

# St. Therese Classical Academy and Learning Center

## High School Curriculum

Grades: 9-12

The academic program of Saint Therese Classical Academy reflects a four-year classical education curriculum. Students will be required to take courses in English: literature, grammar, logic, and rhetoric, Foreign Language: Latin and/or Greek and Spanish, Mathematics: Integrated Algebra, Geometry, and Algebra II/Trigonometry, Science: physical science, biology, chemistry, astronomy, physics, History: Greek, Roman, Modern, and American, including Government, Geography, and Economics. The fine arts, including music and art, philosophy, religion, physical education and health and safety are required.

## Mathematics

**Course Name:** Mathematics – Integrated Algebra-Grade 9

**Main Text:** Life of Fred – Algebra I

**Prerequisite:** Pre-algebra

**Description:** The main goal of this course is to provide students with a thorough and extensive study of linear and quadratic functions and graphing on the  $xy$ -coordinate system. Students will have all the knowledge necessary to continue to Algebra II and Algebra II w/ Trigonometry. They will also be able to apply this knowledge to other areas of math, such as word problems, ratios and proportions.

**High School Credits: 1**

**Course Name:** Mathematics – Euclidean Geometry - Grades 9-12 Year B (2017-2018)

**Main Text:** The Elements – Euclid and Euclidean Geometry: A First Course – M. Solomonovich

**Prerequisite:** None

**Description:** Using the monumental work, *The Elements* written by Euclid and a companion book, students in their second high school year at the center will study Geometry in true Classical form. This traditional discussion of geometry is axiom-based and develops proof skills, while understanding the axiomatic method. The text used contains over 1200 questions and problems, ranging from simple to challenging. The solutions sections of the book contain about 200 answers and hints to solutions and over 100 detailed solutions involving proofs and constructions. A rigorous, but enjoyable course, the student will truly be immersed in the Quadrivium as it was taught for hundreds of years.

**High School Credit: 1**

**Course Name:** Mathematics – Algebra II w/ Trigonometry - Grades 10-12

**Main Text:** Life of Fred Algebra II and Life of Fred Trigonometry

**Prerequisite:** Algebra I

**Description:** No calculators here. Using the popular Life of Fred Program, the number system will be extended to include imaginary and complex numbers. This course fulfills all of the requirements for college preparatory Mathematics, however, it cannot be done as an AP course. The families of functions to be studied will include polynomials, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situation involving direct and indirect variation will be

solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms.

**High School Credit: 1**

## History

**Course Name:** Greek and Roman History – Kolbe –Grades 9-10 **Year A** (2016-2017)

**Main Texts Greek 18 weeks:** Herodotus, *The Histories* - Plutarch, *The Rise and Fall of Athens* - Xenophon: *The Persian Expedition* - Plato, *Great Dialogues of Plato* (First Half)

**Main Texts Roman 18 Weeks** – Livy: *The History of Rome From its Foundations* - St. Augustine's *City of God*.

**Description:** Divided in to a two year program, the study of the great civilizations of ancient Greece and ancient Rome are vital to understanding the movement and progress of history in Western Civilization. Students will trace the cause and effect of political and religious developments, observing the similarities and differences to modern times. They will identify major characters and events; and become familiar with maps of the ancient world. Students will be assigned reading each day, followed by teacher guided discussions. Essays will be assigned covering various topics, mainly to promote analysis, comparison and comprehension.

**High School Credit: 1**

**Course Name:** Greek and Roman History – Grades 9-10 **Year B** (2017-2018)

**Main Texts Greek 18 Weeks:** Thucydides, *The History of the Peloponnesian War.*, Plato, *Great Dialogues of Plato* (Second Half) Christ the King of History

**Main Texts Roman 18 Weeks:** Tacitus: *Imperials of Rome*

**Description:** Divided in to a two year program, the study of the great civilizations of ancient Greece and ancient Rome are vital to understanding the movement and progress of history in Western Civilization. Students will trace the cause and effect of political and religious developments, observing the similarities and differences to modern times. They will identify major characters and events; and become familiar with maps of the ancient world. Students will be assigned reading each day, followed by teacher guided discussions. Essays will be assigned covering various topics, mainly to promote analysis, comparison and comprehension.

**High School Credit: 1**

**Course Name:** World History: Era of Christendom – Kolbe – Grades 11-12 **(2017-2018)**

**Main Texts:** *The Era Of Christendom Reader*, *Byzantium: Church, Society, and Civilization Seen through Contemporary Eyes*, Gianakopulos, *Viking Portable Medieval Reader*, Penguin Chronicles, Froissart, Jean, *Kolbe Academy Study Guide to Kolbe World History III: Quarter 1 – Quarter 4*

**Description:** This course is called the Era of Christendom because it is the Christian ideal shaped and inspired the social and political order. Students will study this era through its sources, occasionally comparing them against the judgments of modern historians, in order to form an impression that is marred neither by the pejoratives of progressives nor the sense of vindication often voiced by Catholics. Students will be able to identify the greater themes of this era and to distinguish between the vagaries of life in this (or any) era, the anomalies of this era, and its ideals. An over-emphasis on particulars—a trick of progressive and anti-Catholic historians—is misleading. Similarly, the person who passes judgment on this era with reference to only the political formulations issued by popes and the recorded aspirations saints will have obscured or overlooked a very complex culture. In short, our

goal is to let this era manifest itself to the student, while supplying occasional readings or glosses that put the readings in proper context.

**High School Credit: 1**

**Course Name:** United States and Modern History – Kolbe – Grades 11-12 (2016-2017)

**Main Texts:** *Kolbe Academy Modern History Reader*, 2 Volumes, *A Documentary History of the United States*, Richard D. Heffner, *The Federalist Papers*, Hamilton, Madison, J., *Democracy in America*, Alexis de Tocqueville, *Modern Times: The World from the 20's to the 90's*, Paul Johnson, 1992, *Kolbe Academy Study Guide to the US & Modern History Course, Quarter 1-Quarter 4*, *Christ in the America's - Tan Publishing*

**Description:** This course studies the major ideological trends of modern Western Civilization and their effects on the world. In this course students will be asked to examine the work of a number of thinkers—philosophers, scientists and theologians — in conjunction with their study of historical events and documents. In essence this is both a course in history and in political philosophy. It will be most fruitful to seriously consider the power of an idea to shape history.

**High School Credit: 1**

## Literature and Grammar

**Course Name:** Greek and Roman Literature - Kolbe – Grades 9-10 **Year A** (2016-2017)

**Main Texts Greek 18 Weeks:** Homer, *The Odyssey of Homer*, *Greek Tragedies*

**Main Texts Roman 18 Weeks:** Virgil, *The Aeneid*, Plutarch, *Makers of Rome and Fall of Roman Republic*, St. Augustine's *Confessions*

**Description:** Divided into a two year program, ancient Greek and ancient Roman literature has been chosen to coincide with our history program. Students will examine the four primary genres of literature: the epic, the lyric, the tragedy, and the comedy; identifying literary devices and figures of speech such as: allegories, similes, metaphors, fables, parables. These will be imitated in the students writing as they become familiar with the great literature that has had a large impact on Western Civilization. Each text will be discussed in class, closely examining the impact on the West and comparing and contrasting the ideals of heroism and Pietas (sense of duty and faith) to our Christian values.

**High School Credit: 1**

**Course Name:** Greek and Roman Literature - Grades 9-10 **Year B** (2017-2018)

**Main Texts Greek 18 Weeks:** Homer, *The Iliad of Homer*, Aeschylus, *The Oresteian Trilogy*

**Main Texts Roman 18 Weeks:** Shakespeare, *Julius Caesar* – Shakespeare, *Coriolanus*

**Description:** Divided into a two year program, ancient Greek and ancient Roman literature has been chosen to coincide with our history program. Students will examine the four primary genres of literature: the epic, the lyric, the tragedy, and the comedy; identifying literary devices and figures of speech such as: allegories, similes, metaphors, fables, parables. These will be imitated in the students writing as they become familiar with the great literature that has had a large impact on Western Civilization. Each text will be discussed in class, closely examining the impact on the West and comparing and contrasting the ideals of heroism and Pietas (sense of duty and faith) to our

Christian values.

**Course Name:** English, Grammar and Composition - Grades 9 - 12

**Main Texts:** Sadlier-Oxford Vocabulary Workshop, Level D, E or F, Classical Composition III: Chreia/Maxim, Grammar Recitation Book, Aristotle's Rhetoric (for grades 11-12) (see description below)

**Description:** Stated best by Memoria Press, by using the Classical Composition III: *Students gain the ability to create a story through the use of the narrative categories and variation through paraphrase. Students learn to demonstrate the truth of the Commonplace through what the ancient Greek writer Aphthonius calls "eight heads of development," and students deal more explicitly and thoroughly with what in modern composition theory are referred to as "support points." The ability to invent four specific types of narrative through these "heads of development" and to paraphrase in two specific ways is the foundational skills to be learned in this stage.* This composition course will support our history and literature program by providing the necessary skills and explanations that will enable students to create grammatically correct essays that are composed of truthful and sound answers to given topics. The Sadlier-Oxford Vocabulary Workshop D – F develops the student's capacity to pronounce, spell, use, understand, and remember definitions of words that will enhance writing. Students will also be required to memorize, utilize and recite all rules of spelling and grammar.

**High School Credit: 1**

**Course Name:** Literature of Christendom - Kolbe– Grades 11-12 **Year B (2017-2018)**

**Main Texts:** *Beowulf*, Dante's, *Divine Comedy: Hell, Purgatory & Paradise*, *Song of Roland*, *Sir Gawain and the Green Knight*, by J.R.R. Tolkien, Shakespeare's *Hamlet and Macbeth*, *Canterbury Tales*, and *Paradise Lost and Paradise Regained*

**Description:** This course is a companion to the History of Christendom, introducing the student to the important works of the period, as well as to the literary styles and conventions developed in this period both those that it borrowed from previous times and those it expanded on or created. Students will become familiar with the main examples of Medieval literature; identify and examine the inter-relationship between the Greek epic (the Iliad and the Odyssey), the Roman epic (the Aeneid) and the Catholic epic (The Divine Comedy); identify the Christian virtue of chivalry and its role in Medieval society; identify the Christian virtue of courtesy and its role in Medieval society; identify the Christian metaphor of the spiritual quest to attain salvation; further the study and imitation of these genres: epic, tragedy, comedy, and rhetoric; learn to interpret and distinguish the fourfold senses of theological writings: the literal, the allegorical, the moral, and the eschatological; and trace the effect of the Christian world on the development of Medieval literature.

**High School Credit: 1**

**Course Name:** Modern Era Literature –Kolbe – Grades 11-12 **Year A (2016-2017)**

**Main Texts:** *The Adventures of Huckleberry Finn* – Twain, *A Tale of Two Cities*, Dickens, *Crime and Punishment*, Dostoyevsky, *Brideshead Revisited*, Waugh, *The Man Who was Thursday*, Chesterton, *Dr. Jekyll and Mr. Hyde*, Stevenson, *The Wasteland*, Eliot

**Description:** This course will cover various samples of modern classic literature. It is a challenging course intended to be taken in conjunction with the 12th grade Modern and US History course. The course is largely based on reflective reading and writing essays based on text analysis. The novels have been chosen for their timelessness and their accurate, stunning portrayal of important historical events and the ideas that have helped shape the Modern world.

**High School Credit: 1**

# Theology

**Course Name:** Theology, Apologetics, Moral Theology, Biblical Studies - Grades 9-12

**Main Texts:** *YOUCAT*, *Ignatius Bible Studies*, *Eusebius*, *Early Church Fathers*, *Mere Christianity*, *Summa*

**Description:** Using the Catechism and the *YOUCAT*, students will deepen their knowledge of the Catholic Church. Year A will cover: our existence, why we are able to believe and the relationship between God and man.

Known as the “Christian Herodotus”, Eusebius gives one of the most important accounts of early church history. Eusebius elaborates in his work that Christ is the *Pre-Existing Word* who was already known by Abraham, Moses and the prophets. He describes the travels of the Apostles and gives historical accounts of the writings of the Gospels and the Early Church Fathers.

Using the Ignatius Study Bible series, students will be able to explore, in depth, books of the Old Testament and the New Testament. Year A will cover the book of Genesis, the Gospel of Matthew, the book of Exodus, and the Gospel of John. Year B will be Exodus, Proverbs, Psalms.

Other reads will include *Mere Christianity* – C.S. Lewis, parts of *Summa Theologica* – St. Thomas Aquinas, *Walk Humbly with Your God* – Father Andrew Apostoli

**High School Credit: 1 (each year)**

# Science

**Course Name:** Physical Science w/ Lab - Grade 7-9

**Main Text:** Exploring Creation with Physical Science

**Prerequisite:** None

**Description:** Students will explore a variety of topics such as the atmosphere, hydrosphere, and weather, structure of the earth, environmentalism and physics. This course is full of hands-on experiments and interesting projects. The text itself debunks many of the myths created by the current environmental movement, offering sound, logical explanations.

**High School Credit: 1**

**Course Name:** Biology w/ Lab - Grade 8-10

**Main Texts:** Exploration Creation w/Biology – Apologia 2<sup>nd</sup> Edition

**Prerequisite:** None

**Description:** This course is designed to be the student’s first high school science course and is a college-prep biology course that provides a detailed introduction to the methods and concepts of general biology. Heavily emphasizing the vocabulary of biology, it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation. Students who take and understand this course will be very well-prepared for a tough university biology course.

**High School Credit: 1**

**Course Name:** Chemistry w/ Lab – Grade 11

**Main Texts:** Exploring Creation with Chemistry - Apologia 3<sup>rd</sup> Edition

**Prerequisite:** Algebra I

**Description:** In order to be able to understand this text, the student needs to have completed

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

**High School Credit: 1**

**Course Name:** Advanced Biology – Grade 10 -12

**Main Texts:** Advanced Biology – Apologia 2<sup>nd</sup> Edition

This course prepares students to take the Advance Placement (AP) or College Level Examination Program (CLEP) tests. This advanced biology course covers both the anatomy and physiology of each of the human body's organ systems for those students who have successfully completed high school biology and chemistry. Please note that the reproductive system is covered in detail, including accurate yet respectful illustrations and descriptions.

## Logic and Reasoning

**Course Name:** Traditional Logic I and II– Grades 7-12

**Main Texts:** *Traditional Logic: Introduction to Formal Logic*, Martin Cothran – *Socrates Meet Jesus*, Peter Kreeft and Aristotle's, *Organon (Categories, On Interpretation and Prior Analytics)*

**Description:** Students will study the basics of Aristotle's Logic which revolves around one notion: the deduction (*sullogismos*). His theory of syllogism, in its simplicity is: deductive reasoning consisting of a major premise a minor premise and a conclusion, will be studied and applied to a series of arguments proposed in the textbook. These arguments will be tested for truth, validity and soundness. Three of the six books of Aristotle's, *Organon: Categories, On Interpretation and Prior Analytics*, will be the basis for study and discussion. Finally, an enjoyable read by Peter Kreeft, *Socrates Meets Jesus*, will show how even the Socrates himself, using his own methods, would arrive at the conclusion that if the stories in the Bible about Jesus are true, then Jesus is truly the Son of God and this should totally transform the way we live.

**Course Name:** Material Logic – Aristotle's Logic - Grades 9-12

**Main Texts:** Aristotle's Material Logic – Martin Cothran – A Course in How to Think

**Prerequisites:** Though Traditional Logic will be helpful it is not necessary to complete this course for it will be reviewed over the course of 4 weeks.

**Description:** It is important to know truth and logic is an instrument of truth. Where the structure of argumentation was studied in Traditional Logic, the content of argument is studied in Material Logic. This course teaches students the art of communication as they learn about Aristotle's 10 Categories, the Five Predicable, the Four Causes, and the Five Elements of Classification. They will learn that the modern scientific way of thinking, which believes that everything is subjective, is wrong. Truth and certainty does exist.

**High School Credit: 1**

**Course Name:** Classical Rhetoric I

**Main Texts:** Classical Rhetoric – Aristotle's Principles of Persuasion – Martin Cothran

**Description:** The study of Rhetoric can be compared to the study of the nature of man. To Aristotle, the art of rhetoric was the chief weapon in the service of truth. In reading Aristotle's Rhetoric we discover that the true art of persuasion can only be effective when it

is backed by knowledge. Knowledge especially attained through Classical studies is the key to effective communication. This course involves a study of the fundamental principles of political philosophy, ethics, and traditional psychology using model speeches from great works from the “Apology of Socrates” by Plato to Abraham’s Lincoln’s “Gettysburg Address”. All will enable students to speak effectively on legal, political, and ceremonial matters, while acquiring skills in character, ethics, and what I informally call “people reading”, learning the motivations and circumstances behind one’s actions and emotions.

**High School Credit: 1**

**Course Name:** Classical Rhetoric II/Speech and Debate

**Main Texts:** Cicero’s Rhetorica Ad Herennium and Cicero’s Republic (4<sup>th</sup> Quarter)

**Description:** The study of Rhetoric can be compared to the study of the nature of man. The principles of persuasion explored in year one will now be put into practice. Cicero’s Rhetorica Ad Herennium explores the format of the argument and the impact it has on an audience. Students will learn two rhetorical devices, Figures of Diction and Figures of Thought. It will be these figures that will assist our students in formulating arguments for debate. The work will be read in English.

**High School Credit: 1**

## Latin

**Course Name:** Lingua Latina

**Main Text:** *Lingua Latina* – Familia Romana - Orberg

this will be the main text used throughout the years. This 36 chapter text will pave the way for mastery level which will be attained after 4 years where students will translate the Gospel of Mark or John.

**High School Credit: 1**

**Course Name:** New Testament Greek

**Main Text:** *Learn to Read New Testament Greek* – David Alan Black

Taught by a Professor of Classical Languages this enrichment course will provide all students the basis of Greek language as it is written in the New Testament.

**High School Credit: .5**

## SAT/ACT Preparation

Saint Therese Classical Academy will be offering an extra-curricular SAT and ACT preparatory program. This will be an additional cost, details are to come.

## Music

Music is an important component to a full liberal arts curriculum. All students will be required to join our mandatory choir. Here they will be exposed to all kinds of music including Gregorian Chant, Latin Hymns, and popular music. Throughout the year they will receive lessons in music

theory, music history and music appreciation. Advanced music students will have the opportunity to sing in our afterschool choir learning to sing in four parts for Masses and other extensive works.

## Art

Taught by a well know Catholic artist all students will take art on Friday's each year. Here they will learn different media's of art, technique and art history. Miss Spear will take them on a journey through the ages and learn to look at the world around them in an entirely different way. Extra art lessons will also be made available after school.

## Physical Education

All students will participate in physical activities that will assist the body in remaining healthy and strong. They will participate in group activities and sports and will have the opportunity to join our Martial Arts classes after school.