

Blackburn Study Center
High School Course Descriptions
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Spanish I
1 credit

Text: *En Espanol: Level 1* by Estella Gahala and Patricia Hamilton Carlin

Course Description: This class focuses on Hispanic culture and basic communication in present tense Spanish. Topics include telling time, weather, greetings, sports vocabulary, and classroom vocabulary. Also includes use of Spanish in real-life situations such as giving and asking for directions, bargaining in a market, and eating in a restaurant.

Helps students move gradually from comprehension through production. The two-step vocabulary introduction process begins with the *En contexto* section where active vocabulary is visually pre-taught in a relevant context. Motivating dialogues with embedded vocabulary and grammar depict real-life situations within the *En vivo* section. Related practice activities in the *En accion* section move from a controlled to meaningful to communicative use of the language. Lessons also integrate culturally rich reading in the *Lecturas* section. In addition, the *En colores* section presents culturally authentic and thematically relevant materials that make the language and culture come to life for students. Finally, lessons end with review and extension activities.

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review.

Students memorize Scripture verses in Spanish.

All students are encouraged to participate in the National Spanish Exam.

Spanish II
1 credit

Text: *En Espanol: Level 2* by Estella Gahala and Patricia Hamilton Carlin; ¡En español, level 2_workbook; interactive CD

Course Goal:

The intent of this course is to enable the student to communicate using the verb structures, grammar and vocabulary learned in the first year. This communication will be developed and enhanced through lectures, drilling, small group activities, student presentations and visual aids.

Student Speaking and Writing Outcomes:

1. Converse creatively asking and answering questions
2. Provide basic narration in the present tense and the past
3. Make simple comparisons of people, places and things
4. Express wishes and obligations
5. Give directions and advice
6. Demonstrate a deeper knowledge of a variety of cultural topics related to lifestyle
7. Give a weather description in the past, present, and future
8. Give a description of their house and furnishing
9. Discuss their daily school routine using reflexive and non-reflexive verbs
10. Discuss their childhood activities using the imperfect tense
11. Provide a complete description of a male and a female including physical and
12. Analyze personality characteristics
13. Write formal letter asking or giving information
14. Discuss their family's routine on the weekend
15. Describe what their youth was like using the imperfect tense
16. Write letters to Mexican contacts.
17. Make posters in Spanish for activities covered in class lessons

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review.

All students are encourage to participate in the National Spanish Exam

Spanish III

1 credit

Text: *En Espanol: Level 3* by Estella Gahala and Patricia Hamilton Carlin

Course Description: The aim of Spanish 3 is to assure that students can read, write and speak this language at an intermediate level. The study of grammar is further advanced and completed. Much emphasis is placed upon the designation of the different tenses of the language, so that students feel comfortable dealing with Spanish and also know grammatically how it works.

Chapters 1-4 deal with the following topics:

- Positive and negative familiar commands
- Positive and negative familiar commands and their use with object pronouns
- The imperfect and the preterit tenses
- The past participle used as an adjective
- Irregular preterite
- The imperfect progressive
- The present perfect
- Irregular past participles

Chapters 5-8 deal with the following topics:

- The use of the verbs *hacer* and *haber*
- The pluperfect tense
- The present progressive and the verb *seguir*
- The future tense
- The use of the indirect and direct object pronouns
- The present subjunctive of regular verbs
- The use of the passive voice
- The present subjunctive of irregular verbs
- The present subjunctive with expressions of doubt
- The present perfect subjunctive

Helps students move gradually from comprehension through production. The two-step vocabulary introduction process begins with the *En contexto* section where active vocabulary is visually pre-taught in a relevant context. Motivating dialogues with embedded vocabulary and grammar depict real-life situations within the *En vivo* section. Related practice activities in the *En accion* section move from a controlled to meaningful to communicative use of the language. Lessons also integrate culturally rich reading in the *Lecturas* section. In addition, the *En colores* section presents culturally authentic and thematically relevant materials that make the language and culture come to life for students. Finally, lessons end with review and extension activities.

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review. Students memorize Scripture verses in Spanish.

Students are encouraged to participate in the National Spanish Exam.

Spanish 3-4

1 credit

Text: *En Espanol: Level 4* by Estella Gahala

Course Description: The aim of Spanish

The Spanish class 3-4 is a class where students are able to practice their Spanish by having conversation time, doing plays and students try to speak Spanish all the time.

Chapters 1 to 3

Expressing being, state, and essence

Verbs ser y estar

Definite articles and indefinite articles

Indicating cause, purpose, and destination

Narrating and describing in the past

Preterite and Imperfect

Making comparisons

Indicating relationships

Past participles

The present perfect and the past perfect tenses

Future and discussing imaginary situations

Expressing probability and conjecture

Chapters 4 to 6

Future events and saying what you would have done

Relating Ideas

Stressing the object and not the subject

Idiomatic expressions

Desire, wishes, and emotion

Expressing doubt, denial, and disbelief, and discussing indefinite action

What may or may not occur at a subsequent moment

Making formal commands

Making familiar commands

Talking about hypothetical actions and circumstances contrary to fact

Using compound tenses in the subjunctive

All classroom instructions and conversations are in Spanish. Class activities include spelling in Spanish, Spanish Pictionary, conversational Spanish between classmates, and vocabulary review. Students memorize Scripture verses in Spanish.

Theology: Year 1

Westminster Shorter Catechism Study

½ credit

Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson

The Shorter Catechism Explained from Scripture by Thomas Vincent

The Westminster Larger Catechism: A Commentary by Johannes G. Vos

Westminster Catechism

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from Reformation. The WSC is considered to be one of the most beautiful distillation of Christian theology known to the church. Specifically, the goals of this course include:

1. Transforming thinking – creating intelligent believers who know what they believe and why they believe it
2. To build the faith of the students in the class
3. To transform lives. The word of God builds faith and is designed to translate into changed behavior and attitudes, all to the glory of God.

The course includes memorizing the catechism answers, answering study questions, classroom participation, midterm and final exams.

Interaction with the catechism questions includes:

- Weekly memorization of several catechism questions – every word must be exact and punctuation perfect for a 5/5.
- GI Williamson study classes questions – answered each week in comprehensive, thoughtful way for tutor to thoroughly review and correct. Answers must be clear and complete and are not clearly stated in the study guide text, but must be inferred from the text and Scriptures.

Theology: Year 2
Westminster Shorter Catechism Study
½ credit

Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson

The Shorter Catechism Explained from Scripture by Thomas Vincent

The Westminster Larger Catechism: A Commentary by Johannes G. Vos

Westminster Catechism

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from Reformation. The WSC is considered to be one of the most beautiful distillation of Christian theology known to the church. Specifically, the goals of this course include:

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The course includes memorizing the catechism answers, answering study questions, classroom participation, midterm and final exams.

Interaction with the catechism questions includes:

- Weekly memorization of several catechism questions – every word must be exact and punctuation perfect for a 5/5.
- GI Williamson study classes questions – answered each week in comprehensive, thoughtful way for tutor to thoroughly review and correct. Answers must be clear and complete and are not clearly stated in the study guide text, but must be inferred from the text and Scriptures.

Theology: Year 3
Westminster Shorter Catechism Study
½ credit

Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson

The Shorter Catechism Explained from Scripture by Thomas Vincent

The Westminster Larger Catechism: A Commentary by Johannes G. Vos

Westminster Catechism

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from Reformation. The WSC is considered to be one of the most beautiful distillation of Christian theology known to the church. Specifically, the goals of this course include:

1. Transforming thinking – creating intelligent believers who know what they believe and why they believe it
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Interaction with the catechism questions includes:

- Weekly memorization of several catechism questions – every word must be exact and punctuation perfect for a 5/5.
- GI Williamson study classes questions – answered each week in comprehensive, thoughtful way for tutor to thoroughly review and correct. Answers must be clear and complete and are not clearly stated in the study guide text, but must be inferred from the text and Scriptures.

Theology and Apologetics: Year 4
Westminster Shorter Catechism Study
Pre-Suppositional Apologetics
½ credit

WSC Texts:

The Westminster Shorter Catechism For Study Classes by G. I. Williamson
The Shorter Catechism Explained from Scripture by Thomas Vincent
The Westminster Larger Catechism: A Commentary by Johannes G. Vos
Westminster Catechism

Apologetics Texts:

Tearing Down Strongholds by R.C. Sproul Jr
Pushing the Antithesis by Greg Bahnsen
Persuasions by Doug Wilson

Course description:

The course outline is derived from the Westminster Shorter Catechism, one of the three forms of unity from Reformation. The WSC is considered to be one of the most beautiful distillations of Christian theology known to the church. Specifically, the goals of this course include:

1. Transforming thinking – creating intelligent believers who know what they believe and why they believe it
2. To build the faith of the students in the class
3. To transform lives. The word of God builds faith and is designed to translate into changed behavior and attitudes, all to the glory of God.

The course includes memorizing the catechism answers, answering study questions, classroom participation, midterm and final exams.

Interaction with the catechism questions includes:

- Weekly memorization of several catechism questions – every word must be exact and punctuation perfect for a 5/5.
- GI Williamson study classes questions – answered each week in comprehensive, thoughtful way for tutor to thoroughly review and correct. Answers must be clear and complete and are not clearly stated in the study guide text, but must be inferred from the text and Scriptures.

The second half of the year will focus on an approach to apologetics known as "pre-suppositionalism". We will study some evidentialist arguments also. I would hope to begin to equip you to be able to disarm any unbelieving professor you might face in the future (Politely and gently of course!) I am quite serious about this - what passes as "intellectual" arguments in academia often are nothing more than "fancy words" - a house of cards as it were. I would desire that you all be able to "give and account of the hope that lies within you" and never feel that you are on the defensive or on the intellectually inferior ground.

Public Speaking

½ credit

Text: *As I Was Saying: A Guide to the World of Competitive Speech* by Thane Rehn

Prior to class research the following and bring them typed on a piece of paper: <i>five funny and clean natured jokes; five interesting, compelling quotes from famous people; five mindless, self-created statements.</i>
Prior to class, read pp. 91-130 in <i>As I Was Saying...</i>
Present “Dramatic,” “Humorous,” or “Duo” presentations.
Present “Dramatic,” “Humorous,” or “Duo” presentations.
Prior to class, read “Prose and Poetry Interpretation,” p. 131, in <i>As I Was Saying...</i> Bring your good, life stories to class.
Present “Prose Interpretation” presentation.
Present “Prose Interpretation” presentation.
Prior to class, review information on “Poetry Interpretation” in <i>As I Was Saying...</i> Bring your creative poetry pieces to class.
Present “Poetry Interpretation” presentation.
Present “Poetry Interpretation” presentation.
Prior to class, read “Thematic Interpretation,” p. 132, in <i>As I Was Saying...</i> Bring your Bible verses to class.
Present “Thematic Interpretation” presentation.
Present “Thematic Interpretation” presentation.
Prior to class, read “Original Prose and Poetry,” p. 133, in <i>As I Was Saying...</i> Bring your short story to class.
Present “Original Prose and Poetry” presentations.
Last Day of Classes – Present “Original Prose and Poetry” presentations.

The effectiveness of your speech is not necessarily in “lofty speech or wisdom” of the world. Effectiveness of speech comes from God’s gracious gift of *truth, personality, and passion* to you as a communicator. Paul was weak, and came with fear and trembling. As communicators, we too are weak and may come with fear and trembling. But God is sovereign, and His sovereignty should give you peace as you communicate to others. There is nothing to fear since God is supremely in control of all things.

The power of Paul’s message was in God, not in Paul. Whatever speech or communication you are delivering, the power, success, and provision are not from you, they are from God. Worldly wisdom will only take you so far; Godly wisdom will endure for eternity.

Wisdom in persuasive speech comes in truth through graciousness, kindness, and winsomeness in order to answer everyone. “Seasoned with salt” does not mean weakness, it means winsomeness. In order for you to win the hearts and minds of your opponents or friends, may God grant you grace, kindness, and winsomeness as you represent truth.

Your school year at Blackburn Study Center will not be wasted if Christ is at the center of your speech, your preparation, your study, and your heart.

Geometry
1 credit

Text: *Geometry : Seeing, Doing, Understanding* by Harold Jacobs

Course Description:

Harold R. Jacobs' recently revised text *Geometry, Seeing, Doing, Understanding*, combines interesting historic and nature-oriented tidbits with Euclidean geometry, an outstanding way to improve a student's logic skills.

The book begins with an introduction to Euclid, the famous mathematician of ancient times, inductive and deductive reasoning. Euclid's materials appear in most of the following chapters as proofs of theorems are emphasized in a thorough study of geometry.

Concise introductions begin each chapter. The topics addressed are brought to life by relating them to sports, sea creatures, movies, and art. Color diagrams, color pictures, and cartoons also bring interest to the text. Ninety-four lessons are broken into sixteen chapters with a review at the end of each. A final review ends the book. Three sets of exercises are included in each chapter, and answers to a sampling of exercises end the book.

This course includes fourteen chapter tests, a mid-year exam, and a final exam.

Honors Algebra II

1 credit

Text: *Algebra 2 Eighth Edition*, authors: Lial, Hornsby and McGinnis

Algebra II is designed to review and expand the concepts of Algebra I. Students enrolling in this course are expected to apply prior algebra knowledge (real number system and multiple step problems) in order to enhance current algebra practices. The focus of this course is a detailed study of functions (polynomial, exponential, rational, and radical) and equations (linear, inequalities, and quadratic). The development of problem-solving skills and critical thought processes is emphasized. Successful completion of this course will provide a solid foundation for future study of mathematics.

Considered by the publisher to be an AP Algebra II course, Lial/Hornsby/McGinnis's *Intermediate Algebra*, 8e, gives students the necessary tools to succeed in developmental math courses and prepares them for future math courses and the rest of their lives. The Lial developmental team creates a pattern for success by emphasizing problem-solving skills, vocabulary comprehension, real-world applications, and strong exercise sets. In keeping with its proven track record, this revision includes an effective new design, many new exercises and applications, and increased Summary Exercises to enhance comprehension and challenge students' knowledge of the subject matter.

The course includes:

- Chapter 1 Review of the Real Number System
- Chapter 2 Linear Equations and Applications
- Chapter 3 Linear Inequalities and Absolute Value
- Chapter 4 Graphs, Linear Equations, and Functions
- Chapter 5 Systems of Linear Equations
- Chapter 6 Exponents, Polynomials, and Polynomial Functions
- Chapter 7 Factoring
- Chapter 8 Rational Expressions and Functions
- Chapter 9 Roots, Radicals, and Root Functions
- Chapter 10 Quadratic Equations, Inequalities, and Functions

Honors Pre-Calculus (Trigonometry and Advanced Algebra)

1 credit

Text: Precalculus, 3rd edition (authors: Lial, Hornsby and McGinnis)

Study of more advanced algebra including the theory of equations, complex numbers, logarithmic and exponential functions, sequences and series, mathematical induction; trigonometry, and topics of analytic geometry.

Topics of the course include basic algebra, the function concept, graphing, solving equations and inequalities, and various examples of functions: linear, quadratic, power, root, rational, exponential, and logarithm. Although this course is primarily designed to prepare you for a calculus course, we will also be doing applications of these topics. Successful completion of this course will provide a solid foundation for future study of mathematics.

The course includes:

- Fundamentals of Algebra
- Functions and Graphs
- Polynomials and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Analytic Trigonometry
- Applications of Trigonometry
- Systems of Equations and Inequalities using Matrices
- Further Topics in Algebra: Induction, Sequences and Series

AP Calculus AB

1 credit

Text: Larson, Calculus with Analytic Geometry, 8th Ed./Calculus of a Single Variable, 8th Ed.

This AP Calculus AB covers detailed descriptions of:

1. Limits and Their Properties
2. Differentiation
3. Applications of Differentiation
4. Integration
5. Logarithmic, Exponential, and Other Transcendental Functions
6. Differential Equations
7. Applications of Integration
8. Basic Integration Rules

Students must have these materials:

1. Textbook: Calculus Eighth Edition by Larson, Hostetler and Edwards
2. Study and Solutions Guide Volume 1
3. Graphing calculator required; TI-89 strongly recommended

About the text: Designed for the three-semester calculus course for math and science majors, "Calculus" continues to offer instructors and students new and innovative teaching and learning resources. Questions involving skills, writing, critical thinking, problem-solving, applications, and real-data applications are included throughout the text. Exercises are presented in a variety of question formats, including matching, free response, true/false, modeling, and fill-in the blank.

Calculus II

1 credit

Text: Larson, Calculus with Analytic Geometry, 8th Ed./Calculus of a Single Variable, 8th Ed.

This Calculus II class is a continuation of the AP Calculus AB class and covers detailed descriptions of:

1. Integration Techniques including improper integrals
2. Series
3. Conics
4. Parametric Equations and Polar Coordinates
5. Three Dimensional Space
6. Vectors
7. Vector Functions
8. Functions of Several Variables

Students must have these materials:

1. Textbook: Calculus Eighth Edition by Larson, Hostetler and Edwards
2. Study and Solutions Guide Volume 2 and 3
3. Graphing calculator required; TI-89 strongly recommended

About the text: Designed for the three-semester calculus course for math and science majors, "Calculus" continues to offer instructors and students new and innovative teaching and learning resources. Questions involving skills, writing, critical thinking, problem-solving, applications, and real-data applications are included throughout the text. Exercises are presented in a variety of question formats, including matching, free response, true/false, modeling, group projects and fill-in the blank.

Honors Physical Science with Lab
1 credit

Text: *Exploring Creation with Physical Science* by Dr. Jay Wile

The course discusses such topics as the atmosphere, the hydrosphere, weather, the structure of the earth, environmentalism, the physics of motion, Newton's Laws, gravity, and astrophysics. The author especially concentrates on the myths generated by the hysterical environmentalist movement.

Additional investigations beyond the scope of the text:

1. Study of sound and light
2. Introduction to astrophysics
3. Science fair project related to the topic of weather, including:
 - Typed report with hypothesis, conclusion, biography, data, graphs
 - Journal
 - Display board with eight specific items: materials, abstract, problem, hypothesis, data, analysis, graphs, and conclusion

Exams are from the text as well as tutor-created exams with essays and critical thinking questions.

Honors Biology with Lab

1 credit

Text: *Exploring Creation with Biology* by Dr. Jay Wile

Course Description:

The course covers the following topics:

- Biology: The Study of Life
- Kingdom Monera
- Kingdom Protista
- Kingdom Fungi
- The Chemistry of Life
- The Cell
- Cellular Reproduction and DNA
- Mendelian Genetics
- Evolution: Part Scientific Theory, Part Unconfirmed Hypothesis
- Ecology
- The Invertebrates of Kingdom Animalia
- Phylum Anthropoda
- Phylum Chordata
- Kingdom Plantae: Anatomy and Classification
- Kingdom Plantae: Physiology and Reproduction
- Reptiles, Birds, and Mammals

Exploring Creation With Biology is a college-prep biology course that provides a detailed introduction to the methods and concepts of general biology. Heavily emphasizing the vocabulary of biology, it provides the student with a strong background in the scientific method, the five-kingdom classification scheme, microscopy, biochemistry, cellular biology, molecular and Mendelian genetics, evolution, dissection, and ecosystems. It also provides a complete survey of the five kingdoms in Creation.

Additional projects beyond the scope of the text:

- shark dissection
- fetal pig dissection
- identifying anatomy through dissection
- tracing a family trait with a pedigree chart to determine if the trait was recessive or dominant
- Write a paper – comparing and contrasting evolution and creationism
- Construct detailed poster explaining meiosis and mitosis.
- Extensive microscope work
- Pond water project
- Exams – from the text as well as tutor-created exams with essays and critical thinking questions

Honors Chemistry with Lab
(Not offered during 2007-08 school year)
1 credit

Text: *Exploring Creation with Chemistry* by Dr. Jay Wile

Course Description:

The course covers the following topics:

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

Students who take and understand this course will be very well-prepared for a tough university chemistry course.

Additional investigations beyond the scope of the text:

- change of state lab
- density and buoyancy lab
- Diffusion lab
- Endothermic and exothermic reactions
- Oxidation reactions
- Precipitate reactions

Exams are from the text as well as tutor-created exams with essays and critical thinking questions

Honors Physics with Lab

1 credit

Text: Holt Physics, authors: Serway and Faughn

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena and the laws of physics. The study of physics will enable students to understand important aspects about the world in which they live, an appreciation for God's ordered design, and provide a solid foundation for the future study of science. A conceptual as well as problem solving approach will be incorporated in instruction. Specifically, this course will cover:

- The Science of Physics / Scientific Method
- Motion in One Dimension (displacement, velocity, acceleration, falling objects)
- Two Dimensional Motion (vector operations and resolution, projectile and relative motion)
- Forces and the Laws of Motion (Newton's Laws)
- Work and Energy (kinetic and potential energy, conservation of energy, power)
- Momentum and Collisions (momentum, impulse, elastic and inelastic collisions)
- Circular Motion (Newton's Universal Law of Gravitation, circular motion, torque)
- Heat (temperature and thermal equilibrium)
- Vibrations and Waves (wave theory, simple harmonic motion)
- Sound
- Light and Reflection (electromagnetic waves, flat mirror reflection)
- Refraction
- Electricity (CASTLE curriculum)

This course will give you a clear conceptual understanding of physics as well as plenty of practice working with both fundamental physical concepts and problem solving skills. As part of the learning process we will be doing both classroom demonstrations and laboratory experiments in all areas studied. My goal is not only to have you learn physics but enjoy it and relate what you are learning to the world around you. Your evaluation will be based on homework, projects, labs, activities, quizzes and tests.

AP Chemistry

1 credit

Text: *Advanced Chemistry* by Dr. Jay Wile

This AP Chemistry course is designed to be the **second high school chemistry course** that a student takes. In order to take this course, then, the student must already have had one year of high school chemistry and Algebra II. When added to that first year course, this course "fills in the gaps," giving the student the equivalent of the first year of college chemistry.

The course covers detailed descriptions of:

- Limiting-reagent stoichiometry
- Atomic and molecular orbitals
- Intermolecular forces
- Solutions
- Equilibrium
- Acids and bases
- Redox reactions
- Nuclear chemistry
- Organic chemistry

Challenging but understandable, your student will be at the top of his university chemistry class after taking this course.

Students participated in 11-13 labs and manned a Blackburn Study Center table at the Carnegie Science Center's National Chemistry Week. The table taught lessons in density to visitors to the Science Center for the two day NCW demonstrations. Each student participated in the NCW exhibit for at least 8 hours.

AP Physics

1 credit

Text: *Advanced Physics* by Dr. Jay Wile

This AP Chemistry course is designed to be the **second high school physics course** that a student takes. In order to take this course, a student must have already completed a high school physics course, preferably Exploring Creation With Physics. When added to that first-year course, this course "fills in the gaps" and gives the student the equivalent of one year of university-level physics. You may have heard this kind of course called an "Advanced Placement" or "AP" course. In addition to a first-year physics course, the student must have also completed a trigonometry course in order to take Advanced Physics in Creation.

The course covers detailed descriptions of:

- Kinematics
- Units and Vectors Revisited
- Newton's Laws
- Energy and Momentum
- Rotational Motion
- Oscillations and Waves
- Sound and Light
- Gravity and Relativity
- Heat
- Thermodynamics
- Electrostatics
- Electrical Potential Energy and Electric Potential
- DC Electric Circuits
- Magnetism and Electromagnetic Induction
- Atomic Physics
- Nuclear Physics

The student is also given an introduction to the fascinating topics of special relativity and general relativity.

Challenging but understandable, your student will be at the top of his university physics class after taking this course.

Honors Omnibus III – Year 1

1 credit History

1 credit Literature

Texts: *Omnibus III: Reformation - Present* by Veritas Press
Western Civilization by Jackson Spielvogel, 4th edition

Course Description: Omnibus III is a continuation of the history/literature/theology curriculum, but now focusing on the period from 1600 to 1840. Our goal this year is not just to read these great works for comprehension, but to also see how these works contribute to the issues in the “Great Conversation” discussed in Omnibus II. As we move through the course materials, we need to ask what these works say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Readings: Students are required to have the following books:

Autobiography of Ben Franklin by Benjamin Franklin
Count of Monte Cristo by Alexander Dumas
Democracy in America by Alexis de Tocqueville
Foxes' Book of Martyrs by John Foxe
Frankenstein by Mary Shelley
King Lear by William Shakespeare
Paradise Lost by John Milton
Pilgrim's Progress by John Bunyan
Pride & Prejudice by Jane Austen
Tale of Two Cities by Charles Dickens
Taming of the Shrew by William Shakespeare
The Crucible by Arthur Miller
Treasure Island by Robert Louis Stevenson

Additional material will come from handouts in class. Students are expected to have read through all the assigned material in advance of class, have thought about the material, and be prepared to discuss it. Prior to reading any of the main books, students should read the relevant introductory essay in the Omnibus III text, if there is one.

Assignments & Grading: There will be six general types of assignments in this class. The first are exams. There will be four take-home exams in Omnibus III. Exams will concentrate on the material since the last exam, but since history and some literature build on what has come earlier, the exams to a certain extent will be cumulative. There will two exams in the fall semester and two in the spring semester. Each exam will comprise 25% of the semester course score. (combined 50% per semester total)

The second type of assignment is a weekly discussion paper or paragraph. Each week students will be required to write on a topic that will be covered in class. Specifications for these papers (margins, fonts, etc.) will be given along with an example paper in the first week. (I am providing an example of what I expect in week 1 to assist new students understand my expectations.) These papers will help students collect their thoughts in advance and have something to contribute in class discussions. These papers will also be counted towards assignments in writing. These papers will comprise 20% of the semester course score.

The weekly papers presume class discussion and there will in fact be class discussions and other activities for students to participate in. (More on this to follow below.) Altogether, participation will constitute 10% of the student's semester course grade.

A fourth type of assignment is a weekly online quiz. Each Thursday a quiz will be posted online at the course website (<http://www.tutorsquill.org/>) for students to take. Quizzes must be completed no later than the start of class the following Monday. The point of these quizzes is to see that students have comprehended the reading assigned and material discussed in class. The computer upon completion will grade the quiz and students should review any answers that are not correct so they can learn from it. (To that end, I encourage students to print out a copy of the corrected quiz as it will help students learn from their errors as well as give parents material for their end-of-year portfolios.) Quiz scores will comprise 15% of the semester course score.

Honors Omnibus III –Year 2

1 credit History

1 credit Literature

Texts: *Omnibus III: Reformation - Present* by Veritas Press
American Pageant: A History of the Republic 12th edition by Kennedy Bailey

Course Description: Omnibus III is a continuation of the history/literature/theology curriculum, but now focusing on the period from 1840 to present. Our goal this year is not just to study history and read the great works for comprehension, but to also see how each contributes to the issues in the “Great Conversation” discussed in Omnibus II. As we move through the course materials, we need to ask what these works say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Readings: Students are required to have the following books:

Animal Farm by George Orwell
Fahrenheit 451 by Ray Bradbury
How to Read a Book by Mortimer Adler
Huck Finn by Mark Twain
Of Mice and Men by John Steinbeck
The Chosen by Chaim Potok
Romeo and Juliet by William Shakespeare
The Hiding Place by Corrie ten Boom
To Kill a Mockingbird by Harper Lee
Up From Slavery by Booker T. Washington
Philemon
Sgt. York: His Life, Legend & Legacy: The Remarkable Untold Story of Sergeant Alvin C. York by Perry

Other readings will include primary documents, essays, a short story unit and a poetry unit. Additional material will come from handouts in class and online sources.

Assignments & Grading:

Students are expected to complete all assignments on schedule and to come to class familiar enough with the material to engage in meaningful discussion.

A variety of assessments will be made throughout the year. Most history units, as divided in the text, will be followed by an exam. Basic comprehension of individual chapters will be assessed with online quizzes. Other means will include writing assignments, “pop” quizzes, projects and presentations. Class participation will also be an integral part of quarterly grades.

Honors Dialectic Omnibus III –Year 2

1 credit History

1 credit Literature

Texts: *Omnibus III: Reformation - Present* by Veritas Press
American Pageant: A History of the Republic 12th edition by David M. Kennedy et al,

Course Description: Omnibus III is a continuation of the history/literature/theology curriculum, but now focusing on the period from 1840 to present. Our goal this year is not just to study history and read the great works for comprehension, but to also see how each contributes to the issues in the “Great Conversation” discussed in Omnibus II. As we move through the course materials, we need to ask what these works say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Readings: Students are required to have the following books:

Frankenstein by Mary Shelley
The Strange Case of Dr. Jekyll & Mr. Hyde by Robert Louis Stevenson
The Deadliest Monster by Jeff Baldwin
selections from *The Slave Narratives*
The Comedy of Errors by William Shakespeare
Out of the Dust by Karen Hesse
Animal Farm by George Orwell
The Hiding Place by Corrie ten Boom
To Kill a Mockingbird by Harper Lee
Philemon

Other readings will include primary documents, essays, a short story unit and a poetry unit.
Additional material will come from handouts in class and online sources.

Assignments & Grading:

Students are expected to complete all assignments on schedule and to come to class familiar enough with the material to engage in meaningful discussion.

A variety of assessments will be made throughout the year. Most history units, as divided in the text, will be followed by an exam. Basic comprehension of individual chapters will be assessed with online quizzes. Other means will include writing assignments, “pop” quizzes, projects and presentations. Class participation will also be an integral part of quarterly grades.

Pre-Rhetoric Composition

½ credit

Text: *The New Oxford Guide to Writing* by Thomas S. Kane

Course Description: We will begin with a review of basic writing in the fall to make sure that everyone has a common understanding of paragraph and sentence building. After Christmas break, we will focus intensely on persuasive writing. At the end of the year there will be one longer research paper assigned (again, in conjunction with Omnibus III).

Additional material will come from handouts in class. Students are expected to have read through all the assigned material in advance of class, have thought about the material, and be prepared to discuss it.

Assignments & Grading: Writing this year will coordinate closely with Omnibus III and all writing assignments will be handed out in the Omnibus III worksheets. Papers will be graded in conjunction with the criteria set out in the Omnibus III syllabus. Students are expected to use the writing template to ensure appropriate formatting. All assignments must be emailed to Mrs. Satariano (primary grader) by 8:00am on the day the assignment is due. Late assignments are penalized 10 percent for each day they are late.

In addition to Omnibus III writing assignments, there will be some short in-class exercises that will contribute to 10 percent of the student's overall writing grade.

Honors Rhetoric Omnibus III

1 credit History

1 credit Literature

Texts: *Omnibus III: Reformation - Present* by Veritas Press
Western Civilization by Jackson Spielvogel, 4th edition

Course Description: Omnibus III is a continuation of the history/literature/theology curriculum, but now focusing on the period from 1600 to 1840. Our goal this year is not just to read these great works for comprehension, but to also see how these works contribute to the issues in the “Great Conversation” discussed in Omnibus II. As we move through the course materials, we need to ask what these works say about God, the nature of man, our position in the world and our relationships to God and with others. As we study these works and answer these questions, we will do so from an unabashedly theistic worldview. (Hebrews 11:6; 2 Corinthians 10:5)

Readings: Students are required to read the following books/essays/short stories:

A Tale of Two Cities by Dickens
Romeo and Juliet by Shakespeare
Golden Book of True Christian Life by John Calvin
Last of the Mohicans by Fennimore Cooper
Disappearance of Childhood by Postman
Gulliver’s Travels by Jonathan Swift
Postmodern Times by Gene Vieth
Worldly Saints by Leland Ryken
Nine Tomorrows by Isaac Asimov
Poems by Auden
Snobbery (essay) by Epstein
Gift of the Magi (short story) by O. Henry
Ransom of Red Chief (short story) by O. Henry
George Whitefield Sermon
An Occurrence at Owl Creek Bridge by Bierce
Unabridged Devil’s Dictionary by Bierce
The Road not Taken by Frost
Stopping by the Woods on a Snowy Evening by Frost
Tabletalk selections by Luther
Charity and its Fruits (Selection) by Jonathan Edwards
Religious Affections (Selection) by Jonathan Edwards

Optional:

Ben Franklin: The Autobiography by Benjamin Franklin
The Long Winter by Ingalls-Wilder
Contending for Our All by Piper
How should we Then Live? By Francis Schaeffer
Lectures on Calvinism by Kuyper
Christianity and Liberalism by Machen
The Reformation by Lindsay

Classical Rhetoric

½ credit

Write speech (2-4 pages---length of short expository essay) **strictly** according to the outlined “blueprint.” *Be able to justify all content using Aristotelian terminology.* At the end of second week, present speech.

Each speech should receive two grades: 1) a written “rhetorical essay” percentage grade, and 2) a presentation grade based on the criteria as outlined on the “Presentation Criteria” sheet. There will be opportunity for 3-4 speech grades over the course of a quarter.

POLITICAL RHETORIC

*This is the part of the practicum most easily integrated with History and Economics studies. There are five categories of Political speech, according to Aristotle. These are **National Defense, War and Peace, Ways and Means/Revenue, Imports and Exports/Foreign Policies and Legislation.** Rhetoric course will incorporate, to the extent possible, eras and events from History studies into the scope of the models and student’s speech agendas.

FORENSIC RHETORIC

*This part of the practicum can work well with Literature studies.

CEREMONIAL RHETORIC

*This part of the practicum can work well with Literature and Bible studies.

Additionally, there will be a review of the Progymnasmata and Aristotle. We will work with components of good speeches/papers such as narratives, descriptions, and anecdotes, and using persuasive techniques in our own work. I will reference or use some of your Omnibus materials occasionally. You should plan to do a great deal of writing this year, and some oral presentation.

Economics

½ credit

Texts:

Economics in One Lesson by Henry Hazlitt. We are using the new edition published in 1979.
Whatever Happened to Penny Candy? By Richard Maybury. We are using the 4th edition.

While not a required text, *Biblical Economics in Comics* by Vic Lockman is an excellent resource. Following the Hazlitt text closely, lessons are conveyed in an easy-to-understand comic format.

Grading Policy:

I will recommend a final grade based on the following percentages:

- Class participation – 25%
- Quizzes and homework assignments – 45%
- Mid-term exam – 15%
- Final exam – 15%

There will be reading and writing assignments every week. All quizzes, exams, and homework assignments are to be submitted to me either via hard copy or Email by 11:59 pm the day due. Any late assignments will be docked 10% per day unless prior arrangements have been made between a parent and the tutor.

Tidbits:

Class will be a highly interactive event, so your participation counts significantly each and every class period.

Senior Composition

½ credit

Text: Required: *Style: Toward Clarity and Grace* by Joseph Williams; *MLA Handbook for Writers of Research Papers, Sixth Edition* by Joseph Gibaldi;

Recommended: *Strunk and White's Elements of Style*

Course Description: Senior Composition is designed to prepare the student for the basic college-level Freshman Composition course. With this in mind, a majority of our class time will be spent working on in-class writing assignments, editing, peer review/critique and polishing and preparing the final draft. The goal is to develop habits in mental outlining, impart technique in sculpting graceful sentence structure, and hopefully provide an experience in rapid but painless production of massive amounts of substantive and persuasive work (remember, this describes in-class exercises, not homework). Instruction in proper citation and documentation of primary and secondary sources and proficiency in the use of the MLA guidebook will be included. We will review very briefly writing technique and style; exercises from the Williams text and other resources may be assigned as the need to review rules and methods arise. Most out-of-class essays will coordinate with Omnibus assignments; secondarily, there will be work assigned exclusively for this class, using as resources handouts provided in class. Count on at least one writing assignment per week during the first semester. Finally, a single longer research paper (also conjunction with Omnibus III) will be assigned during the second semester.

Progymnasmata

½ credit

Required: Use of online writing evaluation service: Criterion

The progymnasmata is an ancient system of teaching writing as a series of exercises which move from the simple to the difficult, from the concrete to the abstract; it introduces students to writing forms that build on familiar structures and gradually demand more reflection and analysis. Frank J. D'Angelo, author of *Composition in the Classical Tradition*, the standard text for teaching the progym, adds in his introduction 5 other reasons for advocating the progymnasmata, including how the method weaves through literary, historical and philosophical writings to connect the students' practice to their studies. The myths, fables, anecdotes, proverbs, narratives, tales, moral lessons, etc., used in the exercises derive from the literature of the West and the East (Near, Far, Middle and Ancient). Like the Greco-Roman world, from which this method has come down to us today, we live in a multicultural society. Thinking through the traditions of the cultures from a biblical perspective and discussing the political, social and domestic issues that arise will develop the rhetorical skills you will need to master to be effective Christian participants in a civil society.