

The Paideia School

Art 8

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
- Create a grey scale using hatching
- Apply hatching to an object to create form
- Manipulate proportion for effect
- Create multiple paintings that work together (diptych, triptych, polyptych)
- Use color to symbolize mood (suggested: words from Ecclesiastes 3)

Suggested Master: Escher (Relativity)

Second Quarter (composition / depth)

- Understand the difference between intellectual unity and visual unity
- Understand that unity / harmony is created through repetition, continuation (circular flow), and proximity
- Identify, analyze, and copy a masterwork in pastels (student selected)
- Further develop layering and blending techniques in pastels
- Render objects using two-point perspective, including vanishing points
- Further develop drafting techniques, including keeping objects “square”
- Further develop marker coloring techniques

Suggested Master: Impressionist masterworks

Third Quarter (pattern / texture)

- Create an overlay of calligraphic text over a painting
- Further develop calligraphic and painting skills
- Create a collage using a variety of materials, using symbolism (suggested: Three Offices of Christ)
- Paint an oil still life including glazing

Fourth Quarter (animals / people)

- Render an animal using wood-burning, highlighting the animal’s texture
- Create a hand in clay
- Further develop sculpting skills using tools

The Paideia School

Bible 8

Gospels

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.

Bible 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. Compare and contrast the literary and theological qualities of the four gospels.
2. Read and study the entire text of each gospel.
3. Discover how Christ essentially connects the Old and New Testament covenants and canons.
4. Understand the significance of the historical background of the Old Testament books to the life of Christ and the gospel writings.
5. Articulate the major doctrinal and ethical themes of the gospels.
6. Gain skill in Bible study methods and use of research tools.
7. Gain a basic understanding of theological terms and essential Greek words.

Course Objectives

First Quarter

- The Intertestamental period
- Introduction to Synoptic Gospels
- Jewish religious culture in the time of Christ
- The hope of Messiah
- Early years of Christ
- John the Baptizer and Jesus
- Jesus' early ministry in Galilee
- Weekly Bible memory verses and chapter concepts

Second Quarter

- Sermon on the Mount
- Parables of the Kingdom
- The Miracles of Jesus
- Commissioning of the Twelve and the nature of the apostolic ministry
- Peter's great confession & the Transfiguration
- Jesus at the Feast of Tabernacles in Jerusalem
- Weekly Bible memory verses and chapter concepts

Third Quarter

- Intensification of conflict with the Jewish leaders
- "I am" statements of Christ
- Later Judean ministry of Christ
- The Good Shepherd
- Ministry of Christ in Perea
- The cost of discipleship
- Weekly Bible memory verses and chapter concepts

Fourth Quarter

- Final journey to Jerusalem
- Conflicts and rejection by the nation
- The Olivet Discourse
- The Lord's Supper & meaning of Communion
- The High Priestly Prayer of Jesus
- The trials of Christ
- Crucifixion & Resurrection
- Road to Emmaus
- The Great Commission
- Weekly Bible memory verses and chapter concepts

Teacher Materials

Bible (teacher preference)

Student Materials

Bible (Study Bible)

NIV Harmony of the Gospels, The ISBN: 9780060635237

The Paideia School
English 8
Introduction to Medieval 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.

Course Objectives

First Quarter

- Literature
 - Beowulf*
 - The Song of Roland*
- Writing
 - Review strong sentences and paragraphs
 - Review five paragraph essays
 - Encomiums
- Grammar Review
 - Consistent verb tense; Other grammar skills as needed
- Poetry
 - Holy Sonnet 10 - John Donne (memorize)

Second Quarter

- Literature
 - Finish *The Song of Roland*
 - Sir Gawain and the Green Knight*
- Writing
 - Five paragraph essays
 - Invectives
- Grammar Review
 - Pronoun reference errors; Other grammar skills as needed
- Poetry
 - Sonnet 19-John Milton (memorize)

Third Quarter

- Literature
 - Divine Comedy*
 - selections from the *Inferno* and *Paradisio*
 - Macbeth*
 - characters of Macbeth and Lady Macbeth
 - theme: consequences of sin
- Writing
 - Five to eight paragraph essays
 - Comparisons

- Grammar Review
Punctuation as needed; Other grammar skills as needed
- Poetry
Shakespeare's Sonnet 18 and 116 (memorize)

Fourth Quarter

- Literature
Hamlet
 - Hamlet's sanity
 - revenge vs. suicide: no alternatives?
 - tragedy*Pilgrim's Progress*
 - symbolism
- Writing
Five to eight paragraph essay
- Grammar Review
Passive and Active Voice Verbs; Other grammar skills as needed
- Poetry
"To be or not to be . . ." -from Shakespeare's *Hamlet* III i ll.58-90 (memorize)

Teacher Resources

Beowulf. Trans. by Seamus Heaney. New York: W.W. Norton and Company, 2000. ISBN 0393320979.

A Pilgrim's Progress. Bunyan, John. New York: Dover Publications Inc., 2003. ISBN 0486426750.

Sir Gawain and the Green Knight.

The Song of Roland.

Hamlet. Shakespeare. ISBN: 074347712X

Macbeth. Shakespeare. ISBN: 0812035712

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

Folger's Guide to Shakespeare. Wright, Louis B. and Virginia A. LaMar. ISBN 0671489305.

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

Student Materials

Beowulf. Trans. by Seamus Heaney. New York: W.W. Norton and Company, 2000. ISBN 0393320979.

A Pilgrim's Progress. Bunyan, John. New York: Dover Publications Inc., 2003. ISBN 0486426750.

Sir Gawain and the Green Knight.

The Song of Roland.

Hamlet. Shakespeare. ISBN: 074347712X

Macbeth. Shakespeare. ISBN: 0812035712

Summer Reading

Designated Bible Selection

Case for Christ. Strobel, Lee.

Paideia Player's Shakespeare Spring Play

King Arthur and His Knights of the Round Table. Green, Roger Lancelyn

The Paideia School

History 8

The Middle Ages, Renaissance, and Reformation History

Biblical Principles

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

Department Goals

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

Course Goals

Student will:

1. Recall significant dates, people, events, and movements along with the geographies of Medieval Europe through the time of the Reformation 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. Understand the interconnectedness of concurrent events as well as to previous and present circumstances between the United States and Europe.
4. Express their thoughts and beliefs at an appropriate level regarding significant issues.
5. Read from selected primary and secondary documents, books and publication that represent significant thinking during this time period.

Course Objectives

First Quarter

Early Medieval Period

Students will learn about the following significant points and their relationship to the development of Western Civilization and the Church:

Early Medieval Church History

- Celts, Saxons, Angles, Patrick, Columba, Aurelius, Augustine of Canterbury, Bede, Pope Innocent I, Gregory the Great, Benedict, Francis of Assisi
- Patrick to Ireland
- Pope Gregory send Augustine to Canterbury – Christianity in Britain
- Rise of Monasticism
- Separation of the Church in the East and the West

Frankish Kingdom (481- 843)

- Clovis, Charles Martel, Pepin the Short, Charlemagne, Gregory of Tours
- Donation of Pepin
- Battle of Tours
- Defeat of Lombards
- Charlemagne – Holy Roman Empire
- Struggle for Power between Emperors/Kings and Pope (Church)
- Feudalism and Chivalry

Byzantine Empire Holy Roman Empire (527 – 1353)

- Justinian I
- Codex of Justinian
- Hagia Sophia
- Recapture of Roman Lands
- Otto I, Henry IV, Pope Gregory, Fredrick Barbarossa, Pope Leo IX
- Otto King of Germany/Holy Roman Empire
- Henry IV Excommunicated
- Concordat of Worms
- East West Schism

Continue to Develop Skills in:

- Note Taking/Outlining Skills
- Three to Five Paragraph Essays
- Encomiums and Invectives

Second Quarter

Medieval Period

- Viking Invasion of Europe (700-1066)
- Alfred the Great, Rollo, Henry the Fowler, Eric the Red, Leif Ericson, William the Conqueror, Edward the Confessor
- Norman Conquest of England
- Scandinavia Christianized

Islam

- The Hegira
- The Koran Completed
- Muslims capture Arabia, Alexandria, and Jerusalem
- First Crusade – Fourth Crusade, Children’s Crusade
- Islam and The Crusades (622 – 1270)
- Muhammad, Abbasid Dynasty, Seljuk Turks, Pope Urban II, Peter the Hermit, Richard the Lionhearted,

Medieval Nationalism (1154 – 1422)

- Henry II, Thomas Becket, Geoffrey Chaucer, Richard the Lionhearted, King John, Edward I, Edward II, William Wallace. Robert the Bruce, Edward III, Black Prince, Joan of Arc, Henry V
- Magna Carta
- Black Death
- England’s War with Scotland
- Hundred Years War

Develop Writing Skills:

- Five Paragraph Essays
- Progymnasmata – Encomiums and Invectives

Third Quarter

Early Reformation and Renaissance

Early Reform in the Church: (1100-1400)

- Bernard of Clairvaux, Thomas Aquinas, John Wycliff, and Jan Huss,

Renaissance Architecture, Education, Literature, and Art

- Architecture: Romanesque and Gothic Cathedrals compared to Renaissance Architecture
- Formation of European Universities: Notre Dame and Oxford
- Education: Dominicans, Study of Ancient Philosophers and Literature: Aristotle, Plato, Cicero, Seneca, and Homer, and Latin and Greek; Development and Purpose of Education in the Liberal Arts
- Literature: Dante: *The Divine Comedy (The Inferno)*, Thomas Aquinas: *Summa Theologica*, Machiavelli: *The Prince*, Castiglione: *The Courtier*
- Art – Painting and Sculpture: Influence of the Church and Medici Family, Themes: Biblical and Mythological, Donatello: *David*, Leonardo Di Vince: *Mona Lisa*, *The*

*Last Supper, Vitruvian Man, Michelangelo: David, Sistine Chapel, Pieta, Raphael:
The School of Athens, and Ghiberti: Baptistery Doors*

Develop Writing Skills:

- Five Paragraph Essays
- Progymnasmata – Encomiums and Invectives

Fourth Quarter

Reformation and Exploration

Protestant Reformers and Changes in the Church (1500)

- Martin Luther – 95 Theses, Response of the Church
- John Calvin – *The Geneva Bible, Institutes of the Christian Religion*
- William Tyndale
- Anabaptist
- Five Solas of the Reformation
- Catholic Counter Reformation

Struggles between Civil Government and Church (1400-1500)

- Spain – Ferdinand and Isabella, Spanish Inquisition, and Christopher Columbus
- England – Henry VIII (Wives, King Edward, Queen Mary, and Queen Elizabeth, Separation from Roman Church, Matthews Bible)
- Spanish Amada 1588
- Alliance between England and Spain (Mary and Phillip)

Arts and Literature (1500s)

- Shakespeare

Develop Writing Skills:

- Five Paragraph Essays
- Progymnasmata – Encomiums and Invectives

Teacher Resources:

The Story of the Christian Church by Jesse Lyman Hurlburt ISBN 0-310-26510-X

Streams of Civilization Volume 1 ISBN 1-930367-43-0

Renaissance by Paul Johnson ISBN 0-8129-6619-8

Western Civilization by Jackson Spielvogel

Student Resources:

The Story of the Christian Church by Jesse Lyman Hurlbert ISBN 0-310-26510-X

Streams of Civilization Volume 1 ISBN 1-930367-43-0

Renaissance by Paul Johnson ISBN 0-8129-6619-8

Recommended Activities:

Renaissance PowerPoint Presentation to 4th Grade History Class

Medieval Times in Orlando, FL

Wycliffe Orlando, FL

The Paideia School

Latin III – 8th 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. Practice simple and complex grammatical constructions.
2. Continue to build knowledge of 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 1-20*
- Roman Geography: *the Roman world, important bodies of waters, e.g. Adriatic Sea, Aegean Sea, Black Sea, rivers, e.g. Rhine, Po, Rubicon, important islands and provinces, e.g. Germania, Aegyptus, Sicilia, Creta*
- Oral Latin, Expressions, Mottoes, Abbreviations: *Quaenam est tempestas? Quid novi? Surge! Ignosce mihi; Bene respondisti, Mihi placet . caveat emptor, et. Al, vs. ad astra per aspera, status quo, ars longa, vita brevis*
- 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 21-25*
- Roman History: *prominent historical characters from Roman history, e.g. Augustus, Hannibal, Julius Caesar, Cleopatra, Marc Antony, Spartacus; major events of Roman history, e.g. Punic Wars, Caesar's Conquest of Gaul*
- Review Bible Memory work in Latin and English

Third Quarter

- Introduce comparative adjectives and adverbs, subjunctive forms, vocabulary and derivatives: *Chapters 26-30*
- Mythology: *heroes and monsters, e.g. Jason, Odysseus, Perseus, Theseus, Daedalus, Minotaur, Chimera, Underworld, e.g. Cerberus, Charon. Proserpina, Styx, Pluto*
- Review Bible Memory work in Latin and English

Fourth Quarter

- Introduce *cum* clauses, subjunctives, adverb comparisons, deponents, dative verbs, vocabulary and derivatives: *Chapters 31-35*
- Comprehensive review of vocabulary, derivatives, and grammar constructions from Latin I, II, and III
- Roman Life: *recreation and entertainment, e.g. baths, chariot racing, gladiatorial combats, stage performances*
- 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. LaFleur, 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)
Vocabulary Bee
National Latin Exam – Latin II

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.

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

Mathematics 8

Algebra

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

Objectives

First Quarter

- Fundamental Operations
addition, subtraction, multiplication, division, raising to a power, zero and one, order of operations, the properties, Commutative, Associative, Distributive
- Functions and Graphs
The Coordinate Graph, direct and inverse variations, linear functions
- Integers
Operations and graphing
- Rational Numbers
Absolute Value and addition, operations with rational numbers, graphing

Second Quarter

- Equations in One and Two Variables
Inverse operations, equivalent equations and expressions, length and area, distance, rate, speed, formulas, graphing linear equations, slope-intercept
- Simultaneous Equations
Solving by addition and subtraction, graphing, inconsistent and equivalent equations solving by substitution, mixture problems
- Exponents
Laws of exponents, zero and negative exponents, powers of products and quotients, exponential functions

Third Quarter

- Polynomials
Monomials, polynomials, adding, subtracting, multiplying and dividing polynomials, squaring binomials
- Factoring
Prime and Composite numbers, factoring 1st and 2nd degree polynomials, factoring monomials, factoring the difference of two squares, factoring trinomials and higher-degree polynomials
- Fractions
Algebraic fractions, adding, subtracting, multiplying, and dividing algebraic fractions, complex fraction
- Square Roots
Squares and square roots of products and quotients, adding, subtracting, multiplying and dividing square roots, radical equations

Fourth Quarter

- Quadratic Equations
Polynomial equations and functions, solving polynomial equations by graphing, factoring, taking square root, completing the square and the Quadratic Formula, the discriminant, solving higher-degree equations
- Real Numbers
Rational vs. irrational numbers (π)
- Fractional Equations
Ratio and proportion, equations containing fractions, solving formulas
- Inequalities
Solving linear inequalities, absolute value and inequalities
- Set Operations
Union and intersection

Teacher Resources

Elementary Algebra. Jacobs, Harold R., New York, W.H. Freeman and Co. 1979. ISBN: 0-7167-1047-1

A Teacher's Guide to Elementary Algebra, Jacobs, Harold R., New York, W.H. Freeman and Co. 1979. ISBN: 0-7167-1075-7

Test Masters for Elementary Algebra, Jacobs, Harold R., New York, W.H. Freeman and Co. 1979. ISBN: 0-7167-1077-3

Scientific calculator

Student Resources

Elementary Algebra. Jacobs, Harold R., New York, W.H. Freeman and Co. 1979. ISBN: 0-7167-1047-1

Scientific calculator

The Paideia School

Physical Education 8

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 activity.
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
- Learn the process of preparing and training for a 5K race

Suggested activities to include: Local 5K race in the spring, Preparation for the Presidential Physical Fitness Test, and The Paideia Challenge

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

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: Gasparilla or Strawberry Classic 5K Run, Presidential Physical Fitness Test, and NFL Combine

Additional Activities:

Presidential Physical Fitness

The Paideia School

Space and Earth Science II

Biblical Principles

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

Science Department Goals

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

Course Goals

Students will:

1. Understand the characteristics of the ocean and the effects on mankind, including the proper use of various data gathering equipment.
2. Study the characteristics of the earth's surface.
3. Research and debate the environmental impacts of man on earth.
4. Debate ethical application of discoveries.
5. Study God's design of the earth.

Objectives

First Quarter

The Lithosphere

- God's design of the earth, its structure and history – plate tectonics vs. Big Bang
- Minerals, rocks, fossils, ores, caves, stalagmites, stalactites
- The rock cycle
- Environmental impacts on man
- Ethical application of discoveries

Second Quarter

The Lithosphere

- Natural landforms – mountains, valleys, mesas, plateau, desert, rainforest, forest, tundra, geysers, hot springs
- Life on earth – animals and plants and their habitats
- Biomes
- Natural disasters – earthquakes, volcanoes
- Weathering – mass wasting, erosion
- Environmental impacts on man
- Ethical application of discoveries

Third Quarter

The Hydrosphere - Oceans and Seas

- Ocean floor – structure, landforms, zones
Mapping the ocean floor
- Ocean water – The water cycle, salinity, temperature, pressure, and density
- Ocean in Motion – Currents and their effect on climate, tides and their effects on the coasts, waves – structure of, how and why they break, tsunami
- Ocean Life – plant and animal life and habitat
- Environmental impacts on man
- Ethical application of discoveries

Fourth Quarter

The Hydrosphere – Fresh Water and Systems

- Lakes, ponds, rivers, streams, glaciers and how they interact with each other.
- Fresh water plant and animal life and habitat and how that differs with ocean water life.
- Groundwater systems, underground reservoir, erosion
- Environmental impacts on man
- Ethical application of discoveries

Teacher Resources

The Bible

Bob Jones University Press, *Space and Earth Science: Teachers Edition*: Bob Jones. 2006. (ISBN 978-1591663096)

Debbie and Richard Lawrence, *God's Design for Heaven and Earth*, 3 books: *Our Universe*, *Our Earth*, and *Our Weather and Water: Answers in Genesis*. 2006 (ISBN 978-1893345805)

Student Resources

The Bible

Bob Jones University Press, *Space and Earth Science: Teachers Edition*: Bob Jones. 2006. (ISBN 978-1591663119)

The Paideia School

Upper School Music 8

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.