

VERITAS ACADEMY

SECONDARY SCHOOL (7th–12th) DIALECTIC & RHETORIC CURRICULUM GUIDE

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May the children of your grandchildren call you blessed because of your faithfulness.

Marlin & Laurie Detweiler
Veritas Press

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 - v. Physics

Graduation Requirements

The graduation requirements for Veritas Academy are intended to cover grades seven through twelve. Below find the course name that must be completed to graduate. Course descriptions and materials may be found in the Veritas Academy Secondary School Curriculum Guide.

1. Classical Language¹
 - a. Latin Readings I (General)
 - b. Greek I
 - c. Greek II

2. Logic & Rhetoric
 - a. Logic I (Formal Logic)
 - b. Logic II (Arguments and Informal Fallacies)
 - c. Rhetoric I
 - d. Apologetics (one semester)
 - e. Rhetoric II (one semester)
 - f. Applied Rhetoric

3. Math
 - a. Algebra I
 - b. Geometry
 - c. Algebra II
 - d. Trigonometry

4. Modern Foreign Language¹

5. Omnibus
 - a. Omnibus I (Ancient Period—Cycle I)
 - b. Omnibus II (Medieval Period—Cycle I)
 - c. Omnibus III (Modern Period—Cycle I)
 - d. Omnibus IV (Ancient Period—Cycle II)
 - e. Omnibus V (Medieval Period—Cycle II)
 - f. Omnibus VI (Modern Period—Cycle II)

6. Science
 - a. General Science
 - b. Physical Science
 - c. Biology
 - d. Chemistry
 - e. Physics

¹Two additional years of language study either in Classical Language or Modern Foreign Language is required.

Classical Language

Purpose Statement

Students study classical languages for a number of reasons. The study of classical languages helps them to serve God and appreciate the wisdom of their forefathers. It does so in the most obvious manner by allowing them to read the New Testament, the writings of the Church Fathers and the great works of antiquity in the original. It also enables them to access most of the untranslated literature of the ancient and medieval world. Additionally, the study of classical languages greatly aids the student in mastering the English language. Many English words derive from the classical languages. Also, the precision of inflected languages like Latin and Greek help students to understand English Grammar to a greater depth. One last reason, for teaching Latin is that its study allows students to quickly learn modern foreign language.

Prerequisites:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school.

Graduation Requirements:

In order to graduate from Veritas Academy a student must pass:

- A. Latin Readings I
- B. Greek I
- C. Greek II

(Two additional years of language study either in Classical Language or Modern Foreign Language is required.)

ELECTIVES (contained in the curriculum guide):

- A. Classical Language Readings in History and Philosophy
- B. Classical Language Readings in Epic and Poetry
- C. Classical Language Readings in Religion

LATIN READINGS I

- A. Primary texts and materials
1. Student Materials
 - a. 38 Latin Stories
 - b. Caesar Gallic Wars
 - c. Cassel's Latin English Dictionary
 - d. Vulgate
 - e. *Wheelock's Latin*, Student Text
 - f. Other teacher-selected readings
 2. Teacher Materials
 - a. All student materials
 - b. *Ecce Romani*
- B. Prerequisites—Successful completion of Latin IV (or its equivalent)
- C. Primary goals—the student will be able to:
1. Use classical and ecclesiastical to correctly pronounce Latin letters and words.
 2. Read Latin and discuss the religious, political and moral implications of the text.
 3. Translate, form and parse all verbs, all nouns, all pronouns (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
 4. Translate sentences and passages from original Roman texts into English and vice versa.
 5. Keep his focus on the text as literature and not simply as a translation exercise.
- D. Integrative goals—the student will be able to:
1. Understand formal logical arguments in Latin selections from the Vulgate and classical literature.
 2. Argue biblically and logically for or against interpretations or misinterpretations of the text.
 3. Give simple explanations of various texts showing how the grammar and syntax illuminate the meaning of the passage.
- E. Primary objectives—the student will have substantial understanding of:
1. Selections from Caesar and other classical texts when read.
 2. Classical and ecclesiastical pronunciation of Latin letters and words.
 3. Latin vocabulary being able to translate over 1,500 words and recognize their corresponding derivatives.

4. Latin grammar.
5. Translating, forming and parsing all verbs, all nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
6. Translating sentences and passages from original Roman texts into English and vice versa.

F. Primary teaching methods

1. Group instruction and reading
2. Socratic interaction
3. Chanting, singing and writing Latin paradigms, passages, phonemes and vocabulary
4. Contextualizing the study of Latin by means of integration with Art, Mythology, History, Philosophy and Science.
5. Make drawings, play games and write stories pertinent to material covered.

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom

GREEK I

- A. Primary texts and materials
1. Student Materials
 - a. *Basics of Biblical Greek*, Mounce
 - b. *Basics of Biblical Greek Workbook*, Mounce
 - c. Greek text of I, II, III John
 - d. Teacher Created Materials
 2. Teacher Materials
 - a. All student materials
 - b. *Basics of Biblical Greek Workbook Answer Key*, Mounce.
 - c. Greek New Testament According the Majority Text, The, Hodges et al., ed.
 - d. Greek New Testament, The, United Bible Society 26th Edition, Aland et al., ed.
- B. Prerequisites—Successful completion of Latin IV
- C. Primary goals—the student will be able to:
1. Write the Greek alphabet.
 2. Pronounce correctly Greek letters and words.
 3. Translate simple Greek sentences in I, II and III John and discuss the religious, political and moral implications of the text.
 4. Translate, form and parse all indicative verbs, all 1st, 2nd and 3rd declension nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
 5. Begin to focus on the text as literature and not simply as a translation exercise.
- D. Integrative goals—the student will be able to:
1. Understand the noun and verb paradigms of Greek as compared to Latin and English..
 2. Understand how formal logical arguments in the Greek text of the Johanne epistles.
 3. Argue biblically for or against interpretations or misinterpretations of the Scripture.
- E. Primary objectives—the student will have substantial understanding of:
1. The Greek Alphabet
 2. Punctuation and pronunciation

3. 1st and 2nd Declensions Nouns
4. The uses of the nominative, genitive, dative and accusative cases in Greek with:
 - a. Adjectives
 - b. Personal, demonstrative and relative pronouns
5. Present tense verbs
6. Contract verbs
7. Present middle/passive verbs
8. Future tense verbs
9. Imperfect tense verbs
10. Aorist tense verbs

F. Primary teaching methods

1. Chant, sing and write Greek paradigms, passages, phonemes and vocabulary.
2. Play games and write stories pertinent to material covered.
3. Translation work
4. Group discussion
5. Lecture

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

GREEK II

- A. Primary texts and materials
1. Student Materials
 - a. *Basics of Biblical Greek*, Mounce
 - b. *Basics of Biblical Greek Workbook*, Mounce
 - c. *Athenaze I*, Balme and Lawall
 - d. *Athenaze II*, Balme and Lawall
 - e. Teacher Created Materials
 2. Teacher Materials
 - a. All student materials
 - b. *Basics of Biblical Greek Workbook Answer Key*, Mounce.
 - c. Greek New Testament According the Majority Text, The, Hodges et al., ed.
 - d. Greek New Testament, The, United Bible Society 26th Edition, Aland et al., ed.
- B. Prerequisites—Successful completion of Greek I
- C. Primary goals—the student will be able to:
1. Correctly pronounce Greek letters and words.
 2. Translate increasingly difficult Greek sentences in biblical and classical literature and discuss the religious, political and moral implications of the text.
 3. Translate, form and parse all verbs, all 1st, 2nd and 3rd declension nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
 4. Translate, form and parse all participles.
 5. Increasingly focus on and enjoy the text as literature and not simply as a translation exercise.
- D. Integrative goals—the student will be able to:
1. Understand the noun, verb and participle paradigms of Greek.
 2. Understand how formal logical arguments from the Greek text of the Scriptures and selections from classical literature.
 3. Argue biblically for or against interpretations or misinterpretations of the text.
 4. Give a clear explanation of the text showing how the grammar and syntax illuminate the meaning of the passage.
- E. Primary objectives—the student will have a mastery of:
1. The Greek Alphabet

2. Punctuation and pronunciation
3. 1st and 2nd Declensions Nouns
4. The uses of the nominative, genitive, dative and accusative cases in Greek with:
 - a. Adjectives
 - b. Personal, demonstrative and relative pronouns
5. Present tense verbs
6. Contract verbs
7. Present middle/passive verbs
8. Future tense verbs
9. Imperfect tense verbs
10. Aorist tense verbs
11. Participles
12. Subjunctive mood verbs
13. Infinitives
14. Imperative mood verbs
15. The textual apparatus
16. The difference in classical and koine Greek

F. Primary teaching methods

1. Chant, sing and write Greek paradigms, passages, phonemes and vocabulary.
2. Play games and write stories pertinent to material covered.
3. Translation work
4. Group discussion
5. Lecture

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

CLASSICAL LANGUAGE READINGS IN HISTORY AND PHILOSOPHY

- A. Primary texts and materials
1. Student Materials
 - a. Cassel's Latin English Dictionary
 - b. *De Amicitia*, Cicero
 - c. *Early History of Rome*, Livy
 - d. *Ecclesiastical Histories of England*, Bede
 - e. *Histories of the Kings of Britain*, Monmouth
 - f. *On the Nature of Things*, Lucretius
 - g. *Selected Writings*, Cicero
 - h. Vulgate
 - i. *Wheelock's Latin*
 2. Teacher Materials
 - a. All student materials
 - b. Concordance on the Vulgate
- B. Prerequisites—Successful completion of Latin Readings I
- C. Primary goals—the student will be able to:
1. Read Latin and discuss the religious, political and moral implications of the text.
 2. Trace the influence of Rome from its founding in Italy to its Empire throughout Europe.
 3. Compare and contrast biblical thinking with ancient and modern pagan thinking.
 4. Compare and contrast Roman philosophers with Greek philosophers.
 5. See the importance of science in Roman philosophy.
 6. Focus on the text as literature and not simply as a translation exercise.
- D. Integrative goals—the student will be able to:
1. Identify important philosophical worldviews.
 2. See the dialectic relationship between the history and the philosophy of Rome.
- E. Primary objectives—the student will have substantial understanding of:
1. The history of Rome, including its foundation as a city and its growth into an Empire by reading primary sources in Latin.
 2. Translating, forming and parsing all verbs, all nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.

F. Primary teaching methods

1. Translation work
2. Memorization of significant literary passages in Latin
3. Philosophical debates
4. Socratic interaction

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

CLASSICAL LANGUAGE READINGS IN EPIC AND POETRY

A. Primary texts and materials

1. Student Materials
 - a. *Aeneid, The*, Virgil
 - b. *Cassel's Latin English Dictionary*
 - c. *Catullus Poems*, Quinn, ed..
 - d. *Eclogues*, Virgil
 - e. *Heroides*, Ovid
 - f. *Metamorphosis*, Ovid
 - g. *Odes of Horace*, Horace
 - h. Vulgate
 - i. *Wheelock's Latin*
2. Teacher Materials
 - a. All student texts
 - b. Concordance to the Vulgate

B. Prerequisites—Successful completion of Latin Readings I

1. Read Latin and discuss the religious, political and moral implications of the text.
2. Compare and contrast biblical thinking with ancient and modern pagan thinking.
3. Master aspects of Roman poetry such as meter and scansion.
4. Recognize characteristics of the epic form.
5. Focus on the text as literature and not simply as a translation exercise.

C. Integrative goals—the student will be able to:

1. Compare and contrast Roman poetry with Greek counterparts.
2. Enjoy the literary benefits of poetry in antiquity and today.
3. Identify important philosophical worldviews.

D. Primary objectives—the student will have substantial understanding of:

1. And an ability to read Roman poetry, including the *Aeneid* in Latin.
2. Translating, forming and parsing all verbs, all nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.

E. Primary teaching methods

1. Translation work
2. Memorization of significant literary passages in Latin
3. Presentations of Roman poetry with correct meter and pronunciation.
4. Socratic interaction

F. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

CLASSICAL LANGUAGE READINGS IN RELIGION

- A. Primary texts and materials
1. Student Materials
 - a. *Cassel's Latin English Dictionary*
 - b. *Confessions*, St. Augustine
 - c. *Early Church Fathers*
 - d. *Latin Letters of C.S. Lewis, The*, Lewis
 - e. Selections from the Reformers (Calvin, Luther, et al.)
 - f. Vulgate
 - g. *Wheelock's Latin*
 2. Teacher Materials
 - a. All student texts
 - b. Concordance to the Vulgate
- B. Prerequisites—Successful completion of Latin Readings I
- C. Primary goals—the student will be able to:
1. Read Latin and discuss the religious, political and moral implications of the text.
 2. Trace the developments of historic Christianity through Latin texts.
 3. Focus on the meaning of the text and not simply complete a translation exercise.
- D. Integrative goals—the student will be able to:
1. See and understand the implications of the fact that Latin was the language of the early Church.
 2. Wrestle with historic theologians regarding significant theological issues.
- E. Primary objectives—the student will have substantial understanding of:
1. Readings in early, Renaissance, and modern Christian works in Latin.
 2. Translating, forming and parsing all verbs, all nouns, all pronoun (personal, relative and demonstrative), all adjectives, adverbs and prepositions.
- F. Primary teaching methods
1. Translation work
 2. Memorization of significant Bible verses in Latin.
 3. Socratic interaction on the texts in light of developments in the Church..

- G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

Logic and Rhetoric

Purpose Statement

The paradigm disciplines of the secondary years are Logic and Rhetoric. The following purpose statement explains why these disciplines are taught at Veritas Academy.

Logic is the art of thinking rightly. The study of logic trains and sharpens reason. Both formal logic, the study of syllogism and propositions, and informal logic, the study of the informal fallacies, are taught because thinking clearly and reasoning well aids students in the worship and glorification of God who is Logic Himself. Teaching logic is teaching thinking.

Rhetoric is the art of persuasive and God-glorifying communication. Rhetoric is taught because God has commanded all Christians to be able to give a reason for the hope within them. It is also taught because God has commanded that the world be converted by the preaching of the gospel, and mastering rhetoric enables Christians to present the truth of the gospel in a winsome manner.

Finally, we study logic and rhetoric because the use of these two disciplines is unavoidable. Failing to know or understand logic or rhetoric does not keep a person from practicing them or having both of these disciplines plied upon them. Logic and rhetoric are an inherent part of all communication. Failing to study them only means that a student will be more likely to use poor logic and rhetoric or to be at the mercy of those who are skilled in these fields.

PREREQUISITES:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school.

GRADUATION REQUIREMENTS:

In order to graduate from Veritas Academy a student must pass:

- A. Logic I (Formal Logic)
- B. Logic II (Arguments and Informal Fallacies)
- C. Rhetoric I
- D. Apologetics (one semester)
- E. Rhetoric II (one semester)
- F. Applied Rhetoric

LOGIC I

Formal Logic

- A. Primary texts and materials
1. Student Materials
 - a. *Introductory Logic*, Doug Wilson
 - b. *Intermediate Logic*, Jim Nance
 2. Teacher Materials
 - a. *Introductory Logic Answer Key*, Doug Wilson
 - b. *Introductory Logic Tests*, Doug Wilson
 - c. *Introductory Logic Teacher Training Videos*, Jim Nance
 - d. *Intermediate Logic Answer Key*, Jim Nance
 - e. *Intermediate Logic Tests*, Jim Nance
 - f. *Intermediate Logic Teacher Training Videos*, Jim Nance
 - g. *Logic*, Watts
- B. Prerequisites—None
- C. Primary goals—the student will be able to:
1. Analyze categorical and propositional arguments.
 2. Take simple arguments in normal English and turn them into syllogisms and propositions.
 3. Judge the validity and soundness of the syllogisms or propositions of an argument once it has been translated from normal English into symbolic form.
 4. Recognize logic as being an attribute of God.
- D. Integrative goals—the student will be able to:
1. Use logic skills in other courses to construct arguments correctly in written exercises, discussions, and debates.
 2. Use deductive logic in the experimental sciences.
 3. Think more clearly and decisively.
- E. Primary objectives—the student will have a substantial understanding of:
1. Statements and their relationships.
 2. Constructing and testing the validity of syllogisms.
 3. Various types of arguments in normal English.
 4. Informal fallacies.
 5. The purposes and types of definitions.

6. Truth tables to check the validity of a propositional argument.
7. Formal proofs of validity.
8. Truth trees.

F. Primary teaching methods

1. Lecture
2. Writing
3. Critiquing the arguments of others
4. Group discussion

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 20 minutes of homework per classroom hour

LOGIC II

Arguments and Informal Fallacies

- A. Primary texts and materials
1. Student Materials
 - a. A list of the informal fallacies, definitions and examples
 - b. Essays, segments, editorials and the like drawn from all sources of media
 - c. Teacher created materials
 2. Teacher Materials
 - a. *Traditional Logic Books I and II*, Martin Cothran
 - b. *Introductory Logic*, Doug Wilson
 - c. *Intermediate Logic*, Jim Nance
 - d. *The Improvement of the Mind*, Isaac Watts
 - e. *Fallacies*, C.L. Hamblin
 - f. *The Debater's Guide*, Ericson, Murphy, and Zeushner
 - g. *With Good Reason*, S. Morris Engel
 - h. *Come, Let Us Reason*, Geisler and Brooks
 - i. *A Rulebook for Argument*, Anthony Weston
 - j. *Logic and Contemporary Rhetoric*, Kahane and Cavender
- B. Prerequisites—Logic I
- C. Primary goals—the student will be able to:
1. Argue validly and soundly.
 2. Analyze arguments and discover the fallacies that he himself has made or that others have made.
 3. Take increasingly complex arguments in normal English and turn them into syllogisms and propositions.
 4. Judge the validity and soundness of the syllogisms or propositions of an argument once it has been translated from normal English into symbolic form.
- D. Integrative goals—the student will be able to:
1. Analyze numerous arguments in other disciplines.
 2. Write a competent argumentative essay.
 3. Catch others in fallacious reasoning.
- E. Primary objectives—the student will have a substantial understanding of:

1. The informal fallacies.
2. The structure of syllogisms (form and mood).
3. Rules for a valid syllogism.
4. Translating arguments from normal English into syllogism.
5. Translating statements containing parameters and exclusives.
6. The symbolic language of propositional logic.
7. Translating arguments from normal English into propositions.
8. Shorter truth tables to check the validity of a propositional argument.
9. How to create his own valid syllogisms and propositions and turning those arguments into normal English arguments.

F. Primary teaching methods

1. Lecture
2. Writing
3. Critiquing the arguments of others
4. Debate
5. Group discussion

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 20 minutes of homework per classroom hour

RHETORIC I

- A. Primary texts and materials
1. Student Materials
 - a. *Amusing Ourselves to Death*, Neil Postman
 - b. *Gorgias*, Plato
 - c. Teacher created materials
 2. Teacher Materials:
 - a. *Amusing Ourselves to Death*, Neil Postman
 - b. *Gorgias*, Plato
 - c. *Classical Rhetoric for the Contemporary Student*, Edward Corbett (1st ed. OUT OF PRINT)
 - d. *Rhetorica ad Herennium*, LOEB Ed., Caplan ed.
 - e. *In Defence of Rhetoric*, Vickers
 - f. *The Art of Rhetoric*, Aristotle
 - g. *The Institutes of Rhetoric*, Quintillian
 - h. *Progynasmata*, an unpublished paper by Chris Schlect
- B. Prerequisites—Successful completion of Logic II
- C. Primary goals—the student will be able to:
1. Argue persuasively and winsomely.
 2. Speak with clarity and articulately.
 3. Speak contemporaneously.
 4. Expound on and explain a written document.
 5. Create speeches that obey the rules of rhetoric and follow the classical divisions.
- D. Integrative goals—the student will be able to:
1. Teach the Greek alphabet to the 3rd graders.
 2. Explain a passage of the Greek New Testament to first year Greek students.
 3. Give a speech on a topic in Mathematics or Science.
 4. Give various shorter speeches on a variety of topics.
- E. Primary objectives—the student will have a substantial understanding of:
1. The *Progynasmata* (the most basic of the classical rhetorical exercises).
 2. The three types of appeals (rational, emotional, ethical)
 3. The way to move from *Res* (the thing) to thesis.
 4. The informal fallacies.
 5. The Topics (students will be able to use each of the topics listed below)

- a. Common Topics
 - i. Definition
 - ii. Comparison
 - iii. Relationship
 - iv. Circumstance
 - v. Past and Future Facts
 - b. Special Topics
6. The classical divisions of a discourse.
 7. The schemes
 8. The tropes
 9. Good diction
 10. Gestures
 11. The basic history of the development of rhetoric.

F. Primary teaching methods

1. Lecture
2. Socratic Dialogue
3. Create speeches and critique them
4. Debate

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 20 minutes of homework per classroom hour

APOLOGETICS

- A. Primary texts and materials
1. Student Materials
 - a. *Apologetics to the Glory of God*, Frame
 - b. *Reasons of the Heart*, Edgar
 2. Teacher Materials
 - a. *Always Ready*, Greg Bahnsen
 - b. *Apologetics to the Glory of God*, Frame
 - c. *Defense of the Faith, The*, Van Til
 - d. *Classical Apologetics*, Sproul, Gerstner, Lindsey
 - e. *Reasons of the Heart*, William Edgar
 - f. *Summa Theologica*, Aquinas
 - g. *Survey of Christian Epistemology, A*, Van Til
 - h. *Why I Believe in God*, Van Til
- B. Prerequisites—Successful completion of Rhetoric I
- C. Primary goals—the student will be able to:
1. Defend the Christian Faith
 2. Give a reason for the hope that they have in Christ.
 3. Deal with common objections that non-believers raise concerning Christianity.
- D. Integrative goals—the student will be able to:
1. Analyze and refute numerous arguments against the Faith put forward by pagan culture.
 2. Speak winsomely to unbelievers.
 3. Write a competent argumentative essay.
- E. Primary objectives—the student will have a substantial understanding of:
1. The most important figures and movements in the field of apologetics.
 2. Presuppositional Apologetics.
 3. Classical Apologetics.
 4. The distinctions and differences between Presuppositional and Classical Apologetics.
 5. The concept of antithesis.
 6. The five classical proofs of God's existence.
 7. The transcendental proof. of God's existence.
 8. Refutations of some of the major attacks upon the authority of the Scriptures in our

- day.
9. A biblical defense of Christianity against the “Problem of Evil.”
 10. Strategies to attack:
 - a. Atheism
 - b. Relativism
 - c. Rationalism
 - d. Idolatry
 11. The necessity of the Holy Spirit in the task of apologetics.
 12. How the fact of the necessary work of the Holy Spirit does not release us from our responsibility to carefully construct our apologetic rhetoric.

F. Primary teaching methods

1. Lecture
2. Writing
3. Critiquing the arguments of others
4. Debate
5. Group discussion
6. Actual or simulated apologetic discussions with real or simulated unbelievers.

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

RHETORIC II

- A. Primary texts and materials
1. Student Materials
 - a. *A Manual for Writers of Term Papers, Theses, and Dissertations*, Kate Turabian
 - b. *Ten Lessons in Clarity and Grace*, Joseph Williams
 - c. *Elements of Style*, Strunk and White
 2. Teacher Materials
 - a. *A Manual for Writers of Term Papers, Theses, and Dissertations*, Kate Turabian
 - b. *Ten Lessons in Clarity and Grace*, Joseph Williams
 - c. *Elements of Style*, Strunk and White
- B. Prerequisites—Rhetoric I
- C. Primary goals—the student will be able to:
1. Make oral presentations
 - a. 30 minutes in length
 - b. On approved topics coming from the Humanities, Math, Science or the Arts.
 2. Make written presentations
 - a. 30 pages in length
 - b. On approved topics from the Humanities, Math, Science or the Arts, in a different area than the oral presentation and defend orally.
 3. Argue winsomely.
 4. Defend his written work orally.
 5. Speak clearly and winsomely.
- D. Integrative goals—the student will be able to:
1. Research topics in the subject area from which his topic is drawn.
 2. Synthesize knowledge from several fields
- E. Primary objectives—the student will have a substantial understanding of:
1. The skills of oral rhetoric:
 - a. Articulation
 - b. Pitch
 - c. Pace
 - d. Posture
 - e. Eye contact

- f. Gesture
 - g. The classical divisions
 - h. Holding the interest of the audience
 - i. Transitioning from one point to another
 - j. Having an attention getting introduction
 - k. Having a discernable and clinching conclusion
 - l. Think quickly in order to orally defend his theses
- 2. The skills of written rhetoric:
 - a. Proper grammar and syntax
 - b. Clear prose
 - c. Readable style
- 3. Research skills:
 - a. Proper citations
 - b. Proper bibliography
 - c. Use of library
 - d. Use of Internet
 - e. Use of Index of Periodicals
- 4. Logical skills:
 - a. Avoiding fallacies
 - b. Creating logically valid arguments
 - c. Refuting objections to his these

F. Primary teaching methods

- 1. Research
- 2. Critiquing the arguments of others
- 3. Debate
- 4. Group discussion

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

APPLIED RHETORIC

- A. Primary texts and materials
1. Student Materials
 - a. *A Manual for Writers of Term Papers, Theses, and Dissertations*, Turabian
 - b. *Ten Lessons in Clarity and Grace*, Joseph Williams
 - c. *Elements of Style*, Strunk and White
 2. Teacher Materials
 - a. *A Manual for Writers of Term Papers, Theses, and Dissertations*, Turabian
 - b. *Ten Lessons in Clarity and Grace*, Joseph Williams
 - c. *Elements of Style*, Strunk and White
- B. Prerequisites—Rhetoric II
- C. Primary goals—the student will be able to:
1. Create a major theses of fifty pages or more.
 2. Defend the thesis orally before a selected group of faculty members and experts.
- D. Integrative goals—the student will be able to:
1. A thoroughgoing understanding of the grammar of the subject of his thesis.
 2. An understanding of how his thesis relates to other areas of truth and an ability to argue validly and soundly for it.
 3. An ability to speak and write winsomely and convincingly on his topic.
- E. Primary objectives—the student will have a substantial understanding of:
1. The skills of oral rhetoric:
 - a. Articulation
 - b. Pitch
 - c. Pace
 - d. Posture
 - e. Eye contact
 - f. Gesture
 - g. The classical divisions
 - h. Holding the interest of the audience
 - i. Transitioning from one point to another
 - j. Having an attention getting introduction
 - k. Having a discernable and clinching conclusion
 - l. Think quickly in order to orally defend his theses

2. The skills of written rhetoric:
 - a. Proper grammar and syntax
 - b. Clear prose
 - c. Readable style
3. Research skills:
 - a. Proper citations
 - b. Proper bibliography
 - c. Use of library
 - d. Use of Internet
 - e. Use of Index of Periodicals
4. Logical skills:
 - a. Avoiding fallacies
 - b. Creating logically valid arguments
 - c. Refuting objections to his thesis

F. Primary teaching methods

1. Research
2. Socratic interaction
3. *Disputatio*
4. Oral presentation
5. Writing with oversight

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

Math

Purpose Statement

Mathematics is an expression of the Order seen in nature. Nature is an expression of the logic that is in God. Therefore, it follows that math will show the logic and order of God. Ptolemy wrote that the mathematical sciences were the best evidence of divinity because of their consistency and incorruptibility. Math goes past the outer “layers” of creation to the fundamental laws God has used to give order. Therefore, math, like science, “sees” God through creation. The difference is that math looks at the parts that are so well understood they can be reduced to an equation.

Prerequisites:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school. Students beginning mathematical studies in the secondary school must be ready for Algebra I.

GRADUATION REQUIREMENTS:

In order to graduate from Veritas Academy a student must pass:

- H. Algebra I
- I. Geometry
- J. Algebra II
- K. Trigonometry

ELECTIVES (contained in the curriculum guide):

- A. Calculus I

ALGEBRA I

- A. Primary texts and materials
1. Student Materials
 - a. *Elementary Algebra*, Harold Jacobs
 - b. TI-83 or TI-83+ calculator (limited use)
 2. Teacher Materials
 - a. *Elementary Algebra Teacher's Guide*, Harold Jacobs
 - b. *Elementary Algebra Tests*, Jacobs
 - c. *Elementary Algebra Transparencies*, Jacobs
 - d. Teacher created materials
- B. Prerequisites—Successful completion of a Pre-algebra course
- C. Primary goals—the student will be able to:
1. Understand ordered relationships as represented by numbers and mathematical concepts.
 2. Better understand the orderliness of God's mind and creation.
 3. Solve numeric equations with variables and fundamental operations.
- D. Integrative goals—the student will be able to:
1. Understand the logical processes of mathematics.
 2. Understand how formal logic relates to mathematical rules.
 3. Understand the practical applications of algebra at home and in business and industry.
 4. Understand the historic development of algebraic concepts.
- E. Primary objectives—the student will have a mastery of:
1. Fundamental operations
 2. Functions and graphs
 3. Integers
 4. Rational numbers
 5. Equations in one variable
 6. Equations in two variables
 7. Simultaneous Equations
 8. Exponents
 9. Polynomials
 10. Factoring

11. Fractions
12. Square Roots
13. Quadratic Equations
14. Fractional Equations

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Individual seat work
4. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

GEOMETRY

A. Primary texts and materials

1. Student Materials
 - a. *Geometry*, Harold Jacobs
 - b. TI-83 or TI-83+ calculator (limited use)
2. Teacher Materials
 - a. *Geometry Teacher's Guide*, Harold Jacobs
 - b. *Geometry Tests*, Jacobs
 - c. *Geometry Transparencies*, Jacobs

B. Prerequisites

1. Successful completion of Algebra I, or
2. A demonstrated ability to handle the subject matter

C. Primary goals—the student will be able to:

1. Understand ordered relationships as represented by numbers and mathematical concepts.
2. Better understand the orderliness of God's mind and creation.
3. Draw, analyze and manipulate geometric shapes in two and three dimensions.
4. Apply the tools of logic toward formal geometric proofs and learn to apply algebra in new ways.

D. Integrative goals—the student will be able to:

1. Understand the logical processes of geometry.
2. Understand how formal logic relates to geometric rules.
3. Understand the historic development of geometric ideas.

E. Primary objectives—the student will have a mastery of:

1. The nature of deductive reasoning
2. Points, lines, and planes
3. Rays and angles
4. Congruent triangles
5. Inequalities
6. Parallel lines
7. Quadrilaterals

8. Transformations
9. Area
10. Similarity
11. The right triangle
12. Circles
13. The concurrence theorems
14. Regular polygons and the circle
15. Geometric solids
16. Non-Euclidean geometries
17. Coordinate geometry

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Individual seat work
4. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

ALGEBRA II

A. Primary texts and materials

1. Student Materials
 - a. *Algebra II and Trigonometry: Functions and Applications*, Paul Foerster
 - b. TI-83 or TI-83+ calculator (limited use)
2. Teacher Materials
 - a. *Algebra II and Trigonometry: Functions and Applications TE*, Paul Foerster
 - b. *Algebra II and Trigonometry: Functions and Applications Solutions Manual*, Paul Foerster
 - c. Teacher created materials

B. Prerequisites

1. Successful completion of Algebra I, and (preferably)
2. Successful completion of Geometry

C. Primary goals—the student will be able to:

1. Understand ordered relationships as represented by numbers and mathematical concepts.
2. Better understand the orderliness of God's mind and creation.
3. Build upon concepts in Algebra I and solve increasingly abstract problems.

D. Integrative goals—the student will be able to:

1. Understand the logical processes of mathematics.
2. Understand how formal logic relates to mathematical rules.
3. Understand the practical applications of higher level algebra in business and industry.
4. Understand the historic development of algebraic concepts.

E. Primary objectives—the student will have a mastery of:

1. Functions and relations
2. Linear functions
3. Systems of linear equations and inequalities
4. Quadratic functions and complex numbers
5. Exponential and logarithmic functions
6. Rational algebraic functions

7. Irrational algebraic functions
8. Quadratic relations and systems
9. Higher-degree functions and complex numbers
10. Sequences and series
11. Probability, data analysis, and functions of a random variable

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Individual seat work
4. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

TRIGONOMETRY

- A. Primary texts and materials
1. Student Materials
 - a. *Algebra II and Trigonometry: Functions and Applications*, Paul Foerster
 - b. TI-83 or TI-83+ calculator (limited use)
 2. Teacher Materials
 - a. *Algebra II and Trigonometry: Functions and Applications TE*, Paul Foerster
 - b. *Algebra II and Trigonometry: Functions and Applications Solutions Manual*, Paul Foerster
 - c. Teacher created materials
- B. Prerequisites—Successful completion of Algebra II
- C. Primary goals—the student will be able to:
1. Understand ordered relationships as represented by numbers and mathematical concepts.
 2. Better understand the orderliness of God's mind and creation.
 3. Work with and apply basic trigonometric properties.
- D. Integrative goals—the student will be able to:
1. Understand the historic development of trigonometric concepts.
 2. Understand the practical applications of trigonometry in business and industry.
 3. Explain rudimentary concepts of triangles and circles to upper grammar school math students. (By explaining one is forced to better grasp the concepts).
- E. Primary objectives—the student will have a mastery of:
1. Trigonometric and circular functions
 2. Properties of trigonometric and circular functions
 3. Triangle problems
- F. Primary teaching methods
1. Group Instruction
 2. Socratic interaction
 3. Individual seat work
 4. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

CALCULUS

- A. Primary texts and materials
1. Student Materials
 - a. *Calculus: Early Transcendental Functions*, Larson
 - b. TI-83 or TI-83+ calculator (limited use)
 2. Teacher Materials
 - a. *Calculus: Early Transcendental Functions, TE*, Larson
 - b. *Calculus: Early Transcendental Functions, Instructors Resource Guide*, Larson
 - c. *Calculus: Early Transcendental Functions, Complete Solutions Guide I, II, III*, Larson
 - d. *Calculus: Early Transcendental Functions, Test Generating Software*, Larson
 - e. *Calculus: Early Transcendental Functions, Interactive CD-Rom*, Larson
 - f. *Calculus: Early Transcendental Functions, 3-D Art Software*, Larson
 - g. *Calculus: Early Transcendental Functions, Lab Manuals*, Larson
 - h. Teacher created materials
- B. Prerequisites—Successful completion of Trigonometry
- C. Primary goals—the student will be able to:
1. Take understanding of ordered relationships in God’s creation to a new level of complexity and beauty.
 2. Work with and apply basic calculus.
- D. Integrative goals—the student will be able to:
1. Understand the historic development of calculus.
 2. Understand the practical applications of calculus in design, business and industry.
 3. Bring understanding of calculus basics to younger secondary students (By explaining one is forced to better grasp the concepts).
- E. Primary objectives—the student will have a mastery of:
1. Limits and their properties
 2. Differentiation
 3. Applications of differentiation
 4. Integration
 5. Differential equations
 6. Applications of integration
 7. Integration techniques, L’Hopital’s Rule and improper integrals

8. Infinite series
9. Conics, parametric equations and polar coordinates
10. Vectors and the geometry of space
11. Vector-valued functions

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Computer lab work
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 30 minutes of homework per classroom hour

Modern Foreign Language

Purpose Statement

Studying modern foreign languages equips students to communicate with people of other nationalities for purposes of ministry, business and the enjoyment of other cultures. It also enables them to learn from and enjoy literature of other nationalities, cultures.

Prerequisites:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school.

Graduation Requirements:

In order to graduate from Veritas Academy a student must take two additional years of language study after the completion of Greek II. This can be done by taking more classical language classes. Students, however, are also allowed to complete this requirement by taking elective classes in modern foreign languages. Since students have not yet reached this level, Veritas Academy has never offered these courses (and thus detailed course plans for these classes will be added to the curriculum guide before each course begins). Below, is a list of electives that the school plans to offer:

ELECTIVES:

- A. German I
- B. German II
- C. German III
- D. French I
- E. French II
- F. French III

- G. Spanish I
- H. Spanish II
- I. Spanish III

Omnibus

Explanation:

The Omnibus is an integrated program of reading through the most important works of Western Theology, History and Literature. In the Omnibus students' logical thinking skill are honed by entering into the arguments that have shaped the Western World. As they discuss and debate issues, they sharpen their rhetorical skills by analyzing and imitating the writings that they study and by creatively producing essays, prose, fictional tales and poetry of their own. For each semester of Omnibus a student receives a grade in Theology, History and Literature.

Purpose Statements:

Using the Omnibus method, Veritas Academy teaches Theology, History and Literature. These purpose statements explain why the school teaches each of these disciplines:

Theology:

We teach theology because God has commanded Christian parents to teach their children about Him and about the way of salvation. God has taught believers that His glory is the world's chief end. Without the knowledge of God, people can not enjoy the benefits of salvation nor glorify God rightly. Theology permeates all other fields of knowledge so the teaching of theology insures that all of its instruction will accurately present the truth.

History:

In Christian education, the study of history impresses upon the student the providential acts of God and the student's covenantal identity with men who have gone before him: identity with men of his culture, of his nation, of his family, and most importantly, of the people of God. By proper historical study, the student practices his obligation to receive both encouragement and warning from the actions of his forebears, and from the consequences of their actions. He thereby gains wisdom: to avoid the sin of the past, to improve upon the thinking of his forefathers, and to instill godliness in future generations.

Literature:

The study of great literature is an essential part of education. First, because it introduces the student into the common cultural consensus of our western world: that body of thought, belief,

and imagination that all educated people in the western world share in common, and with which we must be familiar in order to understand, participate in, and exercise an influence over our culture. Secondly, it provides a context for understanding other types of studies since the great ideas in all areas of knowledge find their popular expression in literature. Finally, as a part of aesthetics, the appreciation of beauty in language and literature is a critical part of the complete Christian life: not only does Scripture frequently convey truth in poetry, image, and symbol, but God has made us to desire and need beauty; consequently, we must learn to discern kinds and qualities of beauty in order to glorify Him in our aesthetic life, and exposure to great literature is one of the best means to do so.

Prerequisites:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school.

Graduation Requirements:

In order to graduate from Veritas Academy a student must pass all 6 of the Omnibus courses. If a student fails any subject in Omnibus (Theology, History or Literature), he will be assigned summer work in order to help him correct this deficiency.

OMNIBUS I
(Ancient Period—Cycle I)

A. Primary texts and materials

1. Student Materials

- a. *Aeneid, The*, Virgil
- b. *Aeschylus I: Oresteia*
- c. *Ancient City, The*, Connolly
- d. *Best Things in Life, The*, Kreeft
- e. Bible (NKJV)
- f. *Chosen by God*, Sproul
- g. *Eagle of the Ninth, The*, Sutcliff
- h. *Early History of Rome, The*, Livy
- i. *Gilgamesh*
- j. *Histories, The*, Herodotus
- k. *Horse and His Boy, The*, Lewis
- l. *Iliad of Homer, The*, Homer
- m. *Julius Caesar*, Shakespeare
- n. *Last Battle, The*, Lewis
- o. *Last Days of Socrates, The* Plato
- p. *Lion, the Witch and the Wardrobe, The*, Lewis
- q. *Magician's Nephew, The*, Lewis
- r. *Odyssey of Homer, The*, Homer
- s. *Plutarch's Lives*
- t. *Prince Caspian*, Lewis
- u. *Screwtape Letters, The*, Lewis
- v. *Silver Chair, The*, Lewis
- w. *Sophocles I: Theban Trilogy*
- x. *Till We Have Faces*, Lewis
- y. *Twelve Caesars, The*, Suetonius
- z. *Unaborted Socrates, The*, Kreeft
- aa. *Voyage of the Dawn Treader, The*, Lewis
- bb. Teacher created materials
- cc. Various shorter Essays

2. Teacher Materials

- a. All student texts
- b. *Art and Civilization: Ancient Greece*
- c. *Art and Civilization: Ancient Rome*
- d. *Brightest Heaven of Invention*, Leithart
- e. *Encyclopedia Britannica Great Books of Western Civilization Series, The*
(60 vols.)
- f. *Greeks, The*, H.D.F. Kitto
- g. *Greenleaf Guide to Ancient Literature*

- h. *Guide to the Great Books, The*, Callihan
- i. *Heroes of the City of Man*, Peter Leithart
- j. *Historical Atlas of Greece*
- k. *Historical Atlas of Rome*
- l. *History of Art for Young People*
- m. *House for My Name, A*, Leithart
- n. *Introduction to the New Testament*, Carson, Moo and Morris
- o. *Invitation to the Classics*, Cowan and Guinness
- p. *It Was Good*, Bustard, ed.
- q. *Realms of Gold*, Ryken
- r. *State of the Arts*, Veith
- s. *Survey of the Bible*, Hendricksen
- t. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia Britannica set)
- u. *Western Civilization*, Spielvogel
- v. *Westminster Confession of Faith, The*, Williamson

B. Prerequisites—None

C. Primary goals—the student will be able to:

1. What is the nature of God?
 - a. Differentiate the character of the True God from the character of the false gods of pagan antiquity. Especially concerning these characteristics:
 - i. Incomprehensibility
 - ii. Immutability
 - iii. Infinity
 - iv. Unity
 - v. Spirituality (i.e., the divine nature is a spirit)
 - vi. Omniscience
 - vii. Holiness
 - viii. Justice
 - ix. Goodness
 - x. Truth
 - b. Explain the nature of God's decrees concerning election and predestination.
 - c. Explain how God created the World.
 - d. Differentiate between the Christian doctrine of Providence and the pagan concept of fate.
 - e. Know the major events of redemptive history.
2. What is the nature of man?
 - a. Explain what it means for man to be made in the image of God.
 - b. Explain the effects of the Fall upon the image of God in man.
 - c. Explain the effects of the Fall upon the Adam's descendants and the federal

- nature of Adam's sin.
 - d. Differentiate between the Covenant of Works and the Covenant of Grace.
- 3. What is Truth?
 - a. Explain how God Himself is the absolute standard of truth.
 - b. Distinguish between truth and error.
- 4. What is Goodness?
 - a. Explain how God Himself is the absolute standard of goodness.
 - b. Compare with the Greek idea of goodness.
- 5. What is Beauty?
 - a. Explain how God Himself is the absolute standard of beauty.
 - b. Know the great literature of the ancient world.
 - c. Know the characteristics of Hebrew, Greek and Roman poetry.
 - d. Know the characteristics of Greek drama.
- 6. What is Being? (Ontology)
- 7. How does one attain knowledge? (Epistemology)
- 8. How should man be governed?
 - a. Explain the basic structure of the governments of Classical Athens and the Roman Republic and how these models have contributed the development of modern liberal democracy.
 - b. Differentiate between a democracy, a republic and a monarchy.

D. Integrative goals—the student will be able to:

- 1. Aesthetics
 - a. Art
 - i. Analyze Michaelangelo's *The Creation of Adam* and other sections of the Sistine Chapel.
 - ii. Identify the major artistic works (in sculpture, architecture and music) of ancient Greece, Rome and early Christian art.
 - iii. Identify the seven wonders of the ancient world.
 - b. Music and Drama
 - i. Understand and enjoy enduring musical works from or about the time period.
 - ii. Act out some important scenes from the Orestia trilogy and the Theban trilogy.
 - iii. Discuss whether Antigone makes the right decision by burying her brother. (i.e., What are the limits of state authority?) (*Theban Trilogy*)
- 2. Composition
 - a. Write a Homeric simile.
 - b. Outline an essay that he is reading.
 - c. Write an essay with:
 - i. A discernable thesis statement.
 - ii. Divisions.
 - iii. An introduction.

- iv. A conclusion.
- d. Write an essay that uses proper grammar and spelling (continued review of grammar school goal).
- 3. Logic
 - a. Use logic and Scripture to explain whether the Hebrew midwives sinned or not. (Exodus)
 - b. Make a logically valid argument for finding Socrates guilty or not guilty of corrupting the youth. (*Last Days of Socrates*)
 - c. Make a logically valid argument for or against the continuance of miraculous signs and wonders and speaking in tongues. (Luke and Acts)
- 4. Other
 - a. Identify on map major geographic and architectural features of the cities of Athens and Rome. (*The Ancient City*)
 - b. Identify major cultural events from antiquity.

E. Primary objectives—the student will be able to:

- 1. Theology
 - a. Understand the different views of creation (seven literal days, day-age theory, framework hypothesis) (Genesis).
 - b. Explain the strengths and weaknesses of each theory, giving preference to the Confessional interpretation of seven literal days.
 - c. Explain what it means for man to be made in the image of God.
 - d. Cite the first promise of the gospel given in the Scriptures.
 - e. Argue the results of the fall on the image of God in man and the physical creation.
 - f. Contrast the covenant of works and the covenant of grace.
 - g. Compare and contrast the Greek deities with the God of the Bible. (*The Iliad*)
 - h. Compare the theomacy of the plagues of Genesis with that of the Trojan myth. (Exodus)
 - i. Explain how the Exodus foreshadows our salvation through Jesus Christ.
 - j. Explain the doctrine of predestination and defend it with Scriptural proof for it. (*Chosen by God*)
 - k. Give a brief explanation of the antinomies the *reformed* ideas of salvation and the problems with the *non-reformed* ideas of salvation.
 - l. Defeat the dilemma of liberal scholarship which stated that books like *Gilgamesh* were evidence that the Bible is not true and show instead how the stories of the epic support Biblical validity. (*Gilgamesh*)
 - m. Explain what Lewis is saying about the doctrine of creation and the Fall in *The Magician's Nephew*. (*The Magician's Nephew*)
 - n. Explain how the sacrifice of Aslan is similar to and different than Christ's sacrifice for his people. (*The Lion, the Witch and the Wardrobe*)
 - o. Compare and contrasts Lewis's teachings in *The Chronicles on Narnia* with biblical teaching.

- p. Explain the main events of the life of David. (I & II Samuel, I & II Kings)
- q. Know and explain the importance of the major events of biblical history including:
 - i. The cycle of the judges.
 - ii. Reign and rejection of Saul.
 - iii. The reign of David.
 - iv. The construction of the temple.
 - v. The division of the Kingdom.
 - vi. The fall of the North to the Assyrians.
 - vii. The prophets.
 - viii. The fall of Judah to the Babylonians.
 - ix. The return of the exiles.
 - x. The intertestamental period.
 - xi. The ministry and sacrifice of the Messiah.
 - xii. The destruction of Jerusalem by the Romans.
- r. Describe the union of Christ's divine and human natures. (Luke and Acts)
- s. Explain the value of miracles in the ministry of Jesus.
- t. Explain the Roman practice of emperor worship and how that practice led to the persecution of the early church. (*Suetonius*)
- u. List the major accomplishments of the first twelve emperors.
- v. Compare and contrast biblical teaching with Lewis's portrayal of demons in *The Screwtape Letters*.

2. History

- a. Give an account of antediluvian history. (Genesis)
- b. Explain how the Hebrews became slaves in Egypt.
- c. Explain the major events of the Trojan War. (*The Iliad*)
- d. Tell the major events of Egyptian History (Exodus and *Herodotus*)
- e. Explain the importance of the Battle of Marathon.
- f. Explain the method and strategy of the second Persian invasion.
- g. Draw on a map and explain the strategy of the Battle of Salamis.
- h. Explain the history and movements of pre-Socratic philosophy. (*The Last Days of Socrates*)
- i. Explain the relationship between the Peloponnesian War and the life of Socrates.
- j. Explain Livy's account of the founding of Rome by Romulus and Remus. (*Livy*)
- k. Explain the end of the Roman monarchy.
- l. Tell what a plebe and patrician were.
- m. Explain the importance, functions and make up in Rome of :
 - i. The Senate
 - ii. The office of Tribune
- n. Explain how Rome conquered Italy.
- o. Give an outline of the important events of the life of Jesus and of the development of the early church. (Luke and Acts)
- p. Explain the importance of Julius Caesar in Roman history. (*Suetonius*)
- q. Give a description of the plot against Caesar and his assassination.

- r. Explain the importance of the Battle of Actium.
 - s. Tell of the prosperity of Rome under the first twelve Caesars.
 - t. Describe the importance of the reign of Constantine.
3. Literature
- a. State the characteristics of Hebraic poetry and show that the first few chapters of Genesis are not in fact meant to be poetic.
 - b. Explain what an epic poem is. (*The Iliad*)
 - c. Identify a homeric simile and state its importance to the study Greek history.
 - d. Identify the major events of Odysseus's wanderings. (*The Odyssey*)
 - e. Tell why Herodotus was the father of history writing. (*Histories*)
 - f. Compare and contrast modern historical writers with Herodotus.
 - g. Explain the basic elements of Greek tragedy. (*Aeschylus*)
 - h. Explain how Lewis uses *Till We Have Faces* to teach some aspects of a biblical worldview. (*Till We Have Faces*)
 - i. Compare and Contrast Aslan and Christ.
 - j. Explain the idea of hubris. (*Theban Trilogy*)
 - k. Explain the concept of building tension and climax (*Oedipus Rex*)
 - l. Identify and explain the structure of Hebrew poetry (progressive parallelism)
 - m. Explain the benefits of writing dialogues (Plato)
 - n. Explain Vergil's purpose in writing *The Aeneid*. (*The Aeneid*)
 - o. Demonstrate how Vergil builds on Homer.

F. Primary teaching methods

- 1. Reading followed by discussion
- 2. Socratic interaction
- 3. Debate (both individual and broader)
- 4. Reading passages together and teacher explaining them.
- 5. Recitation (small group oral quizzing)
- 6. *Disputatio* (as an observer)
- 7. Viewing and discussing pertinent works of arts, music and poetry.
- 8. Lecture

G. Approximate time per week—Eight classes a week, 70 minutes a class and approximately 30 minutes of homework per classroom hour

7th Grade Omnibus Schedule Semester 1

	Primary Reading	Secondary Reading
Week #1	<i>Genesis (7.2.1)</i>	<i>Chosen by God (10.0.0)</i>
Week #2	<i>Iliad 1-5(2.2.6)</i>	<i>Chosen by God</i>
Week #3	<i>Iliad 6-10</i>	<i>The Ancient City (0.10.0)</i>
Week #4	<i>Iliad 11-15</i>	<i>Gilgamesh (3.2.5)</i>
Week #5	<i>Iliad 16-20</i>	<i>Till We Have Faces (3.1.8)</i>
Week #6	<i>Iliad 21-24</i>	<i>Till We Have Faces</i>
Week #7	<i>Exodus (7.2.1)</i>	<i>Till We Have Faces</i>
Week #8	<i>The Odyssey 1-6 (2.2.6)</i>	<i>The Magician's Nephew (5.1.4)</i>
Week #9 MIDTERMS		
Week #10	<i>The Odyssey 7-12</i>	<i>The Magician's Nephew</i>
Week #11	<i>The Odyssey 13-18</i>	<i>Horse and His Boy (Cont.) (5.1.4)</i>
Week #12	<i>The Odyssey 19-24</i>	<i>Horse and His Boy</i>
Week #13	<i>Histories, Herodotus (1.8.1)</i>	<i>The Lion, the Witch and the Wardrobe (5.1.4)</i>
Week #14	<i>Histories, Herodotus</i>	<i>The Lion, the Witch and the Wardrobe</i>
Week #15	<i>Histories, Herodotus</i>	<i>Prince Caspian (5.1.4)</i>
Week #16	<i>Histories, Herodotus</i>	<i>Prince Caspian</i>
Week #17	<i>Histories, Herodotus</i>	<i>Voyage of the Dawn Treader (5.1.4)</i>
Week #18	<i>Aeschylus: Oresteia (3.3.4)</i>	<i>Voyage of the Dawn Treader</i>
Week #19 FINALS		

7th Grade Omnibus Schedule Semester 2

	Primary Reading	Secondary Reading
Week #1	<i>Sophocles: Theban Trilogy (3.1.6)</i>	<i>The Silver Chair (5.1.4)</i>
Week #2	<i>I and II Samuel(7.2.1)</i>	<i>The Silver Chair</i>
Week #3	<i>I and II Kings (7.2.1)</i>	<i>The Last Battle (5.1.4)</i>
Week #4	<i>Last Days of Socrates: Euthyphro, Apology and Crito (5.3.2)</i>	<i>The Last Battle</i>
Week #5	<i>Last Days of Socrates: Phaedo</i>	<i>Plutarch's Lives (0.8.2)</i>
Week #6	<i>Livy I (1.8.1)</i>	<i>Plutarch's Lives</i>
Week #7	<i>Livy II</i>	<i>Best Things in Life (4.2.3)</i>
Week #8	<i>Livy III</i>	<i>Best Things in Life</i>
Week #9 MIDTERMS		
Week #10	<i>Livy IV – V</i>	<i>Unaborted Socrates (4.2.3)</i>
Week #11	<i>Luke and Acts (7.2.1)</i>	<i>Unaborted Socrates</i>
Week #12	<i>Aeneid 1-4 (2.3.5)</i>	<i>Eagle of the Ninth(0.8.2)</i>
Week #13	<i>Aeneid 5-8</i>	<i>Eagle of the Ninth</i>
Week #14	<i>Aeneid 9-12</i>	<i>Julius Caesar (0.4.6)</i>
Week #15	<i>Suetonius 1-2 (1.8.1)</i>	<i>Julius Caesar</i>
Week #16	<i>Suetonius 3-5</i>	<i>Screwtape Letters (7.0.3)</i>
Week #17	<i>Suetonius 6-12</i>	<i>Screwtape Letters</i>
Week #18 FINALS		

Balance Stats

	Primary (by week)	Secondary (80%)	Total (by week)
Semester #1	41.64.62	69.18.50	110.82.112
Semester #2	47.78.35	40.47.46	87.125.81
Yearly	88.142.97	109.65.96	197.207.193

OMNIBUS II
(Medieval Period—Cycle I)

A. Primary texts and materials

1. Student Materials

- a. *Beowulf*
- b. Bible (NKJV)
- c. *Canterbury Tales, The*, Chaucer
- d. *Chronicles of the Crusades*, Joinville and Villehardouin
- e. *Confessions*, Augustine
- f. *Ecclesiastical History of the English People*, Bede
- g. *Eusebius: The Church History*, Eusebius
- h. *Fellowship of the Rings, The*, Tolkien
- i. *Governor of England, The*
- j. *Henry V*, Shakespeare
- k. *Hobbit, The*, J.R. Tolkien
- l. *In Freedom's Cause*, Henty
- m. *Inferno*, Dante
- n. *King Lear*, Shakespeare
- o. *King's Shadow, The*, Alder
- p. *Life of John Calvin, The*, Beza
- q. *MacBeth*, Shakespeare
- r. *Nine Tailors, The*, Sayers
- s. *On the Bondage of the Will*, Martin Luther
- t. *On the Incarnation of Our Lord*, Athanasius
- u. *Paradise Lost*, Milton
- v. *Paradise*, Dante
- w. *Purgatory*, Dante
- x. *Return of the King, The*, Tolkien
- y. *Romance of Protestantism, The*, Alcock
- z. *Rule of St. Benedict*, Benedict
- aa. *St. Anselm: Basic Writings*
- bb. *Sir Gawain and the Green Knight*
- cc. *Song of Roland, The*
- dd. *Two Towers, The*, Tolkien

2. Teacher Materials

- a. All student texts
- b. *Brightest Heaven of Invention*, Leithart
- c. *Encyclopedia Britannica Great Books of Western Civilization Series, The* (60 vols.)
- d. *Guide to the Great Books, The*, Callihan
- e. *Invitation to the Classics*, Cowan and Guinness
- f. *Medieval Europe: A Short History*, C. Warren Hollister
- g. *Studies on Medieval and Renaissance Literature*, C. S. Lewis
- h. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia)

Britannica set)

- i. *Western Civilization*, Spielvogel
- j. *Westminster Confession of Faith*, The, G. I. Williamson

B. Prerequisites—None

C. Primary goals—the student will be able to:

1. What is the nature of God?
 - a. Explain the importance of and the basic outline of orthodox Nicean Christology.
 - b. Explain the necessity of the incarnation in the light of man's sinfulness.
 - c. Explain and defend the substitutionary view of the atonement.
2. What is the nature of man?
 - a. Explain man's state before the grace of God regenerates his heart.
 - b. Explain the inability of man to save himself.
3. What is Truth?
 - a. Explain how God's Word is the foundation of all truth.
 - b. Explain the medieval battles over the nature of truth.
4. What is Goodness?
 - a. Explain the goodness of the middle ages by referring to the great works of art, literature and philosophy that it produced.
 - b. Compare and contrast chivalry and biblical teaching.
5. What is Beauty?
 - a. Have a sense of the beauty of Medieval life.
 - b. Explain the beauty of the simplicity of Protestantism.
6. What is Being?
 - a. Explain the hierarchy of the Medieval world in light of the Great chain of being.
 - b. Explain the mediaeval disagreements over the nature of being.
7. How does one attain knowledge? (Epistemology)
8. How should man be governed?
 - a. Give an account of the problems of the confusion of ecclesiastical and civil authority in the High Middle Ages.
 - b. Argue for or against Christian monarchy.

D. Integrative goals—the student will be able to:

1. Aesthetics
 - a. Art
 - i. Recognize, appreciate, and explain the major artistic works of the time period.
 - ii. Give an account of the major developments in church architecture during the Middle Ages.
 - iii. Explain how the Second Commandment is broken and what sort of

- art breaks this commandment.
 - b. Music and Drama
 - i. Explain the major characteristics of Gregorian chants.
 - ii. Give an account of the changes in church music caused by the Reformation.
 - iii. Differentiate the music of the Italian, Germany and Flemish Renaissance.
- 2. Composition
 - a. Write an essay with:
 - i. A discernable thesis statement
 - ii. Divisions
 - iii. Introduction
 - iv. Conclusion
 - b. Write an essay that uses proper grammar and spelling (continued review of grammar school goal)
 - c. Write a short research paper and be able to document sources in the proper manner (Turabian).
- 3. Logic
 - a. Make a logical argument for or against the effects of the state sanctioning of Christianity under Constantine.
 - b. Create an argument demonstrating the necessity of the deity Christ in order to be a suitable sacrifice to save his people from their sins.
 - c. Create an argument for and against the practice of monasticism.
 - d. Create an argument in favor of or against the validity of the Ontological Argument of St. Anselm.
 - e. Create a valid argument against purgatory.
 - f. Create a valid argument against the doctrine of transubstantiation

E. Primary objectives—the student will be able to:

- 1. Theology
 - a. State the gnostic heresy and give the reasons why it is not orthodox and is dangerous. (*Eusebius: The Church History*)
 - b. Explain how the church overcame the persecution of the Roman Empire.
 - c. Describe the circumstances of the conversion of Constantine and the Edict of Milan.
 - d. Give a synopsis of the strong and weak points of the teaching of the early church fathers.
 - e. Explain the division in the English church caused by the different formula's for the calculation of the date of Easter. (*Ecclesiastical History of the English People*)
 - f. Explain the Ontological Argument for the existence of God made by St. Anselm. (*St. Anselm: Basic Writings*)
 - g. Present a biblical view of the responsibility of children to their parents and contrast this with the actions taken in *King Lear*. (*King Lear*)
 - h. Give an account of the satisfaction theory of the atonement as presented by St. Anselm. (*St. Anselm: Basic Writings*).

- i. Answer the question, *Why did God become man?*
 - j. Refute unbiblical theories of the atonement such as the Ransom theory and the Moral Example theory.
 - k. Compare and contrast Dante's vision of Hell with what the Scripture states concerning it. (*The Inferno*)
 - l. Explain the Medieval doctrine of purgatory and argue against in biblical. (*Purgatory*)
 - m. Explain how the doctrine of man's inability can be proven from Scripture. (*The Bondage of the Will*)
 - n. Tell of the main causes of Luther's break with the Roman church.
 - o. Explain the differences between Roman Catholicism and the leaders of the Protestant Reformation. (*The Romance of Protestantism*)
 - p. Know and be able to defend the *Solas* of the Reformation.
 - q. Differentiate between the views of transubstantiation, consubstantiation, memorialism and the Reformed doctrine concerning the Lord's Supper.
 - r. Explain the doctrines that came to be known as Calvinism, especially as it concerns the salvation of man. (*The Life of John Calvin*)
 - s. Defend the Protestant doctrine of Justification by Faith alone.
2. History
- a. Give a brief account of the history of the early church. (*Eusebius: The Church History*)
 - b. Relate the story of the conversion of St. Augustine. (*Confessions*)
 - c. Describe the lifestyle of monasticism popularized by St. Benedict. (*The Rule of St. Benedict*)
 - d. Explain the importance of the Synod of Whitby. (*Ecclesiastical History of the English People*)
 - e. Describe the advances made under the rule of Charlemagne (*The Song of Roland*)
 - f. Summarize the Battle of Hastings. (*The King's Shadow*)
 - g. Summarize the life of a knight. (*Sir Gawain and the Green Knight*)
 - h. Explain the main causes of and results of the Crusades in general and some of the major crusades (viz., the first, the third and the children's crusade) individually. (*Chronicle of the Crusades*)
 - i. Tell why the pilgrims were traveling to Canterbury (i.e., know the story Thomas a'Becket). (*Canterbury Tales*)
 - j. Explain how the different characters in the *Canterbury Tales* give us a window into Medieval English life.
 - k. Give an account of the Reformation in England.
 - l. Explain how the Avignon Schism, the trial of Huss and the Council of Constance set the stage for the coming of the Reformation.
 - m. Give a brief synopsis of the history of Scotland and the reasons for the rebellion under William Wallace (*In Freedom's Cause*)
 - n. Explain Calvin's involvement in the church at Geneva. (*The Life of John Calvin*)
 - o. Explain whether or not (or to what degree) Calvin was responsible for the execution of Servetus.
 - p. Explain the reasons for the English Civil War. (*The Governor of England*)

3. Literature
- a. Explain the importance of *Beowulf* in English literature. (*Beowulf*)
 - b. Explain the Christian symbolism of *Beowulf*.
 - c. Give reasons why the monastic movement was important for the preservation of both classical and Christian works of antiquity.
 - d. Defend the practice of Christian writing fictional and fantasy literature. (*Lord of the Rings*)
 - e. Know what the Ring and the Hobbits symbolize. (*Lord of the Rings*)
 - f. Explain what iambic pentameter is. (*Macbeth*)
 - g. Argue against the pagan view of life present by MacBeth in his “tale told by an idiot” speech.
 - h. Describe the Medieval idea of the *Great Chain of Being* and explain how it is disrupted by MacBeth and awful effects that this disruption causes.
 - i. Explain the main elements of a mystery novel. (*The Nine Tailors*)
 - j. Dramatically present some of the great scenes of King Lear. (*King Lear*)
 - k. Compare and contrast Dante’s epic with those of Homer and Vergil. (*The Divine Comedy*)
 - l. Explain the basic structure of *The Divine Comedy*.
 - m. Describe the ironic nature of some of the punishments in Hell and Purgatory.
 - n. Explain the presence of Vergil as Dante’s guide and the philosophy that lay behind this choice.
 - o. Explain the person of Beatrice: what she symbolizes and why Dante loves her.
 - p. Explain the importance of Chaucer’s poetry to the development of the English language. (*Canterbury Tales*)
 - q. Compare and contrast Milton’s Epic with those of Homer, Vergil and Dante. (*Paradise Lost*)

F. Primary teaching methods

1. Reading followed by discussion
2. Socratic interaction
3. Debate (both individual and broader)
4. Reading passages together and teacher explaining them.
5. Recitation (small group oral quizzing)
6. *Disputatio* (as observers)
7. Viewing and discussing pertinent works of arts, music and poetry.
8. Lecture

G. Approximate time per week—Eight classes a week, 70 minutes a class and approximately 30 minutes of homework per classroom hour

8th Grade Omnibus Schedule Semester 1

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>I John, Revelation (8.1.1).</i>	<i>The Hobbit (3.0.7)</i>
Week #2	<i>Eusebius 1-3 (4.6.0)</i>	<i>The Hobbit</i>
Week #3	<i>Eusebius 4-6</i>	<i>Fellowship of the Rings (3.0.7)</i>
Week #4	<i>Eusebius 7-10</i>	<i>Fellowship of the Rings</i>
Week #5	<i>Augustine: Confessions 1-6 (5.3.2)</i>	<i>Fellowship of the Rings</i>
Week #6	<i>Augustine: Confessions 7-10</i>	<i>The King's Shadow (0.8.2)</i>
Week #7	<i>Augustine: Confessions 11-13</i>	<i>The King's Shadow</i>
Week #8	<i>Athanasius: On the Incarnation (8.2.0)</i>	<i>MacBeth (2.3.5)</i>
Week #9 MIDTERMS		
Week #10	<i>Athanasius: On the Incarnation and the Creeds (7.3.0)</i>	<i>MacBeth</i>
Week #11	<i>Bede: Ecclesiastical History 1 (3.6.1)</i>	<i>The Nine Tailors (1.0.9)</i>
Week #12	<i>Bede: Ecclesiastical History 2-3</i>	<i>The Nine Tailors</i>
Week #13	<i>Bede: Ecclesiastical History 4-5</i>	<i>Sir Gawain and the Green Knight (2.3.5)</i>
Week #14	<i>Rule of St. Benedict (7.2.1)</i>	<i>Sir Gawain and the Green Knight</i>
Week #15	<i>Beowulf (2.2.6)</i>	<i>King Lear (3.0.7)</i>
Week #16	<i>The Song of Roland (2.4.4)</i>	<i>Chronicles of the Crusades (1.9.0)</i>
Week #17	<i>The Song of Roland</i>	<i>Chronicles of the Crusades</i>
Week #18	<i>Anselm: Proslogium (8.1.1)</i>	<i>Chronicles of the Crusades</i>
Week #19 FINALS		

8th Grade Omnibus Schedule Semester 2

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Anselm: Monologium</i>	<i>The Two Towers (3.0.7)</i>
Week #2	<i>Anselm: Cur Deus Homo</i>	<i>The Two Towers</i>
Week #3	<i>Dante: Inferno (4.2.4)</i>	<i>The Two Towers</i>
Week #4	<i>Dante: Inferno</i>	<i>Return of the King (3.0.7)</i>
Week #5	<i>Dante: Purgatory (4.2.4)</i>	<i>Return of the King</i>
Week #6	<i>Dante: Purgatory</i>	<i>Return of the King</i>
Week #7	<i>Dante: Paradise (4.2.4)</i>	<i>In Freedom's Cause (1.9.0)</i>
Week #8	<i>Dante: Paradise</i>	<i>In Freedom's Cause</i>
Week #9 MIDTERMS		
Week #10	<i>Canterbury Tales Group A (2.2.6)</i>	<i>In Freedom's Cause</i>
Week #11	<i>Canterbury Tales Group B</i>	<i>The Romance of Protestantism (4.5.1.)</i>
Week #12 (Two Day Week)	<i>On the Bondage of the Will (7.3.0)</i>	<i>The Romance of Protestantism</i>
Week #13	<i>On the Bondage of the Will</i>	<i>The Life of John Calvin (4.6.0)</i>
Week #14	<i>Paradise Lost (3.0.7)</i>	<i>Henry V (2.3.5)</i>
Week #15	<i>Paradise Lost</i>	<i>Henry V</i>
Week #16	<i>Paradise Lost</i>	<i>The Governor Of England (2.8.0)</i>
Week #17	<i>Paradise Lost</i>	<i>The Governor of England</i>
Week #18 FINALS		

Balance Stats

	Primary (by week)	Secondary (80%)	Total (by week)
Semester #1	80.64.26	25.43.67	105.107.93
Semester #2	60.24.66	33.52.43	93.76.109
Yearly	140.88.92	58.95.110	198.183.202

Omnibus III
(Modern Period—Cycle I)

A. Primary texts and materials

1. Student Materials

- a. *1984*, Orwell
- b. *Abraham Lincoln: Speeches and Writings*, Lincoln
- c. *Anti-Federalist Papers*, The
- d. *Brave New World*, Aldous Huxley
- e. *Christian Doctrine of Slavery*, A, Thornwell
- f. *Communist Manifesto*, The, Karl Marx
- g. *David Copperfield*, Charles Dickens
- h. *Federalist Papers*, The
- i. *Finney's Autobiography*, Finney
- j. Foundational American Documents
- k. *Frankenstein*, Shelly
- l. *God in the Docks*, Lewis
- m. *Goodbye to All of That*, Graves
- n. *Great Gatsby*, The, Fitzgerald
- o. *Gulliver's Travels*, Swift
- p. *Holiness of God*, The, Sproul
- q. *Jonathon Edwards: A New Biography*, Murray
- r. *Killer Angels*, Shaara
- s. *Little Women*, Alcott
- t. *Mein Kampf*, Hitler
- u. *New Foxes Book of Martyrs*, The, Foxe
- v. *Pilgrim's Progress*, The, John Bunyan
- w. *Pit and the Pendulum*, The, Poe
- x. Poe's Short Stories & Poems
- y. *Postmodern Times*, Veith
- z. *Pride and Prejudice*, Austen
- aa. *Reflections on the Revolution in France*, Burke
- bb. *Social Contact*, The, Rousseau
- cc. *State of the Arts*, Veith
- dd. *Tom Sawyer*, Mark Twain
- ee. *Top 500 Poems*, The
- ff. Treaty of Versailles and other WWI documents
- gg. *Uncle Tom's Cabin*, Stowe
- hh. *Watership Down*, Adams
- ii. *Westminster Confession of Faith*, The, Williamson

2. Teacher Materials

- a. All student texts
- b. *Brightest Heaven of Invention*, Leithart
- c. *Encyclopedia Britannica Great Books of Western Civilization Series*, The

(60 vols.)

- d. *Guide to the Great Books, The*, Callihan
- e. *History of the Modern World, A*, Palmer and Colton
- f. *Invitation to the Classics*, Cowan and Guinness
- g. *Modern Times*, Johnson
- h. *Never Before in History*, Amos and Gardner
- i. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia Britannica set)
- j. *Western Civilization*, Spielvogel
- k. *Westminster Confession of Faith, The*, Williamson

B. Prerequisites—None

C. Primary goals—the student will be able to:

1. What is the nature of God?
 - a. Explain the doctrines concerning God's revelation to us in the Scriptures and give reason why the Scriptures alone are ultimately authoritative in beliefs and life of believers.
 - b. Explain how God saves his people.
 - c. Explain how God controls history.
 - d. Describe God's holiness.
2. What is the nature of man?
 - a. Explain how man receives the grace of God.
 - b. Explain how our current circumstances relate to historic events of the 19th century.
3. What is Truth?
 - a. Explain how the Scriptures are at the heart of all truth.
 - b. Explain how relativism destroys the possibility of truth.
4. What is Goodness?
 - a. Critique the philosophies of communism, modernism and postmodernism.
 - b. Demonstrate ability to differentiate between good and bad art and music.
5. What is Beauty?
 - a. Explain what art is.
 - b. Differentiate between the beautiful, the ugly and the *non* in art, music, architecture, poetry and philosophy.
6. What is Being?
 - a. Explain what defines personhood.
 - b. Explain the reason abortion is a travesty.
7. How does one attain knowledge? (Epistemology)
 - a. Explain how the Scriptures are at the heart of all knowledge and understanding.
 - b. Explain how rebelling against God leads to a philosophical demise.
8. How should man be governed?
 - a. Demonstrate an understanding of the Christian and Enlightenment roots of modern democratic forms of government.

- b. Critique governments from a biblical perspective.
- c. Understand the basic structure of the US Government (its branches and their functions).

D. Integrative goals—the student will be able to:

- 1. Aesthetics
 - a. Art
 - i. Know the major artistic movement of the 18th—20th centuries.
 - ii. Recognize the work of some of the most famous artists and their most famous works.
 - b. Music and Drama
 - i. Know the major musical movement of the 18th—20th centuries.
 - ii. Recognize the work of some of the most famous musicians and their most famous works.
- 2. Composition
 - a. Write an Elizabethan sonnet.
 - b. Write an essay with:
 - i. discernable thesis statement
 - ii. Divisions
 - iii. Introduction
 - iv. Refutations
 - v. Conclusion
 - c. Arrange a paper so that the reasons or arguments flow in a logical manner.
 - d. Ornament paper with appropriate examples.
 - e. Argue clearly in prose employing both inductive and deductive proofs.
 - f. Write an essay that uses proper grammar and spelling (continued review of grammar school goal).
 - g. Write a research paper and be able to document sources in the proper manner (Turabian).
- 3. Logic
 - a. Argue against the Roman Catholic view of authority.
 - b. Argue against the inclusion of the Apocrypha in the Scriptures.
 - c. Argue against Arminian or Pelagian views of man's salvation.
 - d. Argue against egalitarianism.
 - e. Argue against the methods employed in the Second Great Awakening.
 - f. Argue against communism and fascism.
 - g. Argue against racism.
 - h. Argue for or against the practice of slavery.
 - i. Argue against the political philosophy of Rousseau.
 - j. Argue for or against the rebellion of the colonies against Great Britain.
 - k. Argue for either the Federalist or Anti-Federalist position.
 - l. Argue for the Southern or Northern justifications in the War Between the States.
 - m. Argue for or against Christian producing Gothic novels

E. Primary objectives—the student will be able to:

1. Theology
 - a. Defend the doctrine of scripture presented in the Westminster Confession of Faith over and against the Roman doctrine (*Westminster Confession*)
 - b. Explain what the plenary verbal inspiration of the Scriptures means and prove it from the Bible.
 - c. Prove the doctrines of Calvinist soteriology from the Bible.
 - d. Prove from the Bible that God has foreordained and controls all events of history.
 - e. Compare and contrast Rousseau's vision of government with what the Scriptures say. (*The Social Contract*)
 - f. Demonstrate that Bunyan allegory is doctrinally consistent with the Westminster Confession's doctrine of salvation. (*The Pilgrim's Progress*)
 - g. Biblically judge the philosophy of egalitarianism. (*Reflections*)
 - h. Explain the doctrine of the holiness of God. (*The Holiness of God*)
 - i. Demonstrate an understanding of the doctrinal commitments of the preachers of the First Great Awakening. (*Jonathon Edwards: a New Biography*)
 - j. Compare and contrast the doctrinal commitments of the preachers of the Second Great Awakening with those of the First. (*Finney's Autobiography*)
 - k. Describe Twain's view of religion and discuss when it is appropriate to skewer religion. (*Tom Sawyer*)
 - l. Explain how communism (especially its leveling tendency and belief the innate goodness of man) is unbiblical. (*Communist Manifesto*)
 - m. Argue biblically against the sin of racism. (*Mein Kampf*)
 - n. Argue biblically against fascism. (*Mein Kampf* and 1984)
 - o. Explain Lewis's argument in *God in the Docks*. (*God in the Docks*)
 - p. Argue for or against the continuing validity of some types of slavery. (*The Christian Doctrine of Slavery* and *Slave Narratives*)
 - q. Argue for or against the morality of Southern Slavery. (*Slavery Narratives*)
 - r. Explain why Thornwell says that slavery was a positive good.
 - s. Make judgments concerning the goodness of art. (*State of the Arts*)
 - t. Make a biblical argument against modernism and postmodernism. (*Postmodern Times*)
2. History
 - a. Explain the connections between the Westminster Assembly and the English Civil War. (*Westminster Confession*)
 - b. List and explain the characteristics of English Puritanism.
 - c. Explain what Rousseau means by the Social Contract, Sovereignty, Government, and the General Will. (*The Social Contract*)
 - d. Compare and contrast the Articles of Confederation and the US Constitution. (Foundational American Documents)
 - e. List the branches of the US government under the constitution.
 - f. Explain the differences between the Federalists and the Anti-Federalists. (*Federalist Papers* and *Anti-Federalist Papers*)
 - g. Know the major events of the French Revolution. (*Reflections on the*

Revolution in France)

- h. Compare and contrast the French Revolution and the American War for Independence.
 - i. Demonstrate that the views of the French revolutionaries were greatly effected in their thinking by Rousseau.
 - j. Recount the sufferings of Protestants during the time of the Reformation especially those of eminent saints like Archbishop Cranmer. (*New Foxes Book of Martyrs*)
 - k. Describe the major events of the life of Jonathon Edwards. (*Jonathon Edwards: a New Biographies*)
 - l. Describe the preaching of First Great Awakening.
 - m. Compare and contrast the preaching of the First Great Awakening with that of the Second. (*Finney's Autobiography*)
 - n. Describe the major events in the life of Abraham Lincoln. (*Abraham Lincoln: Speeches and Writings*)
 - o. Explain the importance of the Lincoln/Douglas debates in the life of this country.
 - p. Explain Lincoln's opposition to slavery.
 - q. Describe life in the American Midwest during the 19th century. (*Tom Sawyer*)
 - r. Explain the importance of Marx's thought. (*The Communist Manifesto*)
 - s. List and describe the major events of the Russian Revolution.
 - t. Describe and explain the communist dialectic.
 - u. Explain the causes of World War I. (The Treaty of Versailles)
 - v. Demonstrate how the Treaty of Versailles helped to elevate Hitler to power and was a cause of the Second World War.
 - w. Describe the evil character of Adolph Hitler. (*Mein Kampf*)
 - x. Explain how the policy of appeasement pursued by European leaders led to the rise of Hitler and the Second World War.
 - y. Explain what slavery was like by reading, comparing and understanding accounts of actual slaves. (*Slave Narratives*)
 - z. Compare and contrast the view of slavery presented in *Uncle Tom's Cabin* with the view that slaves themselves give in their narratives.
 - aa. Explain the importance of the Battle of Gettysburg. (*Killer Angels*)
 - bb. Describe the horror of the fighting that took place in the First World War. (*Good Bye to All of That*)
 - cc. Describe life in Americas in the 1920. (*The Great Gatsby*)
3. Literature
- a. Understand what an allegory is, and why Bunyan used it. (*The Pilgrim's Progress*)
 - b. Explain how the use of fictional characters such as those employed in *The Pilgrim's Progress* can strengthen the power of an argument for a doctrine.
 - c. Explain how *David Copperfield* enables us to understand life in 19th century London. (*David Copperfield*)
 - d. Explain the genre of the novel and its purposes.
 - e. Explain the powerful effect that a book like *Foxes* would have had on its readers. (*New Foxes Book of Martyrs*)

- f. Recount the characteristics of a Gothic novel. (*Frankenstein*)
- g. Argue about what it means to be human.
- h. Demonstrate an understanding of the major characteristics of a novel of manners. (*Pride and Prejudice*)
- i. Argue the merits of demerits of 19th century English society.
- j. Explain the purpose of *Gulliver's Travels*. (*Gulliver's Travels*)
- k. Demonstrate how fictional stories can be used as social critiques.
- l. Explain the structure of a sonnet. (*The Top 500 Poems*)
- m. Explain how Twain uses humor to make a point. (*Tom Sawyer*)
- n. Demonstrate an understanding of the river theme in *Tom Sawyer*.
- o. Describe how an author creates suspense in his writing. (Poe)
- p. Compare and contrast Orwell and Huxley's prophecies concerning the future and make a judgment about who saw the future more clearly. (*Brave New World* and *1984*)
- q. Explain how modern political movements are contrasted by the different governments in *Watership Down*. (*Watership Down*)
- r. Explain how Fitzgerald critiques 1920's American in the *Great Gatsby*. (*The Great Gatsby*)

F. Primary teaching methods

- 1. Reading followed by discussion
- 2. Socratic interaction
- 3. Debate (both individual and broader)
- 4. Reading passages together and teacher explaining them.
- 5. Recitation (small group oral quizzing)
- 6. *Disputatio*
- 7. Viewing and discussing pertinent works of arts, music and poetry.
- 8. Lecture

G. Approximate time per week—Eight classes a week, 70 minutes a class and approximately 30 minutes of homework per classroom hour

9th Grade Omnibus Schedule for Semester 1

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Westminster Confession of Faith (9.1.0)</i>	<i>Foxe's Book of Martyr's (7.3.0)</i>
Week #2	<i>Westminster Confession of Faith</i>	<i>Foxe's Book of Martyr's</i>
Week #3	<i>Pilgrim's Progress (7.0.3)</i>	<i>Frankenstein (0.0.10)</i>
Week #4	<i>Pilgrim's Progress</i>	<i>Frankenstein</i>
Week #5	<i>Pilgrim's Progress</i>	<i>Pride and Prejudice (1.3.6)</i>
Week #6	<i>Rousseau: Social Contract (5.4.1)</i>	<i>Pride and Prejudice</i>
Week #7	<i>Rousseau: Social Contract</i>	<i>Little Women (0.3.7)</i>
Week #8	<i>Rousseau: Social Contract</i>	<i>Little Women</i>
Week #9 MIDTERMS		
Week #10	<i>Foundational American Documents (1.7.2)</i>	<i>The Holiness of God (10.0.0)</i>
Week #11	<i>Selected Federalist and Antifederalist Papers (2.7.1)</i>	<i>The Holiness of God</i>
Week #12	<i>Selected Federalist and Antifederalist Papers</i>	<i>Johnathon Edwards (Ian Murray) (6.4.0)</i>
Week #13	<i>Burke: Relfections (2.6.2)</i>	<i>Johnathon Edwards</i>
Week #14	<i>Burke: Reflections</i>	<i>Johnathon Edwards</i>
Week #15	<i>Burke: Reflections</i>	<i>Gulliver's Travels (2.1.7)</i>
Week #16	<i>David Copperfield (0.2.8)</i>	<i>Gulliver's Travels</i>
Week #17	<i>David Copperfield</i>	<i>Finney's Autobiography (5.5.0)</i>
Week #18	<i>David Copperfield</i>	<i>Romantic Poetry. (3.1.6)</i>
Week #19 FINALS		

9th Grade Omnibus Schedule for Semester 2

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Lincoln's Speeches (3.6.1)</i>	<i>Romantic Poetry. (3.1.6)</i>
Week #2	<i>Tom Sawyer(1.2.7)</i>	<i>Slavery: Thornwell, Abolitionist and Slaves (4.6.0)</i>
Week #3	<i>Tom Sawyer</i>	<i>Uncle Tom's Cabin (2.3.5)</i>
Week #4	<i>Marx: Communist Manifesto (4.4.2)</i>	<i>Uncle Tom's Cabin</i>
Week #5	<i>Marx</i>	<i>Killer Angels (1.7.2)</i>
Week #6	<i>The Pit and the Pendulum (0.0.10)</i>	<i>Killer Angels</i>
Week #7	<i>Poe's Short Stories & Poems (0.0.10)</i>	<i>Watership Down (2.5.3)</i>
Week #8	<i>Treaty of Versailles and other WWI (0.10.0)</i>	<i>Watership Down</i>
Week #9 MIDTERMS		
Week #10	<i>Mein Kampf (2.8.0)</i>	<i>Good Bye to All of That (2.8.0)</i>
Week #11	<i>Mein Kampf</i>	<i>Good Bye to All of That</i>
Week #12	<i>Orwell 1984 (2.0.8)</i>	<i>The Great Gatsby (2.2.6)</i>
Week #13	<i>Orwell 1984</i>	<i>The Great Gatsby</i>
Week #14	<i>Huxley: Brave New World (2.0.8)</i>	<i>State of the Arts (5.3.2)</i>
Week #15	<i>Huxley: Brave New World</i>	<i>State of the Arts</i>
Week #16	<i>Lewis: God in the Docks (10.0.0)</i>	<i>Postmodern Times (5.4.1)</i>
Week #17	<i>Lewis: God in the Docks</i>	<i>Postmodern Times</i>
Week #18 FINALS		

Balance Stats

	Primary (by week)	Secondary (by week)	Total (by week)
Semester #1	62.58.50	53.30.61	115.88.111
Semester #2	45.44.61	36.54.35	81.98.96
Yearly	107.102.111	89.84.96	197.186.207

OMNIBUS IV
(Ancient Period—Cycle II)

A. Primary texts and materials

1. Student Materials

- a. *Aeneid, The*, Virgil
- b. *Annals of Imperial Rome, The*, Tacitus
- c. Apocrypha
- d. Bible (NKJV)
- e. *Civil War, The*, Caesar
- f. *Father Dowling*, Chesterton
- g. *Gallic Wars, The*, Caesar
- h. *Greeks, The*, Kitto
- i. *Bacchae and Other Plays, The*, Euripides
- j. *Iliad, The*, Homer
- k. *Introduction to Aristotle*, Aristotle
- l. *Ion and the Women of Troy*, Euripides
- m. *Landmark Thucydides, The*, Thucydides
- n. *Nine Tailors, The*, Dorothy Sayers
- o. *On the Nature of Things*, Lucretius
- p. *Peloponnesian War, The*, Thucydides
- q. *Plutarch's Lives, Vol. 1*, Plutarch
- r. *Plutarch's Lives, Vol. 2*, Plutarch
- s. *Republic, The*, Plato
- t. *Romeo and Juliet*, Shakespeare
- u. Selections of Latin Poetry
- v. *Sherlock Holmes*, Doyle
- w. *Theogeny*, Hesiod

2. Teacher Materials

- a. All student texts
- b. *Brightest Heaven of Invention*, Leithart
- c. *Encyclopedia Britannica Great Books of Western Civilization Series* (60 vols.)
- d. *Greenleaf Guide to Ancient Literature*
- e. *Guide to the Great Books, The* Callihan
- f. *Heroes of the City of Man*, Peter Leithart
- g. *Introduction to the New Testament*, Carson, Moo and Morris
- h. *Invitation to the Classics*, Cowan and Guinness
- i. *Realms of Gold*, Ryken
- j. *Survey of Old Testament Introduction*, A, Archer (OUT OF PRINT)
- k. *Survey of the Bible*, Hendricksen
- l. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia Britannica set)
- m. *Western Civilization*, Spielvogel
- n. *Westminster Confession of Faith, The*, Williamson

B. Prerequisites—Omnibus I, Logic I

C. Primary goals— The student will be able to:

1. What is the nature of God?
 - a. Articulate which is the most biblical view of creation.
 - b. Defend God's sovereignty.
 - c. Formulate an answer concerning how God is to be worshiped.
2. What is man?
 - a. Describe what the parts of man are.
 - b. Explain how man receives a soul.
 - c. Describe the nature of the soul.
3. What is Truth?
 - a. Explain God's progressive revelation of truth.
 - b. From the prophets explain how God's truth and the careful use of rhetoric coincide.
 - c. Explain the formation of the canon of Scripture.
4. What is Goodness?
 - a. Compare and contrast the ethical philosophy of the ancients with those of the Bible.
 - b. Explain how and why Christians can learn from the works and lives of "virtuous" pagans (i.e., gain an understanding of God's common grace).
 - c. Attack the unbiblical thought in ancient philosophies and present biblical alternatives.
5. What is Beauty?
 - a. Describe the beauty revealed in sacred literature.
 - b. Describe the beauty revealed in pagan literature (by God's common grace).
 - c. Gain a deep appreciation for the beauty of the works of the ancients.
6. What is Being?
 - a. Compare and contrast the ontological thought of the ancient pagans with those of the Bible
7. How does one attain knowledge? (Epistemology)
 - a. Explain how God Himself is the absolute standard of goodness.
8. How should man be governed?
 - a. Present the philosophy of government used by the ancient Romans and Greeks and compare and contrast it with biblical teachings

D. Integrative goals—The student will be able to:

1. Art
 - a. Identify the major artistic works (in sculpture, architecture and music) of ancient Greece, Rome and early Christian art
 - b. Identify the seven wonders of the ancient world

- c. Explain to others how the Greek “golden mean” affected the artistic works of the Greeks
- 2. Music and Drama
 - a. Act out some important scenes from Euripides and *Romeo and Juliet*
 - b. Argue about whether some forms of music should be banned.
 - c. Explain what psychological effects music has upon people
- 3. Composition
 - a. Produce well-written and well-spoken answers concerning questions of morality that come up in readings.
 - b. Outline an essay that he is reading.
 - c. Write an essay with:
 - i. A discernable thesis statement
 - ii. Divisions
 - iii. Introduction
 - iv. Conclusion
 - d. Write an essay that uses proper grammar and spelling (continued review of grammar school goal).
 - e. Write a mystery story.
 - f. Write poetry.
- 4. Logic
 - a. Make logically valid and sound arguments concerning issues that come up in the readings.
- 5. Rhetoric
 - a. Make winsome oral presentations.
 - b. Debate persuasively.
 - c. Write well.
- 6. Other—Identify on map major geographic and architectural features of the cities of Athens and Rome.

E. Primary objectives—The student will be able to:

- 1. Theology
 - a. Compare and contrast the Greek gods with the true God of the Scriptures. (*Theogeny* and Genesis)
 - i. The disunity and war of the Greek gods and the sovereignty of God.
 - ii. The manner in which God created the world.
 - iii. God’s indestructibility and self-sufficiency.
 - b. Argue for one of the views of creation (7 literal days, Day-Age Theory, Framework Hypothesis) (Genesis)
 - c. Point out examples in our culture where he sees the tragic results of the twisting of the image of God.
 - d. Translate small sections of Homer’s *Iliad* and explain the text to others. (*The Iliad of Homer*)
 - e. Explain how the sacrificial system of the Old Testament foreshadows our salvation through Jesus Christ. (Leviticus and Numbers)

- f. Explain the major features of biblical wisdom literature. (Job, Psalms, Proverbs)
 - g. Tell what moral obligations that God has to man. (Job)
 - h. Explain why bad things happen to good people.
 - i. Comfort the grieving.
 - j. Explain to others how a certain Psalm applies to life today. (Psalms)
 - k. Bring God's truth to bear on various situations.
 - l. Reconcile Proverbs that seem to contradict each other. (Proverbs)
 - m. Effectively explain the difference between a proverbial understanding and legalistic mis-understanding. (Proverbs)
 - n. Compare and contrast the system of government put forth in *The Republic* with biblical teachings concerning government. (*The Republic*)
 - o. Winsomely argue for or against ecstasy in the worship of God. (*The Bacchae and Other Plays*)
 - p. Argue winsomely for or against the actions of Rahab. (*Joshua*)
 - q. Describe biblical prophecy as "forthtelling" and foretelling. (Prophetic books)
 - r. Debunk the theory of multiple authorship of the Pentateuch (JEPD) and the book of Isaiah (a.k.a. the Deutero-Isaiah theory). (*Isaiah*)
 - s. Describe the Creationist and Traducianist views of the origin of the soul and argue from which is more biblical. (*De Anima*)
 - t. Compare and contrast Christian Ethics with those of Aristotle. (*Nicomachean Ethics*)
 - u. Compare Aristotle's view of the purpose of life with that of the Scriptures.
 - v. Explain God's common grace through the character of Aeneas. (*The Aeneid*)
 - w. Defend the rules of canonicity. (Apocrypha)
 - x. Tell why the Apocryphal books should not be included in the Scriptures.
2. History
- a. Describe the importance of the Trojan War in the history of the world. (*The Iliad of Homer*)
 - b. Explain the relationship between the Peloponnesian War and the life of Socrates. (*The Landmark Thucydides*)
 - c. Teach others concerning some aspect of the Peloponnesian War.
 - d. Explain the importance, functions and make up of:
 - i. The Senate
 - ii. The office of Tribune
 - e. Explain how Rome conquered Italy.
 - f. Explain the importance of Julius Caesar in Roman history.
 - g. Explain the historical setting of some of the Psalms. (Psalms)
 - h. Contrast the way that the Greeks lived (in a *polis*) with the way that we live today. (*The Greeks*)
 - i. Tell of the history and achievements of selected Greeks and Romans. (*Plutarch's Lives, Vol. 1 & 2*)
 - j. Compare selected Greeks and Romans with modern counterparts who have made similar accomplishments.
 - k. Give an account of the history of Israel from the time of the Exodus to the time of the Conquest. (Joshua, Judges, Ruth)

- l. Explain the importance of the story of Ruth to the history of redemption. (Ruth)
 - m. Compare and contrast Aristotle's teaching concerning the soul with the teachings of Scripture. (*De Anima*)
 - n. Compare and contrast the teachings of Aristotle with those of Plato.
 - o. Describe Caesar's purpose for writing the *Gallic Wars*. (*The Gallic Wars*)
 - p. Describe the trials and triumphs of the history of early imperial Rome. (*The Annals of Imperial Rome*)
 - q. Compare and contrast Tiberius, Claudius and Nero.
 - r. Give an account of the importance of the story of *The Aeneid* to the history of Rome. (*The Aeneid*)
 - s. Explain to others how the philosophy of Rome contributed to her fall (esp. Hedonism and Epicurianism). (*On the Nature of Things*)
 - t. Explain to the ninth graders (beginning rhetoric students) how rhetoric played an important role in the work of the Prophets of God. (Prophetic books)
 - u. Explain the major views of the end times (Postmillennialism (both Preterist and non-Preterist), Amillennialism, Historical Pre-millennialism and Dispensational Premillennialism. (Ezekiel, Daniel, Revelation)
 - v. Recount the basic facts of the fall of Israel and Judah, and the return of the Jews to the Promised Land. (Ezra, Nehemiah, Esther)
 - w. Explain where and to whom each of the Minor Prophets spoke. (Minor Prophets)
 - x. Recount the story of the Roman Civil War. (*The Civil War*)
 - y. Be able to recount of the liberation of the Jews under the Maccabees. (Apocrypha)
3. Literature
- a. Explain the importance of Greek myth concerning the creation of the gods and the destruction of the Titans to the development of Greek character as seen in the personalities of:
 - i. Cronus
 - ii. Zeus
 - iii. Mars
 - iv. Achilleus
 - v. Odysseus
 - vi. Agamemnon
 - b. State the characteristics of Hebraic poetry and show that the first few chapters of Genesis are not in fact meant to be poetic.
 - c. Explain what an epic poem is. (*The Iliad of Homer*)
 - d. Identify a homeric simile and state its importance to the study Greek history.
 - e. Appreciate the structure of Hebrew poetry (progressive parallelism) (*Psalms*)
 - f. Analyze and praise the rhetoric of the speeches recorded by Thucydides. (Thucydides)
 - g. Explain the benefits of writing dialogues (*The Republic*)
 - h. Compare the works of Euripides with those of Sophocles, Aeschylus and Shakespeare (*The Bacchae and Other Plays*)
 - i. Dramatically reenact some of the most important scenes from the plays of Euripides.

- j. Explain the structure of the book of Judges and how that structure mirrors the history of Israel at the time. (Judges)
- k. Explain how the author of the book of Judges uses events out of chronological sequence to more effectively demonstrate the spiraling of the nation into chaos.
- l. Argue from the biblical text either for or against the monarchy in Israel.
- m. Dramatically reenact the most important scenes from *Romeo and Juliet*. (*Romeo and Juliet*)
- n. Describe love.
- o. Outline the basic structure of the last 27 chapters of Isaiah. (Isaiah)
- p. Write a simple mystery story. (Holmes, Father Dowling and *The Nine Tailors*)
- q. Give a short presentation on the definition of beauty. (*Poetics*)
- r. Explain Virgil's purpose in writing the *Aeneid*. (*The Aeneid*)
- s. Demonstrate how Virgil builds on Homer.
- t. Appreciate the poetry of Virgil and other Romans by translating small sections of his poetry and selections of the *Aeneid*. (*The Aeneid* and Latin Poetry)
- u. Recognize the power of poetry to teach falsehood. (*On the Nature of Things*)
- v. Recognize how God uses symbolism to tell truth. (*Ezekiel, Daniel*)
- w. Appreciate the humor and mocking that God uses against his enemies and the occasional humorous chastening of his saints. (Selected *Psalms, Isaiah, Esther* and *Jonah*)

F. Primary teaching methods

- 1. Reading followed by discussion
- 2. Socratic interaction
- 3. Debate (both individual and broader)
- 4. Reading passages together and teacher explaining them.
- 5. Recitation (small group oral quizzing)
- 6. *Disputatio*
- 7. Viewing and discussing pertinent works of arts, music and poetry.
- 8. Lecture

G. Approximate time per week

- 1. Eight classes a week, 70 minutes a class
- 2. Approximately 30 minutes of homework per classroom hour

10th Grade Omnibus Schedule Semester 1

	Primary Reading	Secondary Reading
Week #1	<i>Hesiod (Loeb 3.2.5.)</i>	<i>Genesis (10.0.0)</i>
Week #2	<i>Hesiod</i>	<i>Leviticus and Numbers (10.0.0)</i>
Week #3	<i>Hesiod</i>	<i>Kitto: The Greeks (0.8.2)</i>
Week #4	<i>Iliad (2.2.6)</i>	<i>Kitto: The Greeks</i>
Week #5	<i>Iliad</i>	<i>Plutarch vol. 1 (0.8.2)</i>
Week #6	<i>Iliad</i>	<i>Euripides (2.2.6) Ion, and The Women of Troy</i>
Week #7	<i>Iliad</i>	<i>Euripides (2.2.6) Helen and Bacchae</i>
Week #8	<i>Job (10.0.0)</i>	<i>Joshua, Judges, Ruth (10.0.0)</i>
Week #9 MIDTERMS		
Week #10	<i>Psalms (8.0.2)</i>	<i>Plutarch vol. 1 (0.8.2)</i>
Week #11	<i>Proverbs (8.0.2)</i>	<i>Plutarch vol. 1</i>
Week #12	<i>The Peloponessian War (0.9.1)</i>	<i>Plutarch vol. 1</i>
Week #13	<i>The Peloponessian War</i>	<i>Romeo and Juliet (1.1.8)</i>
Week #14	<i>The Peloponessian War</i>	<i>Romeo and Juliet</i>
Week #15	<i>The Peloponessian War</i>	<i>I and II Chronicles (8.2.0)</i>
Week #16	<i>The Peloponessian War</i>	<i>Isaiah (7.2.1)</i>
Week #17	<i>The Republic (5.2.3)</i>	<i>Sherlock Holmes (1.2.7)</i>
Week #18	<i>The Republic</i>	<i>Father Dowling (1.2.7)</i>
Week #19 FINALS		

10th Grade Omnibus Schedule Semester 2

	Primary Reading	Secondary Reading
Week #1	<i>The Republic (5.2.3)</i>	<i>Plutarch vol. 2 (0.8.2)</i>
Week #2	<i>Aristotle: De Anima (6.0.4)</i>	<i>Plutarch vol. 2</i>
Week #3	<i>Aristotle: Nicomachean Ethics (7.0.3)</i>	<i>Jeremiah and Lamentations (8.1.1)</i>
Week #4	<i>Aristotle: Nicomachean Ethics</i>	<i>Ezekiel and Daniel (8.1.1)</i>
Week #5	<i>Aristotle: Poetics (2.0.8)</i>	<i>Sayers Novel (0.1.9)</i>
Week #6	<i>Caesar Gaelic Wars (0.8.2)</i>	<i>Sayers Novel</i>
Week #7	<i>Caesar Gaelic Wars</i>	<i>Plutarch vol. 2 (0.8.2)</i>
Week #8	<i>Tacitus, Annals (0.10.0)</i>	<i>Plutarch vol. 2</i>
Week #9 MIDTERMS		
Week #10	<i>Tacitus</i>	<i>Ezra, Nehemiah, Esther (7.2.1)</i>
Week #11	<i>Tacitus</i>	<i>Minor Prophets (8.1.1)</i>
Week #12	<i>Aeneid (1.3.6)</i>	<i>Minor Prophets</i>
Week #13	<i>Aeneid</i>	<i>G.K. Chesterton (1.1.8)</i>
Week #14	<i>Aeneid</i>	<i>G.K. Chesterton</i>
Week #15	<i>Virgil, Ovid and Latin Poetry (2.2.6)</i>	<i>Caesar: Civil War (0.9.1)</i>
Week #16	<i>Lucretius (5.2.3)</i>	<i>Caesar: Civil War</i>
Week #17	<i>Lucretius</i>	<i>Apocrypha (6.3.1)</i>
Week #18 FINALS		

Balance Stats

	Primary (by book)	Secondary (by book)	Total (by book)
Semester #1	53.63.54	42.50.44	95.113.98
Semester #2	42.63.55	36.50.40	78.113.95
Yearly	85.126.109	78.100.88	173.226.193

OMNIBUS V
(Medieval Reading—Cycle II)

A. Primary texts and materials

1. Student Materials

- a. Bible (NKJV)
- b. *Candide*, Voltaire
- c. *Canterbury Tales, The*, Chaucer
- d. *City of God, The*, Augustine
- e. *Comedy of Errors, The*, Shakespeare
- f. *Conquest of Constantinople, The*, Robert of Clari
- g. *Consolation of Philosophy, The*, Boethius
- h. *Defense of Poesie*, Sidney
- i. *Don Quixote*, Cervantes
- j. *Ecclesiastical History*, William of Malsbury
- k. *Fairie Queen, The*, Spenser
- l. *Heidelberg Catechism*, Williamson
- m. *Here I Stand*, Bainton
- n. *History of the Franks*, Gregory of Tours
- o. *Inferno*, Dante
- p. *Institutes of the Christian Religion*, Calvin
- q. *Ivanhoe*, Scott
- r. *Koran, The*, Mohammed
- s. *Medieval Origins of the Modern State, The*, Strayer
- t. *Midsummer Night's Dream, A*, Shakespeare
- u. *Othello*, Shakespeare
- v. *Paradise*, Dante
- w. *Praise of Folly, The*, Erasmus
- x. *Prince, The*, Macheavelli
- y. *Purgatory*, Dante
- z. *Richelieu and the French Monarchy*, Wedgewood
- aa. *Saga of the Volksung, The*
- bb. *Summa Theologica*, Aquinus
- cc. *Tempest, The*, Shakespeare
- dd. *Two Lives of Charlemagne, The*, Einhard and Notker

2. Teacher Materials

- a. All student texts
- b. *Brightest Heaven of Invention*, Leithart
- c. *Encyclopedia Britannica Great Books of Western Civilization Series* (60 vols.)
- d. *Essays on Medieval and Renaissance Literature*, Lewis
- e. *Guide to the Great Books, The* Callihan
- f. *Heidelberg Catechism, The*, Williamson
- g. *Invitation to the Classics*, Cowan and Guinness
- h. *Medieval Europe: A Short History*, Hollister

- i. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia Britannica set)
- j. *Western Civilization, Spielvogel*
- k. *Westminster Confession of Faith, The, Williamson*

B. Prerequisite—Omnibus II, Logic I, Rhetoric I

C. Primary goals—The student will be able to:

1. What is the nature of God?
 - a. Compare and contrast common and special grace.
 - b. Articulate the nature of the church as One, Holy, Catholic and Apostolic institution.
 - c. Explain and defend God's providence in history.
2. What is the nature of man?
 - a. Explain the relationship between human philosophy and God's revelation.
 - b. Explain the four-fold state of man.
 - c. Destroy the idea that man is the measure of all things (*homo mensura*).
3. What is Truth?
 - a. Articulate the relationship between reason and faith.
 - b. Clearly express the relationship between epistemology and truth.
 - c. Describe how an omniscient God is necessary for the possibility to exist that created beings can know any truth.
4. What is Goodness?
 - a. Describe both the goodness and badness of Medieval History.
 - b. Disprove the Enlightenment idea that the Middle Ages were times of abject darkness in the field of learning and knowledge.
5. What is Beauty?
 - a. Contrast Christian and non-Christian understanding of beauty.
 - b. Describe the Medieval idea of beauty and the changes that it made to the Greek and Roman understanding.
 - c. Describe the necessity of beauty and especially poetry in a full life.
6. What is Being?
 - a. How does one attain knowledge? (Epistemology)
 - b. Understand how man attains knowledge of God and self and how these two types of knowledge are related.
 - c. Understand how the Renaissance and the Enlightenment challenged the Christian understanding of knowledge.
7. How should man be governed?
 - a. Articulate what the relationship between church and state should be.
 - b. Critique governments and political thought biblically.
 - c. Express how Christianity should affect the actions of government.

D. Integrative goals—The student will be able to:

1. Aesthetics
 - a. Art
 - i. Explain the major artistic works of the time period.
 - ii. Give an account of the major developments in church architecture during the Middle Ages.
 - iii. Explain how the Second Commandment is broken and what sort of art breaks this commandment.
 - iv. Differentiate the art of the Italian, German and Flemish Renaissance.
 - v. Express how Medieval art can offer a helpful critique of Modern art and how in some ways Medieval art can point us toward reform of present day style.
 - b. Music and Drama
 - i. Explain the major characteristics of Gregorian chants.
 - ii. Give an account of the changes in church music caused by the Reformation.
 - iii. Appreciate the genius of Shakespeare.
 - iv. Write a short drama.
2. Composition
 - a. Write an essay with:
 - i. A discernable thesis statement
 - ii. Divisions
 - iii. Introduction
 - iv. Conclusion
 - b. Write an essay that uses proper grammar and spelling (continued review of grammar school goal).
 - c. Write a short research paper and be able to document sources in the proper manner (Turabian).
 - d. Write sonnets.
 - e. Write a fairy tale.
 - f. Write satires and caricatures with humor.
 - g. Write fictional stories.
3. Logic
 - a. Create valid arguments concerning issues that come up in his reading.
 - b. Consistently argue properly.
4. Rhetoric
 - a. Make winsome oral presentations.
 - b. Debate persuasively.
 - c. Write well.

E. Primary objectives: The student will have a mastery of:

1. Theology
 - a. Explain how Christians live in two worlds and the implications that this has for Christian living on earth and our reclamation of culture. (*The City of God*)
 - b. Articulate how human philosophy and revelation work together. (*The Consolation of Philosophy*)

- c. Judge concerning Boethius's teaching concerning free will.
- d. Describe the basic outline of Scholastic theology from the teachings of Thomas Aquinas. (*Summa Theologica*)
- e. Articulate the relationship between reason and revelation in Scholastic Theology and critique it.
- f. Compare and contrast the teachings of Aristotle with those of Aquinas.
- g. Compare the teachings of Aquinas and Anselm on the relationship between faith and reason.
- h. Attack the morality of *Real Politique* put forward in *The Prince*. (*The Prince*)
- i. Compare and contrast the teaching of Islam with those of Christianity. (The Koran)
- j. Articulate the Five Pillars of Islam and how Islam is a system of works righteousness.
- k. Explain the purpose of the publishing of the *Institutes of the Christian Religion*. (*Institutes of the Christian Religion*)
- l. Explain the basic structure of the *Institutes*.
- m. In light of the Reformation, define the catholicity of the church.
- n. Articulate what a Christian society should be.
- o. Articulate the Reformed understanding of the sacraments.
- p. Articulate the circumstances that led to the Protestant Reformation. (*Here I Stand*)
- q. Articulate the major events of Luther's life.
- r. Articulate the main differences between the Roman Catholics and the Protestants.
- s. Compare and contrast the Heidelberg Catechism with the Westminster Confession of Faith. (*Heidelberg Catechism*)

2. History

- a. Articulate a Christian philosophy of history. (*The City of God*)
- b. Tell of the circumstances of Boethius's life, imprisonment and execution. (*The Consolation of Philosophy*)
- c. Give a brief overview of Italian and Medieval history. (*The Divine Comedy*)
- d. Explain the political situation that led to the publishing of *The Prince*. (*The Prince*)
- e. Describe the barbarian invasions and how these invasion are the beginning of Modern Europe. (*History of the Franks*)
- f. Explain the importance of Clovis and his conversion of Christianity.
- g. Articulate the story of the Norman Invasion. (William of Malsbury)
- h. Compare and contrast William of Malsbury with Bede.
- i. Give an account of the basic happenings of Calvin's life. (*Institutes of the Christian Religion*)
- j. Describe the importance of Reformed teaching upon the development of modern society.
- k. Explain how the Medieval state worked and how it was the predecessor of the modern state. (*The Medieval Origins of the Modern State*)
- l. Articulate the most important events of the first few hundred years of Islamic history. (Koran)

- m. Articulate the importance of the reign of Charlemagne to Europe. (*The Two Lives of Charlemagne*)
 - n. Articulate how the fall of Constantinople contributed to the development of politics and philosophy in Western Europe.
 - o. Understand the power of France under the leadership under Cardinal Richelieu. (*Richelieu and the French Monarchy*)
 - p. Explain the effects of the Reformation on Western Europe. (*Here I Stand*)
 - q. Articulate the circumstances of the rise of the Anabaptist churches and their doctrinal distinctives.
 - r. Understand the causes of the Renaissance.
 - s. Explain how the Renaissance contributed to the Reformation.
 - t. Articulate the history of Spanish Reconquista. (*Don Quixote*)
3. Literature
- a. Describe how the audience that he is attempting to reach and the charges being brought against Christianity caused Augustine to shape his discourse. (*The City of God*)
 - b. Tell of the importance of *The Consolation of Philosophy* in Medieval literature. (*The Consolation of Philosophy*)
 - c. Appreciate the poetry of *The Divine Comedy*. (*The Divine Comedy*)
 - d. Explain the characters of Virgil and Beatrice in light of Scholastic Theology.
 - e. Explain the structure of *The Divine Comedy* and the importance of its structure to others.
 - f. Understand the major characters and stories of Norse myth. (*The Saga of the Volsung*)
 - g. Explain how the nature of their mythical gods caused the Norsemen to barbarize Europe.
 - h. Dramatically act out some of the major scenes of *The Tempest*, *The Comedy of Errors*, *A Midsummer Night's Dream* and *Othello*. (Shakespeare)
 - i. Articulate how a Christian worldview is played out in Shakespeare's plays.
 - j. Explain the basic storyline of the Arthurian myth. (*Ivanhoe*)
 - k. Articulate how Christian symbolism plays out on the surface of and at the deeper levels of Arthurian myth.
 - l. Explain the proper use of fantasy (*The Tempest*, *A Midsummer Night's Dream* and *Fairie Queen*)
 - m. Appreciate the poetry of Chaucer. (*The Canterbury Tales*)
 - n. Articulate the importance of *The Canterbury Tales* in the history of English literature.
 - o. Defend poetry (*Defense of Poesie*)
 - p. Tell of why Spenser was criticized for his choice of setting and characters in the *Fairie Queen*. (*Fairie Queen*)
 - q. Appreciate the force of Erasmus's satire. (*The Praise of Folly*)
 - r. Articulate the code of chivalry. (*Don Quixote*)
 - s. Understand the concept of caricature and how Cervantes uses it in *Don Quixote*.
 - t. Articulate and critique Voltaire's view of religion. (*Candide*)

F. Primary teaching methods

1. Reading followed by discussion.
2. Socratic interaction
3. Debate (both individual and broader)
4. Reading passages together and teacher explaining them.
5. Recitation (small group oral quizzing)
6. *Disputatio*
7. Viewing and discussing pertinent works of arts, music and poetry.
8. Lecture

G. Approximate time per week—Eight classes a week, 70 minutes a class and approximately 30 minutes of homework per classroom hour

11th Grade Omnibus Schedule Semester 1

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>The City of God</i> (6.4.0)	<i>The Saga of Volksung</i> (4.4.2)
Week #2	<i>The City of God</i>	<i>The Tempest</i> (2.0.8)
Week #3	<i>The City of God</i>	<i>Gregory of Tours: History of the Franks</i> (1.9.0)
Week #4	<i>The City of God</i>	<i>Gregory of Tours: History of the Franks</i>
Week #5	<i>The Consolation of Philosophy</i> (6.2.2)	<i>Gregory of Tours: History of the Franks</i>
Week #6	<i>The Consolation of Philosophy</i>	<i>Gregory of Tours: History of the Franks</i>
Week #7	<i>The Consolation of Philosophy</i>	<i>Gregory of Tours: History of the Franks</i>
Week #8	<i>Summa Theologica</i> (10.0.0)	<i>The Comedy of Errors</i> (2.0.8)
Week #9 MIDTERMS		
Week #10	<i>Summa Theologica</i>	<i>A Midsummer Night's Dream</i> (2.0.8)
Week #11	<i>Summa Theologica</i>	<i>The Koran</i> (3.6.1)
Week #12	<i>Dante: Inferno</i> (4.2.4)	<i>William of Malsbury</i> (3.7.0)
Week #13	<i>Dante: Inferno</i>	<i>William of Malsbury</i>
Week #14	<i>Dante: Purgatory</i> (4.2.4)	<i>William of Malsbury</i>
Week #15	<i>Dante: Purgatory</i>	<i>Othello</i> (3.0.7)
Week #16	<i>Dante: Paradise</i> (4.2.4)	<i>Ivanhoe</i> (1.2.7)
Week #17	<i>Dante: Paradise</i>	<i>Ivanhoe</i>
Week #18	<i>The Prince</i> (3.4.3)	<i>Ivanhoe</i>
Week #19 FINALS		

11th Grade Omnibus Schedule Semester 2

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Canterbury Tales</i> (2.2.6)	<i>The Medieval Origins of the Modern State</i> (0.10.0)
Week #2	<i>Canterbury Tales</i>	<i>The Two Lives of Charlemagne</i> (0.9.1)
Week #3	<i>Canterbury Tales</i>	<i>The Two Lives of Charlemagne</i>
Week #4	<i>Canterbury Tales</i>	<i>The Conquest of Constantiople</i> (0.10.0)
Week #5	<i>Defense of Poesie</i> (0.2.8)	<i>The Praise of Folly</i> (2.3.5)
Week #6	<i>Defense of Poesie</i>	<i>The Praise of Folly</i>
Week #7	<i>The Institutes</i> (9.1.0)	<i>Richelieu and the French Monarchy</i> (0.10.0)
Week #8	<i>The Institutes</i>	<i>Richelieu and the French Monarchy</i>
Week #9 MIDTERMS		
Week #10	<i>The Institutes</i>	<i>Here I Stand</i> (3.5.1)
Week #11	<i>The Institutes</i>	<i>Here I Stand</i>
Week #12	<i>The Institutes</i>	<i>Heidelberg Catechism</i> (10.0.0)
Week #13	<i>The Institutes</i>	<i>Don Quixote</i> (1.1.8)
Week #14	<i>The Fairie Queen</i> (0.0.10)	<i>Don Quixote</i>
Week #15	<i>The Fairie Queen</i>	<i>Don Quixote</i>
Week #16	<i>The Fairie Queen</i>	<i>Don Quixote</i>
Week #17	<i>The Fairie Queen</i>	<i>Candide</i> (1.1.8)
Week #18 FINALS		

Balance Stats

	Primary (by week)	Secondary (80%)	Total (by week)
Semester #1	97.38.33	26.66.44	123.104.77
Semester #2	62.18.80	20.63.43	82.81.123
Yearly	159.56.113	46.129.87	205.185.200

OMNIBUS VI
(Modern Period—Cycle II)

A. Primary texts and materials

1. Student materials

- a. *Anti-Federalist Papers, The*
- b. *Battle Cry of Freedom, The*, McPherson
- c. *Beyond Good and Evil*, Nietzsche
- d. *Brothers Karamazov*, Dostoyevski
- e. *Das Capital*, Marx
- f. *Critique of Pure Reason*, Kant
- g. *Democracy in America*, De Tocqueville
- h. *Dr. Faustus*, Goethe
- i. *Emma*, Austen
- j. *Essays*, Montaigne
- k. *Ethics*, Spinoza
- l. *Federalist Papers, The*
- m. *Grapes of Wrath, The*, Steinbeck
- n. *Guns of August, The*, Tuchman
- o. *Leviathan*, Hobbes
- p. *Moby Dick*, Melville
- q. Modern Poetry and Short Stories
- r. *Of Mice and Men*, John Steinbeck
- s. *On the Origins of Inequality*, Rousseau
- t. *Prolegomena to Any Future Metaphysics*, Kant
- u. *Scarlet Letter, The*, Hawthorne
- v. *Second Treatise on Civil Government*, Locke
- w. Shakespeare's Poetry
- x. *Taming of the Shrew, The*, Shakespeare
- y. *Tartuffe*, Moliere
- z. *To Kill A Mockingbird*, Lee
- aa. *Treatise on Human Nature*, Hume
- bb. *Walden*, Thoreau
- cc. *Wealth of Nations, The*, Smith
- dd. *World War I*, Marshall
- ee. *World War II*, Sulzberger
- ff. *Worldly Saints*, Ryken

2. Teacher Materials

- a. All Student Texts
- b. *Brightest Heaven of Invention*, Leithart
- c. *Civil War, The*, Ken Burns (video series)
- d. *Encyclopedia Britannica Great Books of Western Civilization Series* (60 vols.)
- e. *Guide to the Great Books, The*, Callihan
- f. *History of the Modern World, A*, Palmer and Colton

- g. *Invitation to the Classics*, Cowan and Guinness
- h. *Modern Times*, Paul Johnson
- i. *Syntopicon, The* (the first two volumes in the aforementioned Encyclopedia Britannica set)
- j. *Thales to Dewey*, Clark
- k. *Western Civilization*, Spielvogel
- l. *Westminster Confession of Faith, The*, Williamson

B. Prerequisites—Omnibus III, Logic I, Rhetoric I

C. Primary goals—The student will be able to:

1. What is the nature of God?
 - a. Describe God as a Judge (especially of nations).
 - b. Praise God's longsuffering as many countries fell away from Him in the recent past.
2. What is the nature of man?
 - a. Describe man as he finds himself without God.
 - b. Explain the futility of human philosophy.
3. What is Truth?
 - a. Acquire truth from material in many different formats (essay, novel, play, etc.,)
 - b. Differentiate between different types of knowledge (i.e., scientific, poetic) and understand the need for both in a well-rounded human life.
4. What is Goodness?
 - a. Extol the goodness of God in his dealings with man.
 - b. Condemn unbelieving man for his many rebellions against the true God.
 - c. Tell of the relative goodness of movement, men and ideas in the modern world.
5. What is Beauty?
 - a. Explain how the modern world, by cutting itself off from God, inevitably falls into ugliness.
 - b. The beauty of God both in his common grace manifestations (good poetry, art, tales and truth discovered by non-believers) and his special grace (in the gospel and in the lives and works of saints).
6. What is Being?
 - a. In light of the Holocaust, euthanasia and abortion, understand what a human being is.
 - b. Articulate the qualitative differences in plants, animals and humans.
7. How does one attain knowledge? (Epistemology)
 - a. See the folly of pagan attempts to gain a foundation for epistemology.
 - b. Articulate a biblical epistemology.
8. How should man be governed?
 - a. Describe a Christian and biblical understanding of government.
 - b. Compare and contrast a Christian government with the American government (being particularly thankful for the blessings of the wisdom of our forefathers).

- c. Critique the many biblically abhorrent forms of government that came into being in the 20th century (i.e., fascism and communism).

D. Integrative goals—The student will be able to:

1. Aesthetics
 - a. Art
 - i. Know the major artistic movement of the 18th–20th centuries.
 - ii. Recognize the work of some of the most famous artists and their most famous works.
 - iii. Understand the corruption of the arts as they leave their Christian moorings.
 - b. Music and Drama
 - i. Know the major musical movement of the 18th–20th centuries.
 - ii. Recognize the work of some of the most famous musicians and their most famous works.
2. Composition
 - a. Write an Elizabethan sonnet.
 - b. Write poetry in free verse.
 - c. Appreciate the best poetry of this time period.
 - d. Write an essay with:
 - i. A discernable thesis statement
 - ii. Divisions
 - iii. Introduction
 - iv. Refutations
 - v. Conclusion
 - e. Arrange a paper so that the reasons or arguments flow in a logical manner.
 - f. Ornament paper with appropriate examples.
 - g. Argue clearly in prose employing both inductive and deductive proofs.
 - h. Write an essay that uses proper grammar and spelling (continued review of grammar school goal)
 - i. Write a research paper and be able to document sources in the proper manner (Turabian).
 - j. Write interesting fictional tales.
3. Logic
 - a. Create valid arguments concerning issues that come up in his reading.
 - b. Consistently argue properly.
4. Rhetoric
 - a. Make winsome oral presentations.
 - b. Debate persuasively.
 - c. Write well.

E. Primary objectives—The student will be able to:

1. Theology

- a. Compare and contrast the Enlightenment with biblical thinking. (Essays and Enlightenment material)
 - b. Biblically judge the presuppositions of the Enlightenment. (Enlightenment material)
 - c. Articulate the common grace understandings reached by Hobbes and critique them biblically. (*Leviathan*)
 - d. Articulate the basis for Spinoza's ethics and critique that basis biblically. (*Ethics*)
 - e. Critique Hume's understanding of human nature. (*Human Nature*)
 - f. Analyze and find the flaws in Hume's skepticism.
 - g. Understand how Hume's skepticism was a cause of Kant's subjectivism. (*Prolegomena*)
 - h. Articulate Kant's distinction between numena and phenomena and critique the distinction biblically. (*Critique of Pure Reason*)
 - i. Articulate the results of Kant's thought in our world today.
 - j. Articulate Thoreau's objections to the Reformed worldview and critique his objections. (*Walden*)
 - k. Compare and contrast Melville's view of fate and predestination with the Scripture. (*Moby Dick*)
 - l. Describe the origins of inequality according to Rousseau and critique his ideas biblically. (*On the Origins of Inequality*)
 - m. Critique Nietzsche's reasons for his rejection of Christianity and the description of Christianity that he presents. (*Beyond Good and Evil*)
 - n. Explain Nietzsche's ethics, the *Übermensch*, and the Will to Power.
 - o. Articulate the biblical principles (i.e., separation of powers) built into the American system of government. (*The Federalist Papers*)
 - p. Articulate a position concerning slavery in general and southern slavery in particular. (*The Battle Cry of Freedom*)
 - q. Explain the biblical themes in the *Grapes of Wrath*. (*The Grapes of Wrath*)
2. History
- a. Explain how the wars of religion effected the thought of Renee Montaigne and brought on the Enlightenment. (Essays)
 - b. Explain the importance of the thought of Immanuel Kant as a watershed in Western history. (*The Critique of Pure Reason*)
 - c. Articulate the importance of the rise of German Higher Critical studies as a philosophical catalyst for Kant's thought.
 - d. Articulate the importance of Locke's understanding of Government on the founding of America. (*The Second Treatise on Civil Government*)
 - e. Critique Locke's understanding of government biblically.
 - f. Explain what the Puritans were really like. (*Worldly Saints*)
 - g. Articulate the manner in which Rousseau's thought play out in history (especially in the French Revolution). (*On the Origins of Inequality*)
 - h. Articulate the capitalist system of economics and criticize it biblically. (*The Wealth of Nations*)
 - i. Articulate Marx's criticism of capitalism and biblically critique his criticism. (*Das Capital*)
 - j. Present a biblical theory of economics. (*Capital and The Wealth of Nations*)

- k. Explain how the economics of Smith and Marx play out in the wars of the 20th century.
 - l. Articulate the effect of Nietzsche's thoughts on the history of the 20th century (especially concerning the rise of fascism). (*Beyond Good and Evil*)
 - m. Differentiate the Federalist and the Anti-Federalist positions and critique both of them biblically. (*The Federalist Papers* and *The Anti-Federalist Papers*)
 - n. Describe how the Bill of Rights insured the passage of the new constitution.
 - o. Tell of the main characteristics of American life that De Tocqueville observed. (*Democracy in America*)
 - p. Articulate the justifications for each side in the War Between the States and judge which side was actually justified in their actions. (*The Battle Cry of Freedom*)
 - q. Tell how the Mexican War set the stage for the War Between the States.
 - r. Explain the strategy of the Emancipation Proclamation.
 - s. Give a presentation on one of the major battles or characters of the War Between the States.
 - t. Articulate the causes of World War I. (*The Guns of August*)
 - u. Describe how and why the Schlieffen Plan failed.
 - v. Describe the trench warfare of World War I. (*World War I*)
 - w. Describe the major battles of the World War I.
 - x. Explain how the Treaty of Versailles was a cause of the World War II. (*World War II*)
 - y. Describe the major battles of World War II.
 - z. Describe the Dust Bowl. (*The Grapes of Wrath*)
 - aa. Articulate the causes of the Great Depression.
3. Literature
- a. Articulate an understanding of the preference of Enlightenment writers for essay writing. (Enlightenment material)
 - b. Compare and contrast *Emma* with *Pride and Prejudice*. (*Emma*)
 - c. Compare and contrast the humor of an English novel with an American one (understand understatement and overstatement).
 - d. Articulate Hawthorne's view of Puritanism and understand what brought on his commitments. (*The Scarlet Letter*)
 - e. Articulate how Hawthorne powerfully caricatures Puritanism and how this caricature has guided the understanding of the modern world's view of it.
 - f. Articulate an appreciation for Shakespeare's poetry.
 - g. Explain the major characteristics of Transcendentalist literature. (*Walden*)
 - h. List the major proponents of Transcendentalist literature and their major works.
 - i. Recognize the Transcendentalist emphasis on intuitive knowledge (anti-rationalism) and critique it from a biblical worldview.
 - j. Dramatically reproduce some of the most important scenes from *Tartuffe* and *Taming of the Shrew*. (*Tartuffe* and *Taming of the Shrew*)
 - k. Critique Goethe's characterization of the Devil. (*Dr. Faustus*)
 - l. Articulate what the whale represents in *Moby Dick*. (*Moby Dick*)

- m. Judge the guilt of Lennie and George. (*Of Mice and Men*)
- n. Biblically criticize the picture of friendship that Steinbeck sets forth.
- o. Articulate how Tuchman's historiography uses aspects of good storytelling to present a thesis in an interesting manner. (*The Guns of August*)
- p. Discover Tuchman's thesis.
- q. Appreciate the storytelling abilities of Dostoyevski. (*The Brothers Karamazov*)
- r. Critique *Brothers Karamazov* from a biblical perspective.
- s. Appreciate poetry in free verse. (modern poetry)
- t. Understand the symbolism of T.S. Elliot's *Wasteland*.

F. Primary teaching methods

- 1. Reading followed by discussion
- 2. Socratic interaction
- 3. Debate (both individual and broader)
- 4. Reading passages together and teacher explaining them.
- 5. Recitation (small group oral quizzing)
- 6. *Disputatio* (as an observer)
- 7. Viewing and discussing pertinent works of arts, music and poetry.
- 8. Lecture

G. Approximate time per week—Eight classes a week, 70 minutes a class and approximately 30 minutes of homework per classroom hour

12th Grade Omnibus Schedule for Semester 1

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Montaigne: Essays (5.4.2)</i>	<i>Worldly Saints (5.5.0)</i>
Week #2	<i>Montaigne: Essays</i>	<i>Worldly Saints'</i>
Week #3	<i>Leviathan (3.6.1)</i>	<i>The Scarlet Letter (2.3.5)</i>
Week #4	<i>Leviathan</i>	<i>The Scarlet Letter</i>
Week #5	<i>Leviathan</i>	<i>Shakespeare's Poetry (2.0.8)</i>
Week #6	<i>Spinoza: Ethics (7.3.0)</i>	<i>Shakespeare's Poetry</i>
Week #7	<i>Spinoza: Ethics</i>	<i>Walden (3.2.5)</i>
Week #8	<i>Hume: Treatise on Human Nature (8.2.0)</i>	<i>Poetry (2.1.7)</i>
Week #9 MIDTERMS		
Week #10	<i>Treatise on Human Nature</i>	<i>Poetry</i>
Week #11	<i>Treatise on Human Nature</i>	<i>Tartuffe (3.1.6)</i>
Week #12	<i>Emma (0.2.8)</i>	<i>Taming of the Shrew (3.0.7)</i>
Week #13	<i>Emma</i>	<i>Goethe: Dr. Faustus (3.1.6)</i>
Week #14	<i>Kant: Critique of Pure Reason (0.3.7)</i>	<i>Goethe: Dr. Faustus</i>
Week #15	<i>Kant: Critique of Pure Reason</i>	<i>Moby Dick (2.2.6)</i>
Week #16	<i>Second Treatise on Civil Government (2.8.0)</i>	<i>Moby Dick</i>
Week #17	<i>Second Treatise on Civil Government</i>	<i>Of Mice and Men (3.2.5)</i>
Week #18	<i>Second Treatise on Civil Government</i>	<i>Of Mice and Men</i>
Week #19 FINALS		

12th Grade Omnibus Schedule for Semester 2

	Primary Reading	Secondary Reading
Week #1 (4 days)	<i>Prolegomena to Any Future Metaphysics (9.1.0)</i>	<i>Student Selected Reading</i>
Week #2	<i>Prolegomena</i>	
Week #3	<i>On the Origins of Inequality (4.6.0)</i>	
Week #4	<i>The Wealth of Nations (3.7.0)</i>	
Week #5	<i>The Wealth of Nations</i>	
Week #6	<i>Capital (5.5.0)</i>	
Week #7	<i>Capital</i>	
Week #8	<i>Beyond Good and Evil (8.2.0)</i>	
Week #9 MIDTERMS		
Week #10	<i>American Documents Feds and Antifeds (2.8.0)</i>	<i>Brothers Karamozov (2.2.6)</i>
Week #11	<i>Democracy in America (1.6.3)</i>	<i>Brothers Karamozov</i>
Week #12	<i>Democracy in America</i>	<i>Brothers Karamozov</i>
Week #13	<i>Civil War</i>	<i>The Grapes of Wrath (2.2.6)</i>
Week #14	<i>World War I</i>	<i>The Grapes of Wrath</i>
Week #15	<i>World War II</i>	<i>To Kill a Mockingbird (2.2.6)</i>
Week #16	<i>The Modern World</i>	<i>To Kill a Mockingbird</i>
Week #17	<i>Modernity</i>	<i>Modern Poetry and Short Stories. (1.1.8)</i>
Week #18 FINALS		

Balance Stats

	Primary (by week)	Secondary (by week)	Total (by week)
Semester #1	25.28.18	28.17.55	53.45.73
Semester #2	32.35.3	7.7.26	39.42.29
Yearly	57.63.21	35.24.81	92.87.102

Science

Purpose Statement

Studying science is important because general revelation teaches us truth about God. Scripture affirms this understanding as well by announcing that the heavens declare the glory of God (Ps. 19:1). Therefore, the study of science should bolster and ultimately be will be in perfect harmony with the revelation of God in Scripture.

PREREQUISITES:

Students must either have been promoted from 6th grade at Veritas Academy or must have successfully completed the Secondary School Placement to begin study in the secondary school.

GRADUATION REQUIREMENTS:

In order to graduate from Veritas Academy a student must pass:

- A. General Science
- B. Physical Science
- C. Biology
- D. Chemistry
- E. Physics

GENERAL SCIENCE

A. Primary texts and materials

1. Student Materials
 - a. *Exploring Creation With General Science*, Dr. Jay Wile
 - b. Laboratory notebook
2. Teacher Materials
 - a. *Exploring Creation with General Science*, Dr. Jay Wile
 - b. *Solutions and Tests for Exploring Creation With General Science*, Wile
 - c. Experiment materials

B. Prerequisites—none

C. Primary goals—the student will be able to:

1. Begin to understand the nature of God's creation.
2. Articulate a basic understanding of the history of scientific thought.
3. Accumulate and classify facts to formulate general laws about the natural world.

D. Integrative goals—the student will be able to:

1. Demonstrate an understanding of inductive thought.
2. Articulate Greek influences upon the development of science.
3. Apply basic mathematical formulas to solve scientific problems.

E. Primary objectives—the student will have of:

1. An overview of the history of science
2. The scientific method
3. How to analyze and interpret experiments
4. Applied science and technology
5. Archaeology, geology, and paleontology
6. The fossil record
7. Uniformitarianism and catastrophism
8. The five kingdoms
9. The human body
10. Energy and life
11. The human digestive system
12. The human respiratory and circulatory systems
13. The human lymphatic, endocrine, and urinary systems
14. The human nervous system

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Laboratory experiments
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

PHYSICAL SCIENCE

- A. Primary texts and materials
1. Student Materials
 - a. *Exploring Creation With Physical Science*, Dr. Jay Wile
 - b. Laboratory notebook
 2. Teacher Materials
 - a. *Exploring Creation with Physical Science*, Dr. Jay Wile
 - b. *Solutions and Tests for Exploring Creation With Physical Science*, Wile
 - c. Experiment materials
- B. Prerequisites—Successful completion of a Pre-Algebra course
- C. Primary goals—the student will be able to:
1. Gain a general understanding of the nature of God’s creation.
 2. Articulate a basic understanding of the history of scientific thought.
 3. Accumulate and classify facts to formulate general laws about the natural world.
- D. Integrative goals—the student will be able to:
1. Demonstrate an understanding of inductive thought.
 2. Articulate Greek influences upon the development of science.
 3. Apply basic mathematical formulas to solve scientific problems.
- E. Primary objectives—the student will have a substantial understanding of:
1. Atoms and molecules
 2. The metric system
 3. Conversions between metric and English measurements
 4. Conversions between related units
 5. Air
 6. Humidity
 7. Carbon dioxide
 8. Christian stewardship of natural resources—from a Christian worldview particularly considering the issues of:
 - a. Global warming
 - b. Pollution
 9. The atmosphere
 10. Atmospheric pressure
 11. Temperature

12. Water (composition, polarity, solvency, cohesion)
13. The oceans and bodies of water of the earth
14. The Earth and the lithosphere
15. Weather
16. Meteorology
17. Basic physics problems ($f=ma$):
 - a. Speed
 - b. Velocity
 - c. Acceleration
18. Newton's Laws
19. Gravitation
20. Electromagnetism
21. Nuclear power
22. Sound waves
23. Light
24. Astrophysics

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Laboratory experiments
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

BIOLOGY

- A. Primary texts and materials
1. Student Materials
 - a. *Exploring Creation With Biology*, Dr. Jay Wile
 - b. Laboratory notebook
 2. Teacher Materials
 - a. *Exploring Creation with Biology*, Dr. Jay Wile
 - b. *Solutions and Tests for Exploring Creation With Biology*, Wile
 - c. Experiment materials
- B. Prerequisites—Successful completion of a Pre-Algebra course
- C. Primary goals—the student will be able to:
1. Accumulate and classify facts to formulate general laws concerning biology.
 2. Explain the structure of cells.
 3. Recount the characteristics of different forms of life.
 4. Explain life processes.
- D. Integrative goals—the student will be able to:
1. Demonstrate an understanding of inductive thought.
 2. Articulate Greek influences upon the development of science.
 3. Articulate the logical problems and falsehoods of Darwinism.
 4. Apply basic mathematical formulas to solve scientific problems.
- E. Primary objectives—the student will have a substantial understanding of:
1. A definition of life
 2. The structure and components of DNA
 3. The scientific method
 4. The classification system used in biology
 5. Bacteria
 6. Protista
 7. Fungus
 8. The elements
 9. Types of change in matter
 10. Photosynthesis
 11. The cell
 12. Energy

13. Asexual and sexual reproduction
14. Viruses
15. Genetics
16. Evolutionary theory
17. Ecosystems and the “Greenhouse Effect”
18. Invertebrates
19. Phylum Arthropoda
20. Phylum Chordata
21. Anatomy
22. Phylum Plantae
23. Reptiles
24. Birds
25. Mammals

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Laboratory experiments
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

CHEMISTRY

- A. Primary texts and materials
1. Student Materials
 - a. *Exploring Creation With Chemistry*, Dr. Jay Wile
 - b. Laboratory notebook
 2. Teacher Materials
 - a. *Exploring Creation with Chemistry*, Dr. Jay Wile
 - b. *Solutions and Tests for Exploring Creation With Chemistry*, Wile
 - c. Experiment materials
- B. Prerequisites—Successful completion of Algebra I
- C. Primary goals—the student will be able to:
1. Accumulate and classify facts to formulate general laws concerning chemistry.
 2. Explain the structures of, bonds between, and laws governing atoms and molecules.
 3. Solve chemical and atomic equations.
- D. Integrative goals—the student will be able to:
1. Demonstrate an understanding of inductive thought.
 2. Articulate Greek influences upon the development of science.
 3. Apply basic mathematical formulas to solve scientific problems.
- E. Primary objectives—the student will have a substantial understanding of:
1. A deeper knowledge of:
 - a. Units of measure
 - b. Conversion of related units
 - c. The metric system
 2. Significant numbers
 3. Scientific notation
 4. Heat, energy and temperature
 5. Law of conservation of mass
 6. Atomic theory
 7. Chemical reactions and phase changes
 8. Chemical equations
 9. Stiochimetry
 10. The structure of atoms
 11. The structure of molecules

12. Polyatomic ions
13. Molecular Chemistry
14. Acids and Bases
15. Solutions
16. Molarity
17. Pressure
18. Boyle's and Charles's Law
19. Basic understanding of other gas laws
20. Thermodynamics
21. Kinetics
22. pH
23. Chemical equilibrium
24. Oxidation and reduction

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Laboratory experiments
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour

PHYSICS

- A. Primary texts and materials
1. Student Materials
 - a. *Exploring Creation With Physics*, Dr. Jay Wile
 - b. Laboratory notebook
 2. Teacher Materials
 - a. *Exploring Creation with Physics*, Dr. Jay Wile
 - b. *Solutions and Tests for Exploring Creation With Physics*, Wile
 - c. Experiment materials
- B. Prerequisites—Successful completion of Algebra II
- C. Primary goals—the student will be able to:
1. Accumulate and classify facts to formulate general laws concerning physics.
 2. Explain different forces and motions.
 3. Articulate an understanding of waves, electricity and magnetism.
- D. Integrative goals—the student will be able to:
1. Demonstrate an understanding of inductive thought.
 2. Articulate Greek influences upon the development of science.
 3. Understand the history, which surround the lives of famous scientists and the movements that they started.
 4. Apply basic mathematical formulas to solve scientific problems.
- E. Primary objectives—the student will have a substantial understanding of:
1. A deeper knowledge of:
 - a. Units of measure
 - b. Conversion of related units
 - c. The metric system
 2. Significant numbers
 3. Scientific notation
 4. Density
 5. Motion in one dimension
 6. Equations concerning velocity, time , acceleration and displacement
 7. Vectors
 8. Adding and subtracting vectors
 9. Two dimensional motion

10. Newton's Laws
11. Apply Newton's 2nd Law to situations involving:
 - a. Torque
 - b. Rotational motion
 - c. Equilibrium
 - d. Inclined surfaces
12. Uniform Circular Motion
13. Gravity
14. Work
15. Energy
16. Momentum
17. Periodic Motion
18. Waves
19. Light waves
20. Optics
21. Electrostatics
22. Electrodynamics
23. Basic circuitry
24. Magnetism

F. Primary teaching methods

1. Group Instruction
2. Socratic interaction
3. Laboratory experiments
4. Individual seat work
5. Homework

G. Approximate time per week—Four classes a week, 50 minutes a class and approximately 15 minutes of homework per classroom hour