



PAIDEIA CLASSICAL CHRISTIAN SCHOOL

# COURSE DESCRIPTION CATALOG

*Dialectic and Rhetoric High School Credit Courses*

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# SCHOOL PROFILE

Graduates of Paideia Classical Christian School shall be *academically literate* in the core competencies of the arts and sciences, competitive with their peers enrolled at comparable learning institutions, and prepared for a lifetime of continued learning; *culturally literate*, possessing a basic knowledge of, appreciation for, and ability to conserve, the history and heritage of Western Civilization; and *morally literate*, understanding and appreciating the ethical demands of Biblical righteousness, and cultivating personal integrity in private and personal life.

## Classical Christian Education Defined

We believe that education is cultivating wisdom and virtue by nourishing the soul on truth, goodness, and beauty so that the student may glorify God and enjoy Him forever.

## Our Purpose

As a classical Christian school, we seek to shape students according to the Christian understanding of “Paideia”: a “whole-person” educational approach which results in students who think thoroughly, maturely, and biblically and love that which is worth loving. We partner with parents who want their children to be mature disciples, scholars, and citizens who glorify God in all that they do.

## Our Mission

To educate students to love both the Lord and learning so that they thrive as passionate disciples of Christ, exceptional scholars, and virtuous citizens.

# ART

Paideia's goal is for students to glorify God through the creation of their artwork. Students use the basics of design (line, shape, shadow, balance, depth, pattern, and texture) to gain a deeper knowledge of composition including contrast, positive/negative space, proportion/scale, one and two point perspective, and harmony. Students demonstrate abstract ideas such as mood, emotion/drama, and symbolism in their artwork. Students use a variety of media and tools and learn to select the best combination to achieve a desired effect. Students also examine, identify, and discuss masterworks, artists, and art movements, from the Classical to the contemporary, learning to recognize truth, goodness, and beauty in these artworks through a Christian worldview.

## Course Goals:

- Create a personal portfolio of artwork including a still-life, a landscape, a human figure, an animal, and a self- portrait.
- Work with a variety of media including oils, acrylic, watercolor, ink, and clay.
- 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.

# BIBLE

## New Testament Survey

Normally taken in 9<sup>th</sup> grade

New Testament is a survey course designed to provide students with a working knowledge of the events described in the Book of Acts and the teachings found in Paul's Epistles, the General Epistles (Hebrews, James, Jude, the letters of Peter, and the letters of John), and Revelation. Students learn to carefully examine the Biblical text in historical context, learn to appreciate both the essential doctrines and practical applications set forth in the Epistles, and hone their biblical understanding, logical skills, and rhetorical abilities through sound exegesis, discussion, and debate. As essential connections between the Old and New Testaments are discovered, students also develop a Christian worldview which allows them to create a framework for discerning truth and error in other disciplines.

## Course Goals:

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

## **Biblical Hermeneutics**

Normally taken in 10<sup>th</sup> grade

In Biblical Hermeneutics students learn how to rightly interpret the Bible using the grammatical, historical, and literary approach to interpretation. To that end, students learn how to (i) carefully observe the text, allowing it to speak for itself, (ii) rightly understand the meaning of the text to its original audience, bringing to bear on the interpretive process the historical, cultural, and literary context and grammatical structure of the text, and (iii) responsibly apply the text to his life, his church, and his world. The students further develop competency in using various study aids, including lexicons, concordances, dictionaries, encyclopedias, atlases, and commentaries. Students are furnished with and trained in the use of Logos Bible Software.

### **Course Goals:**

- Understand the role and qualifications of the interpreter and the role of the Holy Spirit in Bible interpretation.
- Be conversant in the historical development of hermeneutical principles.
- Gain a proficiency in the basic principles of the grammatical, historical, literary approach to biblical interpretation.
- Grow in the ability to determine the meaning of Scripture in its original historical and cultural context and literary genre.
- Sharpen skill in applying Scripture in a responsible fashion to the contemporary scene.
- Broaden the awareness of tools available for Bible study for the purpose of glorifying God, serving others, and deepening the personal relationship with Jesus Christ.

## **Biblical Doctrine**

Normally taken in 11<sup>th</sup> grade

Students explore the foundational doctrinal categories of Christianity as outlined in the Apostles' Creed, the Nicene Creed, the other ecumenical creeds, and the Protestant Reformation confessions of faith, along with Paideia's Statement of Faith. Students focus on the interplay of Biblical theology, church tradition, and personal conviction in forming their religious beliefs. They learn that the Bible is the primary and only authoritative source of Christian doctrine. They learn how to reason out logical conclusions from Scripture and defend their conclusions based on sound principles of Scriptural interpretation.

### **Course Goals:**

- Learn and apply sound exegetical principals to personal Bible study.
- Articulate fundamental doctrinal categories of Biblical Christianity as detailed in Paideia Classical Christian School's Statement of Faith.
- Trace the historical development of major Christian creeds and confessions.
- Express with clarity and conviction their personal beliefs regarding these doctrinal categories.

## Apologetics

Normally taken in 12<sup>th</sup> grade

1 Peter 3:15 instructs Christians to “always be prepared to give an answer (Gr., *apologia*) to everyone who asks” to “give the reason for the hope” that we have, but to do so “with gentleness and respect.” Apologetics is the defense of the faith. In this class, students learn that the proper foundation for Christian apologetics is the Word of God, and they gain an understanding of the necessity and value of apologetics in the development of a healthy Christian mind and a hardy Christian soul. They learn the futility of false philosophies and false religions. They then bring to bear their apologetic skills and worldview perspectives in evaluating important life questions involving where we came from, where we are going, what we are to believe, and how we are to live.

**Primary Texts:** *English Standard Version Bible, Confronting Christianity, The Universe Next Door, Letter to a Christian Nation, Letter From a Christian Citizen*, and readings from selected philosophers in *The Great Books of the Western World* (*Descartes, Locke, Hume, Rousseau, Kant, Mill, James, Nietzsche, Wittgenstein, and Derrida*).

### **Course Goals:**

- Recognize and express the benefits of and the need for apologetics.
- Identify and analyze major types and systems of apologetics.
- Compare and contrast various dominant and extant worldviews.
- Construct and articulate a Biblical life and worldview.
- Cultivate the ability to refute unbelief in its various forms.
- Balance personal devotion and rigorous apologetic skill.

# CLASSICAL EXCEPTIONALITIES

## Logic: Deductive and Inductive

Normally taken in 8<sup>th</sup> grade

Students recognize reason as a human distinctive originating in God’s creation of us in His Image (referred to in Latin as the *Imago Dei*). This course in classical logic concentrates primarily on the fundamentals of Aristotelian deductive logic and includes an introduction to hypothetical syllogisms and some of the most common informal fallacies, using as our text the book *Introductory Logic, The Fundamentals of Thinking Well*, by James B. Nance and Douglas Wilson. The course continues with an overview of disjunctive syllogisms and dilemmas, then transitions to a survey of inductive logic, moving from Sir Francis Bacon’s *Novum Organum* through David Hume’s challenge to the concept of causality to John Stuart Mills’s five eliminative *Methods of Induction*. Students learn to discern the logical patterns embedded in written and spoken language, as well as the most common fallacies in argumentation. Above all, students learn to use reason in tandem with faith to become better disciples, scholars, and citizens.

### **Course Goals:**

- Appreciate logic as a divine reflection and a human distinctive.
- Understand basic elements of deductive and inductive logic.
- Identify formal and informal logical fallacies.
- Recognize, apply, and integrate logic into other disciplines of study.



## Rhetoric I

Normally taken in 10<sup>th</sup> grade

Students gain facility in skillful analysis of received information by using logic as an introduction to the persuasiveness of arguments. Rhetoric is the “capstone” of the Trivium model of education. In Rhetoric I, students learn the different levels of reading and come to a definition of rhetoric by which to analyze its usefulness. Students define the three elements of rhetoric (ethos, pathos, logos) in their proper contexts and learn that all effective rhetorical discourse must contain all three elements. Students read substantive sections of Aristotle’s *Rhetoric*. They also write and present formal speeches on a topic of common interest to the body politic.

### **Course Goals:**

- Gain facility in skillful interpretation and analysis of received information.
- Research, organize, and present information and ideas efficiently and effectively.
- Appreciate the gift of communication and the responsibility of its rights and uses.
- Practice clear and persuasive communication, both written and oral.
- Engage in dialogue and debate incisively, articulately, and winsomely.

## Rhetoric II

Normally taken in 11<sup>th</sup> grade

In Rhetoric II, students apply the principles of logic and rhetoric to truth, goodness, and beauty. Students compose short stories and study the effect of technology on modern discourse. Further, students analyze the effects on educational philosophy on society and rhetoric. Students also write a “political manifesto” which demonstrates their participation in the community of ideas. Students also use the Progymnasmata as exercises in rhetoric. They review the three elements of rhetoric (ethos, pathos, logos) in their proper contexts and learn that any effective rhetorical discourse must contain all three elements. Students are assigned to a pro or nego side of a topic of common interest to the body politic and conduct a formal forensic debate open to the community.

### **Course Goals:**

- Gain facility in skillful interpretation and analysis of received information.
- Research, organize, and present information and ideas efficiently and effectively.
- Appreciate the gift of communication and the responsibility of its rights and uses.
- Practice clear and persuasive communication, both written and oral.
- Engage in dialogue and debate incisively, articulately, and winsomely.

## Senior Thesis

The Senior Thesis Project is the capstone of the Paideia student’s academic career. By it, the students demonstrate deliberative thought and writing that reflects their abilities in grammar, logic, and rhetoric and devotional commitment to the Lordship of Christ. The Thesis blends research and rhetorical skills in the production of a 15-20 page persuasive paper on a topic of personal interest, cultural relevance, and Kingdom import. Students share from their original thoughts; however, they are not expected to contribute a novel insight or add to the existing body of scholarly literature. Ultimately, the Thesis is an exercise in



cultivating humility, honoring others with more wisdom and expertise, and growing in wisdom, stature, and favor with God and man. A successful defense of the Senior Thesis before a faculty panel in a public forum is also a graduation requirement.

## CLASSICAL LANGUAGES

### Latin III

Normally taken in 8<sup>th</sup> grade

Students continue their intermediate level studies in Latin by reviewing verbs, nouns, conjugations and derivatives in Latin III. The course contains an overview of Latin grammar, including active and passive verb voices, the subjunctive mood, and derivatives from over 700 vocabulary words. The course also discusses Roman history from the end of the Republic to the Augustan Age, literature, daily life and mythology, as well as the geography of the Roman Empire. Students also learn oral Latin phrases. The course further emphasizes abbreviations and terms that have become part of the English vernacular. Students use *Wheelock's Latin* Sixth Edition textbook, as well as original Latin texts from Cicero, Virgil, and Caesar.

#### **Course Goals:**

- Practice simple and complex grammatical constructions.
- Continue to build knowledge of Latin and English vocabulary.
- Study ancient culture through primary texts.
- Measure the discipline of Latin and the understanding of ancient cultural values against Biblical standards.

### Latin IV (H)

Normally taken in 9<sup>th</sup> grade

Students continue review of Latin verbs, nouns, conjugations, and derivatives in Latin IV. The course contains an overview of Latin grammar, including active and passive verb voices, the subjunctive mood, idiomatic constructions, and derivatives from over 800 vocabulary words. The course also discusses Roman history from the Early Empire to the end of the Roman Republic followed by the end of the Republic to the Augustan Age, literature, daily life and mythology, as well as the geography of the Roman Empire. Students also learn Oral Latin phrases. The course further emphasizes abbreviations and terms that have become part of the English vernacular. Students use *Wheelock's Latin* Sixth Edition textbook, as well as original Latin texts from Cicero, Virgil, and Caesar.

#### **Course Goals:**

- Master simple and complex grammatical constructions.
- Continue to build Latin and English vocabulary.
- Study ancient culture through primary texts.
- Measure the discipline of Latin and the understanding of ancient cultural values against Biblical standards.

### Latin V – Latin Vulgate

Normally taken in 10<sup>th</sup> grade

Students culminate their study of Latin by engaging the Latin Vulgate, the Latin translation of the New Testament. They apply their knowledge of grammatical and verbal constructions in a practical manner. Prerequisites for this course include the first four years of the Latin curriculum, with an emphasis on grammar, nouns, verbs, idiomatic translation and the nuances of Jerome's style as an ecclesiastical writer in contrast to the writers of Ancient Rome.

## **Course Goals:**

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

## **Greek I**

Normally taken in 11<sup>th</sup> grade

Students learn Koine Greek as a tool for lifelong study of the New Testament. In Greek I, students concentrate on the noun system (e.g., cases, declensions) as well as prepositions, pronouns, and adjectives. They learn vocabulary words that appear nearly 90,000 times and comprise nearly 2/3 of all New Testament words. With verb and participle meanings supplied by the teacher and textbook, they begin rudimentary translation. Thus they begin an obedience to the exhortation of the Scripture: σπούδασον σεαυτὸν δόκιμον παραστήσαι τῷ θεῷ, ἐργάτην ἀνεπαίσχυντον, ὀρθοτομοῦντα τὸν λόγον τῆς ἀληθείας – “Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth” (II Timothy 2:15).

## **Course Goals:**

- Appreciate the importance and utility of knowing Koine Greek.
- Decline and translate Greek nouns, pronouns, and adjectives.
- Build a repertoire of basic vocabulary.
- Conduct word studies with lexical tools.

## **Greek II**

Normally taken in 12<sup>th</sup> grade

In Greek II, students concentrate on the indicative and non-indicative verb systems and the all-important participle – the element that gives Koine Greek its flexibility, precision, beauty, and power. Their accumulated vocabulary encompasses words that appear nearly 110,000 times and comprise almost 80% of all New Testament words. They begin to enjoy the lively nuances of grammar and syntax afforded students of the original text, to appreciate the difficulties of textual criticism and translation, and to improve their hermeneutical and exegetical skills.

## **Course Goals:**

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

# HISTORY

## European History

Normally taken in 9<sup>th</sup> grade

Post-Renaissance European History examines those factors which shaped Western Civilization from the Age of Discovery through the formation of the European Union. Surveying the significant events, people, and ideas that propelled European history from the 16<sup>th</sup> Century through the modern era, students provide scholarly responses to original documents; the format of that reply may be a written paper, verbal presentation, or seminar-based discussion.

**Primary Texts Include:** *Disputation on the Power and Efficacy of Indulgences* (95 Theses), *Institutes of the Christian Religion*, de las Casas' *In Defense of the Indians*, *Declaration of the Rights of Man and of the Citizen*, *Communist Manifesto*, selections from Hitler's *Mein Kampf*, Churchill's "Iron Curtain Speech" and Reagan's "Tear Down this Wall" speech.

### **Course Goals:**

- Recall significant dates, people, events, and movements along with their geographies during the time period of 1500 – 1991 in Europe.
- 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.
- Recognize the influence of Europe on the United States.
- Understand the interconnectedness of concurrent events as well as to previous and present circumstances between the United States and Europe.
- Express their thoughts and beliefs at an appropriate level regarding significant issues.
- Read from selected primary and secondary documents, books and publication that represent significant thinking during this time period.

## United States History

Normally taken in 10<sup>th</sup> grade

U.S. History introduces students to the significant events, people, religious, political, economic and philosophical movements from the time of European exploration to the New World through current events in the United States. The use of primary source documents is integral to the students' understanding the development of the United States' republican form of government.

**Primary Texts Include:** *Mayflower Compact*, *Declaration of Independence*, *Articles of Confederation*, *Spirit of the Laws*, *Second Treatise of Government*, *Washington's Farewell Address*, *U.S. Constitution*, *Democracy in America*, *Federalist and Anti-Federalist Papers*, *Emancipation Proclamation*, *Gettysburg Address*, *Executive Order 9066*, Roosevelt's "Pearl Harbor Address," Reagan's "Evil Empire Speech," and Martin Luther King Jr.'s "Letter from Birmingham Jail."

### **Course Goals:**

- Recall significant dates, people, events, and movements including their geographies from the time of European exploration of North America to the modern era.
- 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.

- Understand the interconnectedness of concurrent events as well as to previous and present circumstances between the United States and Europe.
- Understand the development of the United States Government from a colony to a democratic republic.
- Read from selected primary and secondary documents, books and publications that represent significant thinking during the life of the United States.

## Great Ideas I

Normally taken in 11<sup>th</sup> grade

The Great Ideas Seminar is a two-year course that acquaints students with the seminal thinkers in the Great Conversation of Western Civilization and evaluates them in the context of the Christian worldview. Great Ideas I focuses on the nature of man and two major epistemological frameworks, religion and science. It also contains a semester of civics and political philosophy with emphasis on law, justice, liberty, and economics. Class sessions are typically comprised of discussion around selections from primary sources.

**Primary Texts Include:** Plato's *Republic*, Aquinas's *Summa Theologica*, Hobbes's *Leviathan*, Locke's *Second Treatise on Government*, Rousseau's *Social Contract*, *The Declaration of Independence*, *The Federalist Papers*, *The U.S. Constitution*, Mill's *On Liberty*, Marx's *Communist Manifesto*, Keynes's *General Theory of Employment, Interest, and Money*, and Hayek's *The Road to Serfdom*.

### **Course Goals:**

- Develop an acquaintance with the seminal thinkers, their writings, and the Great Ideas of the West and evaluate them from a Biblical perspective.
- Trace the historical development of the Great Ideas of the West.
- Gain facility in identifying, analyzing, and synthesizing concepts across a broad array of disciplines: supporting truth and detecting error.
- Express thoughts, beliefs, and convictions precisely and persuasively on the fundamental ideas and issues in human existence.
- Begin to form a cogent and comprehensive Biblical worldview that will enrich and enliven the soul for a lifetime of personal growth, ministry and witness.

## Great Ideas II

Normally taken in 12<sup>th</sup> grade

Great Ideas II focuses on the nature of wisdom and folly, virtue and vice, happiness, truth, goodness, beauty, time, history, and eternity. Class sessions are typically comprised of discussion around selections from primary sources. Great Ideas II focuses on the true reality of the discussed topics.

**Primary Texts Include:** Plato's *Meno*, Aristotle's *Nicomachean Ethics*, Solomon's *Proverbs*, Augustine's *Confessions*, Kant's *Of the Beautiful and Sublime*, Hegel's *Reason in History*, Kierkegaard's *Concept of Dread*, Mill's *Utilitarianism*, Nietzsche's *Birth of Tragedy*, Chesterton's *Heretics*, and Lewis's *Problem of Pain*.

### **Course Goals:**

- Develop an acquaintance with the seminal thinkers, their writings, and the Great Ideas of the West and evaluate them from a Biblical perspective.

- Trace the historical development of the Great Ideas of the West.
- Gain facility in identifying, analyzing, and synthesizing concepts across a broad array of disciplines: supporting truth and detecting error.
- Express thoughts, beliefs, and convictions precisely and persuasively on the fundamental ideas and issues in human existence.
- Begin to form a cogent and comprehensive Biblical worldview that will enrich and enliven the soul for a lifetime of personal growth, ministry and witness.

## LITERATURE

### Modern Literature

Normally taken in 9<sup>th</sup> grade

This introductory course acquaints students with some of the major novels and poetry written in the Western world during the modern era, examining texts within their literary, philosophical, and historical contexts. By the end of the year, students learn to analyze literature from a critical and Christian perspective, to recognize and appreciate literary style and skill, and to articulate the beauty and importance of literature in the modern world. Grammatical, organizational, and stylistic writing skills are cultivated with a variety of writing assignments, including thesis-driven literary essays. Other course activities may include small and large group discussions, memorized poetry recitations, seminars, research papers, presentations, and projects.

**Texts Include:** *A Tale of Two Cities*, *Pride and Prejudice*, *Silas Marner*, *Moby Dick*, *To Kill a Mockingbird*, and *1984*.

#### Course Goals:

- Build personal and literary vocabulary from exposure to great literature.
- Develop proficiency of English grammar skills within the context of literature and composition.
- Read and critique literature at various levels of analysis.
- Mature in the ability to analyze literary works within a Biblical world view context.
- Develop an appreciation of great literature.
- Expand the ability to integrate deeper thought and learned vocabulary into verbal and written communication.
- Develop a higher view of God through an examination of beauty, form and talent

### Classical Literature

Normally taken in 10<sup>th</sup> grade

Classical Literature introduces students to the literature of the classical world and its influence on subsequent Western Civilization by analyzing the great epics and tragedies in translation. By the end of this course, students can analyze texts within their literary, philosophical, and historical contexts. Course activities include small and large group discussions, seminars, poetry explications, thesis-driven literary essays, presentations, and projects.

**Texts Include:** *Iliad*, *Odyssey*, *Agamemnon*, *Medea*, *Antigone*, *Eclogue IV*, and *Aeneid*.

#### Course Goals:

- Read and analyze a variety of Classical literature.
- Understand the technical and aesthetic aspects of great literature.
- Think critically about the content, form, and interpretation of literary works.

- Develop a deeper understanding of truth while learning to differentiate between vain philosophies and Scriptural principles in literature.
- Expand the ability to integrate deeper thought and learned vocabulary into verbal and written communication.
- Develop a higher view of God through an examination of beauty, form and talent.

### **British Literature**

Normally taken in 11<sup>th</sup> grade

British Literature introduces students to some of the major poetry, essays, plays, short stories, and novels written in the British Isles over the past eleven centuries. Students read and analyze a variety of British literature ranging from works by anonymous Anglo-Saxon poets to those by familiar twentieth-century authors, such as Virginia Woolf, T.S. Eliot, and C.S. Lewis.

**Texts Include:** *Everyman, Much Ado About Nothing, Othello, Frankenstein, The Importance of Being Earnest, Murder in the Cathedral, and That Hideous Strength.*

#### **Course Goals:**

- Read and analyze a variety of British literature.
- Understand the technical and aesthetic aspects of great literature.
- Think critically about the content, form, and interpretation of literary works.
- Develop a deeper understanding of truth while learning to differentiate between vain philosophies and Scriptural principles in literature.
- Expand the ability to integrate deeper thought and learned vocabulary into verbal and written communication.
- Develop a higher view of God through an examination of beauty, form and talent.

### **American Literature**

Normally taken in 12<sup>th</sup> grade

Students read and analyze a variety of American literature ranging from works on the early exploration and settlement of the continent, such as those by John Smith and William Bradford, to those by familiar twentieth-century authors, such as Hemingway, Steinbeck, and O'Connor.

**Texts Include:** *The Last of the Mohicans, The Scarlet Letter, The Great Gatsby, The Sun Also Rises, Of Mice and Men, and The Glass Menagerie.*

#### **Course Goals:**

- Read and analyze a variety of American literature.
- Understand the technical and aesthetic aspects of great literature.
- Think critically about the content, form, and interpretation of literary works.
- Develop a deeper understanding of truth while learning to differentiate between vain philosophies and Scriptural principles in literature.
- Expand the ability to integrate deeper thought and learned vocabulary into verbal and written communication.
- Develop a higher view of God through an examination of beauty, form and talent.

# MATHEMATICS

## Algebra I

Normally taken in 8<sup>th</sup> grade

Algebra serves as the foundation for more advanced mathematics. Students of Algebra I recognize the attributes of God, His perfect knowledge, and a righteous standard as reflected in the study of mathematics. They apply the use of the language of algebra, while continuing to develop and utilize both algebraic mathematical concepts and computation skills. They learn the role of algebra in the historical development of and application to other disciplines. The course exceeds the math standards established by the National Council of Teachers of Mathematics (NCTM).

### **Course Goals:**

- Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of algebra.
- Recognize and apply the use of the language of algebra.
- Continue to develop and apply skills in mathematics.
- Apply newly required tools of algebra to practical projects.
- Learn main formulas for algebra.
- Recognize man's limited understanding of math in general, algebra in particular.
- Learn the role of algebra in the historical development of other disciplines.

## Geometry

Normally taken in 9<sup>th</sup> grade

Geometry is a complete introductory high school course in Euclidean Geometry. Geometry students apply the tools of logic to formal geometric proofs. They learn the role of geometry in the historical development of and application to other disciplines.

### **Course Goals:**

- Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of geometry.
- Draw, analyze, and manipulate geometric shapes in two and three dimensions.
- Apply the tools of logic, previous knowledge of Algebra and new knowledge of geometry toward formal geometric proofs.
- Apply the newly acquired tools of geometry to practical projects.
- Learn the main formulas of geometry for triangles, circles, cylinders, cones and spheres.
- Recognize man's limited understanding of mathematics in general and geometry in particular.
- Learn the role of geometry in the historical development of other disciplines.

## Algebra II

Normally taken in 10<sup>th</sup> grade

Algebra II is an in-depth study of the topics of advanced algebra with pure and applied mathematics integrated throughout. Students learn the role of Algebra II in the historical development of and application to other disciplines.



## **Course Goals:**

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

## **Pre-Calculus**

Normally taken in 11<sup>th</sup> grade

Pre-Calculus is an in-depth study of trigonometry and extension of the facts and methods of algebra. Students learn to appreciate the fundamental role of higher mathematics in science, engineering, architecture, etc. Students study right triangle and unit circle trigonometry in addition to rational expressions, polynomials, conics, polar and parametric equations, and vectors.

## **Course Goals:**

- Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of Pre-Calculus.
- Recognize the uses and limits of higher mathematics.
- Apply the tools of logic and previous knowledge of algebra and geometry as well as new knowledge of Pre-Calculus to practical projects.
- Discuss manipulation of rational expressions.
- Learn the functionality of graphing calculators in order that students may practice using tools that aid in accomplishing the Dominion Mandate.

## **Calculus**

Normally taken in 12<sup>th</sup> grade

Students learn about the scientific revolution of the 1600s out of which calculus arose and that calculus is a unique mathematical tool that uses the principles of zero and infinity to efficiently determine exact answers to problems that could only be solved as laborious approximations beforehand. The students study the elegance, simplicity, and raw computational power of calculus and discover how it served as the fuel for the rapid and profound advances in the physical sciences and thus significantly shaped the philosophy and culture of the modern Western world.

## **Course Goals:**

- Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of calculus.
- Recognize the uses and limits of higher mathematics.
- Apply the tools of logic, previous knowledge of algebra, geometry, and pre-calculus to practical projects.
- Discuss manipulation of rational expressions.

- Learn the functionality of graphing calculators in order that students may practice using tools that aid in accomplishing the dominion mandate.
- Communicate mathematics both orally and in writing.

## MUSIC

Music is one of the most frequently mentioned ways to glorify God in the Bible. Rhetoric music class aims to embody and display the beauty, gratitude, discipline, and community of God's redemptive story through music. An understanding of music theory, history, and aural skills are essential components to the choral performance element of music at the Rhetoric School level.

### Course Goals:

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

## PHYSICAL EDUCATION

The purpose of Physical Education is to instruct students in the concepts of physical fitness, fundamental movement skills, and basic strategies of team sports. Emphasis is placed on endurance, strength, flexibility, balance, and agility. Students are encouraged to foster stewardship of leisure time by an introduction to a variety of lifetime individual, dual, and recreational competitive team sports. The physical education department seeks to honor God by expecting students to display proper conduct and sportsmanship as they practice Christian living through physical education activities.

### Course Goals:

- Continue to display good sportsmanship and Christian values including respect for the physical performance strengths and limitations of self and others.
- 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.
- Assess physical fitness level and participate in activities that improve physical fitness, wellness, and cardiovascular capacity (assessment testing).
- Demonstrate basic skills of movement (coordination, fluidity) through selected activities.
- Recognize the social benefits of participation in physical activities.
- Use basic offensive and defensive strategies in team and individual sports.

# SCIENCE

## Conceptual Physics

Normally taken in 9<sup>th</sup> grade

Students are introduced to the properties and principles that govern the physical world and learn to apply the scientific method and engineering design process through lab work. The course provides a heavy emphasis on the practical application of Newton's laws, as well as the properties of energy, rotational motion, electricity, magnetism, sound, and light. An overview of the theory of relativity is also included. Above all, the chief end of physics is to train students in the ethical use of scientific knowledge for the glory of God.

### **Course Goals:**

- Demonstrate an understanding of both theoretical and practical points of physics.
- Master vocabulary necessary to understanding physics concepts.
- Continue to develop skills in the area of scientific critique and debate.
- Apply a combination of principles from physics and mathematics to lay the foundation for a better understanding of the physical universe.

## Chemistry

Normally taken in 10<sup>th</sup> grade

The course provides a broad survey of chemistry and the properties and dynamic processes that shape our world, Topics covered include properties of matter, atomic structure and reactivity, stoichiometry, the periodic table, chemical bonds, solution chemistry, and oxidation-reduction reactions . Students learn to predict how matter behaves, how these properties can be harnessed, and also practice evaluating issues and consequences as they relate to chemical processes and the environment. Class lab work provides opportunities for developing analytical skills.

### **Course Goals:**

- Understand the fundamental laws to which matter is subject.
- Master vocabulary necessary to understand chemical concepts.
- Develop skills in the area of scientific critique and debate.
- 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.
- Evaluate issues and their consequences as they relate to chemical processes and the environment.

## Advanced Biology with Anatomy & Physiology

Normally taken in 11<sup>th</sup> grade

In this course, students apply their knowledge of the scientific method to explore the diversity and complexity of life. They master foundational components of biochemistry, cellular structure and function, genetics, anatomy, and physiology. A special emphasis is placed on the application of these principles to the human body systems. Seminar presentations, dissection labs, and

participation in biology related field trips are designed to allow the student to gain experience and appreciation of biology through scientific experimentation and inquiry.

**Course Goals:**

- Understand the characteristic structures of different organisms and their relationship to the whole organism.
- Master vocabulary necessary to understanding biological concepts.
- Develop skills in the area of scientific critique and debate.
- Apply a combination of principles from biology, physical science, and chemistry to lay the foundation for a better understanding of God's creation.
- Evaluate issues and their consequences as they relate to organisms and their environment with attention to issues presented by the claims of evolutionary biology.
- Describe God's complex and beautiful design for the human body systems and how they all work together to maintain homeostasis.

Paideia Classical Christian School

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