



THE CHESTERTON SCHOOLS NETWORK

JOYFULLY CATHOLIC, CLASSICAL HIGH SCHOOLS

COURSE CATALOG
2019-20 ACADEMIC YEAR

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I. Introduction

Chesterton Academy was born from a desire to provide the very best for our children: an enriching, meaningful education in an authentically Catholic environment. We work to provide a place that is academically rigorous and morally serious – but also a place of joy and community.

Catholicism is central to our mission. For this reason, every school day begins with Mass. We teach theology out of the Bible, the *Catechism of the Catholic Church*, and papal documents. Other important ways we live the faith include annual pilgrimages and retreats, modest and wholesome extracurricular activities, and sacred art and crucifixes adorn the hall and the classrooms. Furthermore, our teachers take a public oath of fidelity to the Magisterium. Finally, we are ardently and unashamedly pro-life in all manifestations of that creed. It is an authentically, energetic Catholic environment.

This environment both demands and fulfills a worthy curriculum. Such a curriculum must provide content that is deep, rich and broad. It must celebrate all that is true and beautiful, and it must neglect nothing of God's creation. It must encompass math, science, languages, the humanities, and the arts. It must be a coherent education; one that celebrates the unity of faith and reason and that teaches students how to think and how to learn.

These attributes are the essence of a classical curriculum. Through the great works of Western civilization, a classical education imparts essential knowledge in an ordered way. In the humanities, students' progress chronologically from antiquity to the modern age. In math and science, learning begins with observation and basic skills and advances toward greater complexity and abstraction. A classical curriculum also teaches important real-world skills such as writing and public speaking using models from the very greatest thinkers. Finally, it engenders vital intellectual virtues such as fortitude, confidence, and patience. A classical education eschews impoverished innovations and relies upon the tried and true tradition of reading great works, mastering mathematical and scientific principles and embracing the arts.

Nothing could be a better preparation for success at college. Classically educated students fare very well on standardized tests and college admissions. Yet the end goal of our mission is not to get them to college. We are preparing them for life, which includes finding their vocation and discerning God's calling for their lives.

Because the Catholic faith is at the core of our academic program, we can teach all subjects through the lens of the Church. That endeavor is what makes our school unique. Religion at Chesterton Academy is not merely one academic subject among many.

The truth is that the Faith is the central reality from which all academic disciplines flow and derive their meaning. As G.K. Chesterton once wrote, "Education is simply the soul of a society as it passes from one generation to another." It is the society of Christendom that we strive to pass on.

II. Mission and Model

*Raising up a new generation of joyful leaders and saints
educated in the classical tradition and truths of the Catholic faith.*

Chesterton Academy strives to raise up virtuous young men and women in the Catholic tradition of faith and reason, centered on the truth of the Incarnation of our Lord Jesus Christ. Inspired by Pope Saint John Paul the Great, we take as our motto *Cultura Vitae*, the culture of life. Our mission is to prepare students to triumph over the materialism and despair that pervade our culture and to accept our Lord's offer to have life and have it abundantly. Our goal is to help students develop the skills and character requisite for success in college and professional life, and to excel in service of family, of country, and of Christ our Lord.

To that end we seek to form our students:

- **Intellectually**, by teaching them not only the great classics of Western thought from philosophy to physics, but the interrelationship of the great ideas, to teach them not merely what to think but *how* to think;
- **In character**, especially in the four cardinal virtues of prudence, temperance, fortitude and justice, which we believe are the foundation of leadership;
- **And spiritually**, to use the skills they acquire at Chesterton Academy in faith, hope, and charity to build up the Kingdom of God in this life and be with Him in everlasting happiness in the next.

In the words of G.K. Chesterton, we seek to teach our students that “there is a whole truth of things and that in knowing and speaking it we are happy.”

OUR MODEL

Students at Chesterton Academy enjoy a cohesive, content-rich education. A broad exposure to many different disciplines helps students avoid the pitfalls of specializing too early, which can lead to limited interests and narrow thinking.

What is the Chesterton Academy model? It begins with a classical, integrated curriculum. Students read Homer, Plato, Aristotle, Euclid, Virgil, Dante, Cervantes, Chaucer, Shakespeare, St. Francis of Assisi, St. Thomas Aquinas, St. Teresa of Avila, Dostoyevsky and G.K. Chesterton. Chesterton students study the Old Testament, the New Testament, and the *Catechism of the Catholic Church*. History, literature, philosophy, and theology are braided together. The sciences and the humanities are also intimately connected, so that the logic of math is seen in philosophy, and God's handiwork is seen in the sciences. Faith and reason meet in every class.

Equal emphasis is given to the arts, so that every student learns to draw and paint, sing in the choir, act on the stage, give speeches, and engage in debate. Each year builds upon the previous, so that by the end of senior year, we have articulate, clear-thinking, well-rounded, and, very importantly, joyful human beings.

THE HALLMARKS OF A CHESTERTON ACADEMY EDUCATION

At Chesterton Academy, we create environments where students encounter Christ and experience His love, so they can, in turn, share His love with others. Daily Mass, pilgrimages, spiritual retreats, and individual spiritual direction are incorporated into the life of the school. Students have the unique opportunity to experience an integrated life, which is a life of faith lived out in community.

It is our sincere aim that each student comes to understand and embrace the truth of why they exist: to know God, to love Him, and to serve Him in this world and be happy with Him forever in the next.

Chesterton Academy approaches education in a particular way to meet this aim:

An Incarnational Environment. The central truth of the Incarnation is the central truth of the Chesterton Academy education. From history and theology to math and science, the Incarnation is the central mystery we explore across the entire curriculum. It is our prayer and desire that each student would personally experience the Incarnation; that Christ would grow and mature within the heart of each student.

A Focus on Truth, Beauty, and Goodness. Classical education can be described as the cultivation of wisdom and virtue through meditation on the good, the true, and the beautiful. Our classical curriculum combines a broad, liberal arts education with a strong emphasis on the development of Christian virtues and an appreciation of beauty. It is our hope that our students will be able to proclaim the truth, goodness, and beauty of the Catholic faith as they encounter an increasingly dark and skeptical world that is so desperately in need of Jesus Christ.

A Joyful Learning Environment. At Chesterton, we seek to create environments where students experience the joy of community, the joy of the discovery process, and the joy of learning. We work to provide students with an opportunity to live out their spiritual life and grow in holiness in an atmosphere of joy and fun. We hope to inspire lifelong learners, committed to building up joyful communities of faith as they mature into adulthood.

Rediscovering the Lost Tools of Learning. Becoming a more fluent reader, a more eloquent writer, a better communicator should be the goal of education. Our curriculum is centered on skills seemingly forgotten in our modern society - reading, writing, oral presentations, and the development of critical reasoning skills through the study of logic and philosophy. Through the transfer of these vital skills, we prepare young men and women to lead and to succeed, preparing them to transform the culture, to lead the nation, and to make all things new in Christ.

The Socratic Seminar. Learning happens in the shared discovery of ideas. The Socratic seminar is perhaps the oldest educational tool and the most highly regarded educational format. Through this method, a teacher imparts knowledge through directed questions and guided dialogue, bringing ideas and knowledge to life. Knowledge gained in this way is more meaningful to the student, makes a greater impact, and can be retained more easily than rote memorization.

The Wit and Wisdom of G.K. Chesterton. Chesterton Academy is named for the great English writer and Catholic convert, G.K. Chesterton (1874-1936). G.K. Chesterton is a model for our school because he exemplified the Catholic faith through a life filled with joy, wonder, and gratitude. In him, we have one of the best guides for navigating the modern world, through his wit, his clarity, his kindness, and his ability to love people with whom he disagreed, while sharing the truths of the faith in Christian charity. These are all characteristics we aim to cultivate in the Chesterton Academy student.

Chesterton Academy is also committed to the following approach to technology, homework, and testing:

Technology. Computers are typically not used by students in the classroom at Chesterton Academy. We believe technology can aid in the learning process, but never more than that. Our preference is for students to read from printed text, so they can be more engaged with one another and avoid distraction in the classroom. Computers are used for independent study and guided projects and, naturally, students use computers at home for papers and other assignments.

Homework. Chesterton Academy works to limit assigned homework. As an institution of education, we seek to be efficient in the learning process. Because we have small class sizes and optimal learning environments, we are able to more effectively work through material during class time. Homework typically is a combination of math drills or Latin memorization, plus independent reading. Our goal is to foster a love of reading among students. Therefore, independent reading assignments are balanced with texts read in class.

Testing. At Chesterton Academy, we seek to foster the acquisition of knowledge that is retained for the long-term. For that reason, we have developed a curriculum that is cumulative and optimized for retention. The Chesterton Academy curriculum is a four-year conversation in which the students participate at an ever-deeper and personal level. We work to isolate individual skill sets and help students achieve mastery in each one of those skills so they can build an edifice of learning. We stress the interconnectedness of learning, such that no discipline is taught in isolation and each discipline makes the other stronger.

III. Curriculum Overview

A RIGOROUS FOUR-YEAR CURRICULUM TAUGHT THROUGH THE LENS OF THE CATHOLIC FAITH

	FRESHMAN YEAR THE ANCIENT WORLD	SOPHOMORE YEAR THE EARLY MEDIEVAL PERIOD	JUNIOR YEAR HIGH MIDDLE AGES TO THE RENAISSANCE	SENIOR YEAR THE MODERN WORLD
HUMANITIES				
LITERATURE	Homer, Aeschylus, Virgil G.K. Chesterton: Common Sense 101	Augustine, Chaucer, Shakespeare G.K. Chesterton: St. Francis, Orthodoxy	Dante, Shakespeare, Cervantes G.K. Chesterton: St. Thomas Aquinas	Goethe, Dickens, Dostoyevsky, Orwell G.K. Chesterton: The Everlasting Man
HISTORY	Early Civilization, Greece, Rome	Early Church History, Early Medieval, Crusades	High Middle Ages, Renaissance, Reformation, Counter-Reformation	American Revolution, French Revolution, Civil War, WWI and WWII, Communist and Cultural Revolutions
PHILOSOPHY	Pre-Socratics, Intro to Plato and Aristotle, Formal Logic	Plato and Aristotle	Scholasticism and Early Modern Philosophy (St. Thomas Aquinas, Descartes, Hobbes)	Politics and Economics (Locke, Rousseau, Founding Fathers, Marx, G.K. Chesterton, Belloc)
THEOLOGY	Catechism; Old Testament	New Testament	Catechetical Topics I	Catechetical Topics II
LANGUAGE	Latin I	Latin II	Latin III or Spanish	Latin IV or Spanish II
DEBATE		Debate		
MATH AND SCIENCE				
MATHEMATICS	Euclid's <i>Elements</i> , Analytical Geometry	Algebra II / Trigonometry	Pre-Calculus	Calculus or Statistics
SCIENCE	Physical Science	Biology	Chemistry	Physics
THE FINE ARTS				
MUSIC	Choir, Music Theory and Appreciation	Choir, Music Theory and Appreciation	Choir, Music Theory and Appreciation	Choir, Music Theory and Appreciation
ART	Ancient Art History, Calligraphy, Drawing	Late Roman, Early European, Byzantine, Pastels, Color	Late Gothic, Renaissance, Baroque, Oils	Classical, Romantic, Modern, Oils, Watercolors
DRAMA		Full Length Play (Comedy)	Full Length Play (Drama)	Full Length Play (Shakespeare)

IV. Curriculum by Year

FRESHMAN YEAR FROM CREATION TO THE INCARNATION

A Year of Anticipation: Freshman year is a year of anticipation. Just as the students are in a time of transition, this year focuses on fallen humanity's transition to the order of grace. Students are discovering the longing within them for the birth of Christ, just as the world was longing for Christ.

Overarching Theme: The Incarnation, the reality of God becoming man, is the central, pivotal, and most important event in history. Freshman year studies the world that God created, that fell, and that longed for a Redeemer. In history, we follow the journey of ancient man and his longing for the birth of Christ. In theology, we see God's plan for salvation unfolding in the Old Testament.

In literature, we read man's longing for redemption and reunion of the family. Philosophy follows man's search for the true, the good, and the beautiful. We follow the journey that led the philosophers to examine and understand the world around them. This search is continued in science, where students observe the world around them from the heavens to the earth. Latin, art, logic, and music follow the search for beauty and order in the created world. In mathematics, Euclidean geometry offers the students a deeper exploration of the philosophical structure inherent in nature discovered by the ancients.

Skills to be Developed: We want freshman students to have time for extracurricular activities and to enjoy life with their family. Homework most often consists of math drills and Latin, with independent reading selected on the basis of ease of understanding and enjoyment. Writing assignments focus on the Logic phase of the Trivium, ordering facts into organized statements and arguments. Writing skills focus on clarity of thought and structure. Part of our role as an academic institution is to identify areas of strength and remediation very early in the ninth grade to offer our students all the tools necessary to be successful in high school. To that end, we start freshman year with a week-long Successful Student Seminar to provide a comprehensive and detailed orientation to high school life. Topics include note taking, time management, and organizational skills.

College Prep / Third Party Testing: While Chesterton Academy never teaches to a specific standardized test, we realize the importance of these tests for college acceptance, scholarships, and financial assistance. Standardized tests also provide us valuable assistance in identifying areas of potential academic struggle or giftedness. During the freshman year, students take the PSAT9 and the Classical Learning Test (CLT10), a preparatory assessment for 9th and 10th grade students. Results are evaluated to identify learning gaps and to establish a baseline for future student testing.

End Goal: The freshman student should emerge as a joyful student who feels at home and successful in his surroundings.

SOPHOMORE YEAR

FROM THE INCARNATION TO THE HIGH MIDDLE AGES

A Year of Incarnation: If freshman year is about anticipation and transition in the life of new high school student, sophomore year provides an opportunity for tremendous growth. The student, in general, is more settled, more mature, more analytical, and more capable. The reality of the birth of the Son of God made man and the foundation of the Church are the central moments of all history. The students enter into this reality academically, spiritually, and morally.

Overarching Theme: In theology, history, and literature, the events of the Incarnation and growth of the Church are covered in depth. From the study of the New Testament, birth of the early Church, writings of the Apostolic Fathers, Christological controversies, rise of medieval times and literature, to the flowering of Christendom in the High Middle Ages, this period immerses the students in the emergence and glory of Catholic culture. In philosophy, students discover the high point of intellectual development through the readings of Plato and Aristotle, coupled with the thought of St. Augustine and St. Thomas Aquinas.

The study of Latin reaches the conclusion of the introduction to grammar and syntax. Now that students have mastered basic Latin grammar and syntax, they can revisit the ancient texts in a more mature and nuanced way. Art, rhetoric, and music enhance and intensify the student's exposure and love of this period of history.

Biology continues the exploration of God's marvelous creation, not in the expanse of the universe, but in the microcosm of man's own body.

Skills to be Developed: The development of presentation skills (the Rhetoric phase of the Trivium) is a primary focus of the year. Emphasis on critical reasoning, reading skills, and writing ability continue during the sophomore year.

College Prep / Third Party Testing: During the sophomore year, students take the PSAT and the Classical Learning Test (CLT10). Results are evaluated to identify learning gaps and to measure academic progress. With the transition to high school complete, college preparation activity increases. ACT and SAT preparation should either commence or continue with greater intensity. Skills and interest inventories also help students think about potential career paths, and students may also begin to explore potential apprenticeships, on-the-job training, and vocational programs as an alternative to traditional four-year college degree programs. Students are also encouraged and supported in the process of discerning a call to the priesthood or consecrated life.

End Goal: The sophomore student should emerge as an informed, articulate, and well-read individual ready to explore and engage with the modern world, not on its terms, but from the perspective of the Incarnation – as partakers in the divine life, members of the Mystical Body of Christ Jesus.

JUNIOR YEAR

THE HIGH MIDDLE AGES TO THE RENAISSANCE

A Year of Culmination: With a wealth of knowledge already accumulated, the juniors are already well-rounded, highly-educated individuals. The study of logic has refined their thinking, and rhetoric has given them the ability to express thoughts with depth and clarity. Perhaps most significantly, the juniors are also able to listen to the views of others with understanding and empathy. These students now explore the glorious synthesis of faith and reason, Church and culture in the High Middle Ages, and, at the end of the year, are mature enough to begin to engage with the modern world.

Overarching Theme: One of the many strengths of a classical curriculum is that no subject is taught in isolation. The interconnectivity of the junior class curriculum is readily apparent. The synthesis of faith and reason is brought forth in the separate disciplines of theology, philosophy, history, literature, art, and music in such a complementary way that the overall effect is of listening to a symphony and not a single instrument. This is where the beauty and benefit of a classical curriculum becomes apparent.

Meanwhile, pre-calculus and chemistry introduce the students to more mature, more challenging realms of higher learning, and Latin III allows the student to pivot from grammar to translation, a more rewarding and engaging pursuit. Overall, the junior year is a gratifying experience, leaving the students with an appreciation of the Faith truly understood and lived.

The pilgrimage to Rome internalizes and intensifies this experience and makes it deeply personal, preparing the student, body and soul, mind and heart, to accept his or her calling to apply their faith to the modern world.

Skills to be Developed: Having experienced the synthesis of truth, goodness and beauty, the Chesterton student in their junior year excels in the realm of metaphysical inquiry and analytical thinking. With superior rhetorical skills, they are able to present an argument and listen to different viewpoints with charity.

College Prep / Third Party Testing: Students take the PSAT exam early during Junior year; exemplary scores qualify students for National Merit Scholar awards and scholarships. SAT and ACT exams are also taken during the Junior year, as well as the Classic Learning Test (CLT). Optional AP exams are also taken. Test results continue to be monitored to identify learning gaps and to measure academic progress.

End Goal: The junior student is an articulate, thoughtful learner, prepared not for a test, but for life. He is prepared to engage with the modern world, with its errors and advances, in a thoughtful and mature way.

SENIOR YEAR

THE MODERN WORLD

A Year of Application: There is a sense of nostalgia in the senior students as they look back on their great journey, starting in freshman year with the anticipation of ancient times, through the revelation in sophomore year of the Incarnation, and the culmination with the glory of Christendom in junior year. The senior now turns their mature gaze forward to the modern world, one that they will soon enter, armed with grace, wisdom, virtue, and purpose. Their goal now is one of application.

Overarching Theme: The need for application is very immediate to the Chesterton senior. In theology, the students will examine the moral teachings of the Church and learn to apply them to daily life. The role and necessity of apologetics and evangelization will be readily apparent. Literature will expose the students to the full range of human experiences from the great mercy of Dickens, to the hopelessness of the existentialists, and the good-natured, common sense call to sanity of G.K. Chesterton. In history, the age of revolution will come into focus. The formation of the United States, its government, and the spread of democracy will be a primary area of study. While much good came through these revolutions, a period of world wars and atheistic government also occurred. The role of the Blessed Mother in guiding the world back to Christ through the horrors of the 20th century will be a major thread in the narrative.

Philosophically, the problems and perils of modern thought are viewed in the context of Christian anthropology. The inevitable result of separating faith and reason is traced through to its nihilistic and hopeless conclusions. But the call of Pope Saint John Paul II to rediscover the harmony of faith and reason sound as a clarion call in the darkness.

Skills to be Developed: As they prepare to enter the world, the Chesterton senior refines critical skills of logic and rhetoric, balanced by empathy and humility. Having experienced the truth, goodness, and beauty of God and His creation, the student is ready to engage the culture in a spirit of love and truth.

College Prep / Third Party Testing: The ACT and SAT exams are taken early in the senior year with a focus on college application, acceptance, and scholarship qualification. Students receive guidance throughout the college application and selection process. Students also receive ample opportunity to explore apprenticeship or vocational training options.

End Goal: Possessing the skills and character requisite for success in college and professional life, and with a heart for evangelization, the Chesterton senior is prepared to engage the culture in a spirit of truth and love. The student fully understands and embraces who he is in light of God's love and responds to the Lord's call to be "salt of the earth" and "light of the world." Our seniors see themselves as messengers of God's love to the world. As G.K. Chesterton says, the world is "divided between the men who are bringing that message and the men who have not yet heard it, or cannot yet believe it" (The Everlasting Man). Our seniors will go forth as apostles who will share the love of Christ with a world so desperately in need of hope, joy, and truth.

IV. Curriculum by Discipline

HUMANITIES CURRICULUM

HISTORY

During Freshman year, we cover ancient history, from Mesopotamians and Egyptians through the Greek and Roman civilizations. We view the background against which the Old Testament was written, and classical philosophy was developed. Sophomore year covers early Church history up to the High Middle Ages. Junior year begins with the High Middle Ages, which is probably one of the most important periods in world history and yet most neglected in other schools. Junior year goes on to cover the Reformation and the Counter-Reformation. Senior year looks at the Modern “Revolutionary” Era: the American and French Revolutions, Industrial Revolution, Communist Revolution, and the Sexual Revolution, which led to the acceptance of contraception and abortion. The Catholic Church lost its temporal power but developed its religious and moral authority on a universal scale.

LITERATURE

Our study of literature is linked to our study of history and the rest of the humanities. During Freshman year, students are introduced to the classical epics of Homer. As Sophomores, they are exposed to early English classics such as the Canterbury Tales, as well as modern literary renderings of medieval history. During the Junior year, students get healthy servings of Shakespeare. As Seniors, they read American literature, Dickens, Dostoyevsky, Hugo, and Chesterton. Reading and writing go together, of course, and in addition to developing an ear for poetry and narrative, students learn to master the art of the essay in their written assignments for all subjects.

PHILOSOPHY

Philosophy, “the love of wisdom,” exercises the brain while it elevates the soul. The ability to understand abstract concepts leads to clear and systematic thinking in all things. We use philosophy to connect the humanities, but also to show its obvious connection to logic and mathematics. We study the development of philosophy from its classical roots focusing on Plato and Aristotle, through its dramatic encounter with the early Church, its christening by St. Thomas Aquinas, and its deterioration in the modern era.

ECONOMICS AND THE SOCIAL SCIENCES

The study of economics provides perhaps the best example of the problems caused by the fragmentation in modern thought. Economics is not an autonomous, isolated science, but is a derivative of the religious concepts of the culture within which it operates. When a society’s economic principles are divorced from Christian principles, it is certain to have a detrimental effect on the culture. During the Senior year, key texts are read in conjunction with the study of modern history and philosophy and in the light of Church teaching.

THEOLOGY

Theology, “the study of God,” is the context by which all other texts are studied. The principal theological texts studied are the Bible and *the Catechism of the Catholic Church*. We also read selections from the Church Fathers, Documents of the Church Councils, and Papal Encyclicals.

FOREIGN LANGUAGE

The study of a foreign language is required of all students for three years. All students are required to take two years of Latin and then go on to choose either Latin III or Spanish. Because students may have already studied a foreign language before they arrive at the school we try, as much as possible, to place them in the correct level right regardless of their grade.

MATH AND SCIENCE CURRICULUM

MATHEMATICS

Mathematics is the art of measuring. Science is the study of what can be measured. While math is woven together with the sciences, it is also connected to the humanities. It teaches logic, which is a basic philosophical principle. It teaches honesty, which is a basic moral principle. It teaches balance, which is a basic aesthetic principle. Math skills are developed to help students think clearly.

SCIENCE

Science is the study of the physical world, that is, of God’s creation. None of these subjects can be approached without a sense of wonder. It is fitting, therefore, to begin by looking up at the heavens, at the lights in the sky: Astronomy. Then we take a look at the world God created (Geology), the creatures he created (Biology), and the intricate substances of which all things are made (Chemistry). We come full circle in the “luminous mysteries” by studying Physics, which includes looking at the nature of light itself. As Chesterton says, “All depends on what is the philosophy of light.”

FINE ARTS CURRICULUM

MUSIC

Music appeals to the ear and the mind, the emotions and the intellect, the senses and the spirit. The Church has always considered music an essential component of meditation and worship. It touches a “chord” and fills a need that is beyond what sight and words can achieve alone. In fact, few could deny that music is the most direct path to touching the soul. The power of music with our young people today is undeniable, and it is imperative that they should learn to recognize the difference between music that glorifies God, which elevates the soul, and music that seeks to alienate us from Him.

Because music is so abstract, it is often difficult to make these judgments. The study of music is probably one of the most complex disciplines the students will experience. It involves not only the learning of music fundamentals (theory, performance, ear training, music analysis and appreciation) but also music history, where we look at music in the context of the times and philosophy of the period in which it was created. This is especially interesting as we study the role of music throughout

Church History and specifically its role in the Catholic Mass. The best way to learn music, of course, is to perform it. Students are given many opportunities to perform throughout the year with the Chesterton Academy Choir.

ART

A complete education must include the development of the student's creative nature and must provide him with the tools and the technique with which to express his ideas, his feelings and his love. It must also include the analytical skills with which to judge a work of art and therefore must provide the continuous exposure to great art. Most importantly, the mechanical skills and the aesthetic aptitude must be put into the proper context of eternal Truth. A good artist is a complete thinker and vice versa.

Chesterton says that in order to be a good artist, one must be a good philosopher: "A man cannot have the energy to produce good art without having the energy to wish to pass beyond it. A small artist is content with art; a great artist is content with nothing except everything." The influence of the arts in today's society cannot be overstated. This is why all the arts are mandatory at Chesterton Academy during all four years.

DRAMA

Classical drama arose from religious rituals and modern drama has its origins in the staging of the first Christmas play by St. Francis of Assisi. It was the separation of the arts from religion that brought about meaningless art. Great emotion has been spilt upon the ground and down the drain because it is no longer directed to its proper use. The dramatic arts are particularly powerful in our present culture where movies and the media are often the primary source of knowledge and ideas for many young people. It is therefore imperative that students learn as much as possible about this potent art form. Drama involves the study of how words are brought to life, and in order to successfully do this on stage the actor must understand more than just his character. He must learn to see the work as a whole, to understand the author's vision, and sometimes even the time in which it was written. In other words, the actor must learn to be a good literary critic, a good philosopher, and even a good historian. This is where the skills learned in other classes at Chesterton Academy benefit the students greatly.

Drama has the added benefit of being a team activity where students work together for a common goal. It is always a powerful bonding experience that they will always remember.

During Sophomore year, students begin Drama and are introduced to basic acting skills and perform a light comedy. It continues Junior year where they perform a full-length drama of a more serious nature and culminates their Senior year with a work by Shakespeare.

OTHER CURRICULAR COMPONENTS

THE SOCRATIC METHOD

Chesterton Academy strives to offer a classical curriculum, one that draws on the great Western traditions of faith and reason wielded in harmony. One critical element of a classical education is the so-called Socratic method of teaching. Many of our teachers use the Socratic method, but what exactly is it?

This approach to education takes its name from Socrates, the great philosopher of ancient Greece. Socrates was both gentle and relentless in his quest for understanding about human nature. He spent his life asking questions of the people around him, not content with simple answers and not satisfied until he clearly understood an issue. Socrates' life was a quest for truth, and the Socratic method reflects that quest in the context of the classroom.

In practice, this method proceeds in an interactive fashion through questions and answers. A teacher might ask a class if, for instance, Achilles was a good man or Solomon a good king. Some say yes, some say no. Achilles was a great warrior, some say. Yes, reply others, but he was selfish and arrogant. It becomes necessary to ask a question about goodness. What do we mean by "good?" Do we mean pious? Or do we mean effective? The answer will dictate the course of the discussion. Initially, the teacher models the Socratic behavior, but students learn the technique over time. They themselves begin to recognize the points of ambiguity and to ask the pointed questions aimed at resolving it.

At Chesterton, we integrate the Socratic method for three reasons. First and foremost, the Socratic method *hones a student's oral and analytical skills*. Speech is the primary mode of human communication. We hope to empower our students to argue a point at a school board meeting or evangelize their co-workers. Students in a Socratic environment learn to follow a long, sometimes meandering conversation to its conclusion. Along the way, students emulate Socrates by asking critical questions, defining terms and refocusing. They also emulate his compassion and good will.

Second, the Socratic method *requires students to take ownership of their education*. The curriculum is deep, wide and rich, encompassing God and all of his creation. Though there is a baseline of information and literacy that must be conveyed, there is a vast array of angles, perspectives, and issues to be explored. A Socratic approach allows students to drive some aspects of the inquiry. This development is a major step toward adulthood. There will not always be a patient teacher there to guide them, or a quiz to verify their understanding. A Socratic seminar allows them to sally forth, to stumble, to doubt, and perhaps to prevail. Any discoveries they make are then uniquely their own. They learn not just the mode of inquiry, but get a taste of the blessings it can bestow.

Third, this student-lead inquiry *contributes to cultivating in students an appreciation of true diversity*. That is a loaded word in our current culture, but it would be a tremendous service to society if we could somehow reclaim it. Students who think rigorously and share their personal perspectives and quandaries quickly discover both those things that all human beings share, and those differences that make us all unique creatures of God. A seminar reveals that men and women are in

fact different. A student who has a relative serving in Afghanistan reads Homer's story of the Trojan War differently than a student who does not. A student with a very mathematical mind is driven to distraction by the allegorical ironies in Chesterton's *The Ball and The Cross*, whereas a more abstract thinker is enthralled. One student reads Genesis and thinks of a great poem emerging; another thinks of a great geometry proof unfolding. All of these perspectives add to the greater understanding and appreciation of the group.

There is more to a Chesterton education than Socratic seminars, but the Socratic method is crucial. Coupled with a healthy dose of integrated lectures and instruction, the Socratic method is an important element of any truly classical education. It can be difficult to teach this way, but we cannot hope to produce complete thinkers without it.

INTEGRATED WRITING PROGRAM

Finding one's voice and joining the conversation with humanity about meaning, purpose, and happiness is one of the most important goals of life and of a Chesterton education. That is why the primary skills of reading, thinking, speaking, and writing are an integral focus of the academic program and permeate throughout the curriculum. The strength of the classical model is that the courses work together, not separately, to achieve this goal. This interdisciplinary approach creates an exponential experience for the students that is engaging, efficient, rewarding, and enjoyable.

This interdisciplinary approach can be seen very specifically in our writing curriculum. Rather than isolated writing assignments reflecting varied styles and formats, the Chesterton writing curriculum offers an integrated and consistent four-year program that builds slowly and deliberately without assumptions, dividing the skill of writing into its component pieces.

To this end, the Chesterton curriculum adopts the writing program from the Institute for Excellence in Writing (IEW) and integrates the program across multiple disciplines through all four years. This program, which follows the rhetorical model of Aristotle and Cicero, allows for a gradual, thorough writing curriculum that provides challenge to the advanced student, accelerated success to the average high school writer, and, at the same time, remediation for students with emerging skills.

V. Course Overviews



History 09 – Ancient History

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: In this panoramic sweep of the foundations of Western civilization, students follow a timeline and order that covers vast amounts of territory and 3,500 years of ancient history. During this period of empires and epics, art and architecture, new inventions and social structures, students are introduced to the fundamental elements of culture. They enter the worlds of ancient civilizations and encounter the events, people, and accomplishments that have echoed throughout the centuries.

Beginning with ancient Mesopotamia, students are led through the complex worlds of ancient Egypt, India, Persia, Greece, and Rome. In what ways were these civilizations different from each other and from our own? What part did they play in making us what we are today? It is the task of this introductory course to invite students to enter a world both vastly different from our own and yet paradoxically ever so similar.

WHY WE TEACH IT: Although most people never stop to think about it, the ancient world is with us in almost everything we do. Still today the ancient world influences our customs, laws, and forms of government. It shapes the buildings we live in, and the writing we use to communicate on a day-to-day basis. These civilizations and the questions they raise remain relevant today and teach us a great deal about our own culture.

Ancient history not only provides insight into human nature, but also provides a proper context for the most important event in history, the Incarnation of Jesus Christ.

- By the end of this course, students will be able to -

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| - Understand the meaning and development of civilization | - Understand the significance of the Hellenization of the Mediterranean |
| - Have a firm grasp of the different types of government and religions that developed in the ancient world | - Have a firm understanding of the development of Rome as a unifying power |
| - Develop a deep appreciation for the advancements that happened in the ancient world and they affect us still today | - Have good understanding of the historical and cultural roots of the world that Christ came into and where the Church grew |
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SCOPE AND SEQUENCE

SEMESTER I

- Mesopotamia
- Egypt and the Middle East
- India and Persia
- Early Greece

SEMESTER II

- Ancient Greece
- Early Rome
- Imperial Rome

History 10 – Early Medieval History

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Far from being a time of darkness as many have come to think of the Middle Ages, Medieval history plays a vital role in our understanding of the world today.

The Medieval period from the time of Christ through the High Middle Ages is a fascinating world of flourishing culture from art, politics, warfare, literature, education, and science. It is during this age that we see the rise of soaring Cathedrals, new naval engineering, a grand synthesis of faith and reason, and the thriving of new arts and culture.

Whether students are exploring the vast world of Byzantium, the Carolingian Dynasty, or the rise of Islam, they will be awed by the events of history and delighted to find just how connected and similar they are to our own world today.

WHY WE TEACH IT: The Middle Ages were an organic development of the Ancient world and as such, they deepen our understanding not merely of the period studied but everything that came afterward too. It is only by studying the men and cultures that came before us that we can properly interpret and understand our own. Students will discover that the people of the Middle Ages are not as distant from our own time as we once thought. In fact, students may even discover that they have a great deal to teach us about how to live and flourish in our own contemporary society.

- By the end of this course, students will be able to -

- Understand the development of the early Church, including the Church Fathers and Councils, and rise of the first heresies
 - Identify the causes of the fall and conversion of the Western Roman Empire and its impact on the people of Western Europe
 - Understand how Christianity spread in the northern territories of Europe in the medieval period and its significance on the culture of Western Europe.
 - Explain the importance of the rise of Islam and the sources of its subsequent conflict with Christianity
 - Understand the causes and developments of reform movements in the Church, feudal government, and the Crusades.
 - Illustrate how the medieval period laid the foundation for Western Europe to slowly evolve into the form we know today.
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SCOPE AND SEQUENCE

SEMESTER I

- Beginning of the Church
- Ante-Nicene Period
- Conversion of Rome
- Fall of Rome
- Byzantine Empire
- Conversion of the Barbarians
- Rise of Islam
- Carolingian Dynasty

SEMESTER II

- Viking Invasions
- Early Slavic People
- Magyars
- Rise of Feudalism
- Church Corruption and Reform
- China
- Rise of the Turks
- Crusades

History 11 – Renaissance and Early Modern History

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Directly setting the stage for our own day, this course explores the complex and often misunderstood world of the Renaissance and early modern period. We witness in this period the fracturing and ultimate dividing of a unified Christendom leading to what would eventually become a dramatic division along religious and political lines.

This is the world in which we witness the rise of influential figures such as Genghis Khan, St. Louis XIV, St. Dominic and St. Francis, and Martin Luther. Students in this course will find that many of the conventional historical ideas and concepts in the wider culture can often obscure as much as they reveal. They will find that only when we put aside societal biases and misconceptions can we gain a more accurate and truer view of history and, indeed, of our very selves.

WHY WE TEACH IT: The Renaissance and early Modern period continue the transformation and development of Western culture and help us to understand our own world today. In this age we encounter the foundations of the modern nation-state and the political structures that we take for granted. We also encounter many new religious movements and ideas that also profoundly impact us. Whether exploring religion, politics, art, or architecture the world of Renaissance culture is a fascinating and relevant world for 21st century America.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Explain the intricate and complex relationships, events, and culture of Spain during the High Middle ages and early Renaissance periods - Understand the background, structure, and importance of early Western and Eastern Europe including those areas that we now call France, England, Germany, Poland, Hungary, Romania, and Russia - Explain the importance and impact on Europe of the Avignon Papacy, Crusades, Black Death, and Mongol Empire | <ul style="list-style-type: none"> - Understand the sources, causes, and primary figures of the Reformation as well as the subsequent Counter-Reformation. - Explain the primary characteristics and sources of the Renaissance, the major city centers around which it took place, and its lasting effects - Appreciate the evolving relationship between the ecclesiastical and civil orders - Understand the rise of the nation-state and absolute monarchy in Europe |
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SCOPE AND SEQUENCE

SEMESTER I

- Beginning of the High Middle Ages
- Iberian Kingdoms
- Early France
- Early England
- Early Germany
- Mongol Empire
- Avignon Papacy
- Black Death
- Hundred Years War
- Rise of the Ottoman Empire
- Eastern Europe

SEMESTER II

- European Renaissance
- Early Spain
- Habsburg Dynasty
- Protestant Reformation
- English Reformation
- Counter-Reformation

History 12 –Modern History

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: In no other time period perhaps can we witness such vast and sweeping changes in government, technology, and the way people think and live. In a relatively short length of years, we witness the near complete transformation of every continent on the globe. Whether by social upheaval, world war, mass genocide, or revolutionary technology, the Modern period can be defined in some ways by its distinct break with the past while simultaneously forgetting just how much we have in common.

By studying such events as the Industrial Revolution, the founding of America, World War II, and the cultural revolutions of the 1960's and 70's students are able to bring into greater focus where we've been, where we are, and where we're headed.

WHY WE TEACH IT: Studying modern history provides the necessary context for making sense of the world we currently inhabit. We learn that while technology and material conditions may progress, human nature and morality do not.

We see that modernity does in fact represent a real and dramatic shift in man's general consciousness and orientation to the world. It is this new orientation to the world that is the golden thread throughout this course, and only by explicit study of it can we hope to assimilate the good and reject the bad.

- By the end of this course, students will be able to -

- Understand the causes and effects of European exploration and colonization of the New World, Africa, and Oceania
 - Understand the successive challenges of humanism, industrialism, and progressivism in their historical contexts
 - Demonstrate knowledge of the philosophies and major figures behind the social revolutions of the period: industrial, socialist, sexual
 - Explain the early Constitutional issues of the United States
 - Demonstrate knowledge of the philosophies and major figures behind the political revolutions of the period: Glorious, American, French, and Russian
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SCOPE AND SEQUENCE

SEMESTER I

- Age of Discovery – Colonization and exploration
- The New World – Caribbean, Americas, Conquistadors
- English Civil War
- American Revolution
- French Revolution
- Age of Napoleon
- American Constitutional Issues
- American Civil War
- The Gilded Age
- World War I

SEMESTER II

- Russian Revolution
- The Interwar Period
- The Progressive Era
- World War II
- Cold War
- Cultural Revolution

Literature 09 – Ancient Literature

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: The literature of ancient Greece and Rome has so captivated and formed the minds of Western man that it is impossible to imagine Western Civilization without it.

In this course, students are introduced to the perennial questions of the human condition through the works of Homer, Virgil, and Greek dramatists. Questions of honor, virtue, love, longing, and happiness are put forward as students are challenged to enter the conversation in the search for truth.

In this Socratic method style course, students learn how to interact with ideas different from their own, distinguish between opinion and proof, and analyze texts according to sound logical principles. Ultimately, this course teaches students that the works that remain most relevant are also those that speak most deeply to our human condition.

WHY WE TEACH IT: Ancient literature forms the foundation for the Western literary and intellectual tradition that continues to our own day; it provides much of the essential framework for making sense of people, events, and movements throughout the centuries. In this year of anticipation, students are discovering the universal longing for Christ in the pagan literature as well as in their own hearts, which will enable them to flourish as a son or daughter of God.

– By the end of this course, students will be able to –

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| <ul style="list-style-type: none"> - Understand how the works of Homer and Virgil have impacted the rest of human history - Understand the universality of man's deep longing for the ultimate reason for his existence - Explain how ancient literature provides insight into the nature of man - Learn to analyze texts according to sound logical principles | <ul style="list-style-type: none"> - Participate more fully in a Socratic style dialogue and discussion - Learn how to interact with ideas different from their own - Have a deepened sense of wonder and depth of inquiry in the universal questions of life - Realize the longing in man to be united with the Father |
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SCOPE AND SEQUENCE

SEMESTER I

- Successful Student Seminar (introduction to the Institute for Excellence in Writing – IEW)
- *Mythology*, Hamilton (summer reading)
- *The Iliad*, Homer
- *The Oresteia*, Aeschylus

SEMESTER II

- *The Odyssey*, Homer
- *The Aeneid*, Virgil
- *Common Sense 101: Lessons from G.K. Chesterton*, Dale Ahlquist
- *Julius Caesar*, William Shakespeare (optional),

Literature 10 – Early Medieval Literature

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Often forgotten by many other curricula, this course dives deep into Early Medieval literature, which illustrates the great Christian synthesis between Mediterranean and Northern European culture. In this course, students are exposed to the progression of Christian culture through provoking narratives. In this Socratic Method style course, students dive into *Beowulf*, *The Confessions of St. Augustine*, *Le Morte d'Arthur*, *The Canterbury Tales*, and *The Ballad of the White Horse*, which lead to discussions about our human frailty, the path towards conversion and redemption, and our place in this world. Whether battling against seemingly insurmountable obstacles or exploring the deepest depths of the human heart, this course is sure to thrill as it provides fresh insights in the condition of man and the nature of God. Throughout the year, students will also analyze, discuss, and memorize between 5-10 poems, giving them further ways of understanding the world and man's relationship with God.

WHY WE TEACH IT: Early Medieval literature works are engaging, relevant, and provide opportunities for tremendous growth to young men and women. Medieval literature is important both in its ability to inspire lives of virtue and for its demonstration of a beautiful synthesis between traditional and new cultural elements. As Christianity moved north, so did a great cultural flourishing. This flourishing can be seen in the literary works produced during this time and it is for this reason that we turn to Early Medieval literature as a source of solid exploration and guidance into the most important questions of life.

- By the end of this course, students will be able to -

- Identify the various elements of the great Christian synthesis between Mediterranean and Northern culture which gives rise to a coherent Christian Europe
 - Understand the relationship of religion to culture and how that relationship is dependent on continually cultivating Christian thought and culture in all aspects of life
 - Understand themes of advancing God's Kingdom against the darkness of paganism, our human frailty, the role of nature and grace, and conversation and repentance
 - Recognize the concept and development of Christian knighthood—heroes fighting for a higher ideal than just a victory over a monster—throughout the studied narratives
 - Recognize the rich use of symbolism and Christian narrative in Medieval poetry
 - Participate fully in a Socratic style dialogue and discussion
 - Explain the significance of early medieval literature for understanding the mature Christian life
 - Recognize and understand the life-changing importance of narratives and how they be used to explain the meaning of man's relationship with others, the world, and God
 - Allow students the opportunity for tremendous personal growth in their spiritual journey
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SCOPE AND SEQUENCE

SEMESTER I

- *The Restless Flame*, Louis de Wohl (summer reading)
- *Confessions of Augustine*, St. Augustine
- *Beowulf*
- *The Song of Roland*

SEMESTER II

- *Le Morte d'Arthur*, Thomas Mallory
- *Sir Gawain & The Green Knight*
- *Ballad of the White Horse*, G.K. Chesterton
- *The Canterbury Tales*, Geoffrey Chaucer
- *St. Francis*, G.K. Chesterton
- *Orthodoxy*, G.K. Chesterton

Literature 11 – Renaissance and Early Modern Literature

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Renaissance and early modern literature include some of the richest and most illuminating works of Western civilization. These writings take their rightful place in the organic development of Western literature and represent a period in human history where faith and daily life were beautifully integrated. Beginning with Dante's *Divine Comedy*, which has been described as a cathedral in words, students are led through the beautifully intricate and insightful works of William Shakespeare, Robert Bolt, and Miguel de Cervantes in this Socratic method style course. Great masterpieces in themselves, these works explore countless themes such as: the realization of sin, the nature of God's mercy, and mankind's longing for the Truth and union with God. These great works have an enduring value as reflective of man's pursuit for God.

WHY WE TEACH IT: It is hard for us to imagine a time when culture and faith worked hand-in-hand to produce a lived experience of the mercy of God and the beauty of His bride, the Church; yet, this was the renaissance experience. This was the time of the glory of Christendom. The works studied in this course open a new world to the students, a world that is consciously striving to live the Gospel, that seeks virtue and Truth as its highest goal, and that reflects the glory of God in its literature. It is our hope in this year of culmination, students will be led to a deeper understanding of God, society, and, finally, themselves, through these great spiritual nourishment and inspirational works.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand the role of faith in shaping the worldview of Christendom - Understand how renaissance literature approaches the themes of the realization of sin, the nature of God's mercy, and the mediation of mankind's longing for Truth and union with God - Recognize and appreciate the complexity of human nature and the dynamic of human relationship | <ul style="list-style-type: none"> - Participate fully in a Socratic style dialogue and discussion - Recognize how these great works are reflective of man's pursuit for God - Creatively appropriate the great books that we read for our purposes our lives |
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SCOPE AND SEQUENCE

SEMESTER I

- *The Screwtape Letters*, C.S. Lewis (summer reading)
- *The Divine Comedy*, Dante
 - *Inferno*
 - *Purgatorio*
 - *Paradiso*

SEMESTER II

- *Much Ado About Nothing*, William Shakespeare
- *Don Quixote*, Cervantes
- *Lepanto*, G.K. Chesterton
- *A Man for All Seasons*, Robert Bolt
- *Hamlet*, William Shakespeare
- *St. Thomas Aquinas*, G.K. Chesterton

Literature 12 – Modern Literature

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Modern literature chronicles the emergence of a post-Christian world. This world was born in the humanism and skepticism that emerged during the Renaissance and grew through periods of revolution and turmoil. Therefore, it is not surprising that the works studied in this course such as *Frankenstein*, *Faust*, *1984*, and *Brothers Karamazov* wrestle with themes of dystopia, science and religion, class structure, and the disharmony of faith and reason. Literature in this period portrays a culture in turmoil, but it also witnesses to man's longing for something greater than himself. The works studied in this course are a testament to the fact that regardless of how far we stray or how convoluted our ideas about the world become, we cannot escape something deep within us that yearns for what is True, Good, and Beautiful. In the final analysis, modern literature teaches us that no matter how hard modern man tries he cannot deny his creator without denying himself.

WHY WE TEACH IT: Literature is an expression of the culture in which it was created. The works read in this course reveal the consequences of abandoning the harmony of faith and reason. Although this fracture initially presents itself as mere doubt, by the 20th century this doubt had grown into a full existential crisis. This is important because this is the age we have inherited. We are often unaware of how much these ideas affect us and the culture we live in, and it is only by taking a closer look that we are able to both unmask the fallacies of modern culture and appreciate what is the inherent beauty of creation and of our redeemed humanity.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Discuss and defend their reasons for major components of an excellent story - Discuss the Romantic view of Man and its congruity to the Truth - Understand the major themes of Romanticism | <ul style="list-style-type: none"> - Understand the historical context of the texts and how this influenced their creation and reception - Distinguish and analyze themes within a text - Analyze character development and its impact on other characters in the story |
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SCOPE AND SEQUENCE

SEMESTER I

- *Frankenstein*, Mary Shelley (summer reading)
- *Faust*, Wolfgang von Goethe
- *Great Expectations*, Charles Dickens
- Beginning of *The Brothers Karamazov*

SEMESTER II

- *Brothers Karamazov*, Fyodor Dostoyevsky
- *1984*, George Orwell
- *The Everlasting Man*, G.K. Chesterton
- *Parker's Back* and other short stories

Philosophy 09 – Introduction to Philosophy

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: “The more human beings know reality and the world, the more they know themselves in their uniqueness, and with that there presses upon them the urgent desire to find out the meaning of reality and of our existence.” Our experience of the world awakens in us “the fundamental questions which pervade human life: Who am I? Where have I come from and where am I going? Why is there evil? What is there after this life?... In fact, the answer given to these questions decides the direction which people seek to give to their lives.” (St. John Paul II, *Fides et Ratio*).

The Freshman Year Philosophy course invites students to join the millennia long tradition in the search for truth. The pre-Socratic philosophers were the first to look at the world in a philosophical way — searching for the ultimate truth or cause of things. This search was continued by the greatest of the Greek philosophers – Socrates, Plato, and Aristotle. Students are asked to enter into this search, to learn not simply about philosophy but how to do it. They learn by asking these fundamental questions for themselves.

Through exploring the work of these philosophers, students begin to formulate a response to the fundamental questions of human life. Moreover, they will learn the foundational principles of logic and the most common fallacies that are found in man’s reasoning. Ultimately, philosophy is about the “love of wisdom.” This course lays the foundation for students to be not only critical thinkers, but lovers of wisdom and searchers for Truth.

WHY WE TEACH IT: Philosophy challenges us to answer the ultimate questions in life. What is man? How am I to live? What does it mean to be happy? Greek philosophy sets the stage for nearly all of the philosophic enquiry that follows in Western civilization. Behind any great man or world movement is a set of philosophic first principles. It is up to philosophy, by the proper ordering of one’s mind, to examine these first principles. By learning to use our reasoning powers properly, we learn to critique ideas, recognize flawed arguments, and contribute to our deepening understanding of God and man.

- By the end of this course, students will be able to -

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| - Understand the fundamental worldview of each of the Pre-Socratic philosophers | - Awaken to the wonder of philosophic thinking and questioning |
| - Understand the relationship between faith and reason | - Cultivate a philosophic way of looking at the world and why this is important for human life |
| - Understand the basic contributions of Plato and Aristotle to Western philosophical thought | - Begin reasoning well according to sound logical principles and recognize the most common types of logical fallacies |
| - Understand basic philosophic terminology and the importance of grammar in philosophic debate | |
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SCOPE AND SEQUENCE

SEMESTER I

- Introduction to Course
- Pre-Socratic Philosophy
- Socratic Philosophy
- Platonic Philosophy (*Corgias*)
- Aristotelian Philosophy (overview)
- General Philosophical Grammar

SEMESTER II

- Formal Logic (Immediate Inference)
- Formal Logic (Mediate Inference)
- Material Logic (Informal Fallacies)
- Hellenistic Philosophy

Philosophy 10 – Foundations of Medieval Philosophy

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: For millennia man has grappled with life's deepest questions. Is the soul immortal? How should a human society be governed? What things actually exist? What is virtue? These questions and many more were first posed in recorded history by Socrates, Plato, and Aristotle and the world has never been the same since. This course invites students to enter the discussion in the quest for what is True, Good, and Beautiful. Indeed, the thought of Plato and Aristotle sets the stage for not only Roman and Medieval culture but all of Western civilization. Through dialogue and lecture students are challenged to apply the philosophic tools of their freshman course as they ponder the fascinating thought world of virtue and vice, citizen and slave, politics and religion, the material world and the immortal soul.

WHY WE TEACH IT: Whether we realize it or not, the thought of Plato and Aristotle has had a residual effect on nearly every person in the modern world. How we approach issues of justice, government, and the good life are all profoundly impacted to this day by the first Greek philosophers. Plato and Aristotle not only help us understand human nature but also provide the very terminology and framework by which Christianity has come to express its theology and knowledge of the divine. A sound grounding in Platonic and Aristotelian philosophy is absolutely essential for anyone hoping to understand Christianity and the modern world.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand the role of Greek philosophy in the development of Christian thought - Read and understand primary philosophic texts. - Explain the primary distinctions between the philosophical schools of Plato and Aristotle | <ul style="list-style-type: none"> - Compare and contrast Plato's and Aristotle's view of the soul and how this impacts our view of human nature and what it means to be human. - Understand the foundational questions surrounding knowledge of the nature of justice, government, and virtue. - Explain a basic philosophy of art and its relation to emotion. |
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SCOPE AND SEQUENCE

SEMESTER I

- *Orthodoxy*, G.K. Chesterton (Chapters 1-3)
- *Euthyphro*, Plato
- *Apology*, Plato
- *Crito*, Plato
- *Phaedo*, Plato
- *The Republic*, Plato
- Other Platonic Works (e.g. *Symposium*, *Phaedrus*)

SEMESTER II

- *Nicomachean Ethics*, Aristotle
- *De Anima*, *Politics*, *Poetics*, Aristotle
- Neo-Platonism
- *Consolation of Philosophy*, Boethius

Philosophy 11 – Scholasticism and Early Modern Philosophy

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Are faith and reason really at odds? Scholastic philosophers didn't think so and it was during this age that the greatest synthesis was achieved between religion and philosophy – faith and reason. Not until later, around the birth of early modern philosophy, were the seeds planted for the contemporary divorce between faith and reason.

Building upon the first two philosophy courses, Philosophy 11 continues the quest for truth by studying the influential works such as those of Thomas Aquinas, Duns Scotus, William of Ockham, Niccolò Machiavelli, René Descartes, and Thomas Hobbes. By studying the scholastic works, especially those of Thomas Aquinas, new avenues of inquiry are opened by faith, seeking understanding in the Church's most successful philosophical tradition, medieval scholasticism. As students move to the early modern philosophers, they encounter the foundation of modern political theory, the beginning of scientific skepticism, and the modern philosophic project in general.

WHY WE TEACH IT: Far from the biased obscurantism that many associate with medieval philosophy, most will find that their questions are our questions. The questions medieval philosophers were asking are the same relevant questions we continue to ask today. As we move into the early modern philosophers we begin to see in dramatic and often frightening ways just how influenced people are today by men they have never even heard of before. This course serves as a reminder that we are all part of a long tradition of philosophic inquiry and that before matching off into the battleground of intellectual ideas we would do well to take into account the wisdom of the ages and those who have gone before us.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Fruitfully examine the most basic questions about existence itself - Explain why Scholasticism is the Church's most successful philosophical tradition - Explain how medieval philosophy integrates faith and reason - Understand the magnitude of St. Thomas Aquinas and his continued importance in philosophy and theology - Trace the decline of scholasticism into nominalism, opening the door for modern philosophy | <ul style="list-style-type: none"> - Understand why Machiavelli is the founder of modern political theory - Identify Descartes as the founder of modern philosophy and why his introduction of systematic doubt helped give rise to modern scientific skepticism - Understand the foundations of Hobbes' materialist approach to philosophy as well as his influence in the development of modern social contract theory. - Compare and contrast the difference between the rationalist and empiricist approach to modern philosophy . |
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SCOPE AND SEQUENCE

SEMESTER I

- Introduction to Scholasticism
- Thomistic Metaphysics
- *Summa Theologica*, Thomas Aquinas

SEMESTER II

- Later Scholasticism
- *The Prince*, Machiavelli
- *Discourse on Method or Meditations*, Descartes
- *Leviathan*, Hobbes

Philosophy 12 – Modern Philosophy

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Liberty. Rights. Happiness. Democracy. These are words we are all used to hearing so often that they have become part of our national consciousness. However, too often they are neither examined nor questioned. Without even thinking about it we all use the ideas and concepts developed by modern political philosophers in the 19th and 20th century. In this capstone course students are asked to muster all the powers of their intellect as they navigate the dynamic and sometimes deep waters of political thought on the European continent as it emerges after the time of the Enlightenment. Special attention is given to the political philosophy and economics of influential thinkers such as John Locke, Jean-Jacques Rousseau, Adam Smith, and Karl Marx. Just as important and relevant today is the Catholic response to these new ideas. Therefore, the encyclical *Rerum Novarum* and G.K. Chesterton's idea of distributism are also studied as they relate to the revolutionary changes of the preceding centuries.

WHY WE TEACH IT: Studying the origin of political thought and its implementation on a large scale allows us to develop an awareness of political philosophy's enormous influence in modern times. This adds both philosophical and historical depth to our understanding of past events and allows us to respond properly to the challenges that await us in the future. If there is any lingering doubt that philosophy is practical in the "real world," this course will dispel that doubt quickly. In fact, studying political philosophy allows modern politics to come into a new focus and can help enkindle a desire to engage the world and promote the City of God like never before.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Fruitfully examine the intellectual origins of monumental historical events and developments throughout the 18th-20th centuries - Compare and contrast the difference between rationalism and empiricism - Explain how Kant attempts to save modern philosophic project through a synthesis of rationalism and empiricism - Understand why the concept of a social contract is so important - Understand the basic elements of America's political system and constitution | <ul style="list-style-type: none"> - Trace the formation of contemporary capitalist societies - Identify the influence and impact of communism and the ideas lying behind it - Explain the importance and impact of the philosophic concepts of David Hume, Immanuel Kant, Friedrich Hegel, John Stuart Mill, and Friedrich Nietzsche - Understand basic economic terms and ideas - Articulate the Catholic response to the philosophic ideas of the main thinkers in the 18th-20th centuries |
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SCOPE AND SEQUENCE

SEMESTER I

- Continental Rationalism
- British Empiricism
- German Idealism
- Classical Liberalism
- French Philosophies
- American Philosophy

SEMESTER II

- Modern Economics
- Utilitarianism
- Marxism
- Existentialism
- Catholic Social Teaching
- Contemporary Philosophy

Theology 09 – Catechism and Old Testament

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Theology 09 introduces students to theology, “the study of God,” as it is revealed to us in both Sacred Scripture and Sacred Tradition. This study of God begins an organic presentation of the Catholic faith. Beginning with an overview of the *Catechism of the Catholic Church*, this course also studies the Old Testament in the light of Christ crucified and risen. It seeks to form a biblical worldview and introduce students to the reality of God’s divine plan throughout salvation history. From this position, then, we are able to begin erecting a beautiful edifice for further theological inquiry as students continue to study Sacred Scripture, Moral theology, the Fathers of the Church, Magisterial documents, and the many great theologians of history.

WHY WE TEACH IT: Students come to Chesterton Academy from many different backgrounds and exposure to the Catholic faith. By beginning with an overview of the deposit of faith from a study of the *Catechism of the Catholic Church*, all students are given an equal grounding in the fundamental contents of Catholic belief and practice. At the same time, we want our students to be equally well grounded in Sacred Scripture. By studying the Old Testament, students are able to form a biblical worldview and Christian vision of reality. They see how God used the covenantal system to prepare humanity for reunification and redemption through Jesus Christ. This study strongly reinforces the theme of anticipation that runs through the Freshmen year. Seeing reality in this way forms the very foundation for a living, vibrant faith and expands our hearts to share God’s love with those around us.

– By the end of this course, students will be able to –

- Explain the foundational beliefs of the Catholic faith
 - Appreciate the importance of both modes of transmission of the Word of God, Sacred Tradition and Sacred Scripture, as interpreted through the Magisterium of the Church
 - Trace the broad outlines of salvation history
 - Appreciate how the story of Israel, God’s Chosen people, is also our story
 - Identify the stories of the major biblical patriarchs, kings, covenants, and prophets
 - Understand the historical context in which the Old Testament scriptures were occurring
 - Appreciate the Wisdom literature of the Old Testament and be able to apply it to one’s own life
 - Apply the themes and lessons of Scripture to both past and present history
 - Understand how the entire Old Testament was pointing directly to Jesus Christ as the redeemer promised by God
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SCOPE AND SEQUENCE

SEMESTER I

- Introduction to the Catholic faith through the *Catechism of the Catholic Church*
- An examination of the Torah, the First Five Books of the Bible

SEMESTER II

- Examination of the Historical Works chronicling the Judges, Kings and Leaders of Israel
- Brief examination of the Prophetical works and Wisdom literature of the Old Testament
- Following the line of covenantal promises throughout the Old Testament
- Messianic Prophecies

Theology 10 – New Testament

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: The truth of the Incarnation is one of the central tenets of our faith and the center of our human history. Just as all of history led up to the moment of God-assuming-humanity, so also all of history since the Incarnation is impacted by this one moment. This central mystery of the faith is the theme of Sophomore year. Having studied the Old Testament scriptures, students now transition into the New Testament and the life of Jesus and His Apostles. Special emphasis is given to the four Gospels, which are the heart of all the Scriptures and the principal source for the life and teaching of Jesus Christ. Along with the emphasis of the four Gospels, the Eucharist is given special attention in this biblical study of theology. Students are encouraged to draw connections between themes and events in Sacred Scripture and our own day. It is hoped that by learning to truly encounter God in Word and Sacrament students will be transformed into “other Christs” and share the salvific message of the Gospel with all they meet.

WHY WE TEACH IT: St. Jerome once said, “Ignorance of Scripture is ignorance of Christ.” Having a sound grounding in Sacred Scripture is indispensable in the life of a Christian. Indeed, with the Church we venerate the divine Scriptures as we venerate the Body of the Lord: both nourish and govern the whole Christian life (CCC 141). An intense study of Scripture during high school allows one to enter more deeply into the mystery of Christ and His Church. It helps nurture a love for sacred reading and conditions the student for an entire lifetime of encounter with God in the journey toward Heaven.

– By the end of this course, students will be able to –

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| <ul style="list-style-type: none"> - Identify how Jesus Christ is the fulfillment of God's plan and promise for our salvation - Understand how the various books of the New Testament fit into the larger context of the whole story of Jesus, His Church, and His promised coming at the end of time - Understand how to interpret Scripture with the mind of the Church | <ul style="list-style-type: none"> - Identify the stories and parables of the New Testament. - Understand the historical context in which the New Testament scriptures were occurring - Appreciate the role of the Holy Spirit in the birth and growth of the early Church - Apply the themes and lessons of Scripture to both past and present history. |
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SCOPE AND SEQUENCE

SEMESTER I

- Introduction to the New Testament
- Infancy Narratives
- The Life and Ministry of Christ
- The Death and Resurrection of Christ

SEMESTER II

- The Beginning of the Church: Mission, Identity, Martyrdom
- The Conversion and Mission of St. Paul
- The Letters of St. Paul
- The Catholic Epistles
- Revelation

Theology 11 – Advanced Catechesis I

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Can we come to know God through human reason alone? What difference does Christ make to creation? Would Christ have come if man had not sinned? What was Arianism and why should we care? How do I know I'm free? These are only a few of the questions that are explored in this course as students are led deeper and deeper through the ultimate questions of reality and into the heart of God. Building upon both 9th and 10th grade theology courses, Theology 11 seeks to cover much of the same enormously rich material but in much greater depth and clarity. This course returns to the themes and reiterates what has been covered the first 2 years by using the structure of the Catholic Catechism while reading primary texts from some of the greatest minds in history such as St. Thomas Aquinas, St. John of Damascus, Leo the Great, St. Athanasius, and Gregory of Nyssa.

WHY WE TEACH IT: The topics explored in this course include some of the most important questions one could ever ask. The theological implications of the doctrines explored and their practical application in human life are of such great importance that G.K. Chesterton once wrote: "A sentence phrased wrong about the nature of symbolism would have broken all the best statues in Europe. A slip in the definitions might stop all the dances; might wither all the Christmas trees or break all the Easter eggs" (*Orthodoxy*).

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand how God reveals himself through the natural order as well as through Scripture, Tradition, and the Magisterium. - Understand the revelation of the one God in three persons, and the revelation of Christ Jesus, the one divine person, fully human and fully divine. - Understand the workings of the Holy Spirit, the pervasive power of grace, and the nature of human freedom and virtue. Understand the nature of the Church as the sacrament of salvation in the world | <ul style="list-style-type: none"> - Understand the meaning of death, judgment, hell, purgatory, and heaven - Understand the integration of prayer, belief, and action in the Christian life, particularly through reflecting on her liturgy and seven sacraments - Appreciate and defend the <i>Credo</i> and the coherence of God's revelation through the Church - More fully participate in the sacramental life of the Church |
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SCOPE AND SEQUENCE

SEMESTER I

- Revelation, Faith, and Reason
- The Triune God
- The Incarnation
- Redemption

SEMESTER II

- The Holy Spirit
- The Life of Graced Virtue
- The Church
- The Last Things
- The Liturgy
- The Seven Sacraments

Theology 12 – Advanced Catechesis II

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: In this capstone course, students continue their exploration of Catholic theology by studying the third and fourth pillars of the *Catechism of the Catholic Church*: Life in Christ and Christian Prayer. Students are challenged to put all their philosophical and reasoning skills to the test as they study the principles of moral theology and ask what it means to be made in the image of God, how freedom relates to moral decision-making, and how we form our consciences according to the truth. Students will study the Ten Commandments and wrestle with the crucial questions of our time such as what it means to be truly religious, how respect for life and marriage are essential to Christian life, and what a just social order looks like in the light of faith. Finally, students will learn about and practice the heart of the Christian life – prayer – which puts us in communion with Jesus Christ.

By engaging these questions with both faith and reason, students are encouraged to see all things as part of God's revealed and loving plan for the world. Students are encouraged to think about their role in this loving plan and how God is calling them to eternal happiness with Him.

WHY WE TEACH IT: In this year of application, students have developed the skills necessary to begin applying their theological knowledge to some of the most important and controversial questions of our time. The topics explored in this course have enormous impact for both the person and society as a whole, and students will explore not only what the Church teaches on these topics but also how to articulate these truths with charity. Students discover that any encounter with the truth is an encounter with God, and it is this encounter with God that leads the human person to find his vocation in the world and help foster a culture of life.

- By the end of this course, students will be able to -

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| - Understand the relationship between human happiness, freedom, conscience, and the moral law | - Understand the types and the tradition of prayer in the Church |
| - Understand the fundamental principles of Catholic moral theology and social teaching | - Recognize that in prayer—the encounter with Jesus Christ—is the soul of the Christian life. |
| - Articulate the meaning and moral implications of each of the ten commandments | - Learn how to argue effectively and charitably with those who disagree with the Church's teachings |
| - Defend in charity the Church's teaching on life issues, marriage, sexuality, property, and truth-telling | - Learn the way of prayer by developing the practices of vocal prayer, meditation and contemplation |
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SCOPE AND SEQUENCE

SEMESTER I

- Happiness, Freedom, and Conscience
- The First Principles of Catholic Social Teaching
- 1st Commandment: Idolatry vs. True Religion
- 4th Commandment: The Family and Society
- 5th Commandment: Life Issues

SEMESTER II

- 6th Commandment: Marriage and Human Sexuality
- 7th Commandment: Common Good and Private Goods
- 8th Commandment: Truth, Beauty, Social Media
- Types of Christian Prayer

Language – Latin I

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Far from being a “dead language,” Latin is alive and well! It lives in the Catholic Church through its liturgy, daily use, and official documents. It lives in the English language which draws major portions of its vocabulary from Latin. It lives in legal documents, scientific language, and countless other fields that rely on its precision and order. In fact, it can even be claimed that Latin is a foundational language for anyone who hopes to fully grasp Western culture and tradition. In this introductory course, students will master the basics of Latin grammar and vocabulary using the first book of Fr. Robert Henle’s Latin series. By the year’s end, students will attain a firm grasp of the language, preparing them for their sophomore year study of Caesar.

WHY WE TEACH IT: Latin is the language of Western civilization and of Holy Mother Church, and so many pivotal writings -- philosophical, theological, literary, and scientific -- were originally composed in Latin. Translations of these works exist of course, but even the most exquisite translations are unable to encapsulate the original in its entirety. Our goal then is not to produce translators, but readers of Latin who love the language. We want our students to understand the text on its own and to appreciate the truth, beauty, and goodness of Latin in its native form.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand the importance of Latin and its many uses and relevance in today's culture - Understand basic Latin phrases and sentences - Use a basic and foundational vocabulary - Decline all five declensions of nouns and understand the use of all five cases | <ul style="list-style-type: none"> - Conjugate and understand all four conjugations of verbs - Use verbs in both the indicative and subjunctive moods - Understand the proper use of the “to be” verb and personal pronouns - Recite from memory and understand the meaning of basic Catholic prayers and Mass parts in Latin |
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SCOPE AND SEQUENCE

SEMESTER I

- Verbs – First and Second Conjugations; Adverbs
- First Declension Nouns and Adjectives; Prepositions, Conjunctions; Interjections
- Second Declension Nouns and Adjectives
- Future and Imperfect Verb use
- Sum and Possum; Complementary Infinitive
- Third Declension Nouns
- Third Conjugation: Present System

SEMESTER II

- Demonstratives
- Fourth Conjugation
- Personal Pronouns
- The Perfect Active System
- Reflexive pronouns and possessives
- I-Stem Nouns of the Third Declensions
- Numerals; Genitive of the Whole; Ablative with Numerals and Ablative of Time

Language – Latin II

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Latin II builds upon the initial foundation of Latin I. Latin II uses Fr. Robert Henle's second Latin book, an ordered study of Julius Caesar's "Gallic Wars." Students will spend the first part of the year reviewing and building up their understanding of Latin constructions so that they will be ready to read the Caesar text in the second part of the year. By the end of the year, students will have read several hundred lines of Caesar's writings and will be capable of hashing through most works of Latin prose.

WHY WE TEACH IT: In the second year of Latin study, the language becomes more alive as students are able to read basic texts from ancient authors. Julius Caesar was a pivotal character in the Roman world, and his writings contain inspiring stories of ambition, bravery, and fortitude. We know that not all students will continue their study of Latin, but we want to make sure they finish their second year having read Latin texts in their original form.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Read and understand passages from Caesar's "Gallic Wars" - Use an intermediate and expanded Latin vocabulary - Differentiate between all verb conjugations and noun/adjective declensions | <ul style="list-style-type: none"> - Use and understand the subjunctive mood and other intermediate grammatical structures - Translate sentences from Latin to English, and English to Latin - Recite from memory and understand the meaning of all essential Catholic prayers and Mass parts in Latin |
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SCOPE AND SEQUENCE

SEMESTER I

- Nouns and adjectives: all five declensions
- Verbs: active and passive voice, indicative and subjunctive mood
- Irregular verbs
- Irregular adjectives
- Relative clauses
- Indirect statements

SEMESTER II

- Ablative absolutes
- Gerunds
- Readings from Caesar

Language – Latin III

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: In this third-year course, students continue to deepen their knowledge and understanding of Latin as they dive into primary texts from a variety of authors. During the first semester, students will read from one of the Doctors of the Catholic Church, St. Augustine, and then from Rome's most famous orator, Cicero. In the second semester, students will first read writings from Petrarch, which tie in with their Renaissance history studies, then selections from Catullus' poems, and they will finish their third-year study with passages from the Catechism of the Catholic Church in Latin. After two years of academic rigor, students are rewarded with the sweet victory of being able to translate some of the greatest works of the Western literary tradition.

WHY WE TEACH IT: While it is possible to learn a working knowledge of Latin in only two years, it takes continued study and copious amounts of hands-on study with Latin texts themselves to gain a fuller appreciation and mastery of the language. This third-year course provides students with that practice while exposing them to some of the greatest writers in history.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Translate, read and understand texts from both secular and sacred authors - Use an expanded Latin vocabulary - Understand the use of the subjunctive in its various clauses - Understand the use of intermediate/advanced grammatical structures, e.g. Double Dative | <ul style="list-style-type: none"> - Understand the tools for reading long and complex Latin sentences - Understand the use of basic rhetorical effects - Write analytical papers, citing Latin texts |
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SCOPE AND SEQUENCE

SEMESTER I

- St. Augustine
- Cicero

SEMESTER II

- Renaissance Humanists
- Catullus
- Church Documents

Language – Latin IV

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: From the time of the Romans leading up to the 20th century, an enormous body of literature and thousands of important documents were written in Latin. Being able to read this vast corpus of writings in the original language is incredibly important if we hope to not only grasp their authentic meaning but also appreciate their artistic depth and beauty. In this capstone course, students continue to read and translate some of the greatest works in the Western literary tradition from Livy, Horace, Virgil, and St. Thomas Aquinas. Along with these more well-known works, medieval hymns and papal encyclicals are also read as a means to encounter God and to appreciate the rich theological depth of the Latin language.

WHY WE TEACH IT: Continued and consistent use of Latin, or any language for that matter, is important if one hopes to retain and improve upon what has been learned during the previous years of study. This fourth-year course allows students to dive much deeper into primary texts that may have been studied earlier in English translation. By studying works in their original languages these texts take on new meaning as students are able to immerse themselves more fully into the culture and thought of the author.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Translate, read and understand texts from both secular and sacred authors - Use an expanded Latin vocabulary - Understand advanced Latin grammatical concepts | <ul style="list-style-type: none"> - Understand the use of meter in Latin Poetry (particularly Dactylic Hexameter) - Understand the use of poetic devices in Latin poetry - Write analytical papers, citing Latin texts |
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SCOPE AND SEQUENCE

SEMESTER I

- Livy
- St. Thomas Aquinas
- Horace

SEMESTER II

- Hildegard of Bingen
- Virgil
- Papal Documents

Language – Spanish I

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: At Chesterton Academy, our Spanish language program strives to teach students Spanish grammar and vocabulary through a well-structured, systematic approach. Through this program, students will gain the ability to speak, read, and write in Spanish, and they will be well poised to continue their studies in college. In addition to teaching language, we also introduce students to cultural aspects unique to Spanish speaking countries: their food, holidays and celebrations, music, literature, customs, and saints. Finally, and importantly, we examine how the Catholic faith has shaped language and customs in Spanish speaking nations as well as in our own.

WHY WE TEACH IT: According to a 2017 study by Instituto Cervantes, currently, there are more Spanish speakers in the United States than there are in Spain. Moreover, 40% of American Catholics are Hispanic – and that number is growing. Without question, being able to speak Spanish is a tremendous advantage in many aspects of American life. From a spiritual perspective, numerous saints hail from Spanish speaking countries (St. Teresa of Ávila, St. John of the Cross, St. Ignatius of Loyola, St. Francis Xavier, St. Josemaría Escrivá, St. Rita, St. Juan Diego, and Blessed Miguel Pro to name just a few). Understanding their culture, their language, and how their witness shaped our Catholic faith can help us grow as Catholic Christians living in tumultuous times among a diverse population. In addition, learning the language of what will soon be the majority of our fellow Catholics allows us to evangelize, extend hospitality, and enrich our own faith lives

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Communicate in simple Spanish language sentences using the present tense, simple future, and present progressive verb forms (speaking and listening) - Understand Spanish in the written form – present tense | <ul style="list-style-type: none"> - Write intelligible Spanish sentences, conversations and paragraphs in Spanish - Develop a deeper understanding of and appreciation for the cultural norms and spiritual practices among Spanish speaking people |
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SCOPE AND SEQUENCE

SEMESTER I

- Basic conversations and foundational vocabulary
- Verbs in the infinitive form; grammatical double negative
- Masculine/feminine words; adjectives; sentence structure
- Present tense regular -ar verbs; “estar”
- Present tense regular -er and -ir verbs; me gustan/me encanta vs. me gustan/me encantan; “ser”
- Discuss the numerous and important holidays and how they are celebrated in Spanish speaking countries (and in the U.S.)
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SEMESTER II

- Question words, irregular verbs of verb -ir (also introduce simple future: ir + a + infinitive); “jugar”; “saber” and “poder”.
- “Tener” as well as “tener + que + the infinitive”; possessive adjectives; introduction to present progressive
- Students will begin watching the course-developed mystery video, “Eres tú, María?” Students to hear spoken Spanish from native Spaniards, utilizing vocabulary learned throughout the year – but utilized in a different contextual setting
- Students will learn about Semana Santa and how they celebrate, most especially in Spain, as well as Cinco de Mayo
- to converse with others in the present test

Language – Spanish II

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: At Chesterton Academy, our Spanish language program strives to teach students Spanish grammar and vocabulary through a well-structured, systematic approach. Through this program, students will gain the ability to speak, read, and write in Spanish, and they will be well poised to continue their studies in college. In addition to teaching language, we also introduce students to cultural aspects unique to Spanish speaking countries: their food, holidays and celebrations, music, literature, and customs. Finally, and importantly, we examine how the Catholic faith has shaped language and customs in Spanish speaking nations as well as in our own.

WHY WE TEACH IT: According to a 2017 study by Instituto Cervantes, currently, there are more Spanish speakers in the United States than there are in Spain. Moreover, 40% of American Catholics are Hispanic – and that number is growing. Without question, being able to speak Spanish is a tremendous advantage in nearly every aspect of American life – and will continue to be important as the number of Spanish speakers in our nation continues to rise. From a spiritual perspective, numerous saints hail from Spanish speaking countries (St. Teresa of Ávila, St. John of the Cross, St. Ignatius of Loyola, St. Francis Xavier, St. Josemaría Escrivá, St. Rita, St. Juan Diego, and Blessed Miguel Pro to name just a few). Understanding their culture, their language, and how their witness shaped our Catholic faith can help us grow as Catholic Christians living in tumultuous times among a diverse population. In addition, learning the language of what will soon be the majority of our fellow Catholics allows us to evangelize, extend hospitality, and enrich our own faith lives.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Communicate in more advanced Spanish language sentences using a variety of verb tenses (speaking and listening) - Understand Spanish in the written form utilizing multiple verb tenses | <ul style="list-style-type: none"> - Write more sophisticated Spanish sentences, conversations, and paragraphs in Spanish - Develop a deeper understanding of and appreciation for the cultural norms and spiritual practices among Spanish speaking people |
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SCOPE AND SEQUENCE

SEMESTER I

- Realidades 2 intentionally weaves review of material that was introduced in Realidades 1, and then builds upon that foundation
- A thorough review of vocabulary; grammatical concepts such as masculine, feminine, singular and plural adjectives; regular and irregular verbs
- More advanced vocabulary
- Grammatical concepts such as making comparisons and affirmative and negative words; cultural differences
- Review irregular verbs and the uses of ser vs. estar, reflexive verb form
- Review the numerous and important holidays and how they are celebrated in Spanish speaking countries (and in the U.S.)

SEMESTER II

- Second semester is very verb intensive. Tremendous time and energy are dedicated to the teaching of, the practicing of, and the mastery of verbs in the present and past tense
- Grammatical topics introduced include demonstrative adjectives, direct object pronouns, and indirect object pronouns
- Students will have numerous speaking opportunities throughout the year including in-class presentations, group skits and projects, and group video creation projects

Debate 10

HUMANITIES DEPARTMENT

COURSE DESCRIPTION: Upon the completion of the Sophomore drama production, Chesterton students shift the focus of their oratorical pursuits towards the art of debate. In their first year at Chesterton, students will work towards mastery of the classical liberal arts of the Trivium: grammar, logic, and rhetoric. Through the Trivium, students learn how to use the symbols of language correctly, how to think soundly, and how to effectively communicate this thinking to others. Sophomore debate builds upon these foundational arts of language, challenging students to practically apply these modes of reasoning, communication, and persuasion in a formal oratorical setting. During the first portion of the course, students learn the practical terms and skills associated with the art of formal disputation. Subsequently, students complete research and argument composition to prepare for their participation in a timed and teacher-judged debate. The successful execution of this final debate serves as the culmination of this course.

WHY WE TEACH IT: In a world plagued by relativism and ideology, it is utterly essential that we equip our students with the tools they need to arrive at the knowledge of Truth. Christians have been given the additional moral responsibility of sharing this Truth with others by engaging with the broader culture. This presupposes the ability for both parties to participate in articulate, focused, and constructive discussions despite the presence of fundamental disagreements. From Socrates to Chesterton and beyond, dialectical discussion and argumentation have played a critical role in the human pursuit of truth. In politics, religion, family life, and business alike, Christians must be able to engage in respectful and effective discussion and argumentation in order to bring Christ to the world as well as defend it against the wiles of relativism and ideology. Through the debate class, Chesterton students learn how to properly have such discussions, using time-tested dialectical methods that foster the mutual seeking of truth.

- By the end of this course, students will be able to -

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| - Understand the integral relationship between grammar, logic and rhetoric | - Gather credible evidence for use in debate |
| - Define and explain Logos, Pathos and Ethos | - Execute debate knowledge and skills in formal debate setting |
| - Define and give examples of relevant debate terms | - Evaluate validity/soundness of arguments of their peers |
| - Discern types of evidence utilized in debates | |
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SCOPE AND SEQUENCE

COURSE LENGTH: ONE QUARTER

- Course Introduction and Review of Trivium
- Rhetorical Appeal: Logos, Pathos, Ethos
- Debate Format Terms and Debate Preparation
- Judged and Timed Debate

Geometry

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: This course is not the typical geometry course offered in high schools. It is rather a direct study of the writings of Euclid, namely his volume of geometrical proofs: the *Elements*. Being the most widely published book in history other than the Bible, Euclid's *Elements* is one of the foundational works of the Western intellectual tradition, and has been consistently studied and cherished by great thinkers throughout the centuries. The study of the *Elements* is unique in that it allows students to witness and discover the logical foundations of all mathematics. Typical math courses require students to memorize and apply mathematical algorithms to generate correct answers, even though the students may not know where these algorithms came from or why they work. With the *Elements*, however, students learn the “why” behind mathematical theorems, proving their truth from the ground up using their own logical reasoning. If the foundations of Algebra, Trigonometry, and Calculus are not understood from their origins in geometry, these subsequent mathematical pursuits will lack the integrating principles that lead to true understanding.

WHY WE TEACH IT: If not approached in the proper way, the teaching of mathematics can result in students being treated more like calculating machines than rational beings capable of understanding. Studying Euclid's *Elements* reclaims and revitalizes the principle that there are truths that we can know and understand, and shows us a rational method by which we can do so, combatting ideologies that attempt to reduce humans to mere mechanism, animality, or utility. Euclid's *Elements* challenges students to seek and understand the fundamental reasons behind things, and to critically address their presuppositions about the world around them. It teaches them to be active in their reasoning, seeking to understand truth through their own inquiry rather than passively receiving information. Moreover, it gives students skills in critical reading/thinking and logical analysis that they will be able to use across the curriculum and in all areas of life. Finally, it opens them up to a new world of wonder and awe in mathematics, as they see how goodness, beauty, and truth coalesce in geometrical order. It is probably for this reason that poet Edna St. Vincent Millay once wrote: “Euclid alone has looked on Beauty bare.”

- By the end of this course, students will be able to -

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| - Understand the logical structure of Euclid's proofs, being able to lay it out systematically | - Present sound and intelligible proofs to an audience |
| - Articulate why Euclid's proofs are logically valid | - Understand the logical foundations of important mathematical theorems and definitions |
| - Internalize the logic of Euclid's proofs through repeated practice/presentation | - Construct precise geometric figures using only a straightedge and a compass |
| - Apply habits of mind learned from Euclid to solve/prove new and unfamiliar propositions autonomously | - Understand the foundations of non-Euclidean geometries as well as how they function differently |
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SCOPE AND SEQUENCE

SEMESTER I

- Euclid's definitions, postulates and common notions
- Introductory logic
- Book I of Euclid's *Elements*, Propositions 1-22

SEMESTER II

- Book I of Euclid's *Elements*, Propositions 22-47
- Taxicab Geometry
- Selected topics from analytical geometry text such as similarity, congruence transformations, and properties of circles (PSAT prep)

Algebra II & Trigonometry

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: This math course is built on the assumption that each student has mastered the topics in a year long algebra course which ranges from algebraic transformations, linear equations, systems of equations, through the basics of quadratic functions. The Algebra II & Trigonometry course is partnered with our pre-calculus course to cover all essential mathematics which creates the foundation for our students to be successful in our honor level calculus or statistics courses.

WHY WE TEACH IT: Mathematical thinking, and more specifically algebraic thinking, is a habit of mind that leads the learner to better appreciate how number, equation, function, and graph describe our daily perception and interaction of the physical world. Through the tools of proof we are able to demonstrate the interior logic of a mathematical system and its correspondence to reality. Algebraic mathematics gives rise to powerful relationships that typically are used in the fields of science, business, engineering, and medicine.

- By the end of this course, students will be able to -

- Identify, graph, and manipulate all numbers in the complex number system
- Graph, transform, and solve all exponential and logarithmic function.
- Graph, transform, and solve all radical and irrational functions
- Graph, transform, and solve all linear and quadratic functions
- Use the general form of the equation for conics sections to manipulate, graph, and describe each particular circle, parabola, ellipse, and hyperbola
- Be able to identify and manipulate the family of variation functions and know their connections to physical reality
- Use the right and oblique trigonometry to setup and solve real world scenarios
- Take the PSAT having a complete introduction and background of the topics in the math portion of the test

SCOPE AND SEQUENCE

SEMESTER I

- Set of Numbers, Field Axioms, Polynomials, and Equations
- Functions, Their Graphs, and Use in the Real World
- Quadratics, Complex Numbers, and Mathematical Models
- Scientific Notation, Exponentials, and Logarithms
- Rational Functions, Polynomial Factoring, Fractional Equations, Variation Functions

SEMESTER II

- Irrational Functions, Multiple Independent Variable Functions, Higher Degree Functions
- PSAT 10 Mathematics
- Conic Sections, Quadratic Relations, Systems of Quadratics
- Right Triangle and Oblique Triangle Trigonometry, Vectors

Pre-Calculus

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: While primarily a course in trigonometry, the broader purpose of precalculus is to give the student the broader foundation in mathematical reasoning and computation necessary to approach physics, calculus, and statistics their senior year. The course begins in Euclidean geometry, deriving the law of cosines from Ptolemy's Theorem (from the *Almagest*) and similar-triangle theorems from Euclid's *Elements*. The formulation of (composite) trigonometric functions allows an algebraic approach to solving trigonometric problems and the derivation of trigonometric identities. The end of the year sees the application of trigonometry to matrix algebra and an introductory discussion of sequences and series, proof by mathematical induction, and limits.

WHY WE TEACH IT: Mathematical thinking, and more specifically, algebraic thinking, is a habit of mind that leads the learner to better appreciate how number, equation, function, and graph describe our daily perception and interaction of the physical world. Through derivations and proofs, we are able to demonstrate the interior logic of a mathematical system and its correspondence to reality. Algebraic and Cartesian mathematics gives rise to powerful relationships that typically are used in the fields of science, business, engineering, and medicine.

This course facilitates the transition from geometric approaches to mathematical reasoning in astronomy and Euclid to algebraic and analytic approaches to mathematical reasoning in modern physics and mathematics. The vector mathematics taught in precalculus will be applied in great depth and extent the following year in physics, and trig identities and matrix manipulations learned in precalculus will become invaluable problem-solving tools. The discussion of sequences, series, limits, and mathematical induction at the end of the year will transition seamlessly into both calculus and statistics at the beginning of the senior year.

- By the end of this course, students will be able to -

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|---|---|
| - Identify the particular purpose of each function and the relationship of the function to the inverse function | coordinate systems |
| - Graph, transform, and solve trigonometric equations | - Solve systems of equations, statistics and business problems, and algebraic and geometric problems using matrix mathematics |
| - Prove a trigonometric identity | - Calculate partial sums, understand limits and perform proofs by mathematical induction using sequences and series |
| - Describe and analyze physical quantities using the mathematics of vectors in either rectilinear or polar | |
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SCOPE AND SEQUENCE

SEMESTER I

- Composite Functions
- Triangle Geometry
- Trigonometric Functions
- The Unit Circle
- Trigonometric Identities

SEMESTER II

- Polar Coordinates
- Vectors
- Complex Arithmetic
- Matrix Algebra
- Systems of Equations Revisited
- Partial Fractions
- Sequences and Series
- Mathematical Induction
- Limits

Calculus

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: This upper-level math course is built on the assumption that each student has mastered the topics in a comprehensive year-long pre-calculus course. Calculus is the mathematics of non-linear change. In calculus the major topics of limits, derivatives, and integrals are fully developed and applied. This course is the culmination of the student's study of algebra, trigonometry, and functions.

WHY WE TEACH IT: To understand how systems develop over time requires mathematics that is not static. No other field of mathematics is so rich in history and culture than calculus. From fundamental geometry like Pythagoras as part of vector calculus, measuring volumes with ideas of Archimedes, to dealing with velocities and forces which was essential in the development of astronomy. Calculus aids the students in their understanding of physics topics such as kinematics, force, momentum, and energy.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand the concepts of the derivative and its underlying concepts such as limits and continuity - Understand the meaning of the derivative in terms of a rate of change and as a function and be able to use derivatives to solve a variety of applications - Apply the concept of derivative to completely analyze the graph of a function - Understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change and should be able to use integrals to solve a variety of problems | <ul style="list-style-type: none"> - Use concept of integration to evaluate geometric area and solve other applied problems - Understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus - Use the concept of integration to evaluate geometric area and solve other applied problems |
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SCOPE AND SEQUENCE

SEMESTER I

- Transformation of Functions Review
- Limits and Continuity Laws
- Derivatives as Functions and Rates of Change
- Differentiation Rules
- Applications of Derivatives.

SEMESTER II

- Antiderivatives and Area Under a Curve
- Definite/Indefinite Integrals
- Fundamental Theorem of Calculus
- Applications of Integration
- Techniques of Integration

Statistics

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: Statistics is the mathematics of data, in which basic concepts of probability and sampling techniques are systematically developed in order to rigorously perform inferential calculations on data sets. The course begins with an overview of sampling techniques and descriptive statistics, probability and combinatorics, and concludes with inference about two parameters. Inference on three or more parameters and nonparametric statistics will be taught as time permits.

WHY WE TEACH IT: Statistics is taught during the senior year at Chesterton, when the closest integration is made between mathematics and the exploration of the natural world through science. The mathematics of measurement and computation with values measured in the laboratory is taught in physics, concurrent with statistics; the statistics course teaches correct logical inference between experiments and greater depth of rigor in the analysis of experimental measurements. Skills, techniques, and habits of thought learned in statistics will be carried on by the student into the natural sciences, social sciences, history, medicine, business and actuarial professions, and many other careers in their adult lives.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Correctly design an experiment, write a survey, sample data from multiple populations, and perform an inference on their data - Correctly present data, calculate sample statistics, calculate outliers, and perform linear, exponential, logarithmic, and power regressions on multi-variable data - Correctly calculate the probability of a sample outcome using combinatorics, discrete distributions, and continuous distributions | <ul style="list-style-type: none"> - Use continuous sampling distributions to perform hypothesis testing between two sample means, proportions, and standard deviations - Use one-way ANOVA to compare multiple means - Tests for independence, distributions, randomness, nonparametric tests, MANOVA, and inference on the difference between two medians will be taught at the discretion of the instructor as time permits - Application of statistics to answer basic real-world scientific, medical, or actuarial problems |
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SCOPE AND SEQUENCE

SEMESTER I

- Sampling Techniques and Data Collection
- Descriptive Statistics
- Correlation and Regression
- Probability and Combinatorics
- Discrete Distribution Functions

SEMESTER II

- Continuous Distribution Functions
- Confidence Intervals
- Hypothesis Tests Regarding a Parameter
- Inference on Two Samples
- ANOVA

Science 9 –Physical Science

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: Humans have always been gazing into the heavens, captivated by such an encounter with the infinite, the unknown, the Divine. The seven liberal arts of a classical curriculum, divided into the Trivium and Quadrivium, have been heralded for millennia as the means by which humans are able to understand and articulate the orderly relationships that exist in reality. As part of the Quadrivium, Astronomy is the art that seeks to perceive the ideas of number and quantity as they can be applied to space and time. Beginning around 500 B.C., the Ancient Greeks and those who succeeded them practiced this art on their quest to discover the eternal laws underlying the cosmos. Throughout the history of Western Civilization, astronomy and its resulting discoveries have not only played a pivotal role in the realms of human thought and culture, but have also single-handedly paved the way for the modern physical sciences. In this class, students enter into this story, embarking on a journey of discovery that spans over two millennia. With a foundational understanding of how the laws that govern physical reality were discovered, students are not only prepared for further study in physics and chemistry, but are better equipped to perceive and internalize this order in their own experience of the world.

WHY WE TEACH IT: Modern science textbooks tend to give students convenient equations and clear-cut explanations of the laws of the physical world that make them seem obvious. However, like Newton, we must remember that we too are “standing on the shoulders of giants.” We often take for granted many of the truths that took the brightest thinkers centuries to uncover, treating them as commonsensical facts. In order to truly adopt the habits of mind of great scientists, however, it is necessary to return the foundations of scientific inquiry, abandoning our presuppositions about what we have been told and inquiring deeply ourselves into the reality around us. By taking students through the conundrums, observations, questions, hypotheses, inferences, experiments, and findings of the great scientists of the past, they are challenged to engage in the type of genuine scientific inquiry that is proper to human reason. Instead of leading students believe that science is simply memorizing information and calculating right answers with given equations, this science course encourages them to confront the world around them as individual humans, beginning with a sense of wonder and leading to a depth of inquiry that seeks true understanding of an ordered reality.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand the fundamental purposes, methods, and limitations of scientific reasoning - Apply skills of observation, questioning, inference, and experimentation to investigate the causes of phenomena - Apply basic skills of measurement, data collection, and graphical data analysis to test/evaluate hypotheses - Develop and use models that aid in scientific inquiry and/or accurately represent phenomena - Understand significant historical views of the cosmos and their cultural implications - Understand and replicate experiments and calculations used to discover the properties of celestial bodies | <ul style="list-style-type: none"> - Understand the history of discovery of the basic laws of physics from Ancient Greek ideas to Newton and beyond - Understand and replicate experiments and calculations used to discover the basic principles of mechanics/physics - Analyze the effects of universal gravitation - Analyze the relationships between physical and chemical properties of matter, energy transfer, and more - Apply knowledge of the major bodies/constellations in the night sky to perform amateur stargazing |
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SCOPE AND SEQUENCE

SEMESTER I

- Intro to scientific reasoning
- The moon observed from Earth
- Ancient Greek astronomy
- Eclipses
- Historical models of the cosmos and the influence of the telescope
- Galileo, Descartes, Boyle and the new mechanical philosophy

SEMESTER II

- Kepler, Newton, universal gravitation, and the laws of motion
- Physics of light, the Big Bang Theory, and the Solar-Nebular Hypothesis
- Our universe and solar system to scale
- The planets of our solar system
- The changing of Earth's seasons
- Heat transfer, states of matter, fluid mechanics, and weather and climate on Earth

Science 10 – Biology

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: The discipline of Biology inquires into the mysterious and awe-inspiring nature of life itself. "Biology," literally the "study of life," explores living systems at all levels of complexity, from cells and bacteria to plants and vertebrates. Beginning with a closer look at life on a cellular level, students in this course then progress to genetics and evolution, and finish with a study of life at the level of organisms. A detailed look at the diversity and varied complexity of invertebrates and vertebrates precedes the study of human anatomy, which segues into a study of the relationship of humans to the rest of the biological world. Students will complete numerous dissections that correspond to the main organ systems of the human body, and will participate in labs to reinforce fundamental biological principles. This course also addresses certain biological issues in light of matters of faith. The topics of creation, evolution, stem cell research, abortion, human cloning, and genetic engineering are brought into dialogue with principles of tradition and revelation through the reading of the Catechism of the Catholic Church as well as relevant papal documents. Amidst a landscape strewn with controversy and confusion, discussion of these topics helps inform and equip students to confidently defend a Culture of Life in an age when the dignity of life is under constant attack.

WHY WE TEACH IT: In our world, life itself is constantly being taken for granted, disregarded, and exploited. Through an inquiry into the complexity and beauty of the most mysterious aspect of God's creation, the study of Biology helps foster a reverence and true vision of the dignity of life. Although this inquiry seeks the accumulation of scientific knowledge about the biological world, it also seeks to foster an openness to the mystery of God's creation. Such a deep inquiry allows students to become privileged to perceive the miracle of life, and fills them with a spirit of wonder and awe. Through experiencing the beauty of the Artist's handiwork, students are brought into a deeper knowledge of both His nature as well as their place in the reality He has created. With this knowledge, they will be able to more fully live out the call to be stewards of the Garden that God has entrusted to humanity.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Demonstrate knowledge and practical use of the scientific method and scientific writing as it relates to the study of living things. - Understand the nature, benefits, and limitations of scientific inquiry - Understand and apply the characteristics of living things to particular organisms - Understand the fundamentals of cellular biology and organic systems | <ul style="list-style-type: none"> - Analyze the hierarchy of specialization that exists from molecule to organism - Understand the Catholic doctrine as it applies to biological topics - Analyze the relationship between structure and function of anatomical structures and systems - Successfully perform multiple dissections using proper tools and protocol |
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SCOPE AND SEQUENCE

SEMESTER I

- Course Introduction
- Cell Biology
- Genetics
- Evolution

SEMESTER II

- Invertebrates and Vertebrates
- Human Anatomy
- Bacteria and Viruses
- Ecology

Science 11 – Chemistry

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: Chemistry is the study of matter and energy at the scale of atoms and molecules. In our chemistry course, students learn the principles of physical and organic chemistry, which allows students to make sense of the physical materials and processes relevant to daily life and modern applications of science. Chemistry also provides students with a fuller understanding of the chemical principles that underlie the marvelous phenomena witnessed in biological systems.

WHY WE TEACH IT: It is said that philosophy begins in wonder. It is equally true that the sciences begin in awe. The study of chemistry shows us that we live in an ordered and meaningful world, constructed by atoms and defined by simple ordered principles. Through an inquiry into the complexity and beauty of God's creation, the study of chemistry helps foster an appreciation of the organization and order that underlies the material world. Although this inquiry seeks the accumulation of scientific knowledge about the principles of chemistry, it also seeks to foster an openness to the mystery of God's creation. Such a deep inquiry allows students to become privileged to perceive the miracles present in the created order, and fills them with a spirit of wonder and awe. Through experiencing the beauty of the Artist's handiwork, students are brought into a deeper knowledge of both His nature as well as their place in the reality He has created. With this knowledge, they will be able to more fully live out the call to be stewards of the Garden that God has entrusted to humanity.

- By the end of this course, students will be able to -

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|--|---|
| <ul style="list-style-type: none"> - Demonstrate knowledge and practical use of the scientific method and scientific writing as it relates to the study of chemistry - Understand the principles that direct the structure of the Periodic Table. - Understand the nature of bonding and how the spectrum of types of bonds describe the behavior of matter | <ul style="list-style-type: none"> - Use the conservation of matter and energy at the atomic level to describe chemical reactions - Analyze reaction spontaneity and rate by using principles of Thermodynamics and concentrations - Model and name organic compounds plus identify major functional groups - Demonstrate a working knowledge of amino acids, proteins, and enzymes |
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SCOPE AND SEQUENCE

SEMESTER I

- Introduction to Chemistry and Measurements/Calculations in Chemistry
- Atoms and the Periodic Table
- Ionic Compounds
- Molecular Compounds
- Chemical Reactions: Stoichiometry

SEMESTER II

- Chemical Reactions, Energy, Rates, and Equilibrium
- Gases, Liquids and Solids
- Introduction to Organic Chemistry — Alkanes
- Amino Acids and Proteins
- Enzymes

Science 12 – Physics

MATH AND SCIENCE DEPARTMENT

COURSE DESCRIPTION: Classical physics is an introductory course in Newtonian physics, electricity and magnetism providing a foundation for all subsequent education in science, medicine, and engineering. The fall semester teaches kinematics, Newton's Laws of Motion, and conservation of momentum and energy, ending with rotational equilibrium problems. The spring semester formalizes basic observations in electricity and magnetism, applying them to problems involving rudimentary DC and AC circuit diagrams.

WHY WE TEACH IT: Classical physics is the capstone course presenting the basics of the most general scientific discipline, describing the entire universe. As such, we have come full circle back to freshman year - where the entire universe was summarized in astronomy. Then, the full *breadth* and large-scale picture of the universe and its common processes were described. Now, the full *depth* of mathematical reasoning behind these common processes are learned, and the relationship between mathematics and measurement - our tool for *knowing* the world - is explored. We began our science curriculum by learning about everything, and we end our science curriculum by once again learning about everything.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Propagate an experimental uncertainty through a calculation - Formulate a word problem algebraically and solve for the desired physical observable - Use foundational empirical laws to derive equations governing specific scenarios | <ul style="list-style-type: none"> - Analyze proportionality between two measured variables and measure a proportionality constant - Solve for currents and potentials on a breadboard circuit, analyzed using Kirchhoff's Rules, mesh analysis, and node analysis - Construct breadboard circuits, use multimeters and other basic measuring tools, and (if time permits) construct a simple engine |
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SCOPE AND SEQUENCE

SEMESTER I

- The mathematics of measurements
- Kinematics
- Newton's Second Law
- Conservation of Energy
- Conservation of Momentum
- Rotational Equilibrium

SEMESTER II

- Coulomb's Law
- Gauss' Law
- Currents, drift velocity, and Ohm's Law
- Circuit Analysis
- Magnetism

Art 9 – Studio Art / Art History

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: The art curriculum at Chesterton Academy covers both art history and studio art. The studio arts portion of the class introduces students to the basic concepts of representative drawing, that is, careful and systematic observation of the physical world, followed by the faithful translation of those observations into the visual language of drawing in various media. Another historically relevant skill introduced in the course is calligraphy, since the earliest written texts were created in ancient times. The second emphasis of the course is to introduce students to the history of art, beginning with prehistoric art of the Paleolithic age, followed by the art of the earliest civilizations (Egypt and Mesopotamia), then Minoan and Mycenaean art, which through their influence naturally lead into the art of the Classical Age - Greece and Rome.

WHY WE TEACH IT: Many students have never tried to draw in a realistic way from careful observation of the world, but this is a skill that not only contributes to more balanced brain development, but also encourages in students a deeper appreciation of art. As G.K. Chesterton noted “Art is the signature of Man”. Humans have always made art, and learning to draw helps develop the kind of perception and sensitivity that helps make us all more fully human. Basic drawing skills also form the foundation for more advanced drawing in 10th grade course. Learning about the art of the prehistoric and ancient world is an important part of anticipating and understanding the art of the first Christians, whose artistic sensibilities were formed by this history.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Know the Elements of Art and Design, and use basic art terms correctly to describe art and art processes - Know and use three different methods to begin composing a drawing from observation of a subject - Properly use drawing pencils to neatly and accurately create the complete range of light and dark values - Understand the observed characteristics of light and shadow, and how to describe these with value drawing - Draw the illusion of 3-dimensional space using one- and two-point geometric perspective | <ul style="list-style-type: none"> - Use a calligraphy pen successfully to copy a selected alphabet and compose a block of text - Use a dip pen and ink successfully, using various methods for line drawing, shading, and texture - Recognize artworks of the selected civilizations and periods studied - Know and use correct names and terminology to refer to examples of historic art - Knowledgeably discuss characteristics, aims, and influences of the art of ancient civilizations |
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SCOPE AND SEQUENCE

SEMESTER I

- What is art? Elements of Art and Design
- Pencil drawing: line drawing, creating values, light and shadow
- Prehistoric Art
- Geometric perspective, Using a grid/viewfinder
- Art of the first civilizations: Egypt, Mesopotamia, begin Minoan art
- 3-stage composition sketch

SEMESTER II

- Calligraphy
- Conclude Minoan art + Mycenaean art
- Sight-size drawing
- Art of Ancient Greece
- Pen and Ink drawing
- Art of Ancient Rome

Art 10 – Studio Art / Art History

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: The studio arts portion of the course builds on and expands students' knowledge and experience of representational drawing, introduces more advanced techniques, concepts (like color theory), and media (like charcoal, pastel, and paint), and challenges students' creativity with longer-term, more refined projects that call on them to use their knowledge and skills to express their own thoughts and ideas. The final project, an Illuminated Page, integrates a number of the skills and concepts they have learned. The purpose of the art history portion of the course is to introduce students to the art of the first Christians, followed by the art of the Early Medieval Period, Byzantine Art, and the age of the Gothic, and finally the Northern Renaissance. In all this the gradual recovery of Classical knowledge, and the energy and innovation of those who built on it, is emphasized as an important foundation for putting the Italian Renaissance (studied in 11th grade) into proper perspective.

WHY WE TEACH IT: At this age, tastes and creative ambitions are more fully formed. While the 9th grade studio projects are mostly exercises that emphasize the acquisition of knowledge and development of skills, the 10th grade moves toward using these skills in a more considered and mature way to try and create artworks of real communicative power and beauty. In addition, new skills and areas of knowledge are introduced (charcoal, paint, color theory...) that not only stimulate creativity, but will prepare students for oil painting techniques to be learned in 11th grade. The Illuminated Page project integrates very well with the study of Medieval and Gothic periods.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Know and recognize artwork created in relevant media, use correct art terms to describe them - Know how to effectively use and control these media to achieve desired effects - Conceive, layout, design, and execute an original illustration to complement a chosen text - Understand general guidelines for proportions of the human body and face | <ul style="list-style-type: none"> - Understand the Color Wheel and elementary color theory, know and use associated terminology correctly - Recognize artworks of the selected civilizations and periods studied - Know and use correct names and terminology to refer to examples of historic art - Knowledgeably discuss characteristics, aims, and influences of the art of periods studied |
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SCOPE AND SEQUENCE

COURSE LENGTH: ONE SEMESTER

- Anatomy/Body Proportions
- Early Christian Art
- Bague Cast Drawing Studies
- Early Medieval (Migration Period) Art
- Charcoal Icon Drawings
- Byzantine Art
- Charcoal/Pastel on Tinted Paper
- Gothic Art
- Color Studies
- Northern Renaissance
- Illustrated Manuscript Project
- Stained Glass design (optional)

Art 11– Studio Art / Art History

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: The studio arts portion of this course introduces the tools and techniques of oil painting, beginning with simple value scales and the basics of controlling the medium, followed by: 1) A Grisaille ("gray") painting, using only black and white paint in a standard, opaque application to create a representational image, 2) A Brunaille ("brown") painting, using transparent techniques (dry brush, painting medium) to create an original representational image (like a study of their own hands), and 3) An Alla Prima ("all at once") painting, using the full color range on the pallet, mixing, applying, and blending colors using opaque techniques. The art history portion of the course begins with the Italian Renaissance, then looks at the Mannerist, Baroque, and Rococo styles that followed, and finally the dominance and influence of the Art Academies of Europe (and the collapse of those institutions, with rise of the first modern art movement, Impressionism).

WHY WE TEACH IT: Studying the artwork of any civilization contributes to a more complete understanding of that civilization's worldview, goals, values, and motivations. The study of Western civilization, then, is incomplete without knowledge of its art. In turn, learning the principles, and using the traditional media (oils) and methods of art making, leads to a deeper understanding of the great masterpieces of Western art. Creating with one's own hands enhances brain development to the benefit of other categories of academic study, as well. Of greatest importance, though, is the development of each student as a well-rounded, complete human being. Art is a common denominator through all of human history, "the signature of Man". Doing art and studying great art, encourages creative thinking, a discerning taste, a deeper appreciation of beauty, a sympathetic character, subtlety of mind, and many other great human traits.

- By the end of this course, students will be able to -

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| - Know and recognize various oil painting methods, use correct art terms to describe them | - Manage studio time |
| - Know and use proper care of oil painting materials | - Recognize works of the selected artists, styles and periods studied |
| - Conceive, layout, design, and execute an original oil painting | - Know and use correct names and terminology to refer to examples of historic art |
| - Understand the handling characteristics of oil paint, how to mix desired tones, blending & transition methods for correcting, adjusting and refining | - Knowledgeably discuss characteristics, aims, and influences of the art of periods studied |
-

SCOPE AND SEQUENCE

COURSE LENGTH: ONE SEMESTER

- Oil Painting Materials
- Value Scales (Grisaille, Brunaille)
- The Italian Renaissance
- Grisaille Painting
- Mannerism, Baroque and Rococo
- Brunaille Painting
- Art Academies of Europe
- Alla Prima Painting

Art 12 – Studio Art / Art History

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: The studio arts portion of this course challenges students to use all they have learned in the preceding three years to either complete a study of an acknowledged art masterwork using oil paints, or conceive and execute an original oil painting from their own resources (still life, portrait, landscape, etc). A good deal of individual interaction and instruction is provided to guide each student through this process. Though all painting projects are first approved by the instructor, there is a good deal more encouragement toward creative freedom in senior year. The Art History portion of the course begins with examining the great changes in art in the nineteenth century; the advent of Photography, the collapse of the Art Academies and the Rise of Impressionism, then looks at the explosion of Modern Art movements after Impressionism, and finally examines how Modern Art changed radically yet again during and after the two Great Wars of the Twentieth Century. Throughout, students are encouraged to take what they have learned about the dynamics of art history, and to apply it to the examination of present-day culture and art. Where are we, now? Where are we headed?

WHY WE TEACH IT: The senior year painting project represents each student's Magnum Opus for the art program, and is an opportunity not only for each student to create according to his or her own interests, but to reflect the spirit of the Chesterton Academy community by providing viewers a "moment of grace" in contemplating images of truth, goodness, and beauty. The copying of masterworks is a time-honored way of learning about great art through the focused study of one piece, while students who conceive of and execute their own original images learn in a different way the challenges and rewards of creative work. As students take greater ownership of their efforts, they must apply the lessons of the studio (focus, time management, goal-setting, etc.) in a more self-disciplined way. The senior year art history component prepares students to critically examine their own culture, and to think about their role in shaping its development.

- By the end of this course, students will be able to -

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| - Conceive, layout, design, and execute an original oil painting, OR... | - Recognize works of the selected artists, styles and periods studied |
| - Critically assess an art masterpiece and faithfully replicate the image in oils | - Know and use correct names and terminology to refer to examples of historic art |
| - Manage studio time well | - Knowledgeably discuss characteristics, aims, and influences of the art of periods studied |
-

SCOPE AND SEQUENCE

COURSE LENGTH: ONE SEMESTER

- Senior Painting Project
- Impressionism
- Photography & Film
- Modern Art to WWII
- Modern Art after WWII

Music 09 – Choir / Music Appreciation

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: Choir embodies the spirit and vision of Chesterton Academy like no other subject or activity. In it we experience profound truth and beauty, a unity of focus and direction, and a deep and abiding joy in the truly good things of life. While much of the joy of music is intuitive, there is also a great deal that must be taught and cultivated. In this all-encompassing course students are introduced to both the sacred and secular musical tradition of Western civilization. This is accomplished by three complementary and overlapping avenues: singing and aural skills, musicology, and music theory. Like most subject areas, choir follows a historical timeline and each course builds upon the other. Freshmen year begins with the ancient and medieval periods followed by a steady progression through Renaissance, Baroque, Classical, Romantic, and contemporary music periods. For those students who have particular gifts for musical performance, an extracurricular chamber choir and chant schola is also available.

WHY WE TEACH IT: Music is a universal language. It allows us to experience social, cultural, and aesthetic traditions of many and varied cultures like no other subject. This allows us to become more aware of our shared humanity and allows us to transcend our own world as we partake in something completely transcendent and beautiful. Being part of a choir can also be a means of real personal spiritual growth as well as a way evangelizing others. Music, more than any other art, leads with the beautiful which can then lead people into what is true and good.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Begin to develop a general musical literacy - Know 10 significant Medieval composers and/or compositions - Know historical terminology pertaining specifically to Ancient and Medieval musical forms including chant, organum, neumes, Mass Propers, Mass Ordinary | <ul style="list-style-type: none"> - Understand basic theoretical terminology serving as a musical foundation for future learning including note names, key signatures and rhythmic durations - Begin to understand the basic mental and physical fundamentals of healthy singing technique - Begin to develop a “musical ear” in terms of sight singing and aural skills |
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SCOPE AND SEQUENCE

SEMESTER I

- Ancient Period
- Performances: Mass of the Holy Spirit, Advent Concert, Gala
- Vocab Terms: monophony, homophony, polyphony, chant, hymn, organum
- Sight Singing: Introduction to solfege, unison, diatonic reading
- Theory: Basic terminology – note names, staff, clef, system, sharp, flat

SEMESTER II

- Medieval Period
- Performances: Spring Concert, Graduation Mass
- Vocab Terms: Mass Propers, Mass Ordinary
- Leonin, Hildegard, Perotin
- Sight Singing: Solfege development, basic two-part, diatonic reading
- Basic Theory Terminology: note durations, basic intervals, dynamics, basic articulations

Music 10 – Choir / Music Appreciation

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: G.K. Chesterton once said that, “Life exists for the love of music or beautiful things.” This short but profound passage expresses the depth of the most abstract and sublime of all the arts, music. This depth and sublimity is brought to a new level in the Renaissance and Baroque periods of music that students study during their Sophomore year. During these periods students can especially begin to see the profound intertwining of music, philosophy, and theology as well as many other arts and sciences. Students are introduced to many more of the “musical pillars” of the tradition: musical genres including Polyphonic Mass settings, Motets, Madrigals, Cantatas, and early Opera and Oratorio; and composers including William Byrd, T.L. da Victoria, G.P. da Palestrina, G.F. Handel, and J.S. Bach. Coinciding with the study of the history of music students continue to develop their own musical abilities through practice for choir concerts, singing at daily mass, and sight singing activities. For those students who have particular gifts for musical performance, an extracurricular chamber choir and chant schola is also available.

WHY WE TEACH IT: Music is capable of educating us in a way not possible by other methods. An unbelievable amount of historical, cultural, and philosophical information can be learned from music if we are attentive and have the right teacher to show us the way. A musical education plays a key part in revitalizing a culture of life and making relevant many different bodies of music that many today would otherwise consider beyond their reach.

- By the end of this course, students will be able to -

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| - Continue to develop a general musical literacy | - Continue to develop familiarity with theoretical terminology serving as a musical foundation including, for example: note names, key signatures, and rhythmic durations |
| - Know 10 significant Renaissance and Baroque composers and/or compositions | |
| - Know historical terminology pertaining specifically to Renaissance and Baroque terms and forms including, for example: Polyphony, Madrigal, Motet, and Cantata | - Continue to develop an understanding of the basic mental and physical fundamentals of healthy singing technique |
| | - Continue to develop a “musical ear” in terms of sight singing and aural skills |
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SCOPE AND SEQUENCE

SEMESTER I

- Renaissance Period
- Performances: Mass of the Holy Spirit, Advent Concert, Gala
- Vocab Terms: secular vs. sacred, chanson, troubadour, polyphony, motet, imitation
- Byrd, Victoria, Palestrina
- Sight Singing: Basic 4 part, SATB texture (hymns, chorales)
- Theory: Basic terminology: key signatures, time signatures, articulations

SEMESTER II

- Baroque Period
- Performances: Spring Concert, Graduation Mass
- Vocab Terms: oratorio, Passion, fugue, chorale
- Bach, Handel
- Sight Singing: Basic 4 part, SATB texture (hymns, chorales)
- Basic Theory Terminology: Key signatures and relative minors

Music 11 – Choir / Music Appreciation

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: Knowing songs is much different than knowing how to sing. Singing is a life skill like playing tennis or swinging a bat. It is something that must be learned and developed, not something we are proficient at from birth. As students continue their musical education, they are learning not merely songs but actually how to sing. They are developing tonal memory, vocal and breathing techniques, along with proper body, jaw, and tongue posture. This course teaches students both how to understand and appreciate music from the classical romantic period, but perhaps even more importantly, how to sing it. They learn how to experience music on a deeper level and to let it transform them. It is by this transformation that students will then be able to go out into the world and share not only the knowledge they've received but even more importantly their very selves.

WHY WE TEACH IT: For too long the skills we all naturally have for music – abstract thinking, imagination, intuition, vocal ability – have gone largely uncultivated in our society and educational system. Choir and the many different aspects of music that are addressed in this course help fill this gap and renew the culture in a way that is at the same time true and beautiful.

- By the end of this course, students will be able to -

- Continue to develop a general musical literacy
 - Know 10 significant Classical and Romantic composers and/or compositions
 - Know historical terminology pertaining specifically to Classical and Romantic terms and forms including, for example: Symphony, Concerto, Lieder, and Opera
 - Continue to develop familiarity with theoretical terminology serving as a musical foundation including, for example: note names, key signatures, and rhythmic durations, relative major/minor, scales, and sonority (major, minor, augmented, diminished)
 - Continue to develop an understanding of the basic mental and physical fundamentals of healthy singing technique
 - Continue to develop a “musical ear” in terms of sight singing and aural skills
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SCOPE AND SEQUENCE

SEMESTER I

- Classical Period
- Performances: Mass of the Holy Spirit, Advent Concert, Gala
- Vocab Terms: symphony, opera, sonata
- Mozart, Haydn
- Sight Singing: Basic 4-part, SATB texture, beginning 5-6 part texture, moderate chromaticism
- Theory: Basic chord sonorities, chord/interval aural ID

SEMESTER II

- Romantic Period
- Performances: Spring Concert, Graduation Masas
- Vocab Terms: Lieder, Sturm und Drang
- Beethoven, Schubert, Brahms
- Sight Singing: 5-6 part texture, advanced chromaticism
- Theory: Advanced Choir sonorities, advanced chord/interval aural ID

Music 12 – Choir / Music Appreciation

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: In this capstone course students round out their musical education by looking at 20th century and contemporary music. By now most students will have developed a relative degree of proficiency in singing technique, music history, and music theory. Senior year focuses on finding meaningful connections between the musical forms of the past and those of the present. Students will engage in discussions synthesizing what they have learned and how best to exercise that knowledge as faithful stewards moving forward. For those students who have particular gifts for musical performance, an extracurricular chamber choir and chant schola is also available.

WHY WE TEACH IT: Music is something that everyone will participate in for the rest of their lives. Indeed, it is one of the principle things we engage in everyday! We want all our graduates to be active participants in their parishes and communities as adults. One of the primary ways we can all do this is by fully engaging at liturgical celebrations. We want all of our students to be able to talk about and perform music in their everyday lives and conversations.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Explain in a broad sense the history of music - Continue to develop a general musical literacy - Know 10 significant composers and/or compositions of the 20th century - Know historical terminology pertaining specifically to the 20th century musical terms and forms including, Programmatic Music, Avant Garde and Aleatoric music, and Jazz | <ul style="list-style-type: none"> - Continue to develop familiarity with theoretical terminology serving as a musical foundation including, for example: note names, key signatures, and rhythmic durations - Continue to develop an understanding of the basic mental and physical fundamentals of healthy singing technique - Continue to develop a “musical ear” in terms of sight singing and aural skills |
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SCOPE AND SEQUENCE

SEMESTER I

- Late Romantic/Contemporary
- Performances: Mass of the Holy Spirit, Advent Concert, Gala
- Vocab Terms: Impressionism, aleatoric music, improvisation, basic Jazz

SEMESTER II

- 20th century
- Performances: Spring Concert, Graduation Masas
- Vocab Terms: Aleatoric music, improvisation, basic Jazz, contemporary composers (local)
- Sight Singing: 8 part (double choir) textures, high level of chromaticism
- Theory: Musical structure and form, modulation, chromatic sonority ID

Drama 10 – Full Length Production (Comedy)

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: Plato said that the most effective way to convey the truth is through the emotions, and this is especially true in drama where words, music, movement, lights, and the live presence of actors all come together to touch the depth of our hearts. At Chesterton Academy drama begins Sophomore year where students are introduced to the art of the theater and the techniques required to perform a work on stage.

The course aims to familiarize the students with the vocabulary of the theater and introduce them to basic acting techniques. The class will meet four periods a week for one quarter. The class begins with some basic discussion on the importance of the arts and specifically the importance of the theatrical arts in conveying great ideas and great stories. It touches very briefly on the history of drama and its influence on society throughout the ages. It will include some basic dramatic exercises and then will culminate in the performance of a quality, comedic work (often a murder mystery or something along those lines). All students will be expected to take on at least one speaking role, memorize their part thoroughly, and portray this character to the best of their ability for a public audience.

WHY WE TEACH IT: Taking the written word and bringing it to life is also a great example of the concept of “incarnation” which is the main theme of sophomore year. Acting is literally “the word becoming flesh.” In this class, students begin to learn how to use their whole being to tell great stories and convey great ideas. They become more keenly aware of how their speech and their movements are perceived. The dramatic arts are particularly powerful in our present culture where movies and the media are often the primary source of knowledge and ideas for many young people. They learn communication skills, team-work, self-awareness, and self-control. The actor must, in essence, die to himself to be born again into a different character. This encourages self-sacrifice and compassion and results in a greater cohesion among the students and a deeper understanding of the human condition.

Drama can be said to be the most complete of all the arts, and students must integrate many disciplines to successfully produce a good theatrical performance. Drama has the ability to affect and bring further understanding to every aspect of a person's being and truly transform them into a new and magnanimous young men and women of charity. This involves, among other things, learning to cooperate with other students and results in great discussions about psychology, history, philosophy and theology.

- By the end of this course, students will be able to -

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| - Become aware of the importance of the theatrical arts in our society and how they can affect the overall philosophy of the culture | Learn to see “the big picture” and how one can be a small but important piece of larger work |
| - Learn how to discern the quality of a theatrical work | - Learn to work as a team for a common goal |
| - Learn self-awareness and social skills, as well as the appropriate reactions to the cues of others | - Grow in understanding and empathy for others by “embodying” another person as a character |
| - Develop successful communication techniques | - Learn about the nature of comedy and tragedy |
| | - Learn what it takes to put on a theatrical production from beginning to end |
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SCOPE AND SEQUENCE

QUARTER I

- General understanding of the theatrical arts
- Practice of basic vocal and speaking techniques
- How to memorize, practice a role, and audition for a part
- Getting to know your part and memorizing it well
- Practicing your part and rehearsing it
- Performance

Drama 11 – Full Length Production (Religious Play)

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: Drama is a microcosm of the Christian life. In it a story that was written by an author unfolds with each person given their necessary and irreplaceable role. Each person in a certain way is directed and guided, yet each is completely free and able to add their own unique flare and personality. Each person is a piece, a very important piece, that only they can play in the drama being presented. The second year of drama at Chesterton Academy centers on the performance of a dramatic and/or religious work. The students tackle richer literary pieces, explore more complicated roles, and learn to portray more realistic characters. By the end of this course students will have a fuller understanding not only of certain literary characters but also a deeper understanding of who they are and what part the Divine Author may be asking them to play in the drama of life.

WHY WE TEACH IT: Actors, like Christians, must die to themselves in each play if they want the whole of the work to succeed. Drama is a great training in altruism and many Christian virtues, especially when portraying the life of a saint on stage. In drama we learn to think completely about the other. We must also be humble and willing to put ourselves out there, go outside our comfort zone, be fools for God. These lessons and countless others are why drama is a microcosm of the Christian life and why we teach it at Chesterton Academy.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Explain the differences between a comedy and tragedy and the nature of a serious dramatic work - More fully portray deep and serious emotions in a natural and believable way - Understand more aspects of theater such as lights, sound, set construction, stage managing, etc. - Think practically, philosophically, historically, theologically, morally, and psychologically about | <ul style="list-style-type: none"> characters and dramatic works in general and consequently learn more about the human condition - Become more keenly aware of how their speech and their movements are perceived and how they have great power to touch both the intellect and the emotions - Write an essay about the "sacramental" quality of drama (IEW Unit 8/9 Super Essay) |
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SCOPE AND SEQUENCE

SEMESTER I

- Dramatic exercises that explore powerful emotions
- Reading the Play and analyzing character development, plot and themes
- Auditions
- Rehearsals
- Dress Rehearsals and Performances

Drama 12 – Full Length Production (Shakespeare)

FINE ARTS DEPARTMENT

COURSE DESCRIPTION: Seniors at Chesterton Academy have the privilege of performing a play by the greatest of the English dramatists and poets, William Shakespeare. Shakespeare brings to life stories and characters with such profound beauty and vision that his genius is undeniable. He represents the height of the dramatic arts and Seniors have been aptly prepared in the preceding years to appreciate some of the depth and breadth of both his mind and heart as they embark on their own journeys in the great drama of life. It takes a whole semester (four periods a week) to successfully perform one of his works and it is not only the culmination of three years of drama but it also involves the integration of four years of philosophy, theology, history, psychology, literature, art and music.

WHY WE TEACH IT: Drama involves the study of how words are brought to life and in order to successfully do this on stage the actor must understand more than just his character. He must learn to see the work as a whole, to understand the author's vision, and sometimes even the time in which it was written. The student will put all these skills into practice in the process of bringing one of Shakespeare's work to the stage. For a whole semester they will be immersed in beautiful poetry, rich vocabulary and deep and thought-provoking themes. Studying Shakespeare's plays in literature class is obviously a wonderful exercise but memorizing the lines of one of his characters and bringing that character to life in a theatrical production brings the students to a whole new level of understanding and appreciation for this great author. Students become physically engaged in the work and in a way, will get to see it from the inside out. They will be active participants in the story and the work will be part of them forever.

- By the end of this course, students will be able to -

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| <ul style="list-style-type: none"> - Understand Shakespeare's language and the whole of Shakespeare's plays in general - Deeply understand one of Shakespeare's plays not only in the literary sense, but also as a work for the stage | <ul style="list-style-type: none"> - Analyze the ideas of comedy and tragedy, how to portray these on stage and how they relate to the human condition |
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SCOPE AND SEQUENCE

SEMESTER II

- Review basic facts about Shakespeare — his life and works, and how significant he was to our English language and to theater in general
- Translate lines into our "modern" English
- Memorize lines starting with long soliloquies
- Rehearse
- Perform