

Blackburn Study Center
High School Course Descriptions
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Spanish I
1 credit

Text: *En Espanol: Level 1* by Estella Gahala and Patricia Hamilton Carlin

Course Description: This class focuses on Hispanic culture and basic communication in present tense Spanish. Topics include telling time, weather, greetings, sports vocabulary, and classroom vocabulary. Also includes use of Spanish in real-life situations such as giving and asking for directions, bargaining in a market, and eating in a restaurant.

Helps students move gradually from comprehension through production. The two-step vocabulary introduction process begins with the *En contexto* section where active vocabulary is visually pre-taught in a relevant context. Motivating dialogues with embedded vocabulary and grammar depict real-life situations within the *En vivo* section. Related practice activities in the *En accion* section move from a controlled to meaningful to communicative use of the language. Lessons also integrate culturally rich reading in the *Lecturas* section. In addition, the *En colores* section presents culturally authentic and thematically relevant materials that make the language and culture come to life for students. Finally, lessons end with review and extension activities.

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review.

Students memorize Scripture verses in Spanish.

Spanish II
1 credit

Text: *En Espanol: Level 2* by Estella Gahala and Patricia Hamilton Carlin; ¡En español, level 2_workbook; interactive CD

Course Description:

The intent of this course is to enable the student to communicate using the verb structures, grammar and vocabulary learned in the first year. This communication will be developed and enhanced through lectures, drilling, small group activities, student presentations and visual aids.

Student Speaking and Writing Outcomes:

1. Converse creatively asking and answering questions
2. Provide basic narration in the present tense and the past
3. Make simple comparisons of people, places and things
4. Express wishes and obligations
5. Give directions and advice
6. Demonstrate a deeper knowledge of a variety of cultural topics related to lifestyle
7. Give a weather description in the past, present, and future
8. Give a description of their house and furnishing
9. Discuss their daily school routine using reflexive and non-reflexive verbs
10. Discuss their childhood activities using the imperfect tense
11. Provide a complete description of a male and a female including physical characteristics
12. Analyze personality characteristics
13. Write formal letter asking or giving information
14. Discuss their family's routine on the weekend
15. Describe what their youth was like using the imperfect tense
16. Write letters to Mexican contacts.
17. Make posters in Spanish for activities covered in class lessons

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review.

Spanish III

1 credit

Text: *En Espanol: Level 3* by Estella Gahala and Patricia Hamilton Carlin

Course Description: The aim of Spanish 3 is to assure that students can read, write and speak this language at an intermediate level. The study of grammar is further advanced and completed. Much emphasis is placed upon the designation of the different tenses of the language, so that students feel comfortable dealing with Spanish and also know grammatically how it works.

Chapters 1-4 deal with the following topics:

- Positive and negative familiar commands
- Positive and negative familiar commands and their use with object pronouns
- The imperfect and the preterit tenses
- The past participle used as an adjective
- Irregular preterite
- The imperfect progressive
- The present perfect
- Irregular past participles

Chapters 5-8 deal with the following topics:

- The use of the verbs *hacer* and *haber*
- The pluperfect tense
- The present progressive and the verb *seguir*
- The future tense
- The use of the indirect and direct object pronouns
- The present subjunctive of regular verbs
- The use of the passive voice
- The present subjunctive of irregular verbs
- The present subjunctive with expressions of doubt
- The present perfect subjunctive

Helps students move gradually from comprehension through production. The two-step vocabulary introduction process begins with the *En contexto* section where active vocabulary is visually pre-taught in a relevant context. Motivating dialogues with embedded vocabulary and grammar depict real-life situations within the *En vivo* section. Related practice activities in the *En accion* section move from a controlled to meaningful to communicative use of the language. Lessons also integrate culturally rich reading in the *Lecturas* section. In addition, the *En colores* section presents culturally authentic and thematically relevant materials that make the language and culture come to life for students. Finally, lessons end with review and extension activities.

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review. Students memorize Scripture verses in Spanish.

Spanish 4

1 credit

Text: *En Espanol: Level 3* by Estella Gahala and Patricia Hamilton Carlin

Course Description:

The Spanish class 4 is a class where students are able to practice their Spanish by having conversation time, doing plays and students try to speak Spanish all the time.

Consistent and uniform structure provide a seamless transition from the first three levels as students go on to master more advanced language skills. Features clearly marked goals, grammar presentations, contextualized vocabulary, cultural connections, and writing activities. Newly acquired language skills are reinforced with extensive cumulative review and reading strategies to help students' reading comprehension.

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review. Students memorize Scripture verses in Spanish.

Theology: Year 1

Westminster Shorter Catechism Study

½ credit

Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from the time of the Reformation. The WSC is considered to be one of the most beautiful distillations of Christian theology known to the church and forms the basis for many of the creeds of Protestantism.

Specifically, the goals of this course include:

1. To present the One, True, and Living God in all of His glory and to encourage students toward greater faith in and worship of Him.
2. To transform thinking, creating intelligent believers who know what they believe and why they believe it.
3. To transform lives. The word of God changes behavior and attitudes as they learn by grace to be “holy as their heavenly Father is holy”.

This first year develops a theological foundation of who God is and how He redeems His people.

The course work includes answering of study questions, classroom participation, midterm and final exams. Memorization of the catechism questions covered is offered as an option in lieu of the exams.

Theology: Year 2

Westminster Shorter Catechism Study

½ credit

Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from the time of the Reformation. The WSC is considered to be one of the most beautiful distillations of Christian theology known to the church and forms the basis for many of the creeds of Protestantism.

Specifically, the goals of this course include:

1. To present the One, True, and Living God in all of His glory and to encourage students toward greater faith in and worship of Him.
2. To transform thinking, creating intelligent believers who know what they believe and why they believe it.
3. To transform lives. The word of God changes behavior and attitudes as they learn by grace to be “holy as their heavenly Father is holy”.

This second year builds upon year one, applying the student’s knowledge of God’s salvation to life-application. Subject matter includes the Ten Commandments, the Sacraments, and Prayer.

Course work includes answering of study questions, classroom participation, midterm and final exams. Memorization of the catechism questions covered is offered as an option in lieu of the exams.

Apologetics

½ credit

Texts include, but are not limited to the following:

Mere Christianity by C. S. Lewis

A Shot of Faith to the Head by Mitch Stokes

Tearing Down Strongholds by R.C. Sproul Jr

Pushing the Antithesis by Greg Bahnsen

Persuasions by Doug Wilson

Classical Apologetics by John Gerstner and R.C. Sproul

Existence and Attributes of God by Stephen Charnock

Reason for God by Tim Keller

Course description:

Using *Mere Christianity*, students will be introduced to a broadly evangelical defense of the faith. The class will additionally study some evidentialist arguments. One goal of the course is to begin to equip students to be able to disarm any unbelieving professor they might face in the future (with Christian charity, of course). Students will learn that what passes as "intellectual" arguments in academia are often nothing more than "fancy words" - a house of cards as it were. At the completion of the course, students should be able to "give an account of the hope that lies within" and never feel that they are on the defensive or on intellectually inferior ground.

Public Speaking

½ credit

Text: No Text

Course Description:

The effectiveness of your speech is not necessarily in “lofty speech or wisdom” of the world. Effectiveness of speech comes from God’s gracious gift of truth, personality, and passion to you as a communicator. Paul was weak, and came with fear and trembling. As communicators, we too are weak and may come with fear and trembling. But God is sovereign, and His sovereignty should give you peace as you communicate to others.

This course will introduce your student to public speaking covering topics from the theoretical (How Communication Happens) to the practical (How Do I Write a Speech?). In addition to preparation and planning, topics will include subjects such as understanding your audience, how to use humor, use of visual aids, reading Scripture aloud, body language, and dramatic readings. Students will have the opportunity to give informative, persuasive, impromptu, and after-dinner speeches as part of the curriculum.

Your school year at Blackburn Study Center will not be wasted if Christ is at the center of your speech, your preparation, your study, and your heart.

Honors Geometry
1 credit

Text: *Geometry: Seeing, Doing, Understanding* by Harold Jacobs

Course Description:

Course Description:

Harold R. Jacobs' recently revised text *Geometry, Seeing, Doing, Understanding*, combines interesting historic and nature-oriented tidbits with Euclidean geometry, an outstanding way to improve a student's logic skills.

The book begins with an introduction to Euclid, the famous mathematician of ancient times, inductive and deductive reasoning. Euclid's materials appear in most of the following chapters as proofs of theorems are emphasized in a thorough study of geometry.

Concise introductions begin each chapter. The topics addressed are brought to life by relating them to sports, sea creatures, movies, and art. Color diagrams, color pictures, and cartoons also bring interest to the text. Ninety-four lessons are broken into sixteen chapters with a review at the end of each. A final review ends the book. Three sets of exercises are included in each chapter, and answers to a sampling of exercises end the book.

This course includes an algebra review plus:

Chapter 1: Introduction to Geometry

Chapter 2: The Nature of Deductive Reasoning

Chapter 3: Lines and Angles

Chapter 4: Congruence

Chapter 5: Inequalities

Chapter 6: Parallel Lines

Chapter 7: Quadrilaterals

Chapter 8: Transformations

Chapter 9: Area

Chapter 10: Similarity

Chapter 11: The Right Triangle

Chapter 12: Circles

Chapter 13: The Concurrence Theorems

Chapter 14: Regular Polygons and the Circle

Chapter 15: Geometric Solids

Chapter 16: Non-Euclidean Geometries

Honors Algebra I

1 credit

Text: *Introductory Algebra Eighth Edition*, authors: Lial, Hornsby and McGinnis

Course Description:

Algebra I is designed to review and expand the concepts of Prealgebra. Students enrolling in this course are expected to apply prior algebra knowledge (real number system and multiple step problems) in order to enhance current algebra practices. The focus of this course is an introductory study of functions (polynomial, exponential, rational, and radical) and equations (linear, inequalities, and quadratic). The development of problem-solving skills and critical thought processes is emphasized. Successful completion of this course will provide a solid foundation for future study of mathematics.

Lial/Hornsby/McGinnis's *Introductory Algebra*, 8e, gives students the necessary tools to succeed in developmental math courses and prepares them for future math courses and the rest of their lives. The Lial developmental team creates a pattern for success by emphasizing problem-solving skills, vocabulary comprehension, real-world applications, and strong exercise sets. In keeping with its proven track record, this revision includes an effective new design, many new exercises and applications, and increased Summary Exercises to enhance comprehension and challenge students' knowledge of the subject matter.

The course includes a Pre-Algebra Review plus:

- Chapter 1 The Real Number System
- Chapter 2 Equations, Inequalities and Applications
- Chapter 3 Graphs of Linear Equations and Inequalities in Two Variables
- Chapter 4 Systems of Linear Equations and Inequalities
- Chapter 5 Exponents and Polynomials
- Chapter 6 Factoring and Applications
- Chapter 7 Rational Expressions and Applications
- Chapter 8 Roots and Radicals
- Chapter 9 Quadratic Equations

Honors Algebra II

1 credit

Text: *Algebra 2 Eighth Edition*, authors: Lial, Hornsby and McGinnis

Course Description:

Algebra II is designed to review and expand the concepts of Algebra I. Students enrolling in this course are expected to apply prior algebra knowledge (real number system and multiple step problems) in order to enhance current algebra practices. The focus of this course is a detailed study of functions (polynomial, exponential, rational, and radical) and equations (linear, inequalities, and quadratic). The development of problem-solving skills and critical thought processes is emphasized. Successful completion of this course will provide a solid foundation for future study of mathematics.

Considered by the publisher to be an AP Algebra II course, Lial/Hornsby/McGinnis's *Intermediate Algebra*, 8e, gives students the necessary tools to succeed in developmental math courses and prepares them for future math courses and the rest of their lives. The Lial developmental team creates a pattern for success by emphasizing problem-solving skills, vocabulary comprehension, real-world applications, and strong exercise sets. In keeping with its proven track record, this revision includes an effective new design, many new exercises and applications, and increased Summary Exercises to enhance comprehension and challenge students' knowledge of the subject matter.

The course includes:

- Chapter 1 Review of the Real Number System
- Chapter 2 Linear Equations and Applications
- Chapter 3 Linear Inequalities and Absolute Value
- Chapter 4 Graphs, Linear Equations, and Functions
- Chapter 5 Systems of Linear Equations
- Chapter 6 Exponents, Polynomials, and Polynomial Functions
- Chapter 7 Factoring
- Chapter 8 Rational Expressions and Functions
- Chapter 9 Roots, Radicals, and Root Functions
- Chapter 10 Quadratic Equations, Inequalities, and Functions

Honors Pre-Calculus (Trigonometry and Advanced Algebra)
1 credit

Text: Precalculus, 3rd edition (authors: Lial, Hornsby and McGinnis)

Course Description:

Study of more advanced algebra including the theory of equations, complex numbers, logarithmic and exponential functions, sequences and series, mathematical induction; trigonometry, and topics of analytic geometry.

Topics of the course include basic algebra, the function concept, graphing, solving equations and inequalities, and various examples of functions: linear, quadratic, power, root, rational, exponential, and logarithm. Although this course is primarily designed to prepare you for a calculus course, we will also be doing applications of these topics. Successful completion of this course will provide a solid foundation for future study of mathematics.

The course includes:

- Fundamentals of Algebra
- Functions and Graphs
- Polynomials and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Analytic Trigonometry
- Applications of Trigonometry
- Systems of Equations and Inequalities using Matrices
- Further Topics in Algebra: Induction, Sequences and Series

Honors Calculus I
1 credit

Text: Larson, Calculus with Analytic Geometry, 8th Ed./Calculus of a Single Variable, 8th Ed.

Course Description:

This AP Calculus AB covers detailed descriptions of:

1. Limits and Their Properties
2. Differentiation
3. Applications of Differentiation
4. Integration
5. Logarithmic, Exponential, and Other Transcendental Functions
6. Differential Equations
7. Applications of Integration
8. Basic Integration Rules

Students must have these materials:

1. Textbook: Calculus Eighth Edition by Larson, Hostetler and Edwards
2. Study and Solutions Guide Volume 1
3. Graphing calculator required; TI-89 strongly recommended

About the text: Designed for the three-semester calculus course for math and science majors, "Calculus" continues to offer instructors and students new and innovative teaching and learning resources. Questions involving skills, writing, critical thinking, problem-solving, applications, and real-data applications are included throughout the text. Exercises are presented in a variety of question formats, including matching, free response, true/false, modeling, and fill-in the blank.

Honors Calculus II

1 credit

Text: Larson, Calculus with Analytic Geometry, 8th Ed./Calculus of a Single Variable, 8th Ed.

Course Description:

This Calculus II class is a continuation of the AP Calculus AB class and covers detailed descriptions of:

1. Integration Techniques including improper integrals
2. Series
3. Conics
4. Parametric Equations and Polar Coordinates
5. Three Dimensional Space
6. Vectors
7. Vector Functions
8. Functions of Several Variables

Students must have these materials:

1. Textbook: Calculus Eighth Edition by Larson, Hostetler and Edwards
2. Study and Solutions Guide Volume 2 and 3
3. Graphing calculator required; TI-89 strongly recommended

About the text: Designed for the three-semester calculus course for math and science majors, "Calculus" continues to offer instructors and students new and innovative teaching and learning resources. Questions involving skills, writing, critical thinking, problem-solving, applications, and real-data applications are included throughout the text. Exercises are presented in a variety of question formats, including matching, free response, true/false, modeling, group projects and fill-in the blank.

Honors Physical Science with Lab
1 credit

Text: *Exploring Creation with Physical Science* by Dr. Jay Wile

Course Description:

The course covers the following topics:

- The Basics of Measurements
- Air
- The Atmosphere
- The Wonder of Water
- The Hydrosphere
- Earth and the Lithosphere
- Factors that Affect Earth's Weather
- Weather and Its Prediction
- An Introduction to the Physics of Motion
- Newton's Laws
- The Forces in Creation – Gravity
- The Forces in Creation – The electromagnetic force
- The Forces in Creation – The weak force and the strong nuclear force
- Waves and Sound
- Light
- An Introduction to Astrophysics

Exploring Creation with Physical Science is a college-prep science course that provides a detailed introduction to the methods and concepts of physical science. We study the physical world from the atomic level out to realms of space. The natural laws of God's creation are studied from the movements on the earth of people and the planet itself, to the movement of the other atmosphere, other planets and celestial objects.

Additional projects beyond the scope of the text:

- A project studying weather and how to predict it
- A large science fair project learning how to apply the scientific method
- Optics experiments involving concave and convex lenses

Honors Biology with Lab
1 credit

Text: *Exploring Creation with Biology* by Dr. Jay Wile

Course Description:

The course covers the following topics:

- Biology: The Study of Life
- Kingdom Monera
- Kingdom Protista
- Kingdom Fungi
- The Chemistry of Life
- The Cell
- Cellular Reproduction and DNA
- Mendelian Genetics
- Evolution: Part Scientific Theory, Part Unconfirmed Hypothesis
- Ecology
- The Invertebrates of Kingdom Animalia
- Phylum Anthropoda
- Phylum Chordata
- Kingdom Plantae: Anatomy and Classification
- Kingdom Plantae: Physiology and Reproduction
- Reptiles, Birds, and Mammals

Exploring Creation With Biology is a college-prep biology course that provides a detailed introduction to the methods and concepts of general biology. Heavily emphasizing the vocabulary of biology, it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation.

Additional projects beyond the scope of the text:

- shark dissection
- fetal pig dissection
- identifying anatomy through dissection
- tracing a family trait with a pedigree chart to determine if the trait was recessive or dominant
- Write a paper – comparing and contrasting evolution and creationism
- Construct detailed poster explaining meiosis and mitosis.
- Extensive microscope work
- Pond water project
- Exams – from the text as well as tutor-created exams with essays and critical thinking questions

Honors Chemistry with Lab
1 credit

Text: *Exploring Creation with Chemistry* by Dr. Jay Wile

Course Description:

The course covers the following topics:

This course is designed to be a first-year high school chemistry course and gives the student a rigorous foundation in chemistry, in order to prepare him or her for a college-level course. The course covers significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, redox reactions, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium.

Students who take and understand this course will be very well-prepared for a tough university chemistry course.

Additional investigations beyond the scope of the text:

- change of state lab
- density and buoyancy lab
- Diffusion lab
- Endothermic and exothermic reactions
- Oxidation reactions
- Precipitate reactions

Exams are from the text as well as tutor-created exams with essays and critical thinking questions

Honors Physics with Lab
1 credit

Text: *Advanced Physics* by Dr. Jay Wile

Course Description:

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena and the laws of physics. The study of physics will enable students to understand important aspects about the world in which they live, an appreciation for God's ordered design, and provide a solid foundation for the future study of science.

The course covers the following topics:

- Motion in One Dimension
- One-Dimensional Motion Equations and Free Fall
- Two Dimensional Vectors
- Motion in Two Dimensions
- Newton's Laws
- Applications of Newton's Second Law
- Uniform Circular Motion and Gravity
- Work and Energy
- Momentum
- Periodic Motion
- Waves
- Geometric Optics
- Coulomb's Law and the Electric Field
- Electric Potential
- Electric Circuits
- Magnetism

This college-prep physics course is designed for the student who has completed algebra and has had an introduction to the definitions of sine, cosine, and tangent. It provides a detailed introduction to the methods and concepts of general physics, heavily emphasizing vector analysis; this text is ideal preparation for a university-level physics course. It provides the student with a strong background in one-dimensional and two-dimensional motion, Newton's laws and their application, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electrical circuits, and magnetism.

Advanced Chemistry
1 credit

Text: *Advanced Chemistry* by Dr. Jay Wile

Course Description:

This AP Chemistry course is designed to be the **second high school chemistry course** that a student takes. In order to take this course, the student must already have had one year of high school chemistry and Algebra II. When added to that first year course, this course "fills in the gaps," giving the student the equivalent of the first year of college chemistry.

The course covers detailed descriptions of:

- Limiting-reagent stoichiometry
- Atomic and molecular orbitals
- Intermolecular forces
- Solutions
- Equilibrium
- Acids and bases
- Redox reactions
- Nuclear chemistry
- Organic chemistry

Challenging but understandable, your student will be at the top of his university chemistry class after taking this course.

Honors Omnibus I (may be one Omnibus course or two courses taught as History and Literature, depending on the year)

Text: *Biblical and Classical Civilizations* by: Veritas Press

1 credit Literature

1 credit History

Course Description:

Omnibus I is a curriculum focusing on the period of the ancients from the beginning of time through A.D. 70. Our goal this year is not just to read great works for comprehension, but to also see how these works contribute to the issues in the “Great Conversation” discussed in Omnibus I. From an historical approach, the instruction overlays a survey of the significant events from the same time period with a more in-depth perusal of those events that factor into an understanding of the world today. As we move through the course materials, we need to ask what these works and events say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and events and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Course selections may include, but are not limited to:

The Early History of Rome by: Livy

Gilgamesh by: David Ferry

The Orestia by: Aeschylus

Antony and Cleopatra by: Shakespeare

Till We Have Faces by: C.S. Lewis

The Aeneid by: Virgil

The Last Days of Socrates by: Plato

The Odyssey of Homer

Sophocles I: Three Tragedies

The Best Things in Life by: Peter Kreeft

Quo Vadis by: Henryk Sienkiewicz

The following Bible selections may be included, depending on tutor preference and time:

Genesis

Exodus

1 and 2 Samuel

1 and 2 Kings

Isaiah

Joel

Jonah

Amos

Hosea

Micah

Zephaniah

Zechariah

Malachi

Luke

Acts

Romans

Galatians

James

Honors Omnibus II (may be one Omnibus course or two courses taught as History and Literature, depending on the year)

Text: *Church Fathers through the Reformation* by: Veritas Press

1 credit Literature

1 credit History

Course Description:

Omnibus II is a continuation of the history/literature/theology curriculum that students began last year, but now focusing on the period of the Middle Ages. Our goal this year is not just to read great works for comprehension, but to also see how these works contribute to the issues in the “Great Conversation” discussed in Omnibus I. The works written in the Middle Ages were written primarily by Christians in a newly-Christian culture. The focus for this year is no longer on refuting pagan philosophies, but on understanding the theology and history of the Church.

From an historical approach, the instruction overlays a survey of the significant events from the same time period with a more in-depth perusal of those events that factor into an understanding of the world today. As we move through the course materials, we need to ask what these works and events say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and events and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Course selections may include, but are not limited to:

Canterbury Tales by: Geoffrey Chaucer

Song of Roland by: Dorothy L. Sayers

Beowulf by: Seamus Heaney

Ecclesiastical History of the English People by: Bede

History of the Kings of Britain (excerpts) by: Geoffrey of Manmouth

Henry V by: William Shakespeare

Confessions by: Saint Augustine

Divine Comedy by: Dante

Bondage of the Will by: Martin Luther

The Church History by: Eusebius

Macbeth by: William Shakespeare

The Gospel of John

Ephesians

Honors Omnibus III (First Year) (may be one Omnibus course or two courses taught as History and Literature, depending on the year)

Text: *Reformation to the Present* by: Veritas Press

1 credit Literature

1 credit History

Course Description:

Omnibus III covers the Christian faith in Western culture over a four hundred year span. Therefore, the content of Omnibus III will take two years to cover. This first year will focus on the period from approximately 1600 to 1840. This is an era that is neither primarily pagan nor primarily Christian, but a post-Christian society devastated by wars and violence. The works studied this year hit close to home, as the authors wrote and lived in times closely preceding and directly influencing our own. There are a number of voices shouting for our attention. We should listen to them but not trust them. These voices are ones that we should hear in order to more firmly and intelligently reject. This practice of rejecting and despising is hopelessly *unmodern*.

From an historical approach, the instruction overlays a survey of the significant events from the same time period with a more in-depth perusal of those events that factor into an understanding of the world today. As we move through the course materials, we need to ask what these works and events say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and events and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Course selections may include, but are not limited to:

The American Pageant: A History of the Republic (12th Edition)

Pilgrim's Progress by: John Bunyan

Pride & Prejudice by: Jane Austen

Tale of Two Cities by: Charles Dickens

Autobiography of Ben Franklin by: Benjamin Franklin

Count of Monte Cristo by: Alexander Dumas

Democracy in America by: Alexis de Tocqueville

Foxes' Book of Martyrs by: John Foxe

Frankenstein by: Mary Shelley

King Lear by: William Shakespeare

Paradise Lost by: John Milton

Taming of the Shrew by: William Shakespeare

The Crucible by: Arthur Miller

Treasure Island by: Robert Louis Stevenson

Honors Omnibus III (Second Year) (may be one Omnibus course or two courses taught as History and Literature, depending on the year)

Text: *Reformation to the Present* by: Veritas Press

1 credit Literature

1 credit History

Course Description:

Omnibus III covers the Christian faith in Western culture over a four hundred year span. Therefore, the content of Omnibus III will take two years to cover. This second year will focus on the period from approximately 1840 to the present. This is an era that is neither primarily pagan nor primarily Christian, but a post-Christian society devastated by wars and violence. The works studied this year hit close to home, as the authors wrote and lived in times closely preceding and directly influencing our own. There are a number of voices shouting for our attention. We should listen to them but not trust them. These voices are ones that we should hear in order to more firmly and intelligently reject. This practice of rejecting and despising is hopelessly *unmodern*.

From an historical approach, the instruction overlays a survey of the significant events from the same time period with a more in-depth perusal of those events that factor into an understanding of the world today. As we move through the course materials, we need to ask what these works and events say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and events and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Course selections may include, but are not limited to:

The American Pageant: A History of the Republic (12th Edition)

Up From Slavery by: Booker T. Washington

Slave Narratives

Daniel

Animal Farm by: George Orwell

Frankenstein by: Mary Shelley

The Strange Case of Dr. Jekyll and Mr. Hyde by: Robert Stevenson

The Deadliest Monster by: Jeff Baldwin

Fahrenheit 451 by: Ray Bradbury

Communist Manifest by: Karl Marx

One Day in the Life of Ivan Denisovich by: Aleksandr Solzhenitsyn

To Kill a Mockingbird by: Harper Lee

Huckleberry Finn by: Mark Twain

Comedy of Errors by: William Shakespeare

Of Mice and Men by: John Steinbeck

The Killer Angels by: Michael Sahara

Thoreau Essays by: Henry David Thoreau

Short Story Unit

Poetry Unit

Composition
½ Credit

Text: *Rhetorical Devices* by Prestwick House, Inc.

Course Description:

This course will explore the foundational rhetorical devices to be used in projects reviewing the progymnasmata and other exercises. Prompt-based essay writing using the methods of the progym will be explored and deconstructed; each essay will be assigned a word count.

Course exercises are based on the rhetorical devices found in *Rhetorical Devices: A Handbook and Activities for Student Writers*. This text defines and describes common rhetorical fundamentals and provides opportunity for practice specific devices through sentence analysis and writing.

Assignments & Grading: Students are expected to engage in all class activities, take notes, and written papers and exercises. Students will follow the examples provided through the text and classroom instruction to ensure appropriate formatting and to assist them in determining whether they have thought through all aspects of each assignment. Grading will assess grammar/punctuation/style mechanics (as such, expectation of skill will increase as the year progresses and rules are covered in the classroom) and how well the student evidences mastery of the devices.

Classical Rhetoric

½ credit

Text: *The Rhetoric Companion*, by N.D. and Douglas Wilson
 Aristotle's Rhetoric

Course Description:

Students learn the five canons of Rhetoric through this engaging workbook. In addition, they will review their logical syllogisms and fallacies and review excellent language and posture for delivering speeches. While using the assignments in the text, the tutor will incorporate biblical and more contemporary sources of information for the students to mine. Additionally, there will be a review of the Progymnasmata and Aristotle. Every week of the semester, students will read a section and comment on the assigned section of Aristotle.

The students will work with components of good speeches/papers such as narratives, descriptions, and anecdotes, and using persuasive techniques in our own work. We will reference or use some of your Omnibus materials occasionally. The tutor will evaluate written papers and public speeches.

Intermediate Logic
1 Credit

Text: *Intermediate Logic For Christian & Home Schools* by: James B. Nance

Course Description:

Intermediate Logic is the logical progression from *Introductory Logic* and explores the more challenging terrain of formal, propositional logic. Students are introduced to propositional logic, logical operators, and truth tables, while reviewing and reapplying the concepts of validity, contradiction, consistency, and equivalence. Next, students learn to construct formal proofs of validity using basic rules to derive an argument's conclusions from its premises. Finally, students discover how they can use the technique of truth trees to determine consistency, self-contradiction, tautology, equivalence, and validity. Critical thinking along with polite and respectful questioning is encouraged.

Throughout the course students are taught to look for examples of fallacies in the real world with discussion of pertinent topics of the day for the purpose of identifying fallacies. We also work on incorporating Biblical truths into topics that come up for discussion.

At the completion of the text some study on the use and misuse of statistics is pursued along with analyzing short writings to determine if they supported the initial thesis statement.

Units Include:

Propositional Logic
Formal Proofs of Validity
Truth Trees

Additional Projects

- Identification of Logic Fallacies in everyday life.
- Completion of group project in writing and following directions.
- During an election year students complete project identifying candidates' views.

Writing 8/9
½ credit

Text: *The Elegant Essay* by Lesha Myers
 Warriner's English Grammar third course provided by BSC

Course Description:

The course reviews grammar concepts and introduces the student to various types of writing skills. The text used for the grammar exercises is *Warriner's English Grammar third course*. Some of the grammar skills reviewed are paragraph structure; subject-verb agreement; pronoun-antecedent agreement; clauses; as well as other concepts reviewed at the tutor's discretion.

The writing portion is based on the text the *Elegant Essay* and is a survey of some of the exercises of the progymnasmata. Essay styles that are practiced include: the Epilogue; Encomium and Invective; Comparison; Opposite; Narrative paragraph and its types (slant, condensed, expanded); Descriptive; Proverb; Refutation.

Introduction to Economics

½ credit

Texts: *Economics- Principles in Action* published by Prentice Hall, in association with The Wall Street Journal.

Whatever Happened to Penny Candy? by: Richard Maybury, 6th edition.

While not required texts, we will also study excerpts from *Money, Possessions and Eternity* by: Randy Alcorn, and *Biblical Economics* by: R. C. Sproul, Jr.

Course Description:

Topics of study from Prentice Hall include: scarcity, economic systems, free enterprise, capitalism, socialism, ownership of private property, profit motive, providing public goods and safety nets, financial markets, banks, stocks and bonds. The class will participate in a “stock market challenge.” Also included is incorporation of what Biblical scripture says about these topics focusing on socialism vs. capitalism, ownership of private property, the profit motive and borrowing.

Topics of study from Penny Candy include: money, currency, inflation, why governments inflate, and the business cycle, including recessions and depressions.

There will be a writing assignment at the end of the semester.

Class will be a highly interactive event, so participation counts significantly each and every class period.

Grading Policy:

Final grade based on the following percentages:

- Class participation – 20%
- Three exams – 20% each
- Writing Assignment – 20%

American Government
½ credit

Texts: *The Constitution*, Michael S. Greve

The Federalist Papers, Gideon edition (Liberty Fund, 2001), also found online

Course Description:

This is an introductory course in American government. We will discuss the events and intellectual sources that influenced the Founders; the main points of contention in the framing of the Constitution and Bill of Rights; and the relationship between the three branches of government and how they have evolved since the founding.