An Introduction to Our Curriculum

Our purpose is simple, even if the art of education and the pursuit of truth, goodness, and beauty are not: “To mature and cultivate students as we study truth, goodness and beauty by means of the liberal arts and the great books. This purpose and call challenges us, not only because our culture is in great need of recovering education as more that just mere college and career preparation, but as the cultivation of a human being characterized by wisdom, eloquence and virtue.

In light of these things, we began with a vision of our “ideal” graduate. What qualities would the student possess who had completed our K-12 program? How would we define success beyond simple academics, athletics, or other single considerations? To us, a successfully educated student leaves the school with the following six attributes:

1. **Virtue and mature character**— This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and servant leadership. We model this, teach this, and instill it in students by studying the great stories of the West.

2. **Sound reason**— We expect students to realize a unified worldview in which truth is real and knowable. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.

3. **A masterful command of language**— Because language enables us to know things that we have not directly experienced, nothing is more important within education. Without a strong command of language, the greatest books are rendered silent. We expect our students to master vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.

4. **Well-rounded competence**— Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.

5. **Literacy with broad exposure to books**— Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well-read in the important literature and ideas and philosophy of the West.

6. **An established aesthetic**— Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.
With these six attributes as our starting point, we began to evaluate our curriculum in light of the Seven Liberal Arts, and particularly the Trivium, seeking a way to map the path that would take our students from uninstructed youth to mature, educated adults. Our analysis helped us define our eleven principal areas of study, as follows with explanation.

(The far left numbered column ties to our graduate attributes.)

<table>
<thead>
<tr>
<th>Western Literacy</th>
<th>Have you ever seen a reference to Milton in the movies and missed the point? Have you smiled blankly when someone cites a portion of well-known poetry as though you should know it? An educated person has a broad repertoire of famous works with which he or she is at least familiar. Foundational texts of the west will be studied. Examples include, but are not limited to poems from Eliot, Longfellow, Shakespeare, and Tennyson, novels by Dickens, Chaucer, or Shelley, and philosophers like Socrates, Hume, or Kierkegaard.</th>
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</thead>
<tbody>
<tr>
<td>Aesthetic Literacy</td>
<td>Is everyone born with a developed appreciation for the truly beautiful? Classical education helps students develop an appreciation for great art. This requires exposure to masterpieces of painting, sculpture, drawing, architecture, and other visual works. It also requires exposure to excellent music. We work through hymns, classical music, dance, and master painters, and study what makes great art great.</td>
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<tr>
<td>Science</td>
<td>Science is a highly-regarded part of our curriculum. In younger grades, we emphasize observation and discovery. In the 6th grade and above, we emphasize the scientific method. From taxonomy down to the order level, the periodic chart, and detailed understandings of animals and insects, our grammar school children know their science. Hands-on science lab is a regular feature of our grammar school. In the upper school, physics and chemistry are emphasized as the core sciences.</td>
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<tr>
<td>Section</td>
<td>Description</td>
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<tr>
<td>Arithmetic</td>
<td>Saxon Math provides an excellent basis for both higher math and logic within our system. Our students advance quickly as we strive to keep kids interested by keeping them challenged.</td>
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<tr>
<td>Art Practicum</td>
<td>A well-educated person is competent in many areas with a variety of skills. We continue to expand our efforts to develop the aesthetic of students through a serious pursuit of the arts. Whether it's painting, mosaics, pottery, calligraphy, orchestra, or physical education, we seek to develop every student's artistic ability.</td>
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<tr>
<td>Logic &amp; Math</td>
<td>&quot;Why don’t they teach logic at these schools?&quot; C.S. Lewis, from The Lion, the Witch and the Wardrobe. Practicing the mind in logic prepares students for the development of wisdom. We use logic as the base foundation for our rhetoric program. Higher math factors in the same way. We teach math as it is applied to real life. Application is the key to understanding math.</td>
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<tr>
<td>Integrated Language</td>
<td>&quot;High thoughts must have high language.&quot; Aristophanes. Latin and Greek form the basis for Western culture and language. When studied together with English, students are better spellers, have larger vocabularies, and have a more thorough understanding of grammar. The student's grasp of language affects his very depth of thought as he uses precision in his vocabulary to better understand the world. Careful attention to grammar makes the student better at discerning subtle meaning.</td>
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<tr>
<td>The Art of Rhetoric</td>
<td>Rhetoric has become a negative word in modern culture. But the art of speaking and writing well to persuade others has not become irrelevant. From science to industry to the classroom, those who</td>
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succeed must communicate effectively. From Reader’s Theater in our grammar school to formal rhetoric in our high school, classical education emphasizes the importance of speech and writing in the daily pursuits of our students.

<table>
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<tr>
<th>History</th>
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<tr>
<td>The value placed on history is dictated by worldview. To many the progressive modernist, history is an interesting study in how we got to our present, enlightened state. In classical education, history is the study of the human condition. We study it because it shows the formulation of ideas and the consequences of those ideas-- a core value for wisdom. Near the completion of a classical education, we expect students to intuitively see the ideas that play their way out in the laboratory of the world.</td>
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<tr>
<th>The Great Conversation</th>
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<tr>
<td>No part of our curriculum plays a more vital role than <em>The Great Conversation</em>. This conversation uses the Great Books to formulate and evaluate the ideas that shape our culture. In the 1950's, Mortimer Adler and over 40 scholars formalized this study in an attempt to preserve how students had learned for two millennia. These scholars recognized the beauty in seeking Truth in great literature. The practice of investigating, arguing, and grasping the deep concepts of the best thinkers in history plays a vital role in practicing the mind and developing wisdom. Students may not remember the books they read, but the development of their minds is inescapable. Students in grades 9-12 thrive on the Socratic discussions of our high school classroom.</td>
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<tr>
<th>Character and Virtue</th>
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<tr>
<td>We study the great moral literature to establish moral authority, practice students in manners, hold students to a &quot;heart&quot; standard rather than a &quot;rule following&quot; standard, and use story to instill a desire for the right and a disdain for the wrong. In</td>
</tr>
</tbody>
</table>
short, we want our students to "Love the Good." "Stories, unlike courses in "moral reasoning," give children some specific reference points." William Bennett. More than any other tool, we use the classic Western stories of honesty, compassion, courage, and perseverance to develop a love of the good in children. Throughout our school, you will hear repeated the stories that strengthen the resolve of children to become servant-leaders in every area of their life.

Curriculum Roadmap

Having defined our areas of study and tied them into our vision for a graduate, we mapped the curriculum into a four year overview, or “Curriculum Roadmap”. This matrix visually depicts the scope and sequence of our entire program. Placement of a particular class or subject depends upon that course’s role in the grand scheme of the curriculum, advancing students as they grow in age and in knowledge, skill, wisdom, and virtue. The virtuous and mature graduate, therefore, stands on the solid foundation of all prior classes taken.

We believe that our vision drives our curriculum and so we will continually takes steps to revise our educational product to better achieve our goals in the classical spirit. This process has led us to strengthen our teaching of core skills in the grammar stage (reading, writing, and arithmetic), our ethos of honor in the logic phase, and our emphasis on applied thought and expression in the rhetoric phase through uniquely constructed classes. We will continue to work to solidify our English courses around the “anchor works" in the Great Books of the Western World and the core ideas that inform the Great Conversation, striving to teach a worldview informed by reason that gives students access to the vocabulary and thoughts of the great thinkers and writers of our past.

Our vision tells us that aesthetics are important, so we seek to place great art in each classroom. Deeper art integration is a key part of our program’s direction for the future in all subject areas. We also seek excellence in the performance, giving students the tools by which to express mastery and create beauty, whether in drama, orchestra, band, choir, or in the language arts.
Finally, we want every student, despite particular inclinations and gifting, to be exposed to all elements of a well-rounded education, so we are striving to create graduated programs that give all students in our school the foundational tools in any art or educational endeavor. We stress memory at the younger ages, hoping to fill our students with a wealth of invaluable knowledge in the Western canon. *Ultimately, we are about building a love of learning, and seek to develop and impart to students that life-long love and those tools necessary to tackle any challenge students may encounter in their adult lives.*
SOR:  FOUR YEAR COURSE PLANNING WORKSHEET
30 Credits Required for Graduation

<table>
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<tr>
<th>GRADE 9</th>
<th>GRADE 11</th>
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<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Latin I</td>
<td>1</td>
</tr>
<tr>
<td>Logic</td>
<td>1</td>
</tr>
<tr>
<td>Classical Literature</td>
<td>1</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>1</td>
</tr>
<tr>
<td><strong>choose 1</strong> Integrated Science, Biology</td>
<td>1</td>
</tr>
<tr>
<td><strong>choose 1</strong> Euclidean Geometry, Algebra II/Trigonometry</td>
<td>1</td>
</tr>
<tr>
<td>Freshman Physical Education</td>
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<tr>
<td>Health</td>
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</tr>
<tr>
<td>Music / Music History</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<th>GRADE 10</th>
<th>GRADE 12</th>
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<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Latin II</td>
<td>1</td>
</tr>
<tr>
<td>Rhetoric I</td>
<td>1</td>
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<tr>
<td>British Literature</td>
<td>1</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>1</td>
</tr>
<tr>
<td><strong>choose 1</strong> Biology, Chemistry</td>
<td>1</td>
</tr>
<tr>
<td><strong>choose 1</strong> Algebra II/Trigonometry, College Algebra I, Pre-Calculus</td>
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</tr>
<tr>
<td>Sophomore Physical Education</td>
<td>0.5</td>
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<tr>
<td>Fine Arts Elective, General Elective</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>7 - 8</td>
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</table>
### ACADEMIC PROGRAM OVERVIEW

#### GRADUATION REQUIREMENTS

* Classical required course

<table>
<thead>
<tr>
<th>Classical SOR Course</th>
<th>Classical SOR Credit</th>
<th>Wisconsin /AASD Graduation Requirements</th>
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<tbody>
<tr>
<td><strong>English &amp; Western Literacy</strong></td>
<td><strong>4 credits</strong></td>
<td><strong>4 credits</strong></td>
</tr>
<tr>
<td><em>Classical Literature</em>*</td>
<td>1 credit</td>
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<tr>
<td><em>British Literature</em>*</td>
<td>1 credit</td>
<td></td>
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<tr>
<td><em>American Literature</em>*</td>
<td>1 credit</td>
<td></td>
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<tr>
<td><em>Modern Literature</em>*</td>
<td>1 credit</td>
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<tr>
<td>Composition</td>
<td>.5 credit</td>
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<tr>
<td>Creative Writing</td>
<td>.5 credit</td>
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<tr>
<td>Shakespeare</td>
<td>.5 credit</td>
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<tr>
<td>Poetry and Logic</td>
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<tr>
<td>Modern Drama</td>
<td>.5 credit</td>
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<tr>
<td>Competitive Speech</td>
<td>.5 credit</td>
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</tr>
<tr>
<td><strong>Aesthetic Literacy: Fine Arts</strong></td>
<td><strong>1 credit</strong></td>
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<tr>
<td>*Music / Music History</td>
<td>1 credit</td>
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<tr>
<td>Art History</td>
<td>.5 credit</td>
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<tr>
<td><strong>Science</strong></td>
<td><strong>4 credits</strong></td>
<td><strong>3 credits</strong></td>
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<tr>
<td>Integrated Science</td>
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<tr>
<td>*Biology</td>
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<tr>
<td>Honors Biology</td>
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<tr>
<td>*Chemistry</td>
<td>1 credit</td>
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<tr>
<td>Honors Chemistry</td>
<td>1 credit</td>
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<tr>
<td>*Physics</td>
<td>1 credit</td>
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<tr>
<td>Honors Physics</td>
<td>1 credit</td>
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<tr>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>Astronomy</td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>4 credits</strong></td>
<td><strong>3 credits</strong></td>
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<tr>
<td>Algebra I</td>
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<tr>
<td>*Euclidean Geometry</td>
<td>1 credit</td>
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<tr>
<td>Algebra II/ Trigonometry</td>
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<tr>
<td>College Algebra I</td>
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<tr>
<td>Pre-Calculus</td>
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<tr>
<td>Honors Calculus I</td>
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<td>Honors Calculus II</td>
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<tr>
<td>Discipline</td>
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<tr>
<td>Honors Statistics</td>
<td>1 credit</td>
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<tr>
<td><strong>World Language: Latin</strong></td>
<td>4 credits</td>
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<tr>
<td>*Latin I</td>
<td>1 credit</td>
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<tr>
<td>*Latin II</td>
<td>1 credit</td>
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<tr>
<td>*Latin III</td>
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<tr>
<td>*Latin IV</td>
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<tr>
<td>Honors Latin</td>
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<tr>
<td><strong>Logic and Rhetoric</strong></td>
<td>4 credits</td>
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<tr>
<td>Logic (Informal, Formal)</td>
<td>1 credit</td>
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<tr>
<td>Rhetoric I</td>
<td>1 credit</td>
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<tr>
<td>Rhetoric &amp; Philosophy</td>
<td>1 credit</td>
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<tr>
<td>Rhetoric &amp; Senior Thesis</td>
<td>1 credit</td>
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<tr>
<td><strong>History &amp; The Great Conversation</strong></td>
<td>4 credits</td>
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<tr>
<td>*Western Civilization I</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>*Western Civilization II</td>
<td>1 credit</td>
<td></td>
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<tr>
<td>*American History</td>
<td>1 credit</td>
<td></td>
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<tr>
<td>*World History</td>
<td>1 credit</td>
<td></td>
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<tr>
<td>Human Geography</td>
<td>.5 credit</td>
<td></td>
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<tr>
<td>American Government</td>
<td>.5 credit</td>
<td></td>
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<tr>
<td>World Religions</td>
<td>.5 credit</td>
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<tr>
<td><strong>Character &amp; Virtue</strong></td>
<td>Classroom Integration</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>1.5 credits</td>
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<tr>
<td><strong>Health Education</strong></td>
<td>.5 credits</td>
<td></td>
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<tr>
<td><strong>Financial Literacy</strong></td>
<td>.5 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>1.5 - 4.5 credits</td>
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COURSE DESCRIPTIONS

ENGLISH LITERATURE & WESTERN LITERACY

- Literature will be studied as the deposit of the best that has been thought and said, and therefore as the deposit of human wisdom preserved in the Great Conversation of humanity. Literature will be an ongoing study of the great ideas contained in that Great Conversation.
- Literature will be an ongoing study of the great ideas contained in that Great Conversation. Students will therefore pursue answers to important questions such as the nature of the human person, the ideals of the true, good and beautiful; the nature and goal of education; the nature of justice, law, liberty, religion, government and many other perennial human ideas.
- Literature will be taught by means of lecture, teacher-led discussion and seminars; small group analysis of literary texts and teacher-led tutorials.
- Students will respond regularly in writing to the literature they read by weekly journal entries and by traditional writing assignments that will include short analysis essays, narratives and research papers.
- Literary study will emphasize the study of primary/original texts that are regarded as excellent and enduring great works.
- Students will continue to refine and extend their study of English grammar as part of their literary studies.
- Students will study composition and writing throughout their literary studies, focusing on narrative, expository and descriptive writing; all students will work towards mastery of the literary essay and will study great examples literary essayists.

Grade 9 Classical Literature (H) 1 credit, Full-year

The Iliad by Homer, Greek and Roman plays, works by Herodotus and Thucydides, works by Socrates, Aristotle, Plato’s Republic, and The Aeneid by Virgil

What does it mean to be human?
What is the relationship between men and gods?
What is the nature of justice?
What is the foundation of a good and just society?
How did ancient myths come about?
What morals are the authors seeking to teach?
What is the connection between writing and living in a society?
Grade 10 British Literature (H) 1 credit, Full-year

Canterbury Tales by Chaucer, City of God by Augustine, Hamlet and sonnets by Shakespeare, Hard Times by Dickens, Pride and Prejudice by Austen, Paradise Lost by Milton, British romantic poetry, selected essays of Sir Francis Bacon, selections from Cato, Beowulf, Le Morte D’Arthur by Mallory, selections from the Summa Theologiae by Thomas Aquinas, Joseph Addison, selected papers from The Spectator and selections from Shelley and Orwell, Dante’s Divine Comedy and Machiavelli’s The Prince

What is individualism?
What is humanism?
Why is identity important?
What is the significance of free will?
What are the significance of sacrifice and a sense of honor in the development of the human person and the evolution of a just society?

Grade 11 American Literature (H) 1 credit, Full-year


Grade 12 Modern Literature (H) 1 credit, Full-year

Heart of Darkness by Conrad, Crime and Punishment by Dostoyevsky, The Metamorphosis by Kafka, 1984 by George Orwell, The Great Gatsby by Fitzgerald, My Antonia by Cather, The Sound and the Fury by Faulkner, Brave New World by Huxley, Song of Solomon by Morrison, selections from modern poetry and short works of modern literature, Miller, Hurston and Lee

English Electives

- Creative Writing
- Shakespeare
- German Literature
- French literature and culture
- Spanish literature and culture
- Political novel
- Poetry and Logic
- Modern drama
- Competitive speech
AESTHETIC LITERACY: FINE ARTS
Students will study and be equipped in order to appreciate the truly beautiful by means of an ongoing study of art history and by participation in various art electives, music classes and theater. Put another way, the aim of these courses will be to cultivate in students and affection and love for the beautiful, to learn to love that which is lovely.

Art History (cross-enrollment)

Electives (cross-enrollment)

- Ceramics
- Drawing
- Painting
- Sculpture

String Orchestra (cross-enrollment)

Concert Band (cross-enrollment)

Choir (cross-enrollment)

Jazz Band (cross-enrollment)

Theater (cross-enrollment)
SCIENCE

- Each of the sciences will be studied as a “humanities” art, as it as much any other liberal art develops the full humanity of a student.
- “Science” (from the Latin scientia—knowledge) includes biology, chemistry and physics. These sciences will be studied not only for application and utility, but also for their beauty and wonder.
- Since the sciences evolved from the study of the quadrivium subjects (especially astronomy), they will be studied within the context of the “mathematical arts” of the quadrivium: arithmetic (numbers at rest), geometry (magnitudes at rest), astronomy (magnitudes in motion) and music (numbers in motion).
- Science will be studied as part of a historical narrative of questions, problems, resolution and ongoing puzzles and questions. In particular, student will study the philosophy and method of science, giving special attention to the advent of the scientific method and modern scientific analysis.
- Students will study the integration of science and math concepts in order to understand the why behind the what.
- Student will display and utilize their study of grammar, writing, logic and rhetoric in the papers, lab reports and presentations they make.
- Textbooks will be used as a resource but will not comprise the basis for the scientific training; students will also study original scientific texts (e.g., Harvey’s *The Circulation of Blood*) and study original scientific problems (e.g., Copernicus and the heliocentric theory of the universe) and their solutions in the context of a historical narrative.
- Teachers will develop curriculum under the direction of the Dean who is accountable to the BOD.

Integrated Science 1 credit, Full-year
Lab and lecture-based exploration of the dynamic systems of Earth and Space. Will explore the Earth’s physical make-up and the meteorological study of weather patterns and its effects on water and land formations as well as intergalactic bodies and star formations. Will introduce students to general topics in Chemistry and Physics.

*Books:* Arthur W. Weeks & Jackson B, Adkins

Grade 9 Biology 1 credit, Full-year
Lab and lecture-based exploration of topics of the physiology of living systems beginning with the molecular and cellular level of structure and function. A macroscopic study of plant and animal organisms will incorporate plant and animal classification, reproduction, growth and development, and environmental adaptation and specialization. Introductory topics in heredity and evolution, genetics, and ecology will be taught.

*Books:* Miller & Levine
Honors Biology (*Prerequisites: Biology, Chemistry*) 1 credit, Full-year
Lab and lecture-based, with an emphasis on good lab procedure, lab reports, and tests. Equivalent to a two semester introductory college biology course, an in-depth study of all areas of biology, with greatest emphasis on cellular and molecular biology (relationship of structure to function), energy transfer, evolution, heredity, and ecology. Students will be expected to recognize unifying themes among major topics in biology, grasp science as a process through scientific inquiry, and apply biological knowledge and critical thinking skills to environmental, technological, and social concerns. Students completing this course will be eligible to take the Advanced Placement College Biology exam.

Grade 10 Chemistry (*Prerequisites: Biology, Algebra I*) 1 credit, Full-year
Lab and lecture-based, studied topics will include: atomic structure of matter, chemical bonding, chemical and physical changes and energy transfer, stoichiometry of chemical equations, the periodic table and periodic behavior of elements, kinetics and equilibrium, acid-base theories, redox, and basic organic chemistry and thermodynamic principles.

*Books:* Holt Modern

Honors Chemistry (*Prerequisites: Chemistry, Algebra II*) 1 credit, Full-year
Lab and lecture-based, with extensive reading, homework sets, and rigorous lab work. Equivalent to a two semester introductory college chemistry course. Advanced concepts include structure of matter, states of matter, bonding theories, nomenclature, mole concepts, kinetic theory of gases, thermochemistry, stoichiometry, chemical equilibria, chemical kinetics, acid-base concepts, thermodynamics, and electrochemistry. Students completing this course will be eligible to take the Advanced Placement College Chemistry exam.

Grade 11 Physics (*Prerequisites: Chemistry, Algebra II*) 1 credit, Full-year
Lab and lecture-based study of matter, motion, and energy. Topics will include Newtonian mechanics, temperature, heat, thermodynamics and kinetics, electricity, magnetism, waves, optics, atomic and nuclear physics.
*Books:* Holt

Honors Physics (*Prerequisite/Current Enrollment Pre-Calculus*) 1 credit, Full-year
Lab and lecture-based, with extensive lab work and mathematically rigorous problem-solving. Equivalent to a first semester college course in algebra-based physics, topics studied include Newtonian mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics. Students completing this course will be eligible to take the Advanced Placement College Physics exam.
Anatomy & Physiology *(Prereq: Biology, Chemistry recommended)* 1 credit, Full-year
Lab and lecture-based, this course is recommended for students interested in the medical field, health and life sciences, or physical education. It explores the essential principles of human body structure (anatomy) and human body function (physiology). Through lecture, discussion, and lab work (including cat or fetal pig dissection), students will gain an understanding of the human body and how each system is integrated to maintain overall health and functioning. Units of study will include: the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, and urinary systems.

Grade 12 Astronomy *(Prerequisite/Current Enrollment: Pre-Calculus)* ½ credit, Semester
A conceptual introduction to astronomy and the role of the human being in the larger universe. Utilizing fundamental laws of chemistry and physics that govern our knowledge of space, the class will study the life cycle (birth, life, and death) of stars and other celestial objects. Telescopes will be used to explore celestial navigation, constellations, planets, comets, asteroids, the moon and the like. A study of previous civilizations’ understanding of the nighttime sky prior to written history will contribute to current understanding of the evolution of time and space.
MATHEMATICS & LOGIC

- Mathematics will be studied as a “humanities” art, as it as much any other liberal art develops the full humanity of a student.
- Mathematics includes arithmetic, geometry, algebra, trigonometry and calculus and is studied not only for application and utility, but also for its beauty, playfulness and wonder.
- Mathematics will be studied within the context of the “mathematical arts” of the quadrivium: arithmetic (numbers at rest), geometry (magnitudes at rest), astronomy (magnitudes in motion) and music (numbers in motion).
- Mathematics will be studied as part of a historical narrative of questions, problems, resolution and ongoing puzzles and questions. The integration of mathematics with other arts and studies will also be emphasized.
- Mathematical training will emphasize analytical thinking in order to understand the physical world and order of the universe and highlight the ongoing relationship of the discrete and continuous in mathematics.
- Students will study math concepts in order to understand the why behind the what.
- Textbooks will be used as a resource but will not comprise the basis for the mathematical training; students will also study original mathematical texts (e.g., Euclid’s Elements) and study original mathematical problems (e.g., Archimedes and the problem of pi) and their solutions in the context of a historical narrative.
- Teachers will develop curriculum under the direction of the Dean who is accountable to the BOD.

Grade 9 Algebra I / Logic (Prerequisite: Pre-Algebra) 1 credit, Full-year
Review of integer operations, exponents and notations, and order of operations.
Topics of Focus: scientific notation, multi-step equation solving, quadratic functions and quadratic formula, factoring, polynomials, graphing, and probability.
*in-depth study of factoring, radicals and radical expressions, introduction of complex numbers, and right angle trigonometry.
(graphing calculator recommended)
Introduction to Informal Logic: Students will be introduced to the most common logical fallacies that occur in everyday language, propaganda, media, etc. Students will master fallacies of relevance, presupposition and clarity.

**Grade 10 Euclidean Geometry (Prerequisite: Algebra I)** 1 credit, Full-year

*Traditional Euclidean geometry emphasizes logical thinking and careful elaboration of proofs and mathematical precision without the use of coordinate systems.*

Review of key Algebraic concepts, including solving equations and quadratic functions. Topics of Focus: properties and theorems identified with points, lines, rays, polygons, circles, planes, congruence, similarity, parallelism, and perpendicularity. Calculation of perimeter, surface areas, and volumes of plane and solid figures. Introduction to basic Trigonometric concepts, Pythagorean Theorem, Coordinate Geometry, Triangle Inequalities. Introduction to methods of proof and construction. *greater emphasis on proof construction (deductive and inductive reasoning), coordinate transformations and systems, cylinders and spheres.*

*Books: Weeks&Adkins; Kiselev; Rusczyks; Euclid (Elements); Jurgensen; Lana&Morrow*

**Grade 11 Algebra II/Trigonometry (Prereq: Algebra I, Geometry)** 1 credit, Full-year

Review of basic algebra with focus on irrational algebraic functions, exponentials, complicated, higher ordered functions, matrix systems, sequences and series, extensive factoring techniques, rational and radical equations, graph theory, proof outlines, logarithms, and natural logarithms. *(graphing calculator required)*

*Books: Arthur W. Weeks&Jackson B. Adkins; Saul&Gelfand*

**College Algebra I (Prerequisite: Algebra II)** 1 credit, Full-year

Designed to cover a traditional 1st semester college Algebra course over an entire school year. Will solidify and strengthen algebraic concepts in preparation for College Calculus.

*Books: Kline*

**Pre-calculus (Prerequisite: Algebra II/Trigonometry)** 1 credit, Full-year

Review of basic topics from algebra, matrix algebra, geometry, trigonometry, discrete mathematics and mathematical analysis in preparation for the ACT/SAT exam as well as AP Calculus. In-depth analysis of functions and inverses, graphical and algebraic study of minima, maxima, intercepts, zeros, asymptotes and boundary behavior, and challenging rate problems.

*Books: Kline*

**Grade 11 or 12 Calculus I (Prerequisite: Pre-Calculus)** 1 credit, Full-year

The study of 1st semester college Calculus: notion, theory and computation of limits, functional analysis and basic integration, and theorem derivations. Designed for those students interested in pursuing engineering, computer sciences, physics, business, or life sciences. This course will prepare students for taking the College Board Advanced Placement Calculus AB exam.

*(graphing calculator required)*

*Books: Kline*
Grade 12 Calculus II  (*Prerequisites: Calculus I*)  1 credit, Full-year
A more in-depth study and analysis of topics presented in AP Calculus AB. Students will become more actively engaged in the lectures and assignments through graphical, numerical, analytical, and interactive experience with its methods and applications. This course will prepare students for taking the College Board Advanced Placement Calculus BC exam.

*(graphing calculator required)*

*Books: Kline*

Honors Statistics  (*Prerequisite: Algebra II*)  1 credit, Full-year
This course will introduce students to the tools and methodology for experimental design (setting up test parameters and hypothesis), collecting and analyzing data, exploring data patterns and random phenomena through probability, statistical inference, and simulation programs. This course will prepare students for taking the College Board Advanced Placement Statistics exam.

*(graphing calculator required)*
WORLD & INTEGRATED LANGUAGE

Latin: Latin Alive Book 1 (Grade 9, Fall Semester) ½ credit, Semester
The uniqueness of the Latin Alive series lies in three features:
1. It is committed to the trivium model of teaching grammar systematically in order to facilitate retention and understanding, rather than topically, to facilitate translation.
2. Extensive workbook exercises ensure skills mastery and rapid recognition of inflected forms.
3. It features real Latin (adapted as necessary in earlier levels) from Roman historians, writers and poets, thus exposing students to original Latin authors and works from the beginning of their study.
After finishing Latin Alive Book 1, the student will have mastered:
- The six indicative active tenses of the first two verb conjugations
- Five noun declensions
- First and second declension adjectives
- Approximately 400 high-frequency vocabulary words

Latin: Latin Alive Book 1 continued (Grade 9, Spring Semester) ½ credit, Semester
Students will continue and finish Latin Alive Book 1.

Latin: Latin Alive Book 2 (Grade 10) 1 credit, Full-year
Latin Alive Book 2 continues the journey of Latin grammar by reviewing all material in the Latin Alive Book 1. Latin Alive Book 2 employs the identical format of Book 1—concise Student Text, systematic presentation in five units, and extensive Workbook and translation exercises featuring original Latin authors. After finishing Latin Alive Book 2, the student will have mastered:
- Perfect system passive of 1st - 4th conjugations and -io verbs
- Active and passive subjunctive of 1st - 4th conjugations and -io verbs
- Imperative mood, vocative case
- 4th declension neuter nouns
- 3rd declension adjectives of one and three terminations
- Nine irregular adjectives
- Regular and irregular comparison of adjectives and adverbs
- Pronouns: 3rd person, demonstrative, intensive, reflexive
- Syntax: apposition
- Adjectives used as nouns
- Objective and partitive genitive
Latin: Latin Alive Book 3 (*Grade 11*) 1 credit, Full-year

*Latin Alive Book 3* continues the journey of Latin grammar by reviewing all material in the *Latin Alive Book 2*. *Latin Alive Book 3* employs the identical format of *Book 1*—concise Student Text, systematic presentation in five units, and extensive Workbook and translation exercises featuring original Latin authors. After finishing *Latin Alive Book 3*, the student will have mastered:

- Relative and interrogative pronouns
- The use of the subjective mood
- Defective verbs
- Participles
- Infinitives and their use
- Gerunds and gerundives
- Deponent verbs
- Irregular verbs
- Indefinite pronouns
- Purpose clauses
- Sequence of tenses

Latin: Latin Alive Book 4 (Selected Readings & grammar review) (*Grade 12*) 1 credit

Translation and Study of Cicero (*Grade 12*) 1 credit, Full-year

**Appleton Classical School: Latin Implementation Plan**

**Beginner Track**
- 9th grade
  - Fall: First Form Latin (or Latin Alive Book 1)
  - Spring: Second Form Latin (or Latin Alive Book 2)
- 10th grade: Third Form Latin (or Latin Alive Book 3)
- 11th grade: Jenney’s Second Year Latin (or Latin Alive Book 4)
- 12th grade: Cicero

**Advanced Track**
- 4th grade: Grammar School Latin (or Latin for Children Primer A)
- 5th grade: First Form Latin (or Latin for Children Primer B)
- 6th grade: Second Form Latin (or Latin for Children Primer C)
- 7th grade: Third Form Latin (or Latin Alive Book 2)
- 8th grade: First half of Jenney’s Second Year Latin (or Latin Alive Book 3)
- 9th grade: Second half of Jenney's Second Year Latin (translation of Caesar) (or Latin Alive Book 3 continued)
- 10th grade: Translation of Cicero (or Latin Alive Book 4: Readings)
- 11th grade: Honors Latin (Vergil and Caesar)
- 12th grade: Translation of Ovid
THE ART OF RHETORIC & PHILOSOPHY

As last of trivium liberal arts, rhetoric is the capstone study of the verbal arts, enabling students to observer all available means of persuasion and develop into captivating, compelling and cogent writers and speakers. Rhetoric will be studied in historical context but employed for contemporary application and effectiveness. Students will also study rhetoric in the context of moral philosophy and develop their own ethic for using their rhetorical skills with virtue and for the good of their audience. Finally, students will engage in a “capstone” senior thesis in which they employ their accumulated verbal skills in the construction and delivery of an original thesis comprising about 12-15 pages.

Grade 10 Rhetoric

*Historic Speeches*, Brian MacArthur, ed.
*Aristotle*  
*Ad Herenium*, author unknown  
*Style: Ten Lessons in Clarity and Grace*, Joseph M. Williams  
*Elements of Style*, Strunk and White  
*Writing with Clarity and Style: A Guide to Rhetorical Devices for Contemporary Writers*

*Classical Rhetoric: A Complete First Year Curriculum*, Jim Nance  
*Classical Rhetoric for the Modern Student*, Edward P.J. Corbett and Robert J. Connor

An introductory course in classical rhetoric. Through theory, imitation and practice, we will endeavor to become more eloquent and persuasive speakers and writers. We will study great speeches and literary pieces; we will practice the classical writing exercises known as the *Progymnasmata.*

The course will be taught according to the classical method of theory, imitation and practice. Generally, we will first study the theory of rhetoric by reading and discussing Aristotle. Then we will study a great piece of writing or speech, analyzing it for its rhetorical excellence. We will then seek to imitate the excellence, skill and style of this piece by rewriting it, or a portion of it. Finally, we will often craft a speech on a new topic which makes use of the skills and style we have observed. We will practice the skills we are acquiring on at least a bi-weekly basis. Students will be assessed on the following: reading assignments, rhetorical analysis worksheets and essays; speeches or other writing including rewritten speeches, draft speeches, final draft speeches; quarterly tests; a midterm and a final test.

Grade 11: Moral Philosophy and the Theory of Rhetoric

This course will introduce students to moral philosophy primarily by means of the study Plato and Isocrates and their conflict over the place and use of rhetoric. Using Plato’s *Gorgias*, students will explore the positions of both Plato (rhetoric is manipulative and distracts from seeking the truth) and Isocrates (rhetoric is useful and important in making the truth attractive and compelling). Students will then study Aristotle (based on his book *Rhetoric*) who sought to achieve a synthesis of these two views. As students begin a study of moral philosophy with this conflict as...
their starting point, they will continue to explore other important moral issues by means of a study of excerpts from Plato’s Republic and other select dialogues. Throughout the course, students will continue their study of the theory of rhetoric by reading through and discussing Aristotle’s Rhetoric.

**Grade 12 Senior Thesis**

An advanced course in classical rhetoric. Through theory, imitation and practice, we will endeavor to become more eloquent and persuasive speakers and writers. We will study great speeches and literary pieces and will continue to practice the classical writing exercises known as the Progymnasmata. The majority of the course will be dedicated to preparing a thesis (a.k.a. "Senior Thesis") that will incorporate the rhetorical skills students have acquired in three years of study and practice. The thesis will be judged by a faculty and parent panel. We will also study and practice the ways of writing a research paper, which will combine your rhetorical skills with traditional methods and forms for writing research papers.

Students will compose a thesis of 12-15 pages based upon two or more great works of literature and addressing some aspect of human nature or society (e.g. heroism, faith, love, justice, etc.).

The course will be taught according to the classical method of theory, imitation and practice. Generally, we will first study the theory of rhetoric by reading and discussing Aristotle. Then we will study a great piece of writing or speech, analyzing it for its rhetorical excellence. We will then seek to imitate the excellence, skill and style of this piece by rewriting it, or a portion of it. Finally, we will often craft a speech on a new topic which makes use of the skills and style we have observed. We will practice the skills we are acquiring on at least a bi-weekly basis. Students will be assessed on the following: reading assignments, rhetorical analysis worksheets and essays; speeches or other writing including a research paper, rewritten speeches, draft speeches, final draft speeches; quarterly tests; a midterm and a final test.
HISTORY & THE GREAT CONVERSATION

- History will be studied as the record of virtue and vice of humanity and the unfolding narrative of humanity to attain a civilized, good life.
- Students will assess various historical acts, events and persons for the evidenced wisdom, timeliness, expediency, good and virtue or lack thereof.
- As in literature, students will study the great ideas of western civilization and will integrate discussion of these ideas into class seminars and assigned writing.
- Students will exercise their training in grammar, writing, logic, debate and rhetoric as part of their historical analysis and assessment.
- History will be taught by means of lecture, teacher-led discussion and seminars; small group analysis of historical texts and teacher-led tutorials.
- Students will respond regularly in writing to the history they read by weekly journal entries and by traditional writing assignments that will include short analysis essays, narratives and research papers.
- Historical study will emphasize the study of primary/original texts that are regarded as excellent and enduring great works.

Grade 9 Western Civilization I (H) 1 credit, Full-year

Ancient Greece and Rome. Students will study rise of Greece paying special attention to the development of the Greek polis/city state and Greek contributions to philosophy, science, literature, architecture and civil society. Students will go to study the eventual rise of the Roman empire and the ways in which Rome, after having conquered the Greeks, copied and assimilated many aspects of Greek culture and civil society. Students will study the expansion of Rome throughout the lands surrounding the Mediterranean Sea and the enduring influence that Romans have had up to the present day, particular in the areas of civil organization, law, the main professions, the Romance languages and military strategy.

Focus: The Cornerstones of Western civilization; what led to the American experiment

Grade 10 Western Civilization II (H) 1 credit, Full-year

Rise and fall of the Roman Empire, triumph of Christianity in the fourth century, the Middle Ages, the Renaissance period and an introduction to the Enlightenment period. Students will study the ways in which Europe emerged and evolved from the fall of the Roman empire up to the Enlightenment; students will study the ways in which modern Europe is both a continuation of and departure from the Roman and Christianized ancient period that preceded it

Focus: the political and philosophical developments that gave rise to the Enlightenment
Grade 11 American History (H) 1 credit, Full-year

American history from European exploration to the present day including: geography, economics, politics and international relations. Students will study the ways in which the American experiment was a continuation of and departure from the European civilization that precede it.

Focus: How policies were determined, how conflicts were resolved/ managed, the impact of race, gender and cultural issues on society

Grade 12 World History (H) 1 credit, Full-year

1789- present including: the French Revolution, the Industrial Revolution, the rise of Imperialism and Colonialism, World Totalitarianism, World War II and Nationalism. Students will take inventory of the important philosophical and civic developments that have emerged in the west and then the east as a result of the Enlightenment and the Industrial-Technological Revolution.

Focus: Deeper understanding of the historic, geographic, social, political and economic consequences of different areas of the world and the problems they present

History Electives

- American Illiad- Civil War
- American Political Philosophy
- Human Geography
- American Government
- European History
- World Religions
- Microeconomics
**PHYSICAL EDUCATION**
All upper schools students will be required to take 1.5 credits of physical education. All students will also be encouraged to engage in at least one competitive sport.

**HEALTH EDUCATION**
All upper school students will be required to take one half-credit course in health education.

**FINANCIAL LITERACY**
All upper school students will be required to take one half-credit course in financial literacy that will familiarize students with basic macro-economic theory, but stress and emphasize personal financial management and the various tools to enhance financial management such as online budgets, spreadsheets and online banking software.

**FOREIGN LANGUAGE**
All upper school students will have opportunity to study Spanish as an elective course. As Spanish is a Romance language derived from Latin, students (who are all required to study Latin) should find Spanish study intuitive and an extension of their Latin studies.

**MISCELLANEOUS GENERAL ELECTIVES**
- Teacher Assistance
- Yearbook
- Technology