

The Paideia School

Bible 9

New Testament Survey

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. Gain familiarity with the contents of all New Testament books.
2. Read and study significant portions of the New Testament.
3. Discover the essential connections between the Old and New Testament canons.
4. Understand the significance of the historical background and geography of the New Testament books to their content.
5. Articulate the major doctrinal and ethical themes of the New Testament writings.
6. Gain skill in Bible study methods and use of research tools.

Course Objectives:

Quarter One: Acts through Romans

- Pentecost - Acts 2
- Peter and John - Acts 4
- Martyrdom of Stephen - Acts 7
- Paul's Conversion - Acts 9
- Paul's Missionary Journeys - Acts 13 through 26 / Map Exercise
- The Righteousness of God - Romans 1
- Justification - Romans 3 through 5
- Sanctification - Romans 6 through 8

Quarter Two: I Corinthians through Colossians

- I Corinthians
 - Problems in the Early Church (1-6)
 - The Supremacy of Love (13)
- II Corinthians (Christian Ministry)
- Galatians (Fruit of the Spirit)
- Ephesians
 - Salvation by Grace (2)
 - Armor of God (6)
- Philippians (Running the Race)
- Colossians (Supremacy of Christ)

Quarter Three: I Thessalonians through Hebrews

- I and II Thessalonians (Holy Living)
- I Timothy (Sound Doctrine)
- II Timothy (Inspiration of Scripture)
- Titus (Discipleship and Good Works)
- Hebrews
 - The Superiority of Jesus (1 through 7)
 - The New Covenant (8 through 9)
 - Faith and the Christian (11)

Quarter Four: James through Revelation

- James (True Wisdom)
- I Peter (Security / Grace, Submission, and Service)
- I John
 - Love Not the World (2)
 - Testing the Spirits (4)
 - Eternal Life (5)
- Revelation
 - The nature of Apocalyptic Literature
 - Warnings to the Early Churches

The Paideia School

Latin IV – 9th 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.

Course Objectives

First Quarter

- Comprehensive review including nouns, verbs, translations, vocabulary and derivatives: *Chapters 1-25*
- Roman Geography: *notable cities, regions, mountains, rivers, bodies of waters, of Italy, and the ancient world, e.g. Naples, Alexandria, Gaul, Pyrenees, Mt. Etna, Nile, Aegean Sea, Black Sea*
- Oral Latin, Expressions, Mottoes, Abbreviations: *plaudite omnes, me paenitet, ut bene scis, Pyrric victory, crossing the Rubicon, non sequitur, ad hominem, Q.E.D.*
- Review Bible Memory work in Latin and English

Second Quarter

- Review passive voice, 5th declension, participles, ablative constructions, infinitives, adjectives, and introduce subjunctive mood, *Cum* clauses, vocabulary and derivatives: *Chapters 26-30*
- Roman History: *prominent persons and events from the Roman Republic and early Empire, Pyrrhus, Marius, Sulla, Pompey, Livia, Tiberius, Cannae, Actium*
- Review Bible Memory work in Latin and English

Third Quarter

- Introduce comparative adjectives and adverbs, subjunctive forms, vocabulary and derivatives: *Chapters 31-35*
- Mythology: *Greek and Roman heroes, e.g. Perseus, Jason, Mucius, Scaevola; typical Roman and Italian deities, e.g. Janus Vesta; origins and transformations, e.g. Daphne, Pygmalion, Baucis, and Philemon, Niobe*
- Review Bible Memory work in Latin and English

Fourth Quarter

- Introduce *cum* clauses, subjunctives, adverb comparisons, deponents, dative verbs, vocabulary and derivatives: *Chapters 36-40*
- Comprehensive review of Wheelock via translations, Cicero, Vergil, Catullus
- Roman Life: *calendar terms, Kalends, Nones, Idea, pridie, a.d. ante diem, religion, e.g. pontifex maximus, augures, ceremonies, e.g. weddings, funerals, triumphs*
- Review Bible Memory work in Latin and English

Teacher Materials

Grote, Dale. A Comprehensive Guide to Wheelock's Latin, 6th Edition. Bolchazy-Carducci Publishers, 2000. ISBN: 978-0865164854

Groton, Anne. *38 Latin Stories*. Bolchazy-Carducci Publishers, 1998. ISBN 978-0865162891

La Fluer, Richard. Cumulative Chapter Vocabulary Lists for Wheelock's Latin: 6th Edition, Bolchazy-Carducci Publishers, 2006. ISBN 978-0865166202

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

Student Materials

Groton, Anne. *38 Latin Stories*. Bolchazy-Carducci Publishers, 1998. ISBN 978-0865162891

La Fluer, Richard. Cumulative Chapter Vocabulary Lists for Wheelock's Latin: 6th Edition, Bolchazy-Carducci Publishers, 2006. ISBN 978-0865166202

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

Special Activities

Songs: First Conjugation Song, Second Conjugation Song, First Declension, Second Declension (All songs are teacher-created by Scott. J. Mahurin)

Kertamen Competitions

Vocabulary Bee

National Latin Exam

The Paideia School
English 9
Introduction to Modern 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. Build personal and literary vocabulary from exposure to great literature.
2. Develop proficiency of English grammar skills within the context of literature and composition.
3. Read and critique literature at various levels of analysis.
4. Mature in their ability to analyze literary works within a Biblical world view context.
5. Develop an appreciation of great literature.
6. Expand their ability to integrate deeper thought and learned vocabulary into their own verbal and written communication.
7. Develop a higher view of God through an examination of beauty, form and talent.

November 20, 2017

Course Objectives

First Quarter

Literature

***A Tale of Two Cities*-Charles Dickens**

- Terms: symbol, paradox, foreshadowing, metaphor
- Themes: sacrificial love, complacency of British aristocracy, the rights of the French peasantry to rebel, traditional moralism vs. Biblical morality

***The Grace Effect* – Larry Taunton**

- Themes: the impact of Christianity on a culture; compare governmental styles impacting life and family
- Quote analysis

Writing

- Paragraphs
- Developing a thesis
- Model thesis-bound literary paper (5-8 paragraphs)
- Journal writing (*The Grace Effect*)

Style: Strong sentences

Poetry

- “Ozymandias”-Percy Bysshe Shelley (memorize)

Second Quarter

Literature

***Pride and Prejudice*-Jane Austen**

- Terms: entailment, social classes of Britain,
- Themes: Differences b/w men and women, economic conventions, failure of social standards, loss of illusions which lead to greater discernment and maturity, traditional moralism vs. Biblical morality, effectual and demonstrable grace

Writing

- Model Annotated Bibliography
- Literary Paper (refer to primary)

Poetry

- “Ode to a Nightingale” and “When I have fears that I may cease to be” (to memorize) by John Keats

Third Quarter

Literature

1984 – George Orwell

- Terms: dystopia
- Themes: conformity vs. autonomy, the power of the individual/state, the power/value of language, despair,

Selections from ***Moby Dick***-Herman Melville

- Terms: Romanticism, Transcendentalism
- Themes: mind over matter, universe defined through individual, charismatic leader, power by defying fate, noble savage, truth in nature, rebellious response to injustice

Writing

- Research Literary Sources (library and internet)
- Annotated Bibliography
- Literary Paper (quote primary sources)

Poetry

- “The World is Too Much with Us”-William Wordsworth (memorize)

Fourth Quarter

Literature

Silas Marner-George Eliot

- Terms: Eliot’s view of the Church, cyclical structure
- Themes: salvation through society, moral cowardice, be sure your sins will find you out, irresponsibility, rejection of God’s providence

To Kill a Mockingbird-Harper Lee

- Themes: racial prejudice, value of individual, pragmatic justice of the individual, empathy

Writing

- Annotated Bibliography
- Literary Paper (quote and paraphrase primary sources)

Poetry

- “And Did Those Feet”-William Blake (memorize)

Teacher Resources

A Tale of Two Cities. Dickens, Charles. ISBN 0451524411

Pride and Prejudice. Austen, Jane. New York: Bantam Books, 2003. ISBN 0553213105.

Moby Dick. Melville, Herman. ISBN 0553213113.

Silas Marner. Eliot, George. ISBN 055321229x.

To Kill a Mockingbird. Lee, Harper. ISBN 0446310786.

A Handbook to Literature. Harmon, William and Hugh Holman. New Jersey: Prentice Hall, 2003. ISBN: 0130979988.

Writing with a Thesis: A Rhetoric Reader. Skwire, David and Sarah. ISBN 0838407803.

Student Resources

A Tale of Two Cities. Dickens, Charles. ISBN 0451524411

Pride and Prejudice. Austen, Jane. New York: Bantam Books, 2003. ISBN 0553213105.

Moby Dick. Melville, Herman. ISBN 0553213113.

Silas Marner. Eliot, George. ISBN 055321229x.

To Kill a Mockingbird. Lee, Harper. ISBN: 0446310786.

Summer Reading

Designated Bible Selection.

Jane Eyre. Bronte. or *Adventures of Sherlock Holmes*. Doyle.

Night. Wiesel.

What's So Great About Christianity? D'Souza.

The Paideia School

History 9

Post Renaissance European 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.

History 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 along with their geographies during the time period of 1500 – 1991 in Europe.
2. Evaluate the significance of important religious, political, economic, and philosophical movements in light of God's Word and relate this understanding to the progress and flow of Christianity and to God's Providence.
3. Recognize the influence of Europe on the United States.
4. Understand the interconnectedness of concurrent events as well as to previous and present circumstances between the United States and Europe.
5. Express their thoughts and beliefs at an appropriate level regarding significant issues.
6. Read from selected primary and secondary documents, books and publication that represent significant thinking during this time period.

Course Objectives:

First Quarter

Reformation Review (1400-1700)

- Luther
- Calvin
- Knox
- Henry VIII
- Loyola

European Exploration (1400-1500)

- Role of the Church
- Columbus
- God, Gold, and Glory

The Tudor Dynasty of England (1485 -1603)

- Henry VIII
- Mary I and Philip of Spain
- Elizabeth I

Rise of Russia and Prussia (1566-1786)

- Ivan the Terrible
- Peter the Great
- Frederick the Great
- Great Northern War

Second Quarter

Thirty Years War (1618-1648)

- Gustavus Adolphus
- Cardinal Richelieu

Stuarts & Civil War

- James I
- Charles I
- Oliver Cromwell Charles II
- William & Mary
- Restoration / English Bill of Rights

French Revolution (1789-1794)

- Louis XIV, Robespierre,
- Louis XVI
- Marie Antoinette
- Rousseau John Locke, Edmund Burke
- Philosophes, American Revolution

Industrial Revolution (1708-1835)

- Inventions: Spinning Jenny / Bessemer process / Steam Engine / Internal Combustion Engine
- Adam Smith
- Enclosure Movement
- Reform Acts in England
- Chartist Movement
- Karl Marx Charles Darwin
- Fabian Society

Napoleonic Empire (1797-1821)

- Napoleon Bonaparte,
- Louisiana Purchase
- Battles of Trafalgar
- Austerlitz and Waterloo
- Invasion of Russia Napoleonic Code
- Congress of Vienna

Third Quarter

Victorian England

- Queen Victoria
- Benjamin Disraeli
- Boer Wars and Rudyard Kipling
- Cecil Rhodes

European Imperialism

- Africa Berlin Conference
- Bismarck & German Unification
- Boxer Rebellion Spheres of Influence

Russian Revolution

- Nicholas II
- Vladimir Lenin
- Leon Trotsky
- 1905 Revolution
- October Revolution
- Bloody Sunday Russian Civil War

Fourth Quarter

World War I (1914-1918)

- M.A.I.N. causes
- Trench warfare
- Franz Ferdinand
- Battles of the Marne Verdun and Somme
- Treaty of Versailles
- League of Nations

Rise of Nazi Germany

- Weimar Republic
- Adolf Hitler
- Nazi Party

Rise of Fascism

- Benito Mussolini
- Spanish Civil War / Francisco Franco
- Joseph Stalin

World War II (1939-1945)

- Winston Churchill
- Franklin D. Roosevelt
- Charles De Gaulle
- Battle of Britain
- Invasion of Normandy
- Battle of the Bulge

The Holocaust

- Final Solution Nuremberg Laws

The Cold War (1945-1991)

- U.S.S.R
- Marshall Plan
- Truman Plan
- N.A.T.O./ Warsaw Pact
- United Nations
- Berlin Wall Proxy Wars: Korea and Vietnam
- SALT Treaties
- Reagan and Gorbachev Summits
- Fall of USSR

Teacher Materials

Streams of Civilization Vol. II, ISBN 1-930367-43-0

Student Materials

Streams of Civilization II, ISBN 1-930367-43-0

Special Activities

Holocaust Museum, St. Petersburg, Florida
Fantasy of Flight Museum, Lakeland, Florida
Western Civilization II CLEP

The Paideia School

Mathematics 9

Geometry

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 Geometry.
2. Draw, analyze, and manipulate geometric shapes in two and three dimensions.
3. Apply the tools of logic, previous knowledge of Algebra and new knowledge of Geometry toward formal geometric proofs.
4. Apply the newly acquired tools of Geometry to practical projects.
5. Learn the main formulas of Geometry for triangles, circles, cylinders, cones and spheres.
6. Recognize man's limited understanding of Mathematics in general and Geometry in particular.
7. Learn the role of Geometry in the historical development of other disciplines.

Course Objectives

First Quarter

- Introduction
 - Define point, line, and angle
 - Calculate perimeter and area
- Deductive and Inductive Reasoning
 - Conditional Statement
 - Direct and Indirect proofs
- Lines and Angles
 - Ruler Postulate/Protractor Postulate
 - Complementary and supplementary angles
 - Vertical angles and linear pairs
 - Perpendicular and parallel lines

Second Quarter

- Triangle Congruence
 - Coordinate Plane/Slope
 - Distance Formula
 - Congruence Proofs: ASA/SAS/SSS/AAS/HL
 - Isosceles/Equilateral Triangles
 - Constructions
- Right Triangles
 - Area of a Triangle
 - Proportions in a Right Triangle
 - Pythagorean Theorem
 - Isosceles and 30-60 Right Triangles
 - Trigonometric ratios: Sine, Cosine, and Tangent
 - Law of Sines/Law of Cosines
- Inequalities
 - Properties of inequality
 - The Exterior Angle Theorem
 - Triangle side and angle inequalities
 - The Triangle Inequality Theorem

Third Quarter

- Parallel Lines
 - Proving lines parallel
 - The Parallel Postulate
 - Angles created by parallel lines
- Quadrilaterals
 - Ways to Identify Parallelograms

Rectangles, Rhombuses, Squares
Area of Quadrilaterals (parallelograms, squares, rectangles, trapezoids)
Parallelograms and point symmetry
The Midsegment Theorem

- Transformations
 - Reflections
 - Isometries
- Similarity
 - Ratio and proportion
 - Similar figures
 - The Side-Splitter Theorem
 - The Similarity Theorem
 - Dilations
 - Perimeter and area of similar figures

Fourth Quarter

- Circles
 - Circles, Radii, Chords
 - Diameter/area of a circle
 - Tangents
 - Central angles, sectors, arcs
 - Inscribed/Secant Angles
 - Tangent Segments/Intersecting Chords
- Regular Polygons
 - Perimeter/Area of a Regular Polygon
 - Sectors and Arcs
- Geometric Solids
 - Prisms, Pyramids, Spheres, Cones
 - Regular Polyhedra

Textbooks and Supplementary Materials

Teacher Materials

Geometry: Seeing, Doing, Understanding, Third Edition. Jacobs, Harold R., New York, W.H. Freeman and Co. 2003. ISBN: 0-7167-4361-2.

Enhanced Teacher's Guide for Geometry: Seeing, Doing, Understanding, Third Edition. Jacobs, Harold R., New York, W.H. Freeman and Co. 2004. ISBN: 0-7167-5607-2.

Diploma Test Creator - Computer software

Scientific calculator.

Student Materials

Geometry: Seeing, Doing, Understanding, Third Edition. Jacobs, Harold R., New York: W.H. Freeman and Co. 2003 ISBN: 0-7167-4361-2.

Scientific calculator.

The Paideia School

Science 9

Conceptual Physics

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. Demonstrate an understanding of both theoretical and practical aspects of physics.
2. Master vocabulary necessary to understanding physics concepts.
3. Continue to develop skills in the area of scientific critique and debate.
4. Apply a combination of principles from physics and mathematics to lay the foundation for a better understanding of the physical universe.
5. Evaluate the difficult issues and their consequences as they relate to technology and the environment with attention to issues presented by the claims of the EPA, AMA, and NASA.

Objectives

First Quarter

- Review
 - A brief history of science
 - Review Scientific Method
 - The nature of science
 - Inductive Logic
 - Introduction to physical science
- Volume/Mass/Density/ (with labs)
 - Review Metric Measurement
- Properties of Matter
 - Heat
 - Temperature/Heat/Expansion
 - Transfer
 - Change
 - Thermodynamics

Second Quarter

- Nuclear and Atomic Physics
 - History and development of Atomic Theory
 - Structure of the Atom
- Continue Nuclear and Atomic Physics
 - Radio Activity and Nucleus
 - Quantum
- Ethical issues: Fuels, Nuclear Weapons, and Strategic Defense Systems
- Mechanics
 - Newton's First Law of Motion
 - Linear Motion
 - Newton's Second Law of Motion

Third Quarter

- Third Law of Motion
 - Momentum
 - Energy
 - Rotational Motion
 - Gravity
 - General Relativity – Redefining gravity not as force but as a curvature of space-time continuum.
 - Special Relativity – Deals with objects as they reach the speed of light.
 - Seminar Texts:
 - God and the Astronomers.* Jastrow, Robert
 - Mr. Tompkins in Paperback.* Gamow, George

Fourth Quarter

- Electricity/Magnetism
 - Electrostatics
 - Electric Current
 - Magnetism
 - Electromagnetic Induction
- Sound
 - Vibrations and Waves
 - Musical Sounds – introduction
- Light
 - Properties of Light
 - Review Special Relativity
 - Reflection/Refraction
 - Waves
 - Light Emissions - introduction

Teacher Resources

Hewitt, Paul, *Conceptual Physics 10th Edition*: Publisher Pearson Addison Wesley, ISBN-10: 0805393757

Holt Science Spectrum, *Physical Science Teacher Edition*: Holt Rinehart & Winston, 2005. (ISBN 0-03-039097-4)

Holt Science Spectrum, *Chapter Resources: Teacher CD*: Holt Rinehart & Winston, 2005. (ISBN 0-03-042553-0)

Haber-Schaim, Gendel, Kirksey, Pratt, *Introductory Physical Science Eighth Edition: Teacher's Guide and Resource Book* (ISBN 1-882057-26-0)

Haber-Schaim, Gendel, Kirksey, Pratt, *Introductory Physical Science Eighth Edition: Assessment Package* (ISBN 1-882057-27-9)

Student Resources

Hewitt, Paul, *Conceptual Physics 10th Edition*: Publisher Pearson Addison Wesley, ISBN-10: 0805393757

Holt Science Spectrum, *Physical Science Teacher Edition*: Holt Rinehart & Winston, 2005. (ISBN 0-03-039093-1)

The Paideia School

Logic: Deductive and Inductive

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. Perceive the utility and the limitations of the discipline of Mathematics.
3. Understand that human standards of measurement testify to the reality of God's perfect knowledge and righteous standard.
4. Progress in 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. Appreciate logic as a divine reflection and a human distinctive.
2. Understand basic elements of deductive and inductive logic.
3. Identify formal and informal logical fallacies.
4. Recognize, apply, and integrate logic into other disciplines of study.
5. Analyze and construct arguments in daily discourse.

Objectives

First Quarter

- Biblical foundations of logic.
 - a. Logic as a distinctive of the *imago dei*.
 - b. Logic and apologetics.
 - i. Proverbs 26:4-5 as an apologetic model.
 - ii. The 12 Deadly Questions as an apologetic tool.
- Fundamental laws of logic.
 - a. Law of identity.
 - b. Law of non-contradiction.
 - c. Law of excluded middle.
 - d. Law of rational inference (Geisler).
- Fundamental elements of logic and their properties.
 - a. Terms (distributed or undistributed).
 - b. Propositions (true or false).
 - c. Syllogisms (valid or invalid).

Second Quarter

- Categorical syllogisms and their fallacies.
 - a. Major and minor premises.
 - b. Testing validity by rule, by counterexample.
- Hypothetical syllogisms and their fallacies.
 - a. Antecedents and consequents.
 - b. Testing validity by rule.
- Disjunctive syllogisms and their fallacies.
 - a. Testing validity by rule.
 - b. Two excepting conditions: comprehensiveness and exclusivity.
- Dilemmas: logical and rhetorical utility.
 - a. Logical weakness and rhetorical power.
 - b. Escaping dilemmas.
- Logic in normal language.
 - a. Finding the conclusion first.
 - b. Putting core propositions into logical form.

Third Quarter

- Informal fallacies: clarity/ambiguity.
 - a. Equivocation.
- Informal fallacies: attack.
 - b. *Ad hominem* (to the man).
 - c. *Ad baculum* (to fear).
 - d. *Tu quoque* (you also).
 - e. Poisoning the well.
- Informal fallacies: authority.

- a. *Ipse dixit* (he says so).
 - b. *Ad populum* (mob appeal)
 - c. *Ad ignorantiam* (appeal to ignorance).
 - d. *Ad misericordium* (appeal to emotion).
 - e. Chronological snobbery.
- Informal fallacies: stacking the deck and diversion.
 - a. Begging the question.
 - b. Straw man.
 - c. Red herring.
- Informal fallacies: generalization.
 - a. Sweeping generalization (accident).
 - b. Hasty generalization (converse accident).
- Informal fallacies: reductive.
 - a. Complex question.
 - b. Category mistake.
 - c. Nothing buttery.
 - d. Argument of the beard.
 - e. The ultimate fallacy (willful blindness, hardness of heart).

Fourth Quarter

- The seismic shift from deduction to induction.
 - a. Bacon: *Novum Organum*.
 - b. From religion/philosophy to science.
- Causality: its nature and importance.
 - a. Necessary and sufficient conditions.
 - b. Hume's attack on causality.
- Analogy: the basic building block of induction.
- Mill's methods of inductive logic.
 - a. Agreement.
 - b. Difference.
 - c. Joint method.
 - d. Concomitant variation.
 - e. Residues.
- Philosophy Timeline
 - a. Socrates
 - b. Plato
 - c. Aristotle
 - d. Stoics/ Zeno/ Skeptics
 - e. Thomas Aquinas – 5 proofs for the existence of God
 - f. Ockham
 - g. Renee Descartes
 - h. John Locke
 - i. Immanuel Kant

Teacher Resources

- Norman Geisler and Ronald Brooks, *Come, Let Us Reason* (ISBN 0-8010-3836-7).

- James B. Nance and Douglas Wilson, *Introductory Logic – The Fundamentals of Thinking Well, Teacher Edition (5th Ed.)*. ISBN: 978-1591281672
- Original materials (lecture notes, etc.)

Student Resources

- Norman Geisler and Ronald Brooks, *Come, Let Us Reason* (ISBN 0-8010-3836-7).
- James B. Nance and Douglas Wilson, *Introductory Logic – The Fundamentals of Thinking Well, Teacher Edition (5th Ed.)*. ISBN: 978-1591281672

The Paideia School

Art 9

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. Gain a deeper knowledge of composition; including contrast, positive / negative space, proportion / scale, one and two point perspective, and unity / harmony.
2. Understand and demonstrate abstract ideas such as mood, emotion / drama, and symbolism in their artwork.
3. Understand and use a variety of media and tools; and select the best combination in order to achieve a desired effect.
4. Continue to identify masterworks, artists, and art movements; learning to recognize beauty, goodness, and truth in these artworks through a Christian worldview.

Quarterly Objectives:

First Quarter (line, shape, shadow / color)

- Review lessons and skills from previous year
- Render an ink drawing using pointillism, hatching, and crosshatch
- Paint a continuous color wheel into a monochromatic painting
- Further refine painting techniques

Second Quarter (composition / depth)

- Understand and create a vignette
- Identify, analyze, and copy a masterwork in pastels (student selected), adding / changing elements to reflect artist's individual style
- Further develop layering and blending techniques in pastels
- Paint a landscape in oil (teacher guided)
- Further develop abilities in layering oils and elements

Suggested Master: Impressionist masterworks, Bierstadt (landscapes)

Third Quarter (pattern / texture)

- Emboss and heat metal (copper) to enhance color and texture
- Create a collage using a variety of materials, using symbolism (suggested: student selected verse of hymn)
- Paint a still life illustrating fabric (preferably including previously acquired skills of tonking and glazing)

Fourth Quarter (animals / people)

- Render an animal in clay
- Further refine sculpting skills using tools
- Illustrate a statue (full figure) using conte crayon
- Add grey scale to full human form

The Paideia School

Upper School Music 9

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.

The Paideia School

Physical Education 9

Biblical Principles

1. Physical well-being is an integral part of the overall training we call Classical and Christian education.
2. Socrates and Plato spoke extensively on the need for proper care of the body as a means of caring for the soul, not to gain physical strength, but to develop courage.
3. True *paideia* would keep the care of the body and soul in balance: God intends that men reflect truth, goodness, and beauty.
4. God created the human body and pronounced it “very good”, (Gen 1:31)
5. The believer can wholeheartedly present his body as a living sacrifice, holy and pleasing to God. (Rom. 12:1)
6. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

Physical Education Department Goals

1. Develop physical abilities to the glory of God.
2. Prepare students for responsible leadership and effective work.
3. Students are taught the importance of playing by the rules, accepting direction from those in authority, using skills in harmony with others, and being gracious in victory as well as in defeat.
4. Understand and relate how the importance of better coordination, endurance, and good attitude contribute to a healthy lifestyle.
5. Students will learn that physical education is an important part of their lives, and a love and enjoyment of physical activities and the use of human movement is a gift from God and a way to serve Him, others, and self.

Course Goals

Students will:

1. Continue to display good sportsmanship and Christian values including respect for the physical performance limitations of self and others.
2. Demonstrate knowledge of rules, skills, and safety requirements necessary to participate in competitive and recreational activities as an individual and as a member of a team.
3. Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing).
4. Demonstrate basic skills of movement (coordination, fluidity) through selected activities.

5. Recognize the social benefits of participation in physical.
6. Use basic offensive and defensive strategies in team and individual sports.

First Quarter

Team Sports

- Learn various basic rules and concepts for each team sport including sportsmanship such as:
Godly sportsmanship through wins and losses, conduct, team success, and goal setting □
Build strength, flexibility, and reparatory endurance
- Develop skills for individual and team sports.

Suggested activities to include: Soccer, Ultimate Frisbee, Flag Football and Gator Ball

Individual Sports

- Understanding of God's individual gifting to us and using that to glorify him by participating in individual physical activities and personal goal setting.
- Encouragement of other individuals through their successes and losses.
- Develop skills such as: distance running, eye/ hand coordination, and agility skills needed for a variety of individual activities

Suggested activities to include: Preparation for the Presidential Youth Fitness Test

Second Quarter

Team Sports

- Continue to develop competitive play while developing a Christian perspective of cooperation and sportsmanship
- Continue to develop basic athletic skills and sport skills
- Learn the importance of team members and their roles

Suggested activities to include: Lacrosse, Ultimate Frisbee, and Capture the Flag, Golf, Soccer and Hockey

Individual Sports

- Continue to develop in manipulative skill patterns, building strength and flexibility, and endurance
- Develop skills for exercising in designated spaces (spatial awareness)

Suggested activities to include: distance running training, tag games, Alien Invasion, and scooter games

Third Quarter

Agility and Outdoor Games

- Practice such skills as dodging/darting, body movement, strength training, and agility to perform in activities
- Introduction to strategy games
- Lifelong activities to maintain physical fitness
- Learn the importance of rules for proper game participation
- Practical application of speed training vs. endurance training

Suggested activities to include: obstacle courses, scooters, tennis, and track and field events

Fourth Quarter

Fitness Training

- Introduction and participation in the Presidents Physical Fitness Challenge
- Lifelong personal physical fitness activities
- Understanding of physical and mental training necessary to participate in endurance activities

Suggested activities to include: Presidential Youth Fitness Test

Additional Activities:

Presidential Youth Fitness Award