5 credit/year**

The purpose of Rhetoric Research and Government is to provide students with the tools to perform independent research; to enable them to seek pertinent information on topics already inquired into in accordance to predetermined parameters, and how to use their own research for a particular purpose. Rhetoric Research also seeks to guide students on how best to use the diverse array of research tools available.



## **Rhetoric Thesis**

**.5 credit/year**

In this course students will review the five canons of rhetoric (invention, arrangement, style, memory, and delivery), as well as other elements of the art of good communication, such as constructing a thesis, research, supporting arguments, and elements of persuasion. Through the writing process, students refine topics, develop and support ideas, investigate, evaluate, and incorporate appropriate resources, edit for effective style and usage, and determine appropriate approaches for a variety of contexts, audiences, and purposes. Students will practice both writing and speaking along the forms of classical rhetoric, culminating in the final senior thesis presentation at the conclusion of the school year.



# Physical Education Course

.5 credit/year

The Physical Education Department of Summit Christian Academy desires to help students gain an increasing awareness how to care for the body God has given them and learn various methods that encourage a healthy and wellness-oriented lifestyle. Physical Education is also seen as a time to build self-discipline, perseverance, submission to authority, respect and teamwork into a student's life.

## Elective Courses

Electives are selected and designed to build skill sets that are not part of the typical curriculum. The student is encouraged to arouse curiosity, extend knowledge and understanding beyond the core class material, or serve the school while building a redeemable skills-set. Some classes are offered in the fall or spring and many are biennial.

### 20th Century Authors

.5 credit/year

This honors course is designed to challenge students to think on a higher level in a small group forum as they read literature from authors of the 20<sup>th</sup> Century. Focus is on critical thinking as they discuss and write about themes, worldviews, and author's purpose among other topics. The novels selected are listed as college-preparatory. Students will sharpen skills required to fully engage in the college classroom. Only students who have taken honors English and find reading and discussing literature enjoyable should enroll.

### College Admissions Preparation

.5 credit/year

This class is intended to help second semester juniors who are planning to attend college prepare for the college admissions process. Students will receive guidance into identifying potential colleges and possible majors. A limited amount of standardized testing preparation will be included. Students will begin developing their college admissions essays as well.

### Critical Viewing

.5 credit/year

This worldview class will provide an engaging opportunity to watch films and explore and discuss what worldview is driving the stories. Students will be expected to participate in class discussions and present their ideas in writing.



### **Drivers' Education**

**.5 credit/year**

The classroom phase of Virginia's Driver Education Program is structured to provide students with information necessary to become licensed drivers and equip them with skills and understanding necessary to operate a motor vehicle safely. The curriculum guide is designed by the Virginia Department of Education to fulfill the classroom step needed to obtain a Driver's License.

### **Famous Authors**

**.5 credit/year**

This honors course is designed to challenge students to think on a higher level in a small group forum as they read literature from various famous writers. Focus is on critical thinking as they discuss and write about themes, worldviews, and author's purpose among other topics. The novels selected are listed as college-preparatory. Students will sharpen skills to fully engage in the college classroom. Students who have taken honors English and find reading and discussing literature enjoyable should enroll.

### **Internship**

**Service hours**

The intern will work alongside the Athletic Director or Director of Marketing to gain authentic work-related exposure relevant to the department. Work hours are flexible.

### **Introduction of Business**

**.5 credit/year**

This course introduces the student to a broad view of how businesses in the United States function. Students will gain knowledge in economic systems, business organization, finance, marketing, production, risk, and human resource management.

### **Modern Politics/Government**

**.5 credit/year**

This class is designed to allow the student to engage critically in the past development of current, contextual political philosophies. Student will explore the origins of relatively modern political philosophies, evaluate them for truth and falsity, and make relevant and thoughtful connections between the modern political history and current events happening in their world around them.

### **Personal Finance**

**.5 credit/year**

This course, needed for graduation, examines financial stewardship. Students will learn how to prepare for the financial decisions to be encountered over the next few years.



## **Photography**

**.5 credit/year**

This course is a hands-on exploration of digital photography, digital-image editing, and photographic techniques. Students will learn basic camera operation, principles of composition and lighting, how to crop, color correct and touch up photos, file management and file sharing. Students will participate in field trips, projects, exhibition of work, and study the works of noted photographers. The class may be asked to take photos for the yearbook or other Summit press related purposes.

## **Trigonometry**

**.5 credit/year**

In this course students will learn the definitions and principles of the six trigonometric functions and their applications to problems solving. This includes the unit circle, graphing and transforming graphs, and trigonometry identities.

## **Yearbook**

**.5 credit/year**

In this course, students will produce and publish the Summit Christian Academy yearbook. Students will learn and apply the basics of yearbook production—design, lay-out, photography, and copy, and acquire multiple business skills.