

The Paideia School

Art 11

Biblical Principles

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

Department Goals

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

Course Goals

Students will:

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

Quarterly Objectives:

First Quarter

- Students continue portfolio work.
- Schaeffer series – video five (The Revolutionary Age) and seminar
- Student-selected art seminar

Second Quarter

- Students continue portfolio work.
- Schaeffer series – video six (The Scientific Age) and seminar
- Student-selected art seminar

Third Quarter

- Students continue portfolio work.
- Schaeffer series – video seven (The Age of Non-Reason) and seminar
- Student-selected art seminar
- Play / set production

Fourth Quarter

- Students continue portfolio work.
- Schaeffer series – video eight (The Age of Fragmentation) and seminar
- Student-selected art seminar

Teacher Resources:

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

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Activities:

Yearbook Staff - Design and Production

Design and production for Spring Play

The Paideia School

Bible 11

Doctrine

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 Synopsis

Students will 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 the Paideia School's Statement of Faith. Special attention will be given to helping students see the interplay of Biblical theology, church tradition, and personal conviction in forming their religious beliefs. They will learn that the Bible is the primary and only authoritative source of Christian doctrine. They also will learn how to reason out logical conclusions from Scripture and defend their conclusions based on sound principles of Scriptural interpretation. They will develop an appreciation for the profundity, richness, coherence, and power of Christian doctrine in their life, ministry, and witness.

Course Goals

Students will:

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

Course Objectives

First Quarter

- The doctrine of the Bible.
 - The two ways in which God reveals himself (special revelation and general revelation).
 - The nature of divine revelation as compared and contrasted with the nature of acquired knowledge.
 - The inerrancy, reliability, uniqueness, and inspiration of the Scriptures.
 - Issues of canonicity.
 - The authority and application of the Scriptures in the life and ministry of the individual Christian and the confessing community.
 - View of Scripture in the historic creeds and confessions of the Church.
- The doctrine of God.
 - The existence of God.
 - The Fatherhood of God.
 - The essential being of God (the triune Godhead).
 - The attributes of God (e.g., omnipotence, omniscience, omnipresence).
 - The work of God (creation, providence).

Second Quarter

- The doctrine of man.
 - His nature as *imago dei*.
 - His fall into sin.
- The doctrine of Christ.
 - Christ's person (e.g., deity, humanity, incarnation, virgin birth, sinless life).
 - Christ's ministry (e.g., teachings, miracles and fulfillment of prophecy).
 - Christ's atoning death and resurrection.
 - Christ's ascension.
 - Christ's plenary continuing authority and power.
 - Christ's continuing intercessory ministry.

Third Quarter

- The doctrine of salvation.
 - God's initiative: the cross of Christ.
 - Regeneration of sinful man.
 - Man's response: faith in Christ and repentance.

The economy of grace:
Election
Justification by faith alone
Regeneration
Adoption
Sanctification.

Fourth Quarter

- The doctrine of the Church.
Unity of believers in Christ.
The worshipping community.
The witnessing community.
- The doctrine of last things.
Doctrine of the resurrection of the saved and lost.
Millennial schools of thought.
The eternal state: heaven and hell.

Rhetoric Teaching Methodologies (in order of priority)

- Moderated class discussions.
- Socratic dialogue.
- Research and reporting.
- Lecture and note taking.
- Audio-visual presentations.
- Debate.
- Guest speakers and field trips.

Rhetoric Means of Assessment (in order of priority)

- Oral presentations.
- Written examinations.
- Written assignments.
- Projects.
- Quizzes.

Textbook and Supplemental Materials

Student Resources

1. John Calvin, *The Institutes of the Christian Religion*, Tony Lane/Hilary Osborne abridgement required. Baker Book House, 1987 paperback ed. ISBN: 0-8010-2524-9.
2. Augustine, *Confessions* (Great Books version, translated by R.S. Pine-Coffin, Penguin Books).
3. Bible Doctrine Sourcebook (supplementary reading materials).
4. One of the following:

The MacArthur Study Bible.
The NIV Study Bible.
The Spirit of the Reformation Study Bible.
Another approved study Bible.

Teacher Resources

Systematic Theology

1. Wayne Grudem, *Systematic Theology*.
2. Millard Erickson, *Christian Theology*.
3. Walter Elwell, *Evangelical Dictionary of Theology*.
4. Louis Berkhof, *Systematic Theology*.
5. Charles Ryrie, *Basic Theology*.
6. Paul Enns, *Moody Handbook of Theology*.
7. James Boice, *Foundations of the Christian Faith*.

Bibliology

1. Philip Comfort, *The Origin of the Bible*.
2. Norman Geisler, *Inerrancy*.
3. James I. Packer, *Fundamentalism and the Word of God*.
4. Gerhardus Vos, *Biblical Theology*.
5. Benjamin B. Warfield, *The Inspiration and Authority of the Bible*.
6. E.J. Young, *Thy Word is Truth*.

Theology Proper

1. Augustine, *On the Trinity*.
2. John Piper, *A Passion for His Glory*.
3. James I. Packer, *Knowing God*.
4. R.C. Sproul, *The Holiness of God*.
5. A.W. Tozer, *The Knowledge of the Holy*.
6. Bruce Ware, *God's Lesser Glory*.
7. James White, *The Forgotten Trinity*.

Christology

1. Athanasius, *On the Incarnation*.
2. Jonathan Edwards, *On Knowing Christ*.
3. John Owen, *The Glory of Christ*.

Soteriology

1. Jonathan Edwards, *On the Freedom of the Will*.
2. Martin Luther, *The Bondage of the Will*.
3. John MacArthur, *The Gospel According to Jesus*.
4. Leon Morris, *The Atonement: Its Meaning and Significance*.
5. John Murray, *Redemption, Accomplished and Applied*.
6. James I. Packer, *Evangelism and the Sovereignty of God*.
7. R.C. Sproul, *Chosen by God*.
8. R.C. Sproul, *Faith Alone*.

9. James White, *The Potter's Freedom*.

Angelology

1. C.S. Lewis, *The Screwtape Letters*.

Eschatology

1. Darrell Bock, ed., *Three Views on the Millennium and Beyond*.
2. Anthony Hoekema, *The Bible and the Future*
3. George Ladd, *The Blessed Hope*.
4. R.C. Sproul, *The Last Days According to Jesus*.

The Paideia School

English 11

British Literature

Biblical Principles

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

English Department Goals

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

Course Goals

Students will:

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

Course Objectives

First Quarter

Literature: Medieval and Elizabethan Periods

- Caedmon's "Hymn"
- "Seafarer"
 - Anglo-Saxon poetry
- Selections of *Canterbury Tales* ("General Prologue" and "Nun's Priest's Tale")
- -Geoffrey Chaucer
- *Everyman*
 - corruption of Roman Catholic Church
 - morality plays
- Selections of *Le Morte D' Arthur*-Thomas Malory
 - Arthurian legend
 - Celtic, Roman, and French influences
- Sonnets 1, 34, 75, 79-Spencer
 - sonnet, structure of the Spenserian sonnet
- "Thou Blind Man's Mark," "Leave Me, O Love"-Philip Sydney
- Sonnets 29, 60, 116, 130, 146-Shakespeare
 - courtly love, structure of the Shakespearean sonnet
- *Othello*-Shakespeare
 - tragedy

Writing

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

Second Quarter

Literature: Neoclassical and Romantic Periods

- "A Valediction Forbidding Mourning," "The Sun Rising," "An Anatomy of the World"-John Donne
- "The Altar," "The Collar," "Redemption"-George Herbert
 - metaphysical poetry (conceit, punning, etc.)
- *Paradise Lost*-John Milton (Selections of Books I, III, and IX)
- *The Rape of the Lock*-Alexander Pope
 - mock epic
- "A Modest Proposal"-Jonathan Swift
 - satire
- "Preface to the Lyrical Ballads"-William Wordsworth
- "Defense of Poetry"-Percy Bysshe Shelley
 - nature of poetry
- "Scots, Wha Hae," "For A' That and A' That"-Robert Burns

- “Sonnets of the Portuguese”-Elizabeth Barrett Browning
- “My Last Duchess”-Robert Browning
-Romantic characteristics

Writing

- Researching Literary Sources (library and internet)
- Annotated Bibliography
- Literary Paper (using primary source)
- Style Skills: As Needed (see first quarter)

Third Quarter

Literature: Romantic, Victorian, and Modern Periods

- *Frankenstein*-Mary Shelley
-Themes: neglectful creator, culpability
- “Jesus Alone,” “The Lowest Place,” “The World”-Christina Rossetti
- “Dover Beach,” “Function of Criticism at This Present Time”-Matthew Arnold
- “Pied Beauty,” “God’s Grandeur” -Gerard Manley Hopkins
- “When I Was One and Twenty”-A.E. Housman
- “The Second Coming,” “Lake Isle of Innisfree”-William Butler Yeats
- *Importance of Being Earnest*-Oscar Wilde
-Victorian characteristics
- “Her First Ball”-Katherine Mansfield
- “Mark on the Wall”-Virginia Woolf
-stream of consciousness

Writing

- Poetry Paper (nature of ideal poetry)
- Literary Research Paper (1 source)
- Style Skill: As Needed (see first quarter)

Fourth Quarter

Literature: Modern Period

- *Murder in the Cathedral*-T.S. Eliot
-Theme: Christ-figure
- *That Hideous Strength*-C.S. Lewis
-Themes: the attraction of the inner circle
- “On Fairy-Stories”-J.R.R. Tolkien

Writing

- Glorified Outline (thesis, outline, and examples)
- Literary Research Paper (multiple sources)

- Style Skill: As needed (see first quarter)

Teacher Resources

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.

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

Norton Anthology of British Literature: Shorter Edition: Ed. #7. Ed. M.H. Abrams and others. New York: Norton Publishing Company, 2001. ISBN 0393961508.

Complete Works. Shakespeare, William. *Great Books of Western Civilization.* Ed. Mortimer Adler.

Frankenstein. Shelley, Mary. New York: Pocket Books, 2004. ISBN 0743487583.

Murder in the Cathedral. Eliot, T.S. New York: Harcourt, Inc., 1963. ISBN 0156632772.

That Hideous Strength. Lewis, C.S. New York: Scribner, 1974. ISBN 0743234928.

Student Resources

Norton Anthology of British Literature: Shorter Edition: Ed. #7. Ed. M.H. Abrams and others. New York: Norton Publishing Company, 2001. ISBN 0393961508.

Complete Works. Shakespeare, William. *Great Books of Western Civilization.* Ed. Mortimer Adler.

Frankenstein. Shelley, Mary. New York: Pocket Books, 2004. ISBN 0743487583.

Murder in the Cathedral. Eliot, T.S. New York: Harcourt, Inc., 1963. ISBN 0156632772.

That Hideous Strength. Lewis, C.S. New York: Scribner, 1974. ISBN 0743234928.

Summer Reading

Designated Bible Selection

The Screwtape Letters-C.S. Lewis

America Alone – Mark Steyn

Holiness of God – R.C. Sproul

Suggested Activities

English Literature CLEP Exam

The Paideia School
Greek I 11th 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. Appreciate the importance and utility of knowing Koine Greek.
2. Decline and translate Greek nouns, pronouns, and adjectives.
3. Build a repertoire of basic vocabulary.
4. Conduct word studies with lexical tools.

Course Objectives

First Quarter

- Rationale for the course.
- Pronounce and write the characters of the alphabet.
- Punctuation marks in the New Testament text.
- Accents and other diacritical marks (dialysis and apostrophe).
- Rules of syllabification.
- First and second declension noun forms.
- Third declension noun forms.

Second Quarter

- Four cases of nouns (nominative, genitive, dative, accusative).
- The form and usage of the definite article.
- Prepositions and their accompanying noun cases.
- Present indicative paradigm of εἰμί.
- Build vocabulary to approximately 75 words.

Third Quarter

- Adjective usage: attributive, substantival, and predicate.
- Articular and anarthrous adjectives.
- Third declension nouns (tau, delta, liquid, and consonantal iota patterns).
- Square of stops.

Fourth Quarter

- Personal pronouns (and αὐτός paradigm).
- Demonstrative pronouns: οὗτος & ἐκεῖνος.
- Relative pronouns.
- Build vocabulary to approximately 175 words.

Teacher Resources

Kurt Aland, et al., ed., *The Greek New Testament*, 4th edition (ISBN ??).
William Mounce, *Basics of Biblical Greek* (ISBN 0-310-25087-0).
William Mounce, *Basics of Biblical Greek Workbook* (ISBN 0-310-25086-2).
William Mounce, *The Morphology of Biblical Greek* (ISBN 0-310-41040-1).
William Mounce, *The Analytical Lexicon to the Greek New Testament* (ISBN 0-310-54210-3).
The University of York website: <http://www-users.cs.york.ac.uk/~fisher/gnt>
(electronically annotated Greek text).
The Resurgence Greek Project website: <http://www.zhubert.com/tutorial>.
Mr. Peurifoy's Greek website: http://rpeurifoy.com/fuller/fuller_index.htm (for
worksheets, quizzes, and tests keyed to Mounce's materials).
Teknia website: <http://teknia.com> (Mounce's own website, replete with overhead
transparencies for BBG chapters, etc.).
Tevaultesoft website: <http://www.tavultesoft.com/keyman> (for downloading Greek font).

Student Resources

Kurt Aland, et al., ed., *The Greek New Testament*, 4th edition (ISBN ??).
William Mounce, *Basics of Biblical Greek* (ISBN 0-310-25087-0).
William Mounce, *Basics of Biblical Greek Workbook* (ISBN 0-310-25086-2).

The Paideia School

History 11

Great Ideas I

Biblical Principles

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

History Department Goals

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

Course Goals

Students will:

1. Develop an acquaintance with the seminal thinkers, their writings, and the Great Ideas of the West, and evaluate them from a Biblical perspective.
2. Trace the historical development of the Great Ideas of the West.
3. Gain facility in identifying, analyzing, and synthesizing concepts across a broad array of disciplines: supporting truth and detecting error.
4. Express thoughts, beliefs, and convictions precisely and persuasively on the fundamental ideas and issues in human existence.
5. 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.

Course Objectives

Students read selected passages from works listed.

First Quarter

- Justice
 - “Justice” (Syntopicon vol. 1)
 - Plato, *Republic* (GB vol. 6, pp. 310-314, #357-366): Justice as an ideal
 - Thucydides, *The Peloponnesian War* (GB 5, pp. 504-506, #84-105): Might makes right
 - Aquinas, *Summa Theologica* (GB 18, pp. 208-211, Question XCI, Art. 1-4)
 - The Declaration of Independence* (GB 40, pp. 1-3): justice as an unalienable civil right
- Law
 - “Law” (Syntopicon vol. 1, pp. 742-750): survey development of concepts of natural and positive law
 - Aquinas, *Summa Theologica* (GB 18, pp. 208-211, Question XCI, Art. 1-4)
 - Lewis, “The Law of Human Nature” (Mere Christianity, pp. 3-8): Natural law as moral conscience
 - U.S. Constitution, Article III (GB vol. 40, pp. 15-16): the judicial branch
 - “Brutus XI” & “Brutus XV” (*The Anti-Federalist Papers*, pp. 293-298, 304-309): the danger of the Supreme Court

Second Quarter

- Liberty:
 - “Liberty” (Syntopicon vol. 1, pp. 763-772)
 - Rousseau, *Social Contract, Book I* (GB vol. 35, pp.387-394): noble savage, social contract, general will infallible, “forced to be free”
 - Mill, *On Liberty, Chapter I* (GB vol. 40, pp. 267-274): defense of individual sovereignty
 - The Federalist* #51 (GB vol. 40, pp. 162-165): government a reflection of human nature
 - Dostoevsky, “The Grand Inquisitor” (*The Brothers Karamazov*, pp. 297-313): man’s incapacity for freedom and dignity

Third Quarter

- Economics:
 - Smith, *The Wealth of Nations* (GB vol. 36, pp. 3-9, 217): capitalism; division of labor, “the invisible hand”
 - Marx, *The Communist Manifesto, Chapters 1-2* (GB vol. 50, pp. 419-429): communism, bourgeoisie vs. proletariat, 10-point plan for restructuring society
 - Keynes, *The General Theory of Employment, Interest, and Money* (GB vol. 57, pp. 454-457): government-stimulated, consumer-driven economy
 - Hayek, “Planning and Democracy” (*The Road to Serfdom*, pp. 63-79): central

planning means controlling people
Hayek, "Planning and the Rule of Law" (*The Road to Serfdom*, pp. 80-96): rule of law brings freedom and prosperity

- Man, Mind, and Soul:
 - Adler, "The Uniqueness of Man" (*How to Think About the Great Ideas*, pp. 88-96): man alone possesses reason, produces art, engages in politics
 - "A Study of the Soul" (Bray original essay)
 - Plato, *Phaedo* (GB vol. 6, pp. 231-234): soul as prison-house of body
 - Aristotle, *On the Soul* (GB vol. 7, pp. 631-2; 642-3): soul as formal cause of body
 - Aquinas, *Summa Theologica* (GB vol. 17, Question LXXV, Art. 1-6, pp. 378-84): soul as pure intellect
 - Descartes, *Meditations* (GB vol. 28, pp. 303-05): the mind-body problem
 - Spinoza, *Ethics* (GB vol. 28, pp. 630-2): soul reduced to body
 - Hume, *A Treatise of Human Nature* (selected reading): continuous self as illusion
 - Nietzsche, "Zarathustra's Prologue" (*Thus Spoke Zarathustra*, pp. 39-53): man to be overcome by the superman
 - Freud, "The Anatomy of the Mental Personality": the reality and struggle of the subconscious – id, ego, superego
 - Lewis, "Transposition": the soul-life as intellectually defensible

Fourth Quarter

- Science:
 - "Science" (Syntopicon vol. 2, pp. 541-549): science as competitor with religion and philosophy
 - Bacon, "Experimental Methods and True Causes," from *Novum Organum* (GB vol. 28, pp. 107-109): inductive approach necessary to advance science and technology
 - Popper, "Science and Falsifiability" (from *Conjectures and Refutations in Western Philosophy: An Anthology*, pp. 342-349): what qualifies as science
 - Kuhn, "Change and Crisis in Science" (from *The Structure of Scientific of Revolutions in Western Philosophy: An Anthology*, pp. 349-355): science not neutral but value-laden paradigms
- Religion:
 - Anselm, *Proslogion*: ontological argument
 - Aquinas, *Summa Theologica* (GB vol. 17, Question II, Art. 3, pp. 12-14): five proofs for the existence of God
 - Kierkegaard, *Fear and Trembling*: existentialism, angst, leap of faith, truth as subjectivity
- Language and Postmodernism:
 - "Language" (Syntopicon vol. 1, pp. 725-733): natural vs. conventional theories of language

Plato, *Cratylus* (GB vol. 6, pp. 85-87): natural vs. conventional theories of language
Aquinas, *Summa Theologica*: analogical, equivocal and univocal language
Wittgenstein, *Tractatus, Philosophical Investigations*: language as reflection of reality, language games
Lewis, “Men Without Chests” (*The Abolition of Man*, pp. 13-35): perversion of language contributes to extinction of virtue
Lewis, “The Language of Religion” (*Christian Reflections*, pp. 129-141): religious truth not reducible to scientific language

Teacher Resources

- Mortimer Adler, *How to Think About the Great Ideas*, edited by Max Weisman (Chicago: Open Court, 2000).
- *Cambridge Dictionary of Philosophy*, Robert Audi, Editor (Cambridge University Press, 1995).
- *The Oxford Companion to Philosophy*, Ted Honderich, Editor (Oxford University Press, 1995)

Student Resources

- *Encyclopedia Britannica's Great Books of Western Civilization (60 volumes)*
- *Class readings and handouts*

The Paideia School

Mathematics 11

Pre-Calculus

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 Pre-Calculus.
2. Recognize the uses and limits of Higher Mathematics.
3. Apply the tools of logic, previous knowledge of Algebra and Geometry, and new knowledge of Pre-Calculus to practical projects.
4. Discuss manipulation of rational expressions.
5. Learn the functionality of graphing calculators in order that students may practice using tools that aid in accomplishing the Dominion Mandate.

Course Objectives

First Quarter

- Review
 - Graphs
 - Equations
- Functions
 - Domain and range
 - Evaluate and graph equations and functions
 - Maxima and minima
 - Inverse functions
 - Composition of functions
 - Direct, inverse, and joint variation
- Unit circle
 - Convert angles in radians to degrees and vice versa
 - Reference angles
 - Domains and ranges of the six circular functions
 - Area of a sector
- Trigonometric graphs
 - Period, amplitude, and phase shift
 - Modeling harmonic motion

Second Quarter

- Basic Trigonometry Functions
 - Sine, Cosine, Tangent, Cosecant, Secant, and Cotangent
 - Values of trigonometric ratios
 - Ratio, reciprocal, and Pythagorean Identities
- Analytic Trigonometry
 - Prove identities
 - Sum and difference, half-angle, and double-angle formulas
 - Solve trigonometric equations
- Right Triangle Trigonometry
 - Pythagorean Theorem
 - Use special right triangles (30-60-90 and 45-45-90) to solve problems
 - Use a calculator to find a trigonometry function value
 - Use the inverse trigonometry functions on a calculator to determine an angle
 - Law of Sines
 - Law of Cosines
- Polynomials
 - Graph polynomial and rational functions
 - Find zeros of polynomials
 - Complex numbers
 - Dividing polynomials

Third Quarter

- Exponential and Logarithmic Functions
 - Properties of logarithms

Exponential growth and decay
Solve general equations involving exponentials and logarithms

- Conics
Equations of conics (parabolas, ellipses, hyperbolas)
Graph conic sections
Solve real-world problems involving conic sections
- Polar equations
Convert polar coordinates to rectangular and vice versa
Graph equations in the polar coordinate plane
Apply DeMoivre's Theorem

Fourth Quarter

- Vectors
Dot product
Force
- Parametric equations
Eliminate the parameter from a pair of equations
Identify the conic section function
- Preview of Calculus
Limits
Derivative
Integral

Teacher Resources

Precalculus, Enhanced with Graphing Utilities, Third Edition, Sullivan and Sullivan, NJ: Prentice Hall, 2003. ISBN: 0-13-065915-0

Precalculus, Enhanced with Graphing Utilities, Third Edition, Solutions, CD

Pearson TestGen, Version 7, Test Generator, application download

Automatic graphing calculator (TI-83+).

Student Resources

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The Paideia School

Science 11

Biology

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 characteristic structures of different organisms and their relationship to the whole organism.
2. Master vocabulary necessary to understanding biological concepts.
3. Develop skills in the area of scientific critique and debate.
4. Apply a combination of principles from Biology, Physical Science, and Chemistry to lay the foundation for a better understanding of God's creation.
5. Evaluate issues and their consequences as they relate to organisms and their environment with attention to issues presented by the claims of evolutionary biology.

Course Objectives

First Quarter –

- The Scientific Method
 - Reliability and Validity
 - Observation and Measurement
- Taxonomy
 - Kingdom, Phylum, Class, Order, Family, Genus, Species
 - Linnaeus and Binomial Nomenclature
- Bacteria and Viruses
 - Structure and Morphology
 - Reproduction
 - Classification
- Fungi
 - Classification
 - Slimes and molds
 - Reproduction
- Kingdom Protista
 - Classification
 - Algae
 - The Complexity of Life

Second Quarter –

- The Cell
 - Cellular Chemistry
 - Cellular Structure
 - Plant cells vs. Animal cells
- Cellular Division
 - Mitosis
 - Meiosis
 - DNA and chromosomes
- Cellular Physiology
 - Photosynthesis
 - Cellular respiration
- Mendelian Genetics
 - Laws of Inheritance
 - Punnett squares
 - Genetic disorders and genetic engineering
- Darwin and Evolution
 - Historical context
 - Micro- vs. Macroevolution
 - Phylogeny and the Christian worldview

Quarter Three –

- The Plant Kingdom
 - Classification
 - Structures: Roots and stems
 - Reproduction: asexual and sexual reproduction
 - Gymnosperms and Angiosperms
- Ecology
 - Cycles: Water, Carbon, and Nitrogen
 - Environmentalism and stewardship
- Biological Planes and Symmetry
- Invertebrate Biology
 - Classification
 - Anatomy and Physiology
 - Reproduction
 - Annelida: Earthworms
 - Arthropod
 - Exoskeletons and ecdysis
 - Arachnids: spiders and scorpions
 - Insects
 - Starfish
- Organ Systems
 - Open circulatory system
 - Nervous system

Quarter Four –

- Vertebrate Biology
- Classification
- Characteristics and Reproduction
 - Endoskeleton
 - Exothermic vs. Endothermic
- Sharks, Rays, and Fish
- Amphibians and Reptiles
 - Frogs
 - Bioindicators and pollution
 - Dinosaurs
- Birds
 - Adaptations for flight
- Mammals
 - Classes
 - Cetaceans: whales and dolphins
 - Characteristics
 - Primate biology
 - The human nervous system
 - Skeletal and circulatory systems
 - Reproduction

Teacher Resources:

Textbook: Wile, Dr. Jay L. and Marilyn F. Durnell. *Exploring Creation with Biology*. 2nd Edition. (2009) Anderson, In.: Apologia Educational Ministries, Inc. ISBN: 978-1-932012-54-5

The Case for a Creator. Lee Strobel. 2006. DVD. Illustra Media.

Unlocking the Mystery of Life: The Scientific Case for Intelligent Design. 1998. DVD. Illustra Media. 2010.

Student Resources:

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Activities:**Labs**

Measurement and the Scientific Method

Dissections: Earthworm, Starfish, Perch, Frog, Fetal Pig (time permitting)

Seminar

Genetic Disorders and Genetic Counseling

Fieldtrips

Clearwater Marine Aquarium

249 Windward Passage, Clearwater, Fl. 33767

Tentative-

Mote Marine Lab and Aquarium

1600 Ken Thompson Parkway, Sarasota, Fl 34236

The Paideia School

Upper School Music 11

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.