

NEW COVENANT SCHOOL OF RHETORIC



COURSE DESCRIPTION CATALOGUE

2019-2020

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Course Description Catalogue

Introduction

This document was created with the current or potential School of Rhetoric family in mind. In these pages, you will find brief descriptions of each of the courses currently offered. They are organized by grade and course offerings follow the same order from grade to grade (toward the end of the document you will find descriptions of courses that typically cut across the grades). Each description provides you with details on primary readings/texts and significant memory passages. You will also see noted the number of credit hours awarded for the course, whether it is a period or block course (block course = two periods per day), and whether the course meets all year or a shorter time. Finally, you will see what we consider prerequisites for the course. The Dean retains the right to waive a prerequisite should circumstances warrant this, but this should be the exception, not the norm.

Although this document organizes the course descriptions by grade level, seeing each subject matter laid out in sequence (from ninth to twelfth grade) might prove profitable as well. The following charts the major *academic* subjects. In addition to these, you will find descriptions of our fine arts, study abroad and physical education course offerings at the end of the document.

English

Western Literature I: Homer, Virgil, & Shakespeare
Western Literature II: Homer, Dante and Shelley
British Literature: The Anglo-Saxons to the Victorians
AP American Literature: The American Literary Tradition

History

Western Civilization I: The Ancient Western World
Western Civilization II: The Roman Empire to Napoleon
US History: The American Story
Political Science: The Wisdom of Experience
Modern History: The Cold War & New Horizons

Theology

Theology I: Genesis & McGrath
Theology II: John & McGrath
Theology III: Romans & Church History
Theology IV: Aquinas & Lewis

Rhetoric

Rhetoric I: Logic & Argumentation
Rhetoric II: Research & Arrangement
Rhetoric III: Reading & Style
Senior Thesis

Science

Physics
Chemistry
Biology
Environmental Science
Universal Science

Mathematics

Geometry
Algebra II
Pre-Calculus
Math for the Liberal Arts
Statistics
AP Calculus

Languages

Latin II: Latin Grammar & Roman Culture
Latin III: Literature of the Late Republic
Latin IV: Caesar
AP Latin V: Vergil
Greek I: Introductory Biblical Greek
Greek II: Advanced Grammar & Theology

9th Grade

Physics is designed to be a foundational course for the science track in the School of Rhetoric, utilizing grade-appropriate mathematical concepts, multiple laboratory experiments and discussion of the nature of the scientific process and scientific knowledge. Basic concepts in mechanics will include an emphasis on understanding the mathematics of and the forces at work in motion. Students will explore how fundamental conservation principles involving momentum and energy and charge provide us with a means of tackling seemingly insurmountable problems. Along the way students will get to know some of the great scientists and see how they changed the world.

Primary Text: *Introductory Physics. John Mays. Novare, 2nd Edition*

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Algebra I

Geometry begins with three simple words – point, line and plane (not the kind that flies!) – and from there builds an entire world of shapes and sizes. From the simplest triangle to the more complex dodecahedron and on to the perfect circle, we can view our world as a composition of lines and curves. Geometry also provides the opportunity to develop one’s logic skills as we build this world together, showing each step along the way the leads us from one mathematical truth to the next. Mathematics gives us insights into the mind of God and geometry is His blueprint of the universe!

Primary Text: *Geometry, Larson et al. McDougal Littell, 2nd Edition*

Credits: 1.0 (Period course – all year)

Prerequisite: Algebra I

Foundations of Western Literature I: Homer, Virgil and Shakespeare introduces the earliest classics in Western Civilization. Students will study the elements of epic and drama (both Greek and Elizabethan) as they read Homer’s *Odyssey*, Virgil’s *Aeneid*, Sophocles’ *Antigone*, and Shakespeare’s *Julius Caesar* and *Romeo and Juliet*. Students are also introduced to other ancient authors, including Horace, Sappho, Cicero, Ovid, Tacitus, Confucius, Lucian; and medieval works, including *The Song of Roland*, *Thorstein the Staff-Struck*, and *The Rubaiyat*. Students will discover that the ancient authors asked the same questions we might ask today: what is honor? Should we obey the laws of God or men? Are humans free or is everything predetermined? This course cultivates analytical speaking and writing skills with a variety of discussion and essay topics.

Primary Texts: Homer’s *Odyssey*, Virgil’s *Aeneid*, Sophocles’ *Antigone*, *The Complete Works of Shakespeare*, and *Classics in World Literature* (Scott, Foresman).

Memory Passages: “On First Looking Into Chapman’s Homer,” John Keats; “To Helen,” Edgar Allan Poe; “Ulysses,” Alfred, Lord Tennyson.

Credits: 1.0 (Block course – 1 semester)

Prerequisite: none

Western Civilization I: The Ancient Western World introduces the early history of ancient Western Civilization concluding with the greatness of Rome. Here we study the rise of Egypt, Mesopotamia, Assyria, Babylon, Persia, Greece and finally, Rome. The early civilizations are considered through the lens of the Old Testament with a view to their interaction with Israel. The course is designed to not only introduce the broad sweep of ancient history, but to instill love of virtue by emphasizing the life of great men and women. Where do we come from? Are the gods the same or different from humans? What is the meaning of human history? Is it going anywhere or is it simply a random repetition of the mighty defeating one another? What makes a person “Great”? What is special about Western Civilization? This course seeks to develop an appreciation for great speaking and reasoning and persuasion. Learning the classical styles of Encomium and Vituperation while speaking of historical figures enables the student to craft his writing ability.

Primary Texts: Augustine’s *City of God*, Jackson Spielvogel’s *Western Civilization*

Memory Passages: Thucydides’ “Pericles’ Funeral Oration”, Cicero’s “On Friendship”

Credits: 1.0 (Block course – 1 semester)

Prerequisite: None

Latin II: Introduction to Latin Grammar and Roman Culture is a continuation of the introductory level of Latin with emphasis on translation, subordinate clauses, and vocabulary. Noun and verb concepts covered in previous years are carefully reviewed, with special emphasis on infinitives and participles. Finer points of grammar are covered as they occur in the text selections. These include constructions such as ablative absolutes, indirect statements, indirect questions, and result clauses. Students learn about Roman culture and history from the founding of Rome to the Republic

Primary Texts: *Ecce Romani II* (Prentice Hall).

Memory Passages: Apostle’s Creed, Martial V.9 and VI.53, Vergil, 1.1-11

Credits: 1.0 (Period course – all year)

Prerequisite: Latin I

Theology I: Studies in Genesis and McGrath introduces students to the books of Genesis and the basics of Christian theology. How does God’s creative power display itself in the making of the world and human beings? What is the true God like in comparison to the false gods of war, vice and caprice? Why did he make the world? What does it mean to be made in God’s image? What does it mean that human beings have fallen from their original goodness and beauty into sin and death? Emphasis is placed on the calling of Abraham to a covenant relationship and the subsequent generations of his family as the answer to sad brokenness of the world. Critically acclaimed author and teacher, Alister McGrath guides us through the topics of Faith, God, Creation, Jesus and Salvation. With an eye to the beginner, Dr. McGrath uses texts from ancient and modern theologians to present the fundamentals of the Christian faith.

Primary Texts: Genesis; Alister McGrath, *Theology: The Basics* (Ch 1 -5)

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: None

Rhetoric I: Logic and Argumentation introduces students to the ancient tools of Rhetoric that will provide them with the ability to think and write with clarity and reason. Students will review the principles of logic introduced in 7th and 8th grades and practice recognizing logical fallacies. The five canons of rhetoric (invention, arrangement, style, memory, delivery) provide a framework for all the Rhetoric courses, and Rhetoric I focuses on the canon of invention: students define the three modes of persuasion (logos, pathos, ethos) and the five common topics and recognize how these tools help them, as Aristotle says, “discover all the available means of persuasion in any given situation.” Students will analyze ancient and modern speeches, including Plato’s *Apology of Socrates* and Pericles’ Funeral Oration.

Primary Texts: *The Argument Builder*, Shelly Johnson

Memory Passages: selections from Cicero, Aristotle, and Quintilian

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: None

10th Grade

Chemistry is a study of the elements, the compounds they form, and the principles governing chemical reactions. Students are taught to read the Periodic Table of Elements, understand its arrangement, and use it to predict the formation of compounds. Once students grasp certain fundamentals, they learn about various chemical reactions and conduct labs involving these reactions to gain hands-on experience. The law of conservation of matter is introduced at this time, and students learn how to balance chemical reactions. Once this foundation has been built, students learn how to quantify the reactants and products of their chemical equations and so the course becomes more mathematically oriented.

Primary Text: *World of Chemistry* by Steven and Susan Zumdahl and Donald DeCoste

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Physics

Algebra II represents a significant part of the fundamental grammar of mathematics, a language that has enormous explanatory power in the world around us. In this course, we will focus on mathematical relationships – how an input and an output relate to one another. This focus will take us from linear through fourth degree polynomials and on to trigonometric functions – all with our eyes on seeing how different relationships in the real-world demand different mathematical expressions.

Primary Text: *Algebra 2*. Larson et al. McDougal Littell, 2nd Edition

Credits: 1.0 (Period course – all year)

Prerequisite: Algebra I

Foundations of Western Literature II: Homer, Dante and Shelley provides an encounter with many of the major works of the Western Canon. From the Iliad and the Inferno to Frankenstein, students will be challenged to let these great voices inform their own thoughts. Not only will they learn about the beauty and artistry of these great works,

they will also learn critical techniques which will help them understand and apply the lessons in these magnificent works of literature.

Primary Texts: Homer's *Iliad*, Dante's *Inferno*, Shelley's *Frankenstein*. and *Classics in World Literature* (Scott, Foresman).

Memory Passages: Marlowe's "Was This the Face that Launched a Thousand Ships?" Shakespeare's "Once More Into the Breach, Dear Friends!"

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Western Literature I

Western Civilization II: The Roman Empire to Napoleon continues the history of Western Civilization by observing the decline and fall of the Western Roman Empire and concluding with the rise and fall of the Napoleonic Empire. The course aims to provide the student with a grasp of key themes, eras and developments that have helped shape Western culture. Emphasis is given to the growth and influence of Christianity as it impacts culture, but also to those multiple broad factors such as religion, politics, philosophy, architecture, music, the arts, the instruments and designs of warfare, and geography. A spotlight is cast upon the moral and intellectual men and women of history (exuding both virtue and vice) in order to appreciate God's inclusion of real people to bring about His mysterious Divine Providence.

Primary Texts: Jackson Spielvogel's *Western Civilization*; Winston Churchill's *History of the English Speaking People*

Memory Passages: Isaiah 40 and St. Crispin's Day speech

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Western Civilization I

Latin III: Intermediate Grammar and Literature of the Late Republic continues the study of Latin prose with an emphasis on dependent clauses. The historical context of important historical figures is given in selections from Eutropius' *Bervarium*. Students then sample the works of Julius Caesar, Cicero, Catullus, Horace, Vergil and others. New concepts such as special usages of cases, condition clauses, clauses of fearing, the supine, rhetorical devices, Greek noun forms found in Latin tests and idioms are explained and practiced in English and in Latin as they translate, analyze and discuss these selections. The topics and methods of teaching are designed to give students facility in reading and translating original Latin prose and poetry and an appreciation for the beauty of the language. Students will learn how much we have in common with the Romans, our cultural forefathers, as the texts reveal their struggles to understand relationship between the gods, man, and nature.

Primary Texts: *Ecce Romani III* (Prentice Hall).

Memory Passages: Apostle's Creed, Horace 1.11, Ioannes 1 Vulgate, Caesar 1.1

Credits: 1.0 (Period course – all year)

Prerequisite: Latin II

Theology II: Studies in John and McGrath focuses on Christian thinking about the revelation of God in Jesus in light of the Old Testament. The Incarnation, the "enfleshment" of God, raised some particularly difficult, and interesting, questions. Who is this God after all? How is it that we come to know who/what he is? What is he doing here walking around on the earth? Since he has taken human flesh, what does that say

about matter and reality? What does it say about being human? What is the meaning of life? So, we read the Gospel of John seeking to know who this God is that has come in the person of Jesus, the King of Israel. The students continue their study of McGrath's Theology: The Basics. The topics for consideration include the role of the Holy Spirit, what we mean by the Trinity, the Church and the sacramental life, and finally the hope of Heaven. Each of these sections are accompanied by readings from theologians old and new.

Primary Texts: The Gospel According to John;

Alister McGrath, Theology: The Basics (Ch 6 – 10)

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: None

Rhetoric II: Research and Arrangement expands on the tools of rhetoric introduced in Rhetoric I, including the canons of rhetoric, the modes of persuasion, and the common topics, and then provides students with skills in research (accessing online subscription materials and library resources) and arrangement (implementing source material that supports an argument and is structured for optimal effect). Particular emphasis is placed on understanding the six parts of a discourse. Students apply their understanding by developing a research paper and giving two speeches. In light of Quintilian's observation that it is "impossible to be a true orator without also being a good man" and Jesus' pronouncement that "out of the abundance of his heart his mouth speaks," students will strive to cultivate virtue as they emulate the ancient principles of wisdom and eloquence.

Primary Texts: *Informal Logical Fallacies*, Jacob Van Vleet

Memory Passages: selections from Cicero, Aristotle, and Quintilian

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: Rhetoric I

11th Grade

Biology is the study of life and the processes which make life possible. Students learn about the structures of living organisms from the microscopic parts to the macroscopic. The laws governing the transfer of genetic information from one generation to another are examined. Students are trained to use microscopes and learn other technical techniques such as staining cells to identify cell parts more easily. In the tradition of great naturalists such as Carl Linnaeus and James Audubon, students examine specimens and create detailed drawings of their specimens. The theory of evolution through natural selection is studied in the same way other scientific theories are studied in the School of Rhetoric: the scientific evidence is presented and weighed so students can understand a theory's role in the cycle of scientific endeavor.

Primary Text: *Biology*, Miller Levine; *Biology Reader on Evolution* (edited by NCS science department)

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Physics, Chemistry

Pre-Calculus covers *advanced* algebra topics and trigonometry and is intended for those who plan to go on to the study of The Calculus. Algebra topics include a full analysis of polynomial, exponential, and logarithmic functions, in addition to conic sections, all of

which are discussed in terms of the relationship between equations and graphs as well as applications. An examination of sequences, series and probability topics also focuses on application. Trigonometry topics include the use of the unit circle and basic trigonometric identities, solving trigonometric equations, graphing trigonometric functions, and applications of trigonometry.

Primary Texts: *Precalculus with Limits, 6th Edition* by Ron Larson, Brooks/Cole, Cengage Learning

Credits: 1.0 (period course – all year)

Prerequisite: Algebra II

Math for the Liberal Arts is a class where students learn math concepts often used in non-scientific fields. Topics include everyday problem solving, finances, voting theory, determining a “fair” division of goods, cryptography, and others. The course mixes conceptual knowledge with application, and the students gain competence with knowing what skills to apply in which situations. Drawing from actual historical examples whenever possible, the course explains how various math concepts were used to solve past problems. A prime example is the study of the methods used to determine a proper apportionment of delegates to the U.S. House of Representatives among the different states.

Primary Texts: *Math in Society* by David Lippman and *Excursions in Modern Mathematics* by Peter Tannenbaum

Credits: 1.0 (Period course – all year)

Prerequisite: Algebra I

Survey of British Literature: from the Anglo-Saxons to the Victorians begins with the earliest literature in English, Anglo-Saxon poetry, and reads representative great works of British poetry, drama, and fiction through the Victorian period. The course asks students to perceive in the literature of other eras what C. S. Lewis called “the clean sea breeze of the centuries,” the outside vantage point on the assumptions of our own contemporary culture provided by reading old books. By lecture and discussion, students will learn about the impact on British literature and Christian faith of the important intellectual movements of Western culture (Medievalism, the Renaissance, the Enlightenment, Romanticism). The course particularly emphasizes understanding how great literature both responds to the questions of its own time and speaks to larger questions of human experience.

Primary Texts: Charlotte Brontë, *Beowulf*; Shakespeare, *Macbeth* and *Hamlet*; John Milton, *Paradise Lost*; Jane Austen, *Persuasion*;

Secondary Texts: Selections from the Venerable Bede, “The Dream of the Rood,” Chaucer’s *Canterbury Tales*, and the British Romantic and Victorian poets.

Credits: 1.0 (Block course – 1 semester)

Prerequisite: Western Literature II

American History explores the story of American history from our colonial heritage up to the Cold War. This class is full of fun variety, as we will study cultural history, maps, primary sources, battlefields and even the origin of American accents. We will learn about the political beliefs of Jefferson and Hamilton, encounter heroic characters like

Andrew Jackson and Sam Houston, observe the great drama of Civil War, and note the policies that led to the prosperity of the Progressive Era. We will study the fateful choices that led to the two Great Wars.

Primary Texts: Paul Johnson, *History of the American People*

Memory passages : Patrick Henry's "Give Me Liberty, or Give Me Death!"
The Declaration of Independence

Credits: 1.0 (Block course – 1 semester)

Prerequisite: none

Latin IV continues the study of Latin prose and poetry by reading selections from classical authors as well as the Vulgate. Students will study all selections from Caesar's *Commentarii De Bello Gallico*. Principles of scansion are learned and specific literary devices used by the authors identified and studied as we analyze passages for mood, imagery, meaning, and structure. Parts of the *Commentarii* not included in the Latin text will be read in translation. Students will consider the Roman way of war and study the strategy and tactics of both the Romans and the Gauls.

Primary Texts: Caesar, Julius. *Caesar Selections from his Commentarii De bello Gallico*. Hans-Friedrich Muller. Mundelein Illinois, Bolchazy-Caeducci Publishers, Inc.2012.; *Ecce Romani III* (Prentice Hall); Cassell's Latin/English Dictionary

Memory Passages: *Aeneid* (1.1-11) in Latin and John Dryden's translation "Fama" with English translation, Caesar, 1.1 and 4.25

Credits: 1.0 (Period course – all year)

Prerequisite: Latin III

Greek I: Introductory Biblical Greek introduces the student to the language of Koine Greek, used by businesses and commoners throughout the Roman World during the time of Jesus Christ. More importantly, Koine is the language with which the New Testament was originally written and handed down for the benefit of the ages. We begin with the Greek alphabet, then slowly add all of the noun declensions and verb tenses. The course concludes with an introduction to participles. The goal of this class is to have the student master the basics of Greek grammar, exhibit a rudimentary skill of translating and exegeting the New Testament (represented by John's First Epistle), and mature in his or her love for the Word of God.

Primary Texts: *Basics of Biblical Greek Grammar*, 3rd Ed., William D. Mounce
Basics of Biblical Greek Workbook, 3rd Ed., William D. Mounce

Credits: 1.0 (Period course – all year)

Prerequisite: Latin II

Theology III: Studies in Paul's Letter to the Romans and Church History: Paul's Letter to the Romans is his magnum opus. Here he paints a stunning vista of how God has been faithful to his promises to Israel and the world. The covenant made new with Abraham is confirmed in the life, death, resurrection and ascension of Israel's Messiah, Jesus of Nazareth. God's covenant faithfulness in sending the long-expected King Jesus and pouring out his Spirit results in recovering the world from the powers of darkness and death. This recovery results in true worship and true vocation. Additionally, students will engage in a brief survey of the broad and exciting story of the Christian Church

through the first 1500 years of the faith through the accessible prose of David Bentley Hart. Regions as diverse as Africa, Asia, Europe and even China come into the story as missionaries, evangelists, bishops and kings spread the faith of Jesus Christ.

Primary texts: Paul's Letter to the Romans;

David Bentley Hart, The Story of Christianity

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: None

Rhetoric III: Reading and Style builds on the tools of rhetoric introduced in Rhetoric I and II. Students will practice engaging with different types of sources, both print and online, and prepare several speeches while gaining facility with the research process. Students will cultivate their own style through exposure to good speeches and essays—including John F. Kennedy's inaugural address, Martin Luther King's *Letter from Birmingham Jail*, Churchill's *Blood, Toil, Tears, and Sweat*, Madison's *Federalist Paper No. 10*, and Matthew Arnold's *Science and Culture*—and examination of the diction of great rhetoricians, including grammatical competence, choice of diction, sentence type, length and euphony. Students will also learn and employ the schemes and tropes and more fully develop their own voices in order to best engage with the world around them.

Primary Texts: *It Was the Best of Sentences, It Was the Worst of Sentences*, June Casagrande, Ten Speed Press, 2010.

Credits: 0.5 (Block course – 1 quarter)

Prerequisite: Rhetoric II

12th Grade

Environmental Science provides an opportunity for students to explore a wide range of environmental issues of both a local and global concern. It is designed to be a capstone science experience at NCS. We will apply and develop a student's knowledge of Physics, Chemistry and Biology within the content and controversies of Environmental Science. The early emphasis of the course will be placed on the study of ecology and the incredibly balanced relationships of the created order. One of the benefits of Environmental Science is how it highlights the interplay of science (the content and path to knowledge of creation) and ethics (what then shall we do with that knowledge). We will spend time discussing our response to creation and our use of it throughout the course.

Primary Texts: *Environmental Science: A Global Concern*; by William P. and Mary Ann Cunningham; McGraw-Hill; 12th Edition, 2012.

Credits: 1.0 (period course – all year)

Prerequisite: At least two either of Physics, Chemistry or Biology

Universal Science is a course designed for the senior interested in a science major in college. Four advanced topics are covered: astronomy (observational and astrophysics), electrical engineering, microbiology, and organic chemistry. Unifying the topics is the approach common throughout scientific disciplines: understanding the governing laws or principles, applying those principles to solving problems, and quantifying results when necessary. Labs and data collection will also be important aspects of the course. Students will be required to conduct astronomical observations at the NCS campus during

early evening hours. As prerequisites, students need to have earned credit in the following courses: biology, chemistry, physics, and precalculus.

Primary Texts: *Electrical Engineering 101, 3rd Edition*, by Darren Ashby; *Organic Chemistry as a Second Language, 3rd Edition*, by David Klein; *The Total Skywatcher's Manual*, by the Astronomical Society of the Pacific; *World of Chemistry* by Steven and Susan Zumdahl and Donald DeCoste

Credits: 1.0 (Period course – all year)

Prerequisite: Pre-Calculus, Physics, Chemistry, Biology

Statistics is designed to introduce students to concepts such as data analysis, statistical reasoning, and the decision-making techniques that they will likely encounter later in required college classes. The focus is on problem-solving and practical applications in many interesting disciplines, from psychology to medicine and business.

Primary Texts: *Statistics Through Applications*, Starnes, Yates and Moore.

Credits: 1.0 (Period period– all year)

Prerequisite: Algebra I

AP Calculus AB is comparable to one semester in The Calculus of one variable at the college level. Students are introduced to four major concepts in calculus (the limit, derivative, indefinite integral, and definite integral), using both practical and theoretical models. Students then learn how to manipulate these concepts and use them in a variety of applications, including volumes of a solid, exponential growth and decay, the calculus of motion, related rates, and maximum/ minimum problems. Students who perform well on the College Board AB exam may earn one semester of college credit.

Primary Texts: *Calculus: Concepts and Applications, Paul Foerster, Key Curriculum, 2nd Edition*

Credits: 1.0 (Period course – all year)

Prerequisite: Pre-Calculus

AP American Literature: the Development of the American Literary Tradition from our Beginnings to the 20th Century coursework is designed to provide students with an overview of and appreciation for American literature and teach them to read closely and to write analytically about literature in a variety of literary forms (novels, short stories, and poems) and to analyze and write about an author's use of literary devices to communicate ideas and experiences to the reader. As a study of literature, the course will continually ask why we read and how we understand and evaluate the things we read. The course particularly emphasizes the nuanced use of symbolism in literature to communicate complex and enduring themes. As a study of American literature in particular, this course will familiarize students with a number of great works and influential movements in the American literary tradition in order to explore the American story and come to a better understanding of its impact on our lives today.

Primary Texts: Nathaniel Hawthorne, *The Scarlet Letter*; Herman Melville, *Moby-Dick*; Mark Twain, *The Adventures of Huckleberry Finn*; F. Scott Fitzgerald, *The Great Gatsby*.

Secondary Texts: Selections from John Winthrop, Anne Bradstreet, Benjamin Franklin, Washington Irving, Henry Wadsworth Longfellow, Edgar Allan Poe,

Frederick Douglass, Walt Whitman, Emily Dickinson, Jack London, Charlotte Perkins Gilman, Robert Frost, Langston Hughes, Flannery O'Connor.

Credits: 1.0 (Block course – 1 semester)

Prerequisite: British Literature

Political Science: The Wisdom of Experience is a multi-faceted journey through political thought from Aristotle to recent Supreme Court decisions. Along the way we will discover and discuss the fundamental questions about a happy social order for humanity. A careful reading of the Constitution will be complemented with a consideration of how it has been amended and interpreted over the course of our country's history. The course is built on an edited collection of readings in political science and will consist of lectures in history and policy, round-table discussions and student-led presentations.

Primary Texts: *Readings in Political Science*, Edited by Dallas Shipp

Memory Passages: The Preamble to the Constitution; W. B. Yeats' *Second Coming*

Credits: 1.0 (Block course – 1 semester)

Prerequisite: none

Modern History: The Cold War and New Horizons to explore the dynamic, radical, and violent 20th century with a global perspective. Not only will we dive into recent American history in detail, but we will journey around the world and investigate the tumultuous history of post-colonial Africa, revolutionary Cuba, Maoist China, and Soviet Russia. The course will begin with World War Two and a focus on America's emerging new role on the global stage. The course will conclude with the ongoing War on Terror and the ongoing political debate about Washington D.C's proper role at home and abroad.

Primary Texts: Paul Johnson, *Modern Times*

Memory Passages: John F. Kennedy's "American University Address"
Dwight Eisenhower's "Farewell Address"

Credits: 1.0 (Block course – 1 semester)

Prerequisite: American History

AP Latin V explores the poetry of the most significant ancient Roman author, Vergil. Students translate selections from Vergil's *Aeneid* and studied the epic in its historical, political, and social context. Specific literary devices used by the author are identified and studied as we analyze passages for mood, meaning, and structure. The AP curriculum has a strong writing component. Students practice supporting their observations and comments with appropriate quotes from the Latin and have ample opportunity to practice critical interpretation and written analysis.

Primary Texts: Boyd, Barbara Weiden, ed. *Vergil's "Aeneid."* 2nd ed. Wauconda, IL: Bolchazy-Carducci, 2005.; Cassell's Latin/English Dictionary; Caesar, Julius. *Caesar Selections from his Commentarii De bello Gallico*. Hans-Friedrich Muller. Mundelein Illinois, Bolchazy-Caeducci Publishers, Inc.2012.

Memory Passages: *Aeneid*, Book I, lines 157-169, lines 430-438, Book II, lines 201-208, Book IV, lines 305-319

Credits: 1.0 (Period course – all year)

Prerequisite: Latin IV

Greek II: Advanced Grammar and Theology continues the grammatical concepts of Greek I, beginning with a comprehensive review of the Greek verb system and continuing with special attention to the participle and its uses. The course requires text copying and immediate translation in the Gospel of Mark through the fourth chapter. Vocabulary acquisition is central, requiring the memorization of every word used 25 times or more in the Greek New Testament. Additional grammar includes infinitives and usage, conditional sentences, case usage for genitive, dative and accusative. The grammar concludes by distinguishing the subtleties of tenses including historic present, aoristic present, tendential present, iterative present, futurist present and past duration. Finally, the course readings include translations of St. Paul, the Nicene Creed, the Chalcedonian Creed, and the apocryphal book, Bel and the Dragon.

Primary Texts: New Covenant Greek Syllabus and Zondervan, A Reader's Greek New Testament

Credits: 1.0 (Period course – all year)

Prerequisite: Greek I

Theology IV: Church History and CS Lewis is a senior level theology course which will engage the students in a careful reading of CS Lewis and St. Thomas Aquinas. Our discussion of St. Thomas begins with considering the world of thought in the Middle Ages, and the synthesis that Aquinas achieved between Christian Theology and Aristotelian philosophy. Focus lessons will include the arguments for the existence of God, on the character of God, on the nature of humans, the nature of angels, and the virtues. Lewis' classic work forms the second half of the course providing students the students with an opportunity to engage with an elegant and compelling defense of the faith. The course also allows time on particular moral questions including just war, abortion, marriage and the authority of governments.

Primary texts: CS Lewis, Mere Christianity; Peter Kreeft, A Shorter Summa: The Essential Philosophical Passages of St. Thomas Aquinas' Summa;

Credits: 0.5 (Period course – 1 semester)

Prerequisite: none

Senior Thesis serves as the capstone project for a student at New Covenant Schools and requires a synthesis of the skills cultivated throughout the curriculum. In a year-long process, students consider a controversial topic of their choosing and develop an original argument. Students work with a faculty committee to draft a 15-20 page paper and to prepare an oral defense. The three stages of the classical Trivium are implemented throughout the process: students demonstrate facility with academic research and gain expertise in their field, mastering the grammar of their topic; they identify the key points of contention and seek a full understanding of the opposing arguments in order to engage in a fair and honest way, honing their dialectic reasoning skills; then they employ the tools of Rhetoric as they craft their own argument and compel an audience. Students are encouraged to consider the enduring questions implicit in their topics and to recognize, as both Christian and classical thinkers have, that transcendent truths underlie the pursuit of knowledge in any discipline. The Senior Thesis process, as the culmination of a student's

work at New Covenant, is instrumental in forming young men and women of intellectual and moral virtue, equipped to live bravely for truth, goodness, and beauty.

Credits: 1.0 (Period course – 1 semester)

Prerequisite: Rhetoric III

Fine Arts

Yearbook/Graphic Design introduces students to fundamental concepts of artistic design. Students learn to use Photoshop and Josten’s Yearbook Avenue online layout software. Students also receive instruction in using the school’s digital 35 mm cameras, including basic photographic composition principles. Students then apply their understanding of design and hone their skills in projects and, even more importantly, by creating the yearbook. It is a great opportunity for a student to use their artistic, literary, and journalistic skills to create a lasting memorial of the year for the whole NCS community.

Primary Text: None

Credits: 1.0 (Period course – all year)

Prerequisite: None

Band is a performance-based class where students will spend the year exploring the complexities of their chosen instrument along with a wide variety of both classical and contemporary wind band literature. While previous experience is not a prerequisite for this course, it is recommended that any student starting or changing instruments in the Rhetoric Band take private lessons. Homework will include practice charts. There will be at least one concert per semester.

Credits: 1.0 (Period course – all year)

Chorus Students in choir will spend the year developing their voices, studying vocal technique, improving musical skills, and learning and performing a wide variety of choral literature. There will be opportunities for solos and small group performances. All students will develop individual excellence in intonation, reading music, harmony, musical expression, and memorization. Private voice lessons are encouraged but not required. There will be at least one concert per semester. Homework will include practice charts.

Credits: 1.0 (Period course – all year)

Prerequisite: none

Chamber Orchestra meets four times per week and continues technical exercises begun in Middle School to improve Physical Choreography, Tone Production, Intonation, Shifting and Vibrato. As an intermediate Ensemble, we explore literature drawn from all four Major Periods of Composition from Baroque through and including Classical, Romantic and the Modern Era. As we prepare for our annual Spring Performance, we may choose to augment our classical studies with lighter selections from Movie Soundtracks or famous moments from Broadway Musicals.

Credits: 1.0 (Period course – all year)

Prerequisite: none

Opus I (offered episodically) provides instruction in most of the essential elements of music (intervals, scales, rhythm, meter, basic chord structure). Learning is both theoretical (abstract understanding/analyzing/ notating, etc.) and applied (development of skills in playing/writing music: clefs, notes, rhythm, meter, dynamics...). We enter the creative side of music by means of short compositional exercises designed to acquaint the student with a few basic elements of the craft of composition, such as techniques of variation. Students will compose 4 short compositions of increasing complexity in the course of the year. In class, students regularly “invent” short musical ideas in very limited time. These are shared; strengths are noted and possible avenues for development explored.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: 1.0 Credit of Band, Choir or Orchestra

Opus II (offered episodically) provides a student an opportunity to spend significant time composing and receive personal instruction. Most students continue to work at increasing basic musical skills, both theoretical and applied, but students may choose to focus the vast majority of their efforts on composition. Opus II students will need a laptop so that the “Finale” music notation software can be installed. The “Finale” program will make it possible for students to create and retain a professional quality notation of their compositions. “Finale” includes a good quality sound library which makes playback possible: students (Opus I as well) will be able to hear (and retain a digital file of) their compositions. Student works are eligible to be chosen for inclusion on a NCS public concert.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: Opus I

Art Media I is the introductory studio art course in the School of Rhetoric. Students will spend the semester exploring a variety of art media using the principles of art and art history as inspiration. While artistic talent is not required to complete this course, attention to details, neatness and perseverance are needed for success. In addition to learning the elements of art, students will also participate in group critiques of their classes and personal art projects. The only homework for this course is maintaining a sketch book that is collected every six weeks.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: none

Art Media II is for students who have successfully completed Art Media I by applying themselves to each project and shown they have artistic talent. Students will explore media in further depth with challenges that include creativity and artistic success as an added element to each assignment. Homework for this course includes maintaining a sketch book that is collected every six weeks and a photography assignment outside the school grounds.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: Art Media I

Art Media Independent Study is the School of Rhetoric's opportunity for advanced study beyond Media II. Students will spend the semester exploring the art media of their choice and will be expected to create finished works that will be graded using a list of objectives that the student will create alongside the teacher. A schedule for art room access will be developed between the art instructor and the student. Homework for this course includes maintaining a sketch book that is collected every six weeks.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: Art Media II

Art History (offered episodically) is a semester packed with the highlights of the history of art in western civilization. Students will start with the Prehistoric period and trace the evolutions of thought and materials to the Post-Modern period. This course is spectacular for our ability to combine portions of nearly every class in the School of Rhetoric in our daily discussions. Students get to see how life influences art and art influences life. This course has regular reading homework, tests and projects.

Text: Flemings' *Arts & Ideas*, 9th edition

Credits: 0.5 (Period course – 1 semester)

Prerequisite: none

Drama Performance The Drama Performance class is a one-semester half-credit course designed to give Rhetoric students the opportunity to learn all aspects of play production and performance. In addition to performing in a one-act play during the semester, students will gain experience in the design and technical aspects of both light and sound elements as well as set design and construction, stage management, and other back-stage tasks. Two or three (depending on the size of the class) one-act plays will be rehearsed for performance, where students who perform in one play will have a non-performance task in another. In addition to the plays, students will prepare a 10-minute recitation in at least one of the National Speech and Debate Association's competition categories, which include dramatic interpretation, duo interpretation, humorous interpretation, or program oral interpretation (which uses several genres in tandem). Other non-dramatic categories are also possible. Students may choose to participate in one or more of the Association's competitions if they wish and their extra-curricular schedule permits. Performance of the one-act plays will be scheduled to allow for attendance by family and friends. Also, some of the shorter recitations may be performed for the student body during the school day.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: none

Drama Appreciation welcomes two kinds of students: those who love drama and want to learn more about it, and those for whom the idea of acting in a play is their worst nightmare. The first half of the course focuses on what goes into performing a play, with an emphasis on how to become a good actor. We watch videos of great actors performing and analyze what makes them great. Then we get on stage and develop our own acting skills—BUT (a reassurance to those in the second group) we never actually perform in front of an audience. The second half of the course is a survey of the history of American theater—in other words, Broadway! We watch videos of performances over

the last century to see how Broadway has become the phenomenon we know today. By the end, students will truly have an appreciation of drama in its many forms.

Credits: 0.5 (Period course – 1 semester)

Prerequisite: none

Study Abroad

A Tale of Two Cities: Paris and London offers students the opportunity to interact with environments and cultures that are very different from modern-day America. Exposure to the history and culture of France and Great Britain offers students a new understanding of and appreciation for the education they are receiving at New Covenant and a more balanced view of our world, especially from historical and cultural perspectives. Reading the novel, *A Tale of Two Cities* by Charles Dickens will provide a narrative for a key time period (the French Revolution), connecting the two countries in a unique way and also adding a literary element to the course. The class meets approximately twelve class periods October through March, with graded assignments, papers, and presentations, culminating in a week spent in Paris and London (three days each) during spring break.

Credits: 0.5 (Period course – 1 semester)

Cultures of Rome is an academic course that culminates in a weeklong trip to Rome. Students meet after school for ten lessons in Italian history and culture with approximately ten more lunches together for trip planning and student presentations. This course draws our classical learners out of the past and into the present. Students are shown how Rome has become the city that it is and who is the modern Italian citizen. There is a mission component in this trip that is very powerful as the students learn about the migrant crisis in Europe and serve in a refugee center for a day. The student is graded through a variety of tests on the academic lessons, a five-page paper, paper presentation and trip conduct/group participation.

Credits: 0.5 (Period course – 1 semester)

Marine Science is an elective available to sophomores, juniors, and seniors. It is offered every two years. Students take two quarters of academics and learn about the characteristics of the oceans and the life which inhabits them. Special attention is given to coral reefs and the fish which inhabit the Caribbean Sea. After completing the academics, students travel with chaperones to a Caribbean destination and learn how to scuba dive. The trip is scheduled during spring break. Students are certified through the Professional Association of Dive Instructors (PADI), and are required to complete an online preparation course prior to travel. This online course requires approximately eight hours. Students who complete Marine Science earn one-half credit and receive their scuba certification cards.

Primary Text: *Our World, Our Water* published by Project AWARE.

Credits: 0.5 (Period course – 1 semester)

Physical Education

Fitness & Wellness is designed to challenge the student in establishing the basis for a healthy lifestyle by encouraging the student to consider God's design as we become aware of wellness, fitness and nutritional elements, and to make appropriate choices. This course will expand the idea of what it means to be a physically educated person. Concepts of strength, endurance, vitality and physical courage will be introduced. Fitness & Wellness is intended to provide information and skills to help students understand and implement a lifestyle that will enhance their health and well-being. It will emphasize how functional movement and fitness impact our daily activities providing for greater vitality and wellness. This course is offered once a semester and meets on Monday, Tuesday, Thursday, and Friday. In-class discussions will cover topics such as nutrition, stress, disease prevention and wellness for life. Plenty of in-class exercise will ensue! Meets in the Fitness Center.

Credits: 0.5 (Period course, 4 days per week, 1 semester)