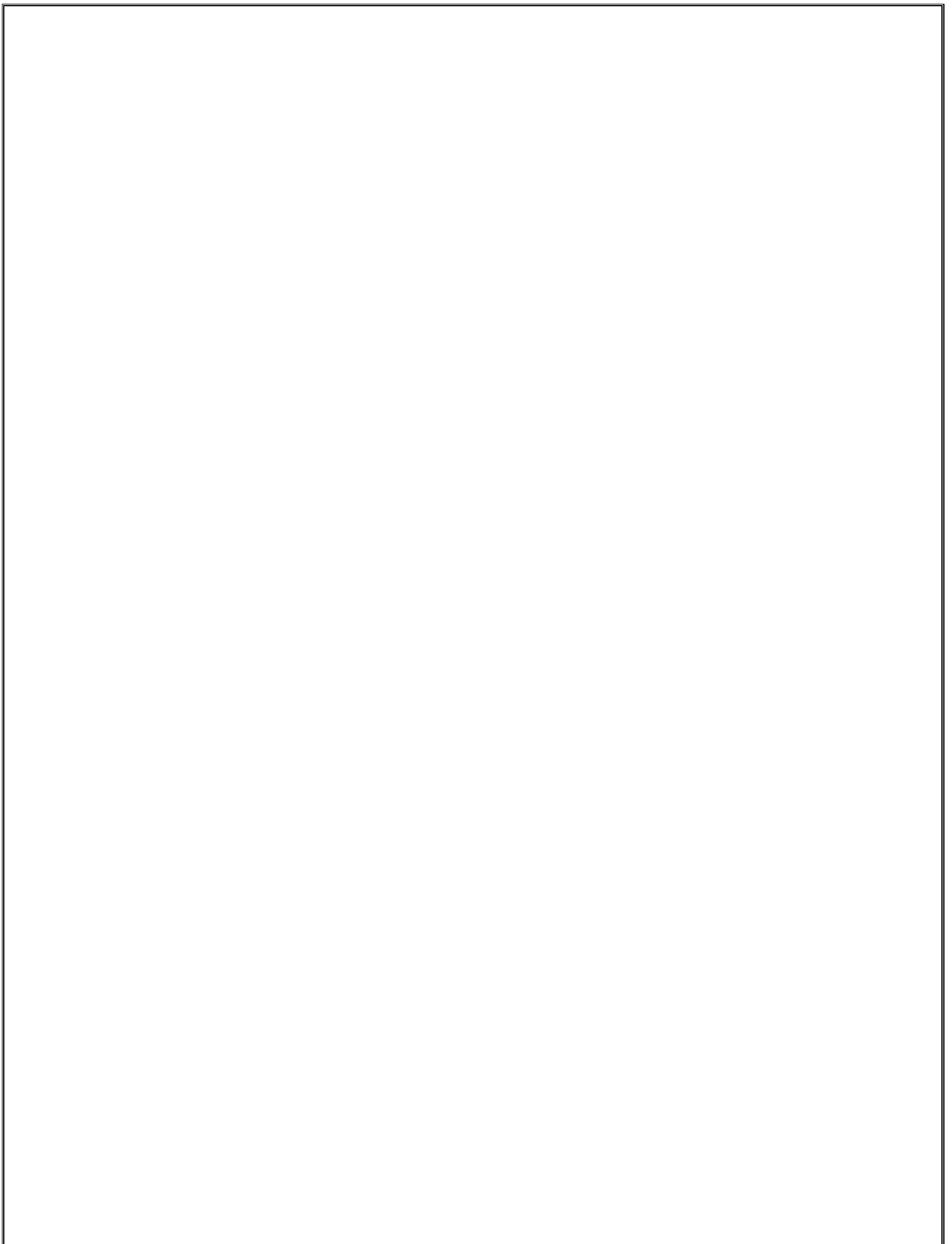


# NEW COVENANT SCHOOL OF RHETORIC



## COURSE DESCRIPTION CATALOGUE

2023 – 2024



# NEW COVENANT SCHOOL OF RHETORIC

## 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.

#### Literature

Western Literature I: *Odyssey, Aeneid & Antigone*  
Western Literature II: *Iliad, Inferno & Frankenstein*  
British Literature: *Beowulf, Paradise Lost & Persuasion*  
American Lit (AP): *Moby Dick, Scarlet Letter & Great Gatsby*

#### History

Western Civilization I: The Ancient Western World  
Western Civilization II: The Roman Empire to Napoleon  
US History: The Story of Representative Democracy  
Modern History: Ideas Have Consequences

#### Theology

Theology I: *Genesis, Gospel of John & Alister McGrath*  
Theology II: *Romans, Church History, Aquinas & CS Lewis*

#### Laboratory Sciences

Physics  
Chemistry  
Biology  
Environmental Science  
Universal Science (advanced Physics, Chemistry & Biology)

#### Rhetoric

Rhetoric: The Art of Persuasion  
Senior Thesis

#### Mathematics

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

#### Languages

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

## 9<sup>th</sup> Grade

**Western Literature I: *Odyssey, Aeneid & Antigone*** 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* 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, *Odyssey*, Virgil, *Aeneid*, Sophocles, *Antigone*, Shakespeare, *Julius Caesar* and *Romeo and Juliet*, and *Classics in World Literature* (Scott, Foresman).

**Memory Passages:** "On First Looking into Chapman's Homer," John Keats, "To Helen," Edgar Allan Poe

**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:** Jackson Spielvogel's *Western Civilization*, Augustine's *City of God*

**Memory Passages:** Thucydides' "Pericles' Funeral Oration", Cicero's "On Friendship"

**Credits:** 1.0 (Block course – 1 semester)

**Prerequisite:** None

**Rhetoric: The Art of Persuasion** introduces students to the ancient tools of rhetoric that will provide them with the ability to think and write with clarity and reason. Using excerpts from Aristotle's *Rhetoric* and Plato's *Republic*, students will work towards a full scope of rhetorical understanding. Students will review the principles of logic with a focus on valid argument forms, enthymemes, and logical fallacies. The five canons of rhetoric (invention, arrangement, style, memory, delivery) will provide a framework for the course, incorporating Aristotle's rhetorical appeals. Students will then work through

many great speeches of history to understand the three kinds of rhetoric: deliberative, epideictic, and judicial. 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:** *Rhetoric Alive Book 1: Principles of Persuasion*

by Alyssan Barnes

**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, Vergil, 1.1-11

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Latin I

**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, 2<sup>nd</sup> 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, 2<sup>nd</sup> Edition*

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Algebra I

## 10<sup>th</sup> Grade

**Western Literature II: *Iliad, Inferno & Frankenstein*** 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, *Iliad*, Dante, *Inferno*, Mary Shelley, *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

**Theology I: *Genesis, the Gospel of John & McGrath*** introduces students to the books of *Genesis* and *John* 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. Moving to the gospel, the student 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. Critically acclaimed author and teacher, Alister McGrath guides us through the topics of Faith, God, Creation, Jesus, Salvation, Holy Spirit, the Trinity, the Church, the sacramental life, and finally the hope of Heaven. 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; The Gospel According John*; Alister McGrath, *Theology: The Basics*

**Credits:** 1.0 (Block course – 1 semester)

**Prerequisite:** None

**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' *Brevarium*. 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:** *Ioannes 1 Vulgate, Caesar 1.1*

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Latin II

**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 equations. 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, 2<sup>nd</sup> Edition

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Algebra I

## 11<sup>th</sup> Grade

**British Literature: *Beowulf, Paradise Lost & Persuasion*** 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

**US History: The Story of Representative Democracy** 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

**Theology II: Romans, Church History, Aquinas and Lewis:** 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 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. 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 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:** Paul's Letter to the Romans; David Bentley Hart, *The Story of Christianity* CS Lewis, *Mere Christianity*; Peter Kreeft, *A Shorter Summa: The Essential Philosophical Passages of St. Thomas Aquinas' Summa*;

**Credits:** 1.0 (Block course – 1 semester)

**Prerequisite:** None

**Latin IV: Caesar** 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*, 3<sup>rd</sup> Ed., William D. Mounce  
*Basics of Biblical Greek Workbook*, 3<sup>rd</sup> Ed., William D. Mounce

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Latin II

**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, 6<sup>th</sup> Edition* by RonLarson, 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

## 12<sup>th</sup> Grade

**American Literature (AP): *Moby Dick, Scarlet Letter & Great Gatsby*** 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

**Modern History: Ideas Have Consequences** explores the dynamic, radical, and violent 20<sup>th</sup> 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

**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

**Latin V (AP): Vergil** 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

**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:** *Environment: the science behind the stories*; by Jay Withgott and Matthew Laposata; Pearson; 7th Edition, 2021.

**Credits:** 1.0 (period course – all year)

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

**Universal Science (advanced concepts in Physics, Chemistry & Biology)** is a course designed for the senior interested in a science major in college. Rather than offer a single advanced course in Physics or Chemistry or Biology, this course seeks to take students deeper into all three. The course is divided into two unique semesters, the first consisting of advanced physics (vector mechanics and electromagnetism) and the second, advanced concepts in biochemistry (microbiology and organic chemistry). Astronomical topics are sprinkled in throughout the course. 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.

**Primary Texts:** *Organic Chemistry as a Second Language, 3<sup>rd</sup> Edition*, by David Klein; *World of Chemistry* by Steven and Susan Zumdahl and Donald DeCoste; *Microbiology Workbook* by Alcamo and Elson

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Algebra II, Physics, Chemistry, Biology

**Calculus (AP)** 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, 2<sup>nd</sup> Edition*

**Credits:** 1.0 (Period course – all year)

**Prerequisite:** Pre-Calculus

**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

## Music

**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)

**Concert Choir** 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

## Visual Arts

**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*, 9<sup>th</sup> edition

**Credits:** 0.5 (Period course – 1 semester)

**Prerequisite:** none

**Yearbook/Graphic Design 1** introduces students to fundamental concepts of artistic design. Students learn to use Photoshop and Herff Jones Yearbook 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:** 0.5 (Period course – all year)

**Prerequisite:** None

**Graphic Design 2** is a one semester class that allows students to build upon their experience in Graphic Design 1. This class is not tied to the Yearbook project. Foundational components include, Originality, Sketching, Typography, Layout Grid, Color, File Formats and Visual Library. Students will achieve a series of projects over the course of the semester using the Canva Pro software.

**Primary Text:** None

**Credits:** 0.5 (Period course – 1 semester)

**Prerequisite:** Graphic Design 1

## **Drama**

**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 Opportunities**

**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.

**Cultures of Rome** is an course that culminates in a week-long trip to the “Eternal City.” Components of the course include an overview of Italian history and art through the past two thousand years, with a focus on the ways these can be seen and experienced in the Rome of today. Past meets present as we learn some conversational Italian and discuss modern culture in Rome. Each student will give a class presentation on one of the places we will visit to instill in everyone a greater understanding and appreciation for Rome when we meet her face to face.

**Marine Science** is a truly unique opportunity in Central VA – a scuba diving, live-aboard trip the Bahamas! Students engaged in this course learn about major marine ecosystems and current environmental issues, with special attention given to coral reefs and the fish which inhabit the Caribbean Sea. The course includes an on-line PADI class, confined water dives in a local pool and the final open water dives at a nearby diving lake. Upon completion, students earn their PADI Open Water diver certificates.

**Mexico Mission** is a fantastic opportunity for our teenagers to experience international missions in an accessible way. This trip to Cuirim House Outreach in Nogales, Mexico is designed to introduce our students to opportunities to serve in other nations. Nogales is just six miles south of the Arizona border. Most of the people that we serve there speak English to some degree. But geographical proximity is not the same thing as cultural or financial similarity. Our students will be challenged to serve the poor and think deeply about what their Christian faith is calling them to do. Cuirim House Outreach ministry was established in the fall of 2003 when Brian and Kirsten Donohue (from Madison Heights) bought a small house in Nogales, Mexico. This became the home base for a ministry that sought to support the local pastor, build a neighborhood café to feed and encourage the children there, and to share the Good News with the constantly changing population of the neighborhood in the hills just outside the city.

## **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 is designed to assist students in establishing the basis for a healthy lifestyle by addressing multiple dimensions of wellness: including emotional, environmental, financial, intellectual, social, physical, and spiritual. 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. This course is offered once a semester and meets on Monday, Tuesday, Thursday, and Friday. In-class discussions will cover healthy lifestyle habits and wellness for life. Meets in the Fitness Center.

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