

The Paideia School

Bible 10

Hermeneutics

Biblical Principles

1. God speaks propositional truth to man through the Bible. The Bible is inspired by the Holy Spirit, is inerrant in all that it affirms, and is the Christian's infallible guide to belief and behavior.
2. Since God has used men to speak His message to mankind, there is legitimacy to the Bible-teaching ministry, including hermeneutics, exegesis, and apologetics, among believers.
3. Scripture can have only one "true" meaning because of the unity of the mind of God and the corresponding nature of truth. A passage can have only one correct interpretation, yet may have several applications to various persons' lives.
4. The Scriptures themselves acknowledge that they contain "mysteries" and passages that are difficult to understand.
5. God intends that study of, and meditation on, the Scriptures should help students to grow and develop their personalities in wholeness.

Department Goals

1. Gain a working knowledge of the Bible, thus attaining fluency with Biblical principles and precepts, in order to forge a Biblical worldview that will form the foundation for all life experiences and endeavors.
2. Spend the majority of class and study time devoted to the subject of the Bible primarily in the Biblical text itself, with scholarly support from reference works.
3. Train in sound principles of hermeneutics, rightly dividing the Word of Truth.
4. Maintain the unity of the Spirit in the bond of peace by adhering to The Paideia School's Statement of Faith and to its Secondary Doctrine Policy. We do not advocate denominational distinctives, yet allow doctrinal discussion and debate for the benefits of mutual understanding and improving rhetorical skill.
5. Integrate knowledge and skills from other disciplines and encourage the application of Biblical truth as the proper framework for discerning truth and error in other subjects.
6. Teach the Bible with a blend and balance of academic rigor and pastoral concern. We develop virtuous scholars who study the Word and submit to it.
7. Engage/Present key themes and concepts of the course in cogent/elegant/persuasive verbal and written form, based on original research and analysis/reflection.

Course Goals

Students will:

1. Identify key issues and principles of Biblical hermeneutics.
2. Identify major features of geography and topography of Biblical lands as the setting Biblical history.
3. Describe the interaction of God's people with their surrounding cultures politically, economically, and socially.
4. Compare and contrast the covenant religions of Judaism and Christianity with those of the surrounding cultures.
5. Examine major genres and motifs of the literature of surrounding cultures and their appearance in Biblical writings.
6. Become acquainted with research materials and resources that aid in Biblical interpretation.

Course Objectives

First Quarter

Introduction

- To define hermeneutics and appreciate its importance.
- To comprehend the challenges the modern interpreter faces in biblical interpretation.
- To understand the necessary spiritual qualifications of the interpreter and the role of the Holy Spirit in interpretation.
- To apprehend the necessity of textual criticism and to work with textual notes that bear upon interpretation of a passage.
- To use various Bible translations and appreciate the differences among translation philosophies.

Analysis of Various Methods of Interpretation

- To evaluate the strengths and weaknesses of various historical methods of interpretation.
- To evaluate the strengths and weaknesses of various contemporary methods of interpretation.

Second Quarter

Grammatical-Historical-Literary Method of Biblical Interpretation

- To master the fundamentals of the grammatical-historical-literary method of Bible interpretation.
 - The Christian pre-understanding.
 - Observation.
 - Interpretation.
 - Application.
- To comprehend the basic levels of meaning in interpretation.
- To discover and delineate the literary context of a passage.
- To research the historical and cultural background of a passage.
- To perform word studies.
- To analyze grammatical relationships in a passage.

Third Quarter

Interpreting Bible Genres

- To identify the basic types of literary genre within the Bible.
- To interpret basic Biblical literary genres:
 - Narrative/story.
 - Poetry and Psalms.

Interpreting Specific Genres

- To interpret specific Biblical literary genres:
 - Old Testament narrative.
 - Old Testament law.

Old Testament wisdom.

Fourth Quarter

- **Continue:**

Embedded genres (proverbs, fables, riddles, songs, lists).
The Gospels.
Parables.
New Testament narrative.
New Testament epistles.
Visionary literature.
Old Testament prophecy.
Satire.
Revelation.

Bible Study Tools

- To become comfortable using the Bible student's basic toolbox.
Concordances and lexicons.
Bible Dictionaries and encyclopedias.
Commentaries.
Specialized books.
Computer software.

Textbook and Other Required Materials

Libronix Bible study software

2 or 3 inch binder for class notes and handouts

One of the following:

The MacArthur Study Bible.
The NIV Study Bible.
The Spirit of the Reformation Study Bible.
ESV Study Bible (highly recommended)
Literary Study Bible

The Paideia School

Latin V – 10th Grade

Biblical Principles

1. God has given us the gift of language constructed in a rational and propositional mode so that we may better understand Him, one another, and the created order.
2. Language is an essential tool in our fulfillment of the Dominion Mandate and the Great Commission.
3. God has given us language to accumulate, organize, and transmit knowledge gained by the human race.
4. The providential generation of multiple languages and study of these languages allows the student a means to view, understand, and transcend cultural differences.
5. Language, learned well and articulated wisely, is of great service to God and man.

Classical Languages and Literature Department Goals

1. Recall grammatical constructions and their uses.
2. Identify vocabulary and English derivatives.
3. Translate simple and complex grammatical constructions.
4. Read primary source documents for comprehension.
5. Interpret and analyze cultural values of Classical Antiquity from primary source readings.
6. Evaluate the culture of Classical Antiquity according to Biblical standards.

Course Goals

Students will:

1. Master simple and complex grammatical constructions.
2. Continue to build Latin and English vocabulary.
3. Study ancient culture through primary texts.
4. Measure the discipline of Latin and the understanding of ancient cultural values against Biblical standards.
5. Translate from the Latin Vulgate as a means to increase student understanding of the Scriptures.

Course Objectives

First Quarter

- Translate selections from Latin New Testament Vulgate:
Matthew 5:1-12
Matthew 7:1-14
Mark 7:1-23
Luke 19:11-27
- Review vocabulary, derivatives, and grammar constructions that correspond to Latin I, II, and III
- Review Bible Memory work in Latin and English

Second Quarter

- Translate selections from Latin New Testament Vulgate:
John 17:1-14
Acts 9:1-19
Acts 27: 21-44
Acts 28:1-16
- Review vocabulary, derivatives, and grammar constructions that correspond to Latin I, II, and III
- Review Bible Memory work in Latin and English

Third Quarter

- Translate selections from Latin New Testament Vulgate:
Romans 1:18-32
Romans 3:21-31
Romans 5:1-11
Romans 8:1-17
- Review vocabulary, derivatives, and grammar constructions that correspond to
- Latin I, II, and III
- Review Bible Memory work in Latin and English

Fourth Quarter

- Translate selections from Latin New Testament Vulgate:
1 Cor. 1:18-31
1 Cor. 13
2 Cor. 5:1-21
Eph. 2:1-23
- Review vocabulary, derivatives, and grammar constructions that correspond to Latin I, II, and III

- Review Bible Memory work in Latin and English

Teacher Materials

Wheelock, Frederic M. *Wheelock's Latin: Sixth Edition, Revised*. Edited by Richard A. La Fleur, Harper Collins, 2005. ISBN: 0-06-078423-7

Novum Testamentum Vulgate, Deutsche Bibelgesellschaft, 1996. ISBN: 3-438-05300-4

Student Materials

Novum Testamentum Vulgate, Deutsche Bibelgesellschaft, 1996. ISBN: 3-438-05300-4

Special Activities

National Latin Exam-Latin III

Gospel Presentation in Latin – Write and Present

The Paideia School

English 10

Classical Literature

Biblical Principles

1. Communication is a reality intrinsic to the triune Godhead and extrinsic to God in relation to His creation.
2. Language is a divine gift that enables man to think and to communicate clearly, quickly, and meaningfully.
3. God intends that man's thoughts and communications reflect truth, goodness, and beauty.
4. Sin's power to distort and pervert the created order extends even to man's thoughts and communications.
5. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

English Department Goals

1. Examine the worldviews that manifest themselves in language and literature and evaluate them from a Biblical perspective.
2. Train in the use of grammatical and literary tools to fully engage the great literary art of Western Civilization.
3. Recognize that grammatical and literary skills provide access to all other academic and artistic pursuits.
4. Articulate the great ideas through thorough research, careful documentation, and eloquent analysis, building dialectical and rhetorical skills in an age appropriate manner.
5. Develop creative abilities to the glory of God.

Course Goals

Students will:

1. Read and analyze a variety of Classical literature.
2. Understand the technical and aesthetic aspects of great literature.
3. Think critically about the content, form, and interpretation of literary works.
4. Develop a deeper understanding of truth as they learn to differentiate between vain philosophies and Scriptural principles in literature.
5. Expand their ability to integrate deeper thought and learned vocabulary into their own verbal and written communication.
6. Develop a higher view of God through an examination of beauty, form and talent.

Course Objectives

First Quarter

As preparation for this year's literature study, it is highly recommended that the teacher read pertinent sections of *Heroes of the City of Man* by Peter Leithart.

Literature: Homer's *Iliad*, Great Books Vol. 3 (selections)

- Themes: honor, glory, hubris, anthropomorphic polytheism, Heroic Code
- Optional Literary Devices: invocation of the Muse, in media res, epic characteristics, Homeric similes, epithets, alter ego/ Achilles and Hector (author's use of character parallels and rationale for such)
- History: Mycenaean Age of Greece, Judgment of Paris, Trojan War, Homeric Question, Map of Ancient Greece and Asia Minor

Writing

- Review thesis statement driven outlines
- Literary Paper (using and quoting primary source studied that quarter)
- Style Skills: As Needed (e.g. word choice, conventions of quoting, concision, cohesion & coherence, emphasis, sentence variety, topic and conclusion sentences, verb usage, elegance)

Poetry

- "The Shield of Achilles" by W.H. Auden
- "Ode to a Grecian Urn" by John Keats

Second Quarter

Literature: Homer's *Odyssey*, Great Books Vol. 3 (selections)

- Themes: Loyalty, Family, Immortality, Justice, Cunning, Temptation, Maturation (Telemachus), Role of the Feminine

Writing

- Researching Literary Sources (library and internet)
- Annotated Bibliography (MLA citation of article/book, along with 3-4 sentence synopsis)
- Literary Paper (using primary source studied that quarter)
- Style Skill: As Needed (See first quarter)

Poetry

- "Ulysses" by Alfred Lord Tennyson (memorize last two stanzas)
- "Ithaca" by Constantine Cavafy

Third Quarter

Literature

- Aeschylus' *Agamemnon*, Great Books Vol. 4
- Euripides' *Medea*, Great Books Vol. 4

- Sophocles' *Antigone* OR *Oedipus Rex* Great Books Vol. 4 (See Summer Reading)
- Themes: Fate, Hubris, Sin, Death, "Deus ex machina"
- Basics of Greek Theater (amphitheatre, chorus, costumes)
- Aristotle's Views of Tragedy, from *Poetics*
- *Distinctions between Aeschylean, Sophoclean, and Euripidean heroism*

Writing

- Poetry Paper or Drama Paper
- Literary Research Paper (1-2 sources)
- Style Skill: As Needed (see first quarter)

Poetry

- "Prometheus" by Lord Byron (memorize)
- Review myths relating to Prometheus in Hamilton's *Mythology*

Fourth Quarter

Literature: *Aeneid*, Great Books Vol. 12 (selections)

- Themes: Duty, Love, Sacrifice, Tradition, Role of the Feminine
- History: Augustus' empire, Carthage and Dido, Biography of Virgil, and the Pax Romana
- Virgil's *Eclogue IV*
Christological interpretation of literature

Writing

- Literary Research Paper (citation from primary source, along with 2-3 scholarly sources)
- Style Skill: As Needed (see first quarter)

Poetry

- "The God Forsakes Antony" by Constantine Cavafy (memorize)

Teacher Resources

Style: Lessons in Clarity and Grace. Williams, Joseph M. ISBN: 978-0205747467

Encyclopedia Britannica's Great Books of Western Civilization, Vols. 3, 4, and 12.

Heroes of the City of Man. Leithart, Peter. ISBN: 978-1885767554

Oxford Dictionary of Classical Literature.

Student Resources

Encyclopedia Britannica's Great Books of Western Civilization, Vols. 3, 4, and 12.

Summer Reading

Mythology (I-IV), Hamilton, Edith.

Oedipus Rex OR Antigone Sophocles

Suggested Activities

College Composition CLEP Exam

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History 10

United States History

Biblical principles

1. God sovereignly superintends all things, including man's activities and circumstances throughout history.
2. The Biblical conception of linear time moving from creation through the cross toward its consummation in Christ's second coming gives meaning and urgency to historical events.
3. God judges individuals, cultures, and nations that fall short of His glory, and only Christ and His gospel can redeem and ennoble them.
4. God judges individuals in eternity according to their faith in Christ, but He deals with nations in the course of historical events according to their standards of justice and righteousness.
5. God commands that men learn from the mistakes and accomplishments of their historical predecessors.

Department Goals

1. Attain a Scriptural understanding of human nature and historical patterns, with particular attention to sin and its consequences.
2. Understand that history is an examination of the progression and composite of all Divine activity and human endeavor.
3. Use the discipline of History as a paradigm for the study of the development of other subject areas.
4. Interact frequently with primary sources, especially those from the canon of Western Civilization.
5. Articulate thoughts and beliefs regarding historical events by thorough research, careful documentation, and wise expression.
6. Incorporate Biblical precept and historical example in pursuit of godly citizenship.

Course Goals

Student will:

1. Recall significant dates, people, events, and movements including their geographies from the time of European exploration of North America to the modern era.
2. Evaluate the significance of important religious, political, economic, philosophical movements in light of God's Word from the time of early European exploration to the modern era.
3. Understand the interconnectedness of concurrent events as well as to previous and present circumstances between the United States and Europe.
4. Understand the development of the United States Government from a colony to a democratic republic.
5. Read from selected primary and secondary documents, books and publication that represent significant thinking during the life of the United States.

First Quarter

Review European Exploration to the New World and Early Spanish Settlement

- Review religious, political, and economic motivation and implications of European Exploration
- *Key Individuals*: Christopher Columbus

Early Settlements in the New World 1500-1600s

- Jamestown – Religious, Political, Social, and Economics Conditions, Starving Time, II Thessalonians 3:10, and the House of Burgess
- *Key Individuals*: King James, London Company John Smith, Reverend Thomas Hooker, Pocahontas, and Algonquian Indians
- Primary Sources: *The First Charter of Virginia*, Excerpts John Smith's Journal, Benjamin West Portrait *Pocahontas' Baptism*

New England 1600s

- Pilgrims/Separatists – Religious Persecution in England, Role of the Church in Political, Social, Judicial and Economic System of the Colony, and the first Thanksgiving
- *Key Individuals*: King James, William Brewster, William Bradford, and Squanto
- Primary Sources: *Mayflower Compact* and Excerpts from: *Of Plymouth Plantation* by William Bradford
- Puritan “Great Migration” Massachusetts Bay Colony, Salem Witch Trials, and Harvard and Yale Universities
- *Key Individuals*: Increase Mather, Cotton Mather, and Jonathan Winthrop
- Primary Sources: Excerpts from: *Westminster Confession of Faith*, *Paradise Lost*, and *The Satan Deluder Act*
- Establishment of Original Thirteen Colonies – Charter, Royal, and Proprietary

The First Great Awakening 1700s

- Religious, Social and Political Changes
- *Key Individuals*: Jonathan Edwards and George Whitefield
- Primary Sources: Excerpts from: *A Faithful Narrative of the Surprising Work of God*, and *Sinners in the Hands of an Angry God* by Jonathan Edwards

French and Indian War

- Territorial Conflict between France, Great Britain, and Iroquois Indians
- *Key Individual*: George Washington

Colonial Independence

- Proclamation Act of 1763, Stamp, Sugar, Declaratory, Townshend, and Intolerable Acts, Battles at: Lexington, Concord, Boston, Trenton, Princeton, Saratoga, and Yorktown
- Colonial Responses: First and Second Continental Congress, Boston Tea Party, and Olive Branch Petition
- Declaration of Independence
- Treaty of Paris
- *Key Individuals*: George Washington, Thomas Jefferson, John and Abigail Adams, Samuel Adams, Benjamin Franklin, John Hancock, Patrick Henry, King George III, Thomas Paine, Committee of Five, Richard Lee, John Locke, Baron de Montesquieu, and William Blackstone
- *Primary Sources*: *Magna Carter*, *Common Sense*, *The Declaration of Independence*, *Spirit of the Law*, *Give Me Liberty or Give Me Death*, and *Two Treatises of Government*

Second Quarter

The New Republic

- Articles of Confederation, Constitutional Convention, Great Compromise, Three-fifths Compromise, Bill of Rights, Marbury versus Madison
- Federalist versus Anti-Federalist – Balance of Power between Central and State Governments
- Three Branches of Government
- Barbary Wars
- *Key Individuals*: George Washington, John Adams, James Madison, James Monroe, Alexander Hamilton, and John Quincy Adams
- Primary Sources: Excerpts from: *Articles of Confederation* and *Federalist Papers* 10, 51, and 84. *Constitution, Bill of Rights, Washington's First Inaugural Address, Farewell Address, and Washington's Thanksgiving Proclamation*

Westward Expansion and Growth in the Republic

- Two Party System, War of 1812, Monroe Doctrine, Trail of Tears, Missouri Compromise, Specie Circular, Doctrine of Nullification, War with Mexico, Second Great Awakening, Oregon Territory, Compromise of 1850, Women's Suffrage at Seneca Falls, and Economic Crisis 1859
- *Key Individuals*: James Madison, James Monroe, Andrew Jackson, Alex De Tocqueville, Elizabeth Cady Stanton, and Susan B. Anthony
- Primary Sources: *Democracy in America*

Sectionalism, States' Rights, and Slavery

- Differences between North and South, Slavery versus Abolition, Lincoln/Douglas Debates, Dred Scott, Lincoln Elected, Southern State Secession, Civil War, Fort Sumter, Gettysburg, Sherman's March to Atlanta, Appomattox, Lincoln's Assassination,
- *Key Individuals*: Abraham Lincoln, Fredrick Douglas, Harriet Beecher Stowe, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Stonewall Jackson,
- Primary Sources: Excerpts from: *Uncle Tom's Cabin*, Lincoln Douglas Debate, House Divided Speech, and Various Southern State Constitutions, Gettysburg Address and Emancipation Proclamation.

Third Quarter

Reconstruction

- Rebuilding the Union, Johnson Impeachment, Radical Republicans, Freedman's Bureau, Elections of first Black Senators, Ku Klux Klan, 10% and 50% Plans, Thirteenth, Fourteenth, and Fifteenth Amendments, and Plessey versus Ferguson
- *Key Individuals*: Andrew Johnson, Ulysses S. Grant and Dwight L. Moody
- Primary Sources: Constitutional Amendments (Thirteen, Fourteen, and Fifteen)

Railroads and the Gilded Age

- Westward Expansion, Railroads, Credit Mobilier Scandal, Centennial Exposition, Great Railroad Strike, The Grange, Populist Party, Sherman Anti-Trust Act, Laissez-Faire Economics, Development of Labor Unions, Homestead Act, and Indian Wars in the West
- *Key Individuals*: U.S. Grant, Rutherford B. Hayes, James, Garfield, and William Jennings Bryan, George Custer, and Sitting Bull

Industrial Revolution

- Captains of Industry verses Robber Barons, Inventions, Pullman Strike, and Civil Service Reforms, and Interstate Commerce Act
- *Key Individuals*: Cleveland, Rockefeller, Vanderbilt, Carnegie, J.P. Morgan, and Henry B. Plant

Foreign Relations 1898 through the Early 1900s

- Spanish American War: Cuban Rebels, Maine, De Lome Letter, Rough Riders, and San Juan Hill, and the Buffalo Soldiers, U.S. Expansion, and Panama Canal
- *Key Individuals*: William McKinley and Theodore Roosevelt
- *Primary Sources*: Fredrick Remington, *Charge Up San Juan Hill*

Progressive Era Reforms 1900s

- Reforms: Immigration, Education, Housing, Child Labor, Working Conditions, Government Regulatory Agencies: Food and Drug Administration, National Park Service, Square Deal, and Prohibition
- *Key Individuals*: Theodore Roosevelt, Jane Addams, and John Dewey
- *Primary Sources*: Roosevelt's *Five Things Which Will Destroy America*

World War I 1914-1918

- Isolationism, Lusitania Sank, Doughboys, National War Labor Board, Espionage and Sedition Act, Armistice Day, Wilson's Fourteen Points, League of Nations and Treaty of Versailles.
- *Key Individuals*: Woodrow Wilson

Fourth Quarter

The Twenties and the Great Depression

- Federal Reserve Banking, Red Scare, Emergency Quota Act, National Origins Act, Nineteenth Amendment, Credit, Leisure Time, Sports, Dust Bowl, Stock Market Crash, Hoovervilles, New Deal Programs, Scopes Trial, and the Eugenics Movement,
- *Key Individuals*: Hubert Hoover, Franklin Delano Roosevelt, William Jennings Bryan, and Margret Sanger

World War II

- Lend Lease Act, Pearl Harbor, D-Day, Big Three, European Liberation, Victory in Europe, Manhattan Project, Atomic Bombs, Japanese Internment/Executive Order 9066, and Life on the Home Front
- *Key Individuals*: Franklin Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas McArthur, and Rosie the Riveter
- *Primary Sources*: FRD's *Pearl Harbor Speech*

The Cold War Begins

- Truman Doctrine, Marshall Plan, Soviet Expansion Eastern Europe and Asia, NATO, United Nations, Berlin Airlift, Korean War, Red Scare, and Hollywood Ten
- War in Vietnam: Gulf of Tonkin, Tet Offensive, Draft, and Reactions in U.S.
- Bay of Pigs, and Cuban Missile Crisis
- Space Race
- *Key Individuals*: Truman, Eisenhower, Joseph McCarthy, Kennedy, Johnson, and Nixon

Social Issues of the 1950s - 1970s

- Civil Rights: Brown vs. Board of Education, Little Rock Nine, Bus Boycott, Freedom Riders, March on Washington, Peaceful versus Violent Protests, Civil Rights and Voting Rights Acts, and Affirmative Action
- War on Poverty: the Great Society, Changes in the Family Structure, and Government Programs,
- Counter Culture: Hippies, Woodstock, War Protests, Kent State, Environmental Issues
- Legalization of Abortion
- Watergate
- Energy Crisis
- *Key Individuals*: Eisenhower, Martin Luther King, Johnson, Nixon, Ford, and Carter

Foreign Policy 1970s – 1990s

- Camp David Accords, Iranian Hostages, Iran-Contra Affair, Panama Canal, STAR WARS, INF Treaty, Fall of the Berlin Wall, Collapse of Soviet Union, and Operation Desert Storm
- *Key Individuals*: Carter, Reagan, Oliver North, Gorbachev, Bush, and Hussein
- Primary Sources: Ronald Reagan Speeches: Evil Empire and Brandenburg Gate

Domestic and Foreign Policy 1980s-Current

- Supreme Court Appointments: Sandra Day O'Connor, Clarence Thomas, Clinton Impeached, September 11th Attacks, and War on Terrorism
- *Key Individuals*: Reagan, Bush Sr., Clinton, Bush, and Obama

Teacher Resources:

Robert Flood, *Men Who Shaped America*. Moody Press, Chicago. 1976. ISBN 0-8024-5242-6

William Bennett, *America the Last Best Hope Volume I and II*. Thomas Nelson, Tennessee. 2006. ISBN 1-59555-111-5 and 1-59555-057-7

Paul Johnson, *A History of the American People*. Harper Collins. New York. 1997. ISBN 0-06-016836-6

Research & Education Association, College Level Examination Program – *History of the United States I Early Colonization to 1877*. Research & Education Association. New Jersey. 2008. ISBN 0-87891-272-X

Research & Education Association, College Level Examination Program – *History of the United States II 1865- Present*. Research & Education Association. New Jersey. 2007. ISBN 0-87891-270-3

Students Resources

Robert Flood, *Men Who Shaped America*. Moody Press, Chicago. 1976. ISBN 0-8024-5242-6

Early Colonization to 1877. Research & Education Association. New Jersey. 2008. ISBN 0-87891-272-X

Research & Education Association, College Level Examination Program – *History of the United States II 1865- Present*. Research & Education Association. New Jersey. 2007. ISBN 0-87891-270-3

Optional Activities:

Civil War Debate

Trip to Tallahassee – State Government

Henry B. Plant Museum

CLEP - College Level Placement Exam U.S. History I and II

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Mathematics 10

Algebra II

Biblical Principles

1. The mind and character of God are the foundation of mathematical truth as revealed in creation: order, non-contradiction, immutability, infinitude, precision, beauty, and harmony.
2. God equips man with a rational mind to apprehend mathematical truth in creation.
3. Man's finitude and sin nature preclude a comprehensive understanding of mathematical intricacies of the created order.
4. God enables man to use mathematical knowledge to strive toward fulfillment of the dominion mandate.
5. God's command to count and measure reflects the truth that there is a righteous standard by which He will judge men.

Mathematics Department Goals

1. Recognize the attributes of God that are revealed by a study of mathematics.
2. Know that man's sin nature and finitude hinder his complete understanding of math and other intricacies of the created order.
3. Understand that human standards of measurement testify to the reality of God's perfect knowledge and righteous standard.
4. Build on the foundation of the grammar years to further develop logical thinking patterns, problem solving abilities, and elegant expression of the same.
5. Appreciate the role of mathematics in the historical development of other disciplines and of culture.
6. Develop mathematical faculties to the fullest in order to use such tools in the service of God and man.

Course Goals

Students will:

1. Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of advanced algebra.
2. Recognize the uses and limits of higher mathematics.
3. Learn the role of advanced algebra in the historical development of other disciplines.
4. Apply the tools of logic, previous knowledge of algebra and geometry, and new knowledge of advanced algebra to practical projects.
5. Learn logarithmic, trigonometric, polynomial, and other special functions.
6. Learn the functionality of graphing calculators.

Course Objectives

First Quarter

- Functions
 - Describe and evaluate functions
 - Solve equations
 - Describe and evaluate sequences (explicit and recursive)
- Variation and Graphs
 - Describe and solve variation problems (of type: direct, inverse, combined, and joint)
 - The Fundamental Theorem of Variation
- Linear Functions
 - Solve and graph linear equations
 - Arithmetic sequences
 - Determine the slope or intercepts or equation of a line
 - Piecewise functions

Second Quarter

- Systems
 - Inequalities and compound sentences
 - Solve systems of equations and systems of inequality
 - Graph linear inequalities
- Quadratic Functions
 - The Binomial Square Theorem
 - Absolute Value-Square Root Theorem
 - Graph-Translation Theorem
 - Completing the Square
 - Solve quadratic equations
 - Complex numbers (imaginary numbers)

Third Quarter

- Rational Exponents
 - Use Power Functions
 - Compute compound interest
 - Geometric sequences
- Inverses and Radicals
 - Composite functions
 - Inverse of a function
 - n^{th} roots
 - Solve equations with radicals
- Exponential and Logarithmic Functions
 - Exponential growth and decay
 - Common, natural, and other logarithms
 - Use logarithms to solve exponential equations

Fourth Quarter

- Polynomials
 - Factor polynomials

The Fundamental Theorem of Algebra, Factor Theorem, Ration-Zero Theorem,
Remainder Theorem, and Descartes' Rule of Signs

Solve polynomial equations

Synthetic division

- Conics
Parabolas, circles, ellipses, and hyperbolas
- Series
Arithmetic and geometric series
Sigma notation
- Probability and combinations
Factorial
The Binomial Theorem

Teacher Resources

Algebra II (Teacher's Edition Parts I and II), University of Chicago School Mathematics Project (UCSMP), New York: Scott, Foresman and Co., 1998. ISBN: 0-673-45961-6 and 0-673-45962-4

CD-ROM resource file containing lesson masters, teaching aid masters, assessment sourcebook and answer masters, solutions manual, and several other helps.

Automatic graphing calculator (TI-83+).

Student Resources

Algebra II, University of Chicago School Mathematics Project (UCSMP), New York: Scott, Foresman and Co., 1998. ISBN: 0-673-45960-8

Automatic graphing calculator (TI-83+).

The Paideia School

Science 10

Chemistry

Biblical Principles

1. God created all things out of nothing.
2. Creation reflects the glory of God's attributes in its scientific characteristics, as seen in its unity, diversity, order, complexity, beauty, consistency, and precision.
3. God sustains and redeems His fallen creation.
4. God commands and enables us to discover and utilize the intricacies of His creation.
5. God's creation includes marvels and mysteries that cannot be apprehended by scientific means.

Science Department Goals

1. Gain a Biblical perspective on the scientific enterprise and examine various scientific theories in light of Scriptural truth.
2. Attain an accurate knowledge of the contribution of Science to human life by teaching the history of scientific research, development, and invention.
3. Provide laboratory experiences that emphasize scientific method and safety principles.
4. Develop problem-solving abilities that include gathering data, marshaling evidence, utilizing discursive techniques, and interactive methods.
5. Blend inductive and deductive scientific teaching strategies to provide a realistic model of scientific endeavor.
6. Train in the ethical use of scientific knowledge and technology for the glory of God.

Course Goals

Students will:

1. Understand the fundamental laws to which matter is subject.
2. Master vocabulary necessary to understand chemical concepts.
3. Develop skills in the area of scientific critique and debate.
4. Apply a combination of principles from chemistry and mathematics to lay the foundation for a better understanding of the relationship between various types of matter.
5. Evaluate issues and their consequences as they relate to chemical processes and the environment.

Objectives

First Quarter

- Introduction to Chemistry
 - What is chemistry?
 - Various philosophies of science employed in the past two centuries
 - The scientific method, as applied to chemistry; case histories
- Data Analysis: Mathematical Aspects of Chemistry
 - Units of measurement
 - Scientific notation, significant figures, dimensional analysis
 - Reliability of measurements: accuracy and precision
 - Representing scientific data: graphing
- Properties of Matter
 - Physical properties, chemical properties, states of matter
 - Physical changes, chemical changes, conservation of mass
 - Mixtures and solutions
 - Elements and compounds
- The Structure of the Atom
 - History of the development of atomic theory
 - Subatomic particles and their properties
 - Sub nuclear particles and their properties
 - Structure and properties of atoms: how atoms differ from one another

Second Quarter

- Electrons in Atoms
 - Wave nature of light and matter
 - Particle nature of light
 - Atomic emission spectra
 - Atomic theory: the Bohr model
 - Atomic theory: the quantum mechanical model of the atom
 - Atomic orbitals of electrons: names, shapes, and energy levels
 - Electron configurations of the elements
- The Periodic Table
 - Historical development
 - Periodic law
 - Organization of the Periodic Table
 - Classification of the elements
 - Periodic trends of atomic properties
- Chemistry of the Elements
 - Discussion of the chemistry of the more important individual elements, arranged in their various groups

Third Quarter

- Ionic Bonding and Ionic Compounds
 - Ions and ionic bonds
 - Properties of ionic compounds
 - Names and formulas of ionic compounds
 - Metallic bonds and properties of metals
- Covalent Bonding and Covalent Compounds
 - The concept of the covalent bond
 - Single and multiple covalent bonds; bond angles; hybridized electron orbitals
 - Strength of covalent bonds
 - Formulas and naming of molecular compounds
 - Shapes of covalently bonded molecules
 - Properties of covalent compounds
- Types of Chemical Reactions
 - Writing and balancing chemical equations
 - Classification of chemical reactions
 - Reactions in aqueous solutions

Fourth Quarter

- Solutions
 - Characteristics of solutions
 - Solvation in aqueous solutions, solubility
 - Concentration; molarity, molality, mole fraction, normality
 - Preparing solutions
 - Colligative properties
 - Heterogeneous mixtures (as opposed to solutions): suspensions, types of colloids
- Acids and Bases
 - Properties of acids and bases
 - Arrhenius model, Bronsted-Lowry model, Lewis model
 - Monoprotic and polyprotic acids
 - Strengths of acids and bases, ionization constants
 - Ion product constant for water, pH
 - Neutralization reactions, titration
 - Salt hydrolysis
 - Buffered solutions
 - Stomach acids, antacids, ulcers
- Oxidation-Reduction Reactions
 - Oxidation and reduction, electron transfer
 - Oxidizing and reducing agents
 - Oxidation and electronegativity
 - Oxidation numbers
 - Balancing oxidation-reduction equations
 - Half reactions; half reactions used in balancing redox reactions

Teacher Resources

Chemistry, Matter, and Change: Teacher Edition: Glencoe. 2005. (ISBN 0-07-866419-5)

Ph.D. R. Thomas Myers, D.Sc Keith B. Oldham, Salvatore Tocci, and *Holt Chemistry: Teacher Edition:* Holt Rinehart and Winston. 2007 (ISBN 0-03-039359-0)

Student Resources

Chemistry, Matter, and Change: Teacher Edition: Glencoe. 2005. (ISBN 0-02-828378-3)

The Paideia School

Art 10

Biblical Principles

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness.
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

Course Goals

Students will:

1. Strive to glorify God through the creation of a personal portfolio of their artwork. This portfolio will include a still-life, a landscape, a human figure, an animal, and a self-portrait, and will incorporate a variety of media including oils, acrylic, watercolor, ink, and clay.
2. Examine, identify, and discuss masterworks, artists, and art movements, from the Classical to the contemporary, learning to recognize beauty, goodness, and truth in these artworks through a Christian worldview.
3. Serve Paideia community by taking photographs and creating page layouts for the school yearbook and by designing and producing backdrops for our annual play.

Quarterly Objectives:

First Quarter

- Students begin portfolio work
- Schaeffer series – video one (Roman Age) and seminar
- Student-selected art seminar

Second Quarter

- Students continue portfolio work
- Schaeffer series – video two (The Middle Ages) and seminar
- Student-selected art seminar

Third Quarter

- Students continue portfolio work
- Schaeffer series – video three (The Renaissance) and seminar
- Student-selected art seminar
- Play / set production

Fourth Quarter

- Students continue portfolio work
- Schaeffer series – video four (The Reformation) and seminar
- Student-selected art seminar

Teacher Resources:

Francis Schaeffer's "How Should We Then Live" video series and study guide.

ASIN: B000BS70P4

Activities:

Yearbook Staff - Design and Production

Design and production for Spring Play

The Paideia School

Upper School Music 10

Biblical Principles

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

Music Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

Course Goals

Students will:

1. Develop an appropriate view of choral music in the roles of worship, academia and music history.
2. Develop breathing techniques that lead to the highest level of vocal production in the choral environment.
3. Develop a vocal tone that is sonorous, energized, and free.
4. Develop and demonstrate proper vocal posture.
5. Develop and demonstrate a functional knowledge, understanding, and application of basic diction principles and proper vowel production.
6. Learn and demonstrate the concept of ensemble that leads to proper choral blend, intonation, and rhythmic vitality.
7. Demonstrate an appropriate understanding of music theory, history, and aural skills.
8. Develop and demonstrate an ability to follow basic conducting gestures and cues.