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</thead>
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<tr>
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<td>17</td>
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<tr>
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<tr>
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<td>Literature 9 – Ancient Literature</td>
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<tr>
<td>Literature 10 – Early Medieval Literature</td>
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<td>Literature 11 – Renaissance and Early Modern Literature</td>
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<tr>
<td>Philosophy 9 – Introduction to Philosophy</td>
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<tr>
<td>Philosophy 10 – Early Medieval Philosophy</td>
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<tr>
<td>Philosophy 11 – Renaissance and Early Modern Philosophy</td>
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<tbody>
<tr>
<td>Theology 9 – Old Testament</td>
<td>28</td>
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<td>Theology 10 – New Testament</td>
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<td>Theology 12 – Apologetics and Evangelization</td>
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<td>Debate 10</td>
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I. MISSION

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 both academically rigorous and morally serious.

Our Catholicism is central to our mission. For this reason, every school day begins with Mass. We teach theology out of the Bible, the Catechism and papal documents. Other important ways we live the Faith include an annual Lenten pilgrimage, modest and wholesome extracurricular activities, and crucifixes in 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, energetically Catholic environment.

That 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 our mission cannot end with merely getting students into college. We are preparing them for life, which includes finding their vocation. They must be ready to succeed there, to maximize their investment, to open doors, and to help them discern God’s calling for their lives.

Because the faith is at the core of our academic program, we can teach all subjects through the lens of the Church. And 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 the soul of a society as it passes from one generation to the next.” It is the society of Christendom that we strive to pass on.

John Niemann
Headmaster
## II. CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Ancient World</strong></td>
<td><strong>The Early Medieval Period</strong></td>
<td><strong>High Middle Ages to the Renaissance</strong></td>
<td><strong>The Modern World</strong></td>
</tr>
</tbody>
</table>

### HUMANITIES

**HISTORY**
- Early Civilization, Greece, Rome
- Early Church History, Early Medieval, Crusades
- High Middle Ages, Renaissance, Reformation, Counter-Reformation

**LITERATURE**
- Homer, Sophocles, Virgil
  - GKC: Orthodoxy
- Augustine, Chaucer, Shakespeare
  - GKC: Ballad of White Horse, St. Francis
- Dante, Shakespeare, Cervantes
  - GKC: St. Thomas Aquinas
- Austen, Dickens, Dostoyevsky, Poetry, Short Stories
  - GKC: Everlasting Man

**PHILOSOPHY**
- Pre-Socrates, Intro to Plato and Aristotle, Formal Logic, Rhetoric
- Plato and Aristotle
- Aristotle, St. Thomas Aquinas, Early Modern Philosophy
- Economics/Philosophy (Hobbes, Rousseau, Locke, Smith, Marx, GKC, Belloc)

**THEOLOGY**
- Old Testament
- Theology of the Body
- New Testament
- Catechism
- Apologetics and Evangelization

**DEBATE**
- Debate

**LANGUAGE**
- Latin I
- Latin II
- Latin III or Spanish I
- Spanish II

### MATHEMATICS / SCIENCE

**MATHEMATICS**
- Algebra Boot Camp, Euclidean Geometry, Analytical Geometry
- Algebra II/Trig
- Intro to Calculus or Calculus I
- Calculus I or Calculus II or Statistics

**SCIENCE**
- Astronomy, Geology
- Biology
- Chemistry
- Physics

### MUSIC / ART / DRAMA

**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)
III. PHILOSOPHY AND APPROACH

An Overview of the Chesterton Academy 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, 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 on the previous, so that by the end of senior year, we have articulate, clear-thinking, well-rounded, and, very importantly, joyful human beings.

Humanities Curriculum

History
During Freshman year, we cover ancient history, from the Mesopotamian and the Egyptian 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, while Senior year covers the Modern “Revolutionary” Era: the American and French Revolutions, the Industrial Revolution, the 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 tied 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 and 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 in 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 one to choose 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 from the start 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.”
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 as 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, elevating the soul, and music that seeks to alienate us from Him. Because music is so abstract it is often difficult to make these judgments and 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 child’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 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 sometimes 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 powerfully bonding experience that they will always remember.
At Chesterton Academy drama begins in Sophomore year where the students are introduced to basic acting skills, typically a light comedy. It continues Junior year where they perform a full length play of a more serious nature and culminates their Senior year with a Shakespeare play.

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 concert. 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 co-workers at the water cooler. 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.
IV. SCHOOL PROFILE

School Name: Chesterton Academy  
CEEB Code: 240-262  
Main Office: 972-378-1779  
Website: www.ChestertonAcademy.org  
Headmaster: John Niemann  
Administrative Dean: Laura Ahlquist

School  
Chesterton Academy is a private, independent high school enrolling 109 students in grades 9 through 12. The school opened in the fall of 2008 and graduated its first senior class in the spring of 2011. Chesterton Academy is a member of the National Association of Private Catholic and Independent Schools (NAPCIS).

Curriculum  
Chesterton Academy provides a rigorous, classical education steeped in Catholic orthodoxy. Students pursue academic excellence in an environment that is morally serious and academically challenging. The academic program is based on a two semester schedule. Graduation requirements are listed below.

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Credits</th>
<th>Mathematics and Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>Literature</td>
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<tr>
<td>History</td>
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<tr>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Music</td>
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<td>Art</td>
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<td>Drama</td>
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<tr>
<td>P.E. &amp; Health</td>
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</table>

Total Credits 64.25

- High achievement in specified classes earn an “Honors” designation. (See classes marked with an asterisk (*) in the transcript).
- Please note that, starting in January of 2014, the A+ designation is no longer being used. The maximum grade possible is an “A” and it is worth 4 points as it relates to the GPA calculation.

Our humanities curriculum is based upon reading primary sources and discussing them in a Socratic environment. The reading list is drawn from the classics of the Western world. It includes literature such as the Iliad and Odyssey, the Divine Comedy and Shakespeare; the philosophy of Plato, Aristotle and Aquinas; great historical works such as Herodotus and Thucydides; and theological works including Humane Vitae, Augustine, and of course Holy Scripture. Speech and writing are incorporated into every class including the Sciences.
The Science curriculum uses college preparatory texts that take students through biology, chemistry and physics. Mathematics instruction includes Euclid and ends with calculus.

The fine arts are not neglected. Students study music history and sing all four years in our choir. In addition, students put on plays in sophomore, junior and senior year. Art studio and history are also required all four years.

Standardized Test Results

<table>
<thead>
<tr>
<th>Schools</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Combined Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesterton Academy*</td>
<td>610</td>
<td>573</td>
<td>590</td>
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<tr>
<td>Independent</td>
<td>536</td>
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<td>581</td>
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<tr>
<td>Religious</td>
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<tr>
<td>Public</td>
<td>491</td>
<td>480</td>
<td>503</td>
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<tr>
<td>National Mean</td>
<td>496</td>
<td>488</td>
<td>514</td>
<td>1498</td>
</tr>
</tbody>
</table>

Comparison Data Source: The College Board, 2013
*Mean SAT scores for students who have completed 3 or more years at Chesterton Academy (2011-13)

Awards and Distinctions
- Our Latin students have been awarded numerous gold and silver medals in the National Latin Exam

Colleges and Universities
Chesterton Academy students have applied and been accepted to a wide range of colleges and universities, including:

- Univ. of Minnesota (College of Liberal Arts and Carlson School of Management)
- Hillsdale College
- North Dakota State University
- University of South Dakota
- University of Nebraska
- Ave Maria University
- Christendom College
- St. Thomas University
- Thomas Aquinas College
- University of Dallas
- Benedictine College
- University of Mary
- Franciscan University of Steubenville

Contact Information
John Niemann, Headmaster
jniemann@chestertonacademy.org | 952-378-1779
V. CREDITS AND GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>CHESTERTON ACADEMY CREDIT REQUIREMENTS BY YEAR</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<td>HUMANITIES</td>
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</tr>
<tr>
<td>History</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
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<td>Literature</td>
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<td>Theology</td>
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## VI. BOOK LIST

### CHESTERTON ACADEMY BOOK LIST

Note: books in bold belong to the school; remaining books are for students to keep for their personal library.

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<tr>
<th>AREA</th>
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VII. SYLLABUS

HUMANITIES CURRICULUM

History 9 – Ancient History
History 10 – Early Medieval History
History 11 – Renaissance and Early Modern History
History 12 – Modern History

Literature 9 – Ancient Literature
Literature 10 – Early Medieval Literature
Literature 11 – Renaissance and Early Modern Literature
Literature 12 – Modern Literature

Philosophy 9 – Introduction to Philosophy
Philosophy 10 – Early Medieval Philosophy
Philosophy 11 – Renaissance and Early Modern Philosophy
Philosophy 12 – Political Philosophy

Theology 9 – Old Testament
Theology 10 – New Testament
Theology 11 – Catechesis and Patristics
Theology 12 – Apologetics and Evangelization

Debate 10

Latin I, Latin II, Latin III

Spanish I, Spanish II

MATHEMATICS / SCIENCE CURRICULUM

Geometry
Algebra II / Trigonometry
Calculus I
Calculus II
Statistics

Earth Sciences
Biology
Chemistry
Physics

FINE ARTS

Music and Music History - Intermediate Choir (9th and 10th grades)
Music and Music History - Advanced Choir (11th and 12th grades)

Studio Arts and Art History 9, 10, 11, 12

Drama 10, 11, 12
CHESTERTON ACADEMY COURSE SYLLABUS
HISTORY 9: ANCIENT HISTORY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course studies the ancient times of human civilization from its earliest beginnings up to the Incarnation.

Course Materials
Carroll, Anne W., Christ the King, Lord of History (Tan Books and Publishers, Inc.)
Chesterton Academy History 9 Binder (primary source selections)

Grading
30% Tests
30% Quizzes
30% Homework
10% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Course Outline

Semester 1: Mesopotamia, Egypt, Levant, Persia, Early Greece
Semester 2: Golden Age of Athens, Alexander the Great, Hellenistic Age, Rome’s Regal Era, Republic Era, Beginning of Imperial Era

Weeks 1-6:
Pre-history; Cradles of Civilization; Sumer; Egypt Kingdoms; Hittites; Phoenicians; Assyrians; Neo-Babylonians

Weeks 7-9:
India; Persia

Weeks 10-16:
Introduction to Greece; Sparta; early Athens; Greco-Persian wars; Golden Age of Athens

Weeks 17-21:
Peloponnesian War; Spartan Hegemony; Theban Hegemony; Intro to Macedonia; Philip II the Great; Alexander the Great

Weeks 22-24:
Beginning of the Hellenistic Age; Attalid Dynasty; Seleucid Dynasty; Ptolemaic Dynasty

Week 25
China; Zhou, Qin, Han Dynasties

Weeks 26-29
Etruscans; Early Roman Republic; Punic Wars

Weeks 30-34:
Roman Civil Wars; First Triumvirate; Second Triumvirate; Third Triumvirate; Antony and Cleopatra; Age of Augustus
CHESTERTON ACADEMY COURSE SYLLABUS
HISTORY 10: EARLY MEDIEVAL HISTORY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course studies the history of the world, with emphasis on Europe, from the time of the Incarnation until the High Middle Ages.

Class Times
This class meets three times per week.

Course Materials
Carroll, Anne W., Christ the King, Lord of History (Tan Books and Publishers, Inc.)
Chesterton Academy History 10 Binder (primary source selections)

Grading
30% Tests
30% Quizzes
30% Homework
10% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Course Outline
Semester 1: Early and Late Roman Empire
Semester 2: Early Middle Ages; Beginning of High Middle Ages

Weeks 1-3: Review and Introduction; Before Christ; Herod the Great; Tiberius; Apostles; Apostolic Fathers; Early Popes; Early Church

Weeks 4-5: Caligula; Claudius; Nero; Vespasian; Titus; Domitian; Nerva; Trajan; Hadrian; Antonius Pius; Marcus Aurelius; Commodus; Septimus Severus; Caracalla; Aremenia; Aksum; Diocletian; Constantine

Weeks 6-7: Early Heresies; Council of Nicaea; Julian the Apostate; Theodosius the Great

Weeks 8-9: China

Weeks 10-12: Germanic people; Goths; Vandals; Fall of the Western Roman Empire; Celtic Britain; Ireland; Anglo-Saxon Invasion of Britain

Weeks 13-16: Byzantine Empire; Merovingian Franks; Early Christian Monasticism

Weeks 17-18: Pope St. Gregory the Great; Early Anglo-Saxon England; Rabbinical Judaism; Sassanid Empire; Pre-Islamic Arabia

Weeks 19-22: Islam

Weeks 23-25: Beginning of the Reconquista; Rise of the Carolingian Dynasty; Iconoclasm; Lombards; Charlemagne; Treaty of Verdun

Weeks 26-29: Vikings; Ottonian and Capetian Dynasties; Feudalism; Early Slavs

Weeks 30-31: Great Schism of the East and West; Investiture Controversy; Cluniac Reforms; Pope St. Gregory VII; Normans; Plantagenet Dynasty; Henry II of England

Weeks 32-36: Crusades
CHESTERTON ACADEMY COURSE SYLLABUS
HISTORY 11: RENAISSANCE AND EARLY MODERN HISTORY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course studies the history of the world, with emphasis on Europe, from the time of the High Middle Ages to the end of the Counter-Reformation.

Class Times
This class meets three times per week.

Course Materials
Carroll, Anne W., Christ the King, Lord of History (Tan Books and Publishers, Inc.)
Chesterton Academy History 11 Binder (primary source selections)

Grading
30% Tests
30% Quizzes
30% Homework
10% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Course Outline
Semester 1: High to Late Middle Ages
Semester 2: Renaissance to Early Modern Period

Weeks 1-8:
1st – 9th Crusades; late Medieval religious orders; Iberian kingdoms; France

Weeks 9-14:
Britain, Holy Roman Empire, Medieval China; Medieval Southeast Asia; Mongols

Weeks 15-18:
Avignon Papacy; Great Schism of the West; the Black Death; Hundred Years War

Weeks 19-23:
Medieval guilds; northern and southern Italy; Ottoman Empire; Romania; Russia

Weeks 24-26:
Renaissance; Hungary; Spain (Ferdinand and Isabella through Charles V)

Weeks 26-27:
Protestant Reformation; Luther; Zwingli; Anabaptists; Calvin; Protestant Scandinavia, War of the Roses

Weeks 28-32:
Henry VI; Henry VIII; Thomas More; beginning of the Protestant Reformation; Edward VI; Mary I; Elizabeth I; Elizabethan persecution; Mary Queen of Scots; Spanish and English Armadas; James I; Gunpowder Plot

Weeks 33-36:
Counter-Reformation; Council of Trent; Religious Orders; Popes; Ottoman Wars; Thirty Years War
CHESTERTON ACADEMY COURSE SYLLABUS
HISTORY 12: MODERN HISTORY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course studies the history of the world, with emphasis on Europe and the United States, from the time of European colonization of America to the present day.

Course Materials
Carroll, Anne W., Christ the King, Lord of History (Tan Books and Publishers, Inc.)
Chesteron Academy History 12 Binder (primary source selections)

Grading
10% Participation
30% Quizzes
30% Homework
10% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Course Outline
Semester 1: European Colonization; American and French Revolutions
Semester 2: Early United States to World War I; World War II to Present Day

Weeks 1-10
Pre-Columbian America; Spanish Empire; Portuguese Empire; Dutch Empire; Russian Empire; English Empire; Africa; Australia and Oceania

Weeks 10-17
British Empire; French and Indian War; American Revolution; French Revolution Early USA

Weeks 18-22
War of 1812; Jacksonian Era; American Civil War

Weeks 22-24
Italian Wars of Independence; Unification of Germany; Austro-Hungarian Empire; Victorian England; Second Industrial Revolution

Weeks 25-27
World War I; Russian Revolution; Roaring Twenties; Great Depression

Weeks 28-33
Japanese Empire; Italian Fascism; Spanish Civil War; Nazi Germany; World War II

Weeks 33-36
The Cold War; Francoist Spain; Latin America; Second Vatican Council; Sexual Revolution; Civil Rights Movement; Vietnam War; Fall of the Soviet Union

Week 36
Review and test

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CHESTERTON ACADEMY COURSE SYLLABUS
LITERATURE 9: ANCIENT LITERATURE

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course introduces students to ancient epic poems written by Homer, Virgil, and the Greek dramatists.

Course Materials
Hamilton, Edith, *Mythology* (summer reading)
Homer, *Iliad*
Homer, *Odyssey*
Aeschylus, *Prometheus Bound*
Aeschylus, *Agamemnon*
Sophocles, *Antigone*
Greek tragedy essay
Virgil, *Aeneid*

Grading
40% Exams and Quizzes
30% Essays and Written Work
20% Participation

Course Outline
Unit 1 (Week 1): Hamilton, Edith, *Mythology*
Unit 2 (Weeks 2-12): Homer, *Iliad*
Unit 3 (Weeks 13-21): Homer, *Odyssey*
Unit 4 (Week 22): Aeschylus, *Prometheus Bound*
Unit 5 (Week 23): Aeschylus, *Agamemnon*
Unit 6 (Week 24): Sophocles, *Antigone*
Unit 7 (Week 25): Greek tragedy essay
Unit 8: (Weeks 26-32): Virgil, *Aeneid*
CHESTERTON ACADEMY COURSE SYLLABUS
LITERATURE 10: EARLY MEDIEVAL LITERATURE

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course introduces students to some of the best and most important literature of the Middle Ages (roughly 400-1500 AD).

Course Materials
Chesterton, G.K., The Ball and the Cross (summer reading)
Virgil, Aeneid
St. Augustine, Confessions
Beowulf
Song of Roland

Chesterton, The Ballad of the White Horse
Le Morte d’Arthur (Arthurian Legends)
Chaucer, Canterbury Tales
Shakespeare, Macbeth

(Other texts may be included as time allows, and at the discretion of the teacher)

Grading
80% Exams and Quizzes
20% Preparation/Participation

Exams/Quizzes/Essays (80%): Students will take regular reading quizzes, once or twice per week, along with the occasional exam, approximately every two weeks. (N.B.: Some of the quizzes may be “pop” quizzes, but all exams will be announced ahead of time.)

Preparation/Participation (20%): Since this course involves the careful reading of some (occasionally) long and perhaps difficult texts, it is essential that students set aside enough time to keep up with the reading of these works every day, so that they are prepared to discuss and/or write about them. Students will be expected to participate thoughtfully and respectfully, and to be attentive and respectful listeners. While the teacher may occasionally call on students, it will fall primarily to the students themselves to make sure that they are actively and effectively participating in class discussions. Failure to participate consistently, thoughtfully and respectfully will adversely affect a student’s grade.

**Essay Writing: Students will continue to develop their essay-writing skills according to some of the more basic formal modes of development, including: Ways in Which, Causes of, Effects of, Parts of, Steps of. The primary purpose of the writing program is to enable students to write various kinds of clear, well-argued essays with strong and compelling theses.

Course Outline
Unit 1 (Week 1): Chesterton, G.K., The Ball and the Cross (summer reading)
Unit 2: (Weeks x-x): St. Augustine, Confessions
Unit 3: (Weeks x-x): Beowulf
Unit 4: (Weeks x-x): Song of Roland
Unit 5: (Weeks x-x): Le Morte d’Arthur (Arthurian Legends)
Unit 6: (Weeks x-x): Chaucer, Canterbury Tales
Unit 7: (Weeks x-x): Shakespeare, Macbeth
Unit 8: (Weeks x-x) Chesterton, The Ballad of the White Horse
CHESTERTON ACADEMY COURSE SYLLABUS
LITERATURE 11: RENAISSANCE AND EARLY MODERN LITERATURE

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course is a survey of medieval literature prominent in Christendom.

Class Times
This class meets four times per week.

Course Materials
Dickens, *Great Expectations* (summer reading)
Dante, *Divine Comedy*
Cervantes, *Don Quixote*
Shakespeare, *Hamlet, Henry V, Midsummer Night’s Dream*
Chesterton, *St. Thomas Aquinas*
Bolt, *Man for All Seasons*

Grading
40% Exams and Quizzes
30% Essays and written work
20% Participation

Course Outline
Unit 1 (Week 1): Dickens, *Great Expectations* (summer reading)
Unit 2 (Weeks 2-8): Dante, *Inferno*
Unit 3 (Weeks 9-14): Dante, *Purgatorio*
Unit 4 (Weeks 15-19): Dante, *Paradiso*
Unit 5 (Weeks 16-17): Bolt, *Man for All Seasons*
Unit 6 (Weeks 18-24): Cervantes, *Don Quixote*
Unit 7 (Weeks 25-26): Shakespeare, *Hamlet*
Unit 8 (Weeks 27-28): Shakespeare, *Henry V*
Unit 9 (Weeks 29-31): Shakespeare, *A Midsummer Night’s Dream*
Unit 10 (Weeks 32-33): Shakespeare, *Sonnets*
Unit 11 (Week 34-35): Chesterton, *St. Thomas Aquinas*
Unit 12 (Week 36): Summary discussion
CHESTERTON ACADEMY COURSE SYLLABUS  
LITERATURE 12: MODERN LITERATURE

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course introduces students to some of the best and most important literature of the last two centuries.

Course Materials
Twain, Mark, *Joan of Arc* (summer reading)  
Dickens, *A Tale of Two Cities*  
Washington, *Up from Slavery*  
Austen, *Pride and Prejudice*  
Longfellow, *Song of Hiawatha*  
Twain, *Huckleberry Finn*  
Dostoyevsky, *Brothers Karamazov*  
Chesterton, G.K., *Everlasting Man*

Grading
80% Exams and Quizzes  
20% Preparation/Participation

Grading: Students will be expected to read, discuss and write* about what they read in a way that promotes not only their own learning, but also the learning of the whole class. Thus, the students’ grade will be composed of the following:

Exams/Quizzes/Essays (80%): Students will take regular reading quizzes, once or twice per week, along with the occasional exam, approximately every two weeks. (N.B.: Some of the quizzes may be “pop” quizzes, but all exams will be announced ahead of time.)

Preparation/Participation (20%): Since this course involves the careful reading of some (occasionally) long and perhaps difficult texts, it is essential that students set aside enough time to keep up with the reading of these works every day, so that they are prepared to discuss and/or write about them. Students will be expected to participate thoughtfully and respectfully, and to be attentive and respectful listeners. While the teacher may occasionally call on students, it will fall primarily to the students themselves to make sure that they are actively and effectively participating in class discussions. Failure to participate consistently, thoughtfully and respectfully will adversely affect a student’s grade.

**Essay Writing:** Students will continue to develop their essay-writing skills according to some of the more basic formal modes of development, including: Ways in Which, Causes of, Effects of, Parts of, Steps of. The primary purpose of the writing program is to enable students to write various kinds of clear, well-argued essays with strong and compelling theses.

Course Outline
Unit 1 (Weeks 1): Twain, Mark, *Joan of Arc* (summer reading)  
Unit 2: (Weeks 2-x): Dickens, *A Tale of Two Cities*  
Unit 3 (Weeks x-x): Washington, *Up from Slavery*  
Unit 4: (Weeks x-x): Austen, *Pride and Prejudice*  
Unit 5: (Weeks x-x): Longfellow, *Song of Hiawatha*  
Unit 6: (Weeks x-x): Twain, *Huckleberry Finn*  
Unit 7: (Weeks x-x): Dostoyevsky, *Brothers Karamazov*  
Unit 8: (Weeks x-x) Chesterton, *Everlasting Man*
CHESTERTON ACADEMY COURSE SYLLABUS
PHILOSOPHY 9: INTRODUCTION TO PHILOSOPHY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description and Objectives
This course is dedicated to the study of ancient Greek philosophy, including the Pre-Socratics, the Minor Socratic Schools, Plato, Aristotle, and the major Hellenistic philosophers. Course objectives are as follows:

- To introduce the student to general philosophical thinking (e.g. cosmology, ethics, and metaphysics)
- To expose the student to great works of ancient philosophy, especially Plato and Aristotle
- To provide an understanding of philosophical grammar, formal logic, and principles of rhetoric in the scholastic tradition
- To show a basic history of ideas throughout the ancient world up to the time of the Incarnation
- To give a certain understanding of the difference, as well as connection, between faith and reason

Course Materials
*Plato: Complete Works*, edited by John M. Cooper
*Aristotle* (selections)
Chesterton Academy Philosophy 9 Binder (primary source selections)

Grading
30% Tests
25% Homework
25% Quizzes
20% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Lesson Outline
*Semester 1:* Introduction to Pre-Socratic and Socratic Philosophy; Basic Aristotelian Metaphysics and Grammar
*Semester 2:* Aristotelian Logic; Hellenistic Philosophy

**Weeks 1-3**
Introduction; Pre-Socratics; Socratic Schools

**Weeks 4-7**
Introduction to Plato; Plato’s Gorgias

**Weeks 8-16**
Introduction to Aristotle; Matter and Form; Substance and Accident; Ten Categories of Being; Symbols; Categorematic vs. Synkategorematic Words; Terms; Univocality, Equivocality, Analogy; Definitions, Genus and Species; Logical Divisions; Extension vs. Intension; Imposition; Sentences; Propositions; Characteristics of Propositions; Distribution; Predictables

**Weeks 17-25**
Introduction to Immediate Inference; Opposition; Conversion; Obversion; Contraposition; Intro to Mediate Inference; Syllogisms; Enthymemes; Sorites; Hypothetical Propositions; Disjunctive Propositions

**Weeks 26-27**
Logical Fallacies

**Weeks 28-36**
Introduction to Hellenistic Philosophy; Skepticism; Epicureanism; Stoicism
CHESTERTON ACADEMY COURSE SYLLABUS
PHILOSOPHY 10: EARLY MEDIEVAL PHILOSOPHY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description and Objectives
This course is dedicated to the study of philosophy relevant to the late Ancient and early medieval periods, with an emphasis on Plato's works, as well as Aristotle.

Course Materials
Plato: Complete Works, edited by John M. Cooper
Chesterton Academy Philosophy 10 Binder (primary source selections)

Grading
25% Tests
25% Homework
25% Quizzes
25% Participation

Note: Participation includes being present in class, punctuality, attentiveness, asking questions, and involvement in class discussions.

Lesson Outline
Semester 1: Plato's Euthyphro, Apology, Crito, and Phaedo; Plato's Republic and Timaeus
Semester 2: Boethius' Consolation of Philosophy and Aristotle's Nicomachean Ethics; Aristotle's Politics

Weeks 1-3
Introduction; Review; Plato’s Euthyphro

Weeks 4-8
Plato’s Apology, Crito, Phaedo

Weeks 9-13
Plato’s Republic

Weeks 14-16
Plato’s Timaeus

Weeks 17-19
Boethius’ Consolation of Philosophy

Weeks 20-28
Aristotle’s Nicomachean Ethics

Weeks 29-34
Aristotle’s Politics

Weeks 35-36
Other Exerpts from Aristotle

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CHESTERTON ACADEMY COURSE SYLLABUS
PHILOSOPHY 11: RENAISSANCE AND EARLY MODERN PHILOSOPHY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course is dedicated to the study of Scholastic, Renaissance, and Early Modern Philosophy, with emphasis on Thomas Aquinas.

Class Times
This class meets three times per week.

Course Materials
Aristotle (selections)
Aquinas (selections)
Chesterton Academy Philosophy11 Binder (primary source selections)

Grading
20% Participation
25% Quizzes
25% Homework
30% Tests

Lesson Outline
Semester 1: Aristotle; Thomas Aquinas
Semester 2: Late Scholastic and Renaissance Philosophy; Early Modern Philosophy

Weeks 1-7
Review of Aristotle; Aristotle's Metaphysics

Weeks 8-16
Arabic Philosophers; Medieval Scholasticism; Introduction to Thomas Aquinas; Thomas Aquinas' Summa Theologica

Weeks 17-26
Thomas Aquinas' Summa Theologica; Bonaventure; Duns Scotus; William of Ockham; Renaissance Philosophy; Machiavelli's The Prince

Weeks 27-36
Descartes' Meditations; Rationalism; British Empiricism; Kant

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CHESTERTON ACADEMY COURSE SYLLABUS
PHILOSOPHY 12: MODERN PHILOSOPHY

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course covers the emergence of modern political thought on the European continent after the Enlightenment with a focus in political philosophy and economics.

Class Times
This class meets three times per week.

Course Materials
• Hobbes, *Leviathan*
• Locke, *Second Treatise on Government*
• Rousseau, *Social Contract*
• Constitution of the United States
• Smith, *Wealth of Nations*
• Mill, *Utilitarianism*
• Marx, *Communist Manifesto*
• Belloc, *Servile State*
• Chesterton, *Outline of Sanity*
• Various primary sources (handouts)

Grading
20% Participation | 25% Quizzes | 25% Homework | 30% Tests

Lesson Outline
Semester 1: Survey of modern philosophy; political philosophy
Semester 2: US Constitution; Economics

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CHESTERTON ACADEMY COURSE SYLLABUS
THEOLOGY 9: OLD TESTAMENT

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
The purposes of this course are (1) to introduce students to the Old Testament in general, insofar as it lays out God’s plan and promise for our salvation, (2) to deepen the students’ understanding of how the story of Israel, God’s “Chosen” people, is also our story, and (3) to help students more fully understand how it is that the entire Old Testament points directly to Jesus Christ as the redeemer promised by God from the very beginning, the perfect fulfillment of God’s plan to save us. We will study individual books of the Old Testament in order to better understand them in themselves, but also in the larger context of how they fit together to tell the whole story of God’s love for His people.

We will also spend some time at the beginning of the course introducing the students to Pope John Paul II’s “Theology of the Body,” paying special attention to how the pope’s writings help us understand that God’s plan for humanity from the very beginning of creation was that we become like Him in His nature as “an interpersonal communion of life and love,” and that we do this precisely in and through our bodies. This study is designed to deepen the students’ understanding of human nature as male and female, of marriage and family, and of true human freedom and happiness. It will necessarily involve some discussion of God’s design for the nature and purposes of human sexuality, but will avoid the kinds of discussions that are best left to parents and their children.

Course Materials
The Ignatius Bible (RSV) (Ignatius Press)
Hahn, Scott, Understanding The Scriptures: A Complete Course On Bible Study (The Didache Series)

The course will cover the Old Testament, including, but not limited to the Pentateuch (the first five books), the major prophets, the historical books, and the wisdom literature.

Grading
80% Exams, Quizzes, Essays
20% Participation

Lesson Outline

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CHESTERTON ACADEMY COURSE SYLLABUS  
THEOLOGY 10: NEW TESTAMENT  

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor  
Teacher (email address)

Course Description  
The purposes of this course are (1) to introduce students to the New Testament in general, insofar as it details the fulfillment of God’s plan and promise for our salvation, in the person of Jesus Christ, (2) to help the students more fully understand how it is that the entire Old Testament was always pointing directly to Jesus Christ as the redeemer promised by God from the very beginning, and (3) to study individual books/letters of the New Testament in order to better understand them in themselves, but also in the larger context of how they fit together to tell the whole story of Jesus, His church, and his promised coming at the end of time.

Course Materials  
*The Ignatius Bible (RSV) (Ignatius Press)*  
Hahn, Scott, *Understanding The Scriptures: A Complete Course On Bible Study* (The Didache Series)

*The course will cover the following:*  
Gospels of Matthew, Mark, Luke and John  
Paul’s letters to the various churches  
Peter’s letters  
Acts of the Apostles  
Revelation  
(Other texts may be included as time allows, and at the discretion of the teacher)

Grading  
80% Exams, Quizzes, Essays  
20% Participation

Lesson Outline

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<td>The Incarnation</td>
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CHESTERTON ACADEMY COURSE SYLLABUS
THEOLOGY 11: CATECHESIS AND PATRISTICS

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
The purposes of this course are (1) to introduce students to the Catechism of the Catholic Church in general, (2) to deepen the students’ understanding of the various parts of the Catechism (the Creed, the Sacraments, the moral life and prayer), and their importance in our lives as Catholics, and (3) to deepen the students’ understanding of and faith in Jesus Christ and his Church. The course will also incorporate a study of the Church fathers and Church councils, drawing on primary sources.

Course Materials
The Ignatius Bible (RSV) (Ignatius Press)
Catechism of the Catholic Church

Grading
80% Exams, Quizzes, Essays
20% Participation

Lesson Outline

Unit 1 (Weeks 1-x) - Introduction and History

Unit 2 (Weeks x-x) - The Incarnation
Unit 3 (Weeks x-x) - The Divine Dilemma
Unit 4 (Weeks x-x) - The Death and Resurrection of Christ in Athanasius: Theories of Redemption in De Incarnatione
Unit 5 (Weeks x-x) - Tome of Leo (Letter 28) Leo the Great
Unit 6 (Weeks x-x) - The Orthodox Faith, John Damascene

Unit 7 (Weeks x-x) - The Trinity

Unit 8 (Weeks x-x) - Morality
Unit 9 (Weeks x-x) - The Goal of Human Life
Unit 10 (Weeks x-x) - The Passions
Unit 11 (Weeks x-x) - The Virtues and Vices

Unit 12 (Weeks x-x) - The Church and the Sacraments
Unit 13 (Weeks x-x) - Morality and Liturgy in the early Church
Unit 14 (Weeks x-x) - Accounts of Church
Unit 15 (Weeks x-x) - The Four Marks of the Church
Unit 16 (Week x-x) - The Orthodox Faith

Unit 17 (Weeks x-x) - The Resurrection of the Body, Eternal Judgment
Unit 18 (Weeks x-x) - The immortality of the soul
Unit 19 (Weeks x-x) - The eternity of Hell, the character of the punishments
Unit 20 (Week x-x) - The Beatific Vision.
CHESTERTON ACADEMY COURSE SYLLABUS
THEOLOGY 12: APOLOGETICS AND EVANGELIZATION

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
This course gives students an overview of Catholic *apologia* and various issues in modern apologetics.

Class Times
This class meets two times per week.

Course Materials
- *Gaudium et Spes*
- *Lumen Gentium*
- *Sacrosanctum Concilium*
- Pope Benedict XVI, *Regensburg Address*
- Pope John Paul II, *Theology of the Body*
- *Rerum Novarum*
- Newman, *Grammar of Assent*
- Various primary sources (handout)

Grading
60% Quizzes
20% Written work
20% Participation

Lesson Outline

Week 1
Lecture: Introduction to Apologetics

Week 2-3
Lecture: Introduction to Vatican II

Week 4-5
*Gaudium et Spes*

Week 6-7
*Lumen Gentium*

Week 8-9
*Sacrosanctum Concilium*

Week 10
Pope Benedict XVI, *Regensburg Address*

Week 11-18
Lecture: Catholic Social Teaching

Week 19-25
Pope John Paul II, *Theology of the Body*

Week 26-27
*Rerum Novarum*

Week 28-30
Lecture: Issues in Contemporary Apologetics

Week 31-34
Newman, *Grammar of Assent*

Week 35
Review discussions
CHESTERTON ACADEMY COURSE SYLLABUS
DEBATE 10

This class meets 2 days per week for one semester (18 weeks less one week; total of 34 class periods)

Instructor
Teacher (email address)

Course Description
The purposes of this course are (1) to build upon the student’s knowledge of rhetoric and learn how to structure, analyze, and effectively respond to an argument; and (2) to teach the students to think “on their feet” in the context of live formal debate.

Grading
15% Quizzes
30% Exams
20% Essays
10% Homework
25% Participation

Grading: Students will be expected to read, discuss, write, and debate in a way that promotes not only their own learning, but also the learning of the whole class. Thus, the students’ grade will be composed of the following:

Quizzes (15% of final grade): Students will be occasionally quizzed on the principles of argumentation and debate (N.B.: Some of the quizzes may be “pop” quizzes, but all exams will be announced ahead of time.)

Exams (30%): Students exams will be in the form of a live debate in front of the class.

Essays (20%): Students will write about two or three essays in the semester.

Homework (10% of final grade): Homework will be assigned as necessary to augment assigned reading and in preparation for the semester’s essay.

Participation (25% of final grade): Students will regularly participate in discussion and evaluation of debates they have viewed. Students will be expected to participate thoughtfully and respectfully, and to be attentive and respectful listeners. While the teacher may occasionally call on students, it will fall primarily to the students themselves to make sure that they are actively and effectively participating in class discussions. Failure to participate consistently, thoughtfully and respectfully will adversely affect a student’s grade.

Course Outline: This course will consist of two main segments: (1) Structures of Argumentation and Principles and Rules of Debate, and (2) Actual Participation in Formal Debates.

Unit 1: Building on Rhetoric (Weeks 1-2):
   1. Introduction to Debate
   2. Reviewing Rhetoric

Unit 2: Aristotle’s Four Causes (Week 3):
   1. Persuasive Speeches
   2. The Four Causes

Unit 3: Arguments: Analyzing & Crafting (Weeks 4-5)
   1. Analyzing Arguments
   2. Crafting Arguments

Unit 4: Analyzing "Professional Debates" (Weeks 6-7)
   1. Great Debates

Unit 5: Debates Round 1 (Weeks 8-12)
   1. Intro to Classical Debate Format
   2. Debates Round 1

Unit 6: Debates Round 2 (Weeks 13-17)
   1. Assign Teams and Resolutions
   2. Debates, Round 2
CHESTERTON ACADEMY COURSE SYLLABUS
LATIN I

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Materials
Henle, *First Year Latin*, Loyola Press, 1958

Grading
40% Exams and Quizzes
30% Essays and written work
20% Participation
10% Homework

Lesson Outline

**SEMESTER ONE**

Introduction, the making of the alphabet
The first declension
The second declension masculine and neuter
The third declension part I, masculine and feminine
The third declension part II, all genders.
The fourth declension, fifth declension part I
Fifth declension part II, adjectives.
Third declension Adjectives
UNIT ONE TEST.

The first conjugation, General account of verbs.
The second conjugation, active voice (and personal pronouns)
The third conjugation active voice
The fourth conjugation, active voice
Irregular verbs (eo, sum, ferro)
The perfect aspect, in the active voice.
VERB REVIEW, UNIT TWO TEST

First and second conjugation, passive voice
Third and fourth conjugation, passive voice
CUMULATIVE SEMESTER ONE
REVIEW AND TEST

**SEMESTER TWO**

The subjunctive active present.
Imperfect active subjunctive.
Perfect active subjunctive.
The relative clause (the interrogative).
The Passive subjunctive, the reflective pronoun.
The demonstrative pronouns Hic and ille.
REVIEW, TEST UNIT ONE SEMESTER TWO

Possum
Recognizing numerals and numbers.
–Io verbs
Perfect active and passive infinitives
REVIEW, TEST UNIT TWO SEMESTER TWO

Comparative adjectives
Deponent verbs
CUMULATIVE REVIEW, TEST, SEMESTER TWO

Latin translation – the Gallic Wars pt. 1
Latin translation – the Gallic Wars pt. 2, Catholic Medieval poetry
Latin translation – Catholic Medieval poetry

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CHESTERTON ACADEMY COURSE SYLLABUS
LATIN II

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Materials
Henle, Second Year Latin, Loyola Press, 1958

Grading
40% Exams and Quizzes
30% Essays and written work
20% Participation
10% Homework

Lesson Outline

SEMESTER ONE
The third declension
Adjectives
Verbs in the indicative active
Verbs in the subjunctive present active
Pronoun week
The subjunctive passive.
–Io verbs and purpose clauses
Third declension adjectives, deponent verbs.
Comparative adjectives relative clauses pt. I
Relative clauses part II, conjugation of “eo”
Making Adverbs
CUMULATIVE REVIEW, TEST, UNIT ONE.
Caesar, Helvetian Drive to line 21
Caesar, Helvetian Drive to line 74 part I
Caesar, Helvetian Drive to line 74 part II
Caesar, Helvetian Drive to line 145 part I
Caesar, Helvetian Drive to line 145 part II
Caesar, to end (time permitting)
CAESAR READING FINAL

SEMESTER TWO
Latin Poetry, Medieval pt. 1
Latin Poetry, Medieval pt. 2
Latin Poetry, Medieval pt. 3
Latin Poetry, Medieval pt. 4
REVIEW AND READING TEST, LATIN POETRY, MEDIEVAL.

Latin Classical Poetry (or Caesar Gallic Wars) pt. 1
Latin Classical Poetry (or Caesar Gallic Wars) pt. 2
Latin Classical Poetry (or Caesar Gallic Wars) pt. 3
Latin Classical Poetry (or Caesar Gallic Wars) pt. 4
Caesar Gallic Wars (or Latin Classical poetry) pt. 1
Caesar Gallic Wars (or Latin Classical poetry) pt. 2
Caesar Gallic Wars (or Latin Classical poetry) pt. 3
Caesar Gallic Wars (or Latin Classical poetry) pt. 4
Review poetry and Caesar
READING TEST, WEEKS 6-13 Augustine pt. 1

Augustine, pt. 2
Augustine pt. 3
CUMULATIVE SEMESTER REVIEW AND TEST

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CHESTERTON ACADEMY COURSE SYLLABUS
LATIN III

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Materials
Henle, Third Year Latin, Loyola Press, 1958

Grading
40% Exams and Quizzes
30% Essays and written work
20% Participation
10% Homework

Lesson Outline

SEMESTER ONE

Summa theologiae, I q. 1 a. 1
Itinerarium mentis in deum I pp. 1-3
Itinerarium mentis in deum I pp. 4-8
Itinerarium mentis in deum I pp. 9-13
Itinerarium mentis in deum I pp 14-end.
REVIEW AND TAKE HOME TEST,
MEDIEVAL PHILOSOPHICAL LATIN

Medieval Poetry pt. 1 (Harrington and Oxford Reader)
Medieval Poetry pt. 2 (Harrington and Oxford Reader)
Medieval Poetry pt. 3 (Harrington and Oxford Reader)
Medieval Poetry pt. 4 (Harrington and Oxford Reader)
Augustine De doctrina christiana Book 1 c. 1, 2
Augustine De doctrina christiana Book 1 c. 3-5
TAKE HOME TEST

Augustine De doctrina christiana Book 1 c. 5 (cont.) -7
Augustine, Confessiones, pt 1 (selections)
Augustine, Confessiones, pt 2 (selections)
Augustine, Confessiones, pt 3 (selections)
TAKE HOME TEST

SEMESTER TWO

Augustine, Confessiones, pt. 4, (selections)
Augustine, Confessiones, pt. 5, (selections)
Classical Latin poetry, pt. 1 (Vergil)
Classical Latin poetry, pt. 2. (Vergil pt. 2)
Classical Latin poetry, pt. 3. (Vergil pt. 3)
Classical Latin poetry, pt. 4 (Catullus)
Classical Latin poetry, pt. 5 (Catullus pt. 2)
Classical Latin poetry, pt. 5 (Horace and Ovid, pt. 1)
Classical Latin poetry, pt. 6 (Horace and Ovid pt. 2)
REVIEW AND TAKE HOME TEST
CLASSICAL LATIN POETRY

Leo the Great on the natures and person of Christ, pt. 1
Leo the Great on the natures and person of Christ, pt. 2
Augustine De trinitate Book VIII pt. 1
Augustine De trinitate Book VIII pt. 2
Augustine De trinitate Book VIII pt. 3
Augustine De trinitate Book VIII pt. 4
TAKE HOME TEST
CHESTERTON ACADEMY COURSE SYLLABUS
SPANISH I

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course provides students with an introduction to the Spanish language. By the end of the year, students should know how to translate an entire basic paragraph into Spanish and they should be able to translate into English both from a basic written passage as well as from a passage spoken slowly and clearly.

Class Times
This class meets three times per week.

Course Materials
Basic Spanish – Dorothy Richmond ((McGraw Hill)
Spanish Pronouns and Prepositions - Dorothy Richmond (McGraw Hill)
Spanish Verb Tenses – Dorothy Richmond (McGraw Hill)

Grading
30% Tests
30% Quizzes
30% Homework
10% Participation

Course Outline

SEMESTER ONE

- Introduction to Spanish
- Basic Pronunciation
- Grammar
  Gender and number
  Subject and pronouns
  Two Verbs “to be”
  Basic sentence construction
  Adjectives
  Basic idioms with “hay”
  Adverbs
  Regular and irregular verbs
  Idioms with “tener que” and “hacer”
- Vocabulary
  Memorize approximately 200 words
  (nouns, adjectives, prepositions, and verbs)

Written and Aural Comprehension and Conversation
Ordering at a restaurant
Basic greetings
Asking basic questions about time, weather, etc.
Comprehension of simple story or conversation

SEMESTER TWO

Grammar
  Future tense with “ir”
  Reflexive verbs in the present tense
  Pronouns
  “Para” and “Por”

Vocabulary
  Verbs, idioms, additional everyday words

Written and Aural Comprehension and Conversation
  Mock situations (conversations, short skits, etc.)
CHESTERTON ACADEMY COURSE SYLLABUS
SPANISH I

This class meets 3 days per week (36 weeks less one week per semester; total of 102 class periods)

Instructor
Teacher (email address)

Course Description
This course helps students gain greater proficiency in Spanish. By the end of the year, students should have a vocabulary of approximately 2000 words. This will be accomplished not so much with memorization of lists but will happen more naturally as we concentrate on reading, writing conversation and listening comprehension. Students should also be able to communicate basic needs and desires, ask basic questions in almost any everyday subject, and understand the basic concept of passages found in Spanish books and periodicals.

Class Times
This class meets three times per week.

Course Materials
Basic Spanish – Dorothy Richmond ((McGraw Hill)
Spanish Pronouns and Prepositions - Dorothy Richmond (McGraw Hill)
Spanish Verb Tenses – Dorothy Richmond (McGraw Hill)
Misc. text for comprehension including plays and short stories.

Grading
30% Tests
30% Quizzes
30% Homework
10% Participation

Course Outline
- Spanish Review
- Grammar
  - Continue to practice irregular verbs
  - Continue with pronouns and prepositions
  - Preterite and imperfect past tenses
  - Perfect tenses present and past
  - Future tense
  - Imperative mood
  - Introduction to subjunctive mood
  - More complex sentence constructions
- Vocabulary
- Written and Aural Comprehension, Conversation
CHESTERTON ACADEMY COURSE SYLLABUS
MATHEMATICS 9: GEOMETRY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description:
The main purpose of this course is to develop the students’ skills in geometry, by introducing them first to the geometry of Euclid (5th century BC), and then by studying the various aspects of geometry as they have come down to us through the ages. But before beginning the study of geometry itself, we will begin by reviewing necessary algebra skills to insure that all students are well-prepared for their further math pursuits. After about eight weeks of algebra, we will spend eight weeks with Euclid’s Elements, studying his proofs of important geometrical “propositions” (later called “theorems”). We will spend the remainder of the time working through as much of the Geometry textbook as is reasonably possible. Students will be expected to do daily reading and homework, both individually and in groups, and to present problems on the board. Students should also expect regular quizzes and tests. In addition, all students will be required to make one formal presentation to the class each semester. And they will be expected to do all of this in a way that promotes not only their own learning, but also the learning of the whole class.

Course Materials
Algebra (McDougall Littell—excerpts)
Euclid, The Thirteen Books of Euclid’s Elements
Geometry (McDougall Littell)

Grading:
65% Exams and Quizzes
20% Homework
10% Participation
5% Presentation

Lesson Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1-8</td>
<td>Algebra Review: PERMDAS; Language of Algebra; Problem Solving; Transforming Equations; Word Problems; Exponents; FOILing and unFOILing; Linear Equations; Simultaneous Equations; Quadratic Formula and Equations</td>
</tr>
<tr>
<td>9-16</td>
<td>Euclid’s Elements: Postualates, Common Notions and Propositions; Proofs; Student Presentations;</td>
</tr>
<tr>
<td>17-19</td>
<td>Geometry (McDougall Littell): Chapters 1-2; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
<tr>
<td>20-23</td>
<td>Geometry: Chapters 3-4; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
<tr>
<td>24-26</td>
<td>Geometry: Chapters 5-6; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
<tr>
<td>27-28</td>
<td>Trigonometry Worksheets, Packets; Daily lessons and homework; Test</td>
</tr>
<tr>
<td>29-31</td>
<td>Geometry: Chapters 7-8; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
<tr>
<td>32-34</td>
<td>Geometry: Chapters 9-10; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
<tr>
<td>35-36</td>
<td>(As time allows) Geometry: Chapters 11-12; Daily lessons and homework; Theorem Packets; Chapter Test(s)</td>
</tr>
</tbody>
</table>
CHESTERTON ACADEMY COURSE SYLLABUS
MATHEMATICS 10: ALGEBRA II / TRIGONOMETRY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description:
Students will be introduced and trained in important topics of algebra and trigonometry including: graphs, functions, exponents, logarithms, trigonometric operations, vectors, polar coordinates, and matrices. Primary focus will be given to mastering the fundamental mathematical operations and manipulations; secondary focus is given to application and problem solving.

Course Materials

Grading:
60% Exams and Quizzes
30% Homework (30%)
10% Participation and Presentation

Lesson Outline
The order of topics follows the structure of the text.

<table>
<thead>
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<th>Topic</th>
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<td>Equations and Inequalities</td>
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<tr>
<td>2</td>
<td>Coordinates and Graphs</td>
<td>Week 7</td>
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<tr>
<td>3</td>
<td>Functions</td>
<td>Week 11</td>
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<tr>
<td>4</td>
<td>Polynomial and Rational Functions</td>
<td>Week 14</td>
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<tr>
<td>5</td>
<td>Exponential and Logarithmic Functions</td>
<td>Week 17</td>
</tr>
<tr>
<td>6</td>
<td>Trigonometric Functions and Angles</td>
<td>Week 21</td>
</tr>
<tr>
<td>7</td>
<td>Trigonometric Functions and Real Numbers</td>
<td>Week 23</td>
</tr>
<tr>
<td>8</td>
<td>Analytic Trigonometry</td>
<td>Week 26</td>
</tr>
<tr>
<td>9</td>
<td>Polar Coordinates and Vectors</td>
<td>Week 28</td>
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<tr>
<td>10</td>
<td>Systems of Equations and Inequalities</td>
<td>Week 33</td>
</tr>
<tr>
<td>11</td>
<td>Analytic Geometry</td>
<td>Week 36</td>
</tr>
</tbody>
</table>
CHESTERTON ACADEMY COURSE SYLLABUS
MATHEMATICS 11: CALCULUS I

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description:
Insert

Course Materials

Grading
10% Participation
20% Quizzes
20% Homework
50% Tests

Lesson Outline

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handouts</td>
<td>Algebra II Review</td>
<td>Week 1-4</td>
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<tr>
<td>Handouts</td>
<td>Trig Review</td>
<td>Week 5-6</td>
</tr>
<tr>
<td>Calculus Chapter 1</td>
<td>Introduction to Limits, Derivatives and Intervals</td>
<td>Weeks 7-9</td>
</tr>
<tr>
<td>Calculus Chapter 2</td>
<td>Properties of Limits</td>
<td>Weeks 10-12</td>
</tr>
<tr>
<td>Calculus Chapter 3</td>
<td>Derivatives, Antiderivatives and Indefinite Integrals</td>
<td>Weeks 13-16</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Review and Exam</strong></td>
<td><strong>Weeks 17-18</strong></td>
</tr>
<tr>
<td>Calculus Chapter 4</td>
<td>Products, Quotients, Parametric Functions</td>
<td>Weeks 19-22</td>
</tr>
<tr>
<td>Calculus Chapter 5</td>
<td>Integrals</td>
<td>Week 23-28</td>
</tr>
<tr>
<td>Calculus Chapter 6</td>
<td>The Calculus of Exponential and Log Functions</td>
<td>Weeks 29-32</td>
</tr>
<tr>
<td>Calculus Chapter 8</td>
<td>The Calculus of Plane and Solid Figures</td>
<td>Weeks 33-34</td>
</tr>
<tr>
<td></td>
<td><strong>Semester Review and Exam</strong></td>
<td><strong>Weeks 35-36</strong></td>
</tr>
</tbody>
</table>
CHESTERTON ACADEMY COURSE SYLLABUS
MATHEMATICS 12: CALCULUS II

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description:
Insert

Course Materials

Grading
10% Participation
20% Quizzes
20% Homework
50% Tests

Lesson Outline

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<td></td>
</tr>
<tr>
<td>Calculus Chapter 1</td>
<td>Introduction to Limits, Derivatives and Intervals</td>
<td>Week 1</td>
</tr>
<tr>
<td>Calculus Chapter 2</td>
<td>Properties of Limits</td>
<td>Weeks 2-3</td>
</tr>
<tr>
<td>Calculus Chapter 3</td>
<td>Derivatives, Antiderivatives and Indefinite Integrals</td>
<td>Weeks 4-6</td>
</tr>
<tr>
<td>Calculus Chapter 4</td>
<td>Products, Quotients, Parametric Functions</td>
<td>Weeks 7-10</td>
</tr>
<tr>
<td>Calculus Chapter 5</td>
<td>Integrals</td>
<td>Week 11-14</td>
</tr>
<tr>
<td>Calculus Chapter 6</td>
<td>The Calculus of Exponential and Log Functions</td>
<td>Weeks 15-17</td>
</tr>
<tr>
<td><strong>Semester Review and Exam</strong></td>
<td></td>
<td>Week 18</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus Chapter 7</td>
<td>The Calculus of Growth and Decay</td>
<td>Weeks 19-21</td>
</tr>
<tr>
<td>Calculus Chapter 8</td>
<td>The Calculus of Plane and Solid Figures</td>
<td>Weeks 22-24</td>
</tr>
<tr>
<td>Calculus Chapter 12</td>
<td>The Calculus of Functions Defined by Power Series</td>
<td>Weeks 25-27</td>
</tr>
<tr>
<td>AP Test Review and Practice</td>
<td></td>
<td>Weeks 28</td>
</tr>
<tr>
<td>Calculus Chapter 10</td>
<td>The Calculus of Motion</td>
<td>Weeks 29-30</td>
</tr>
<tr>
<td>Calculus Chapter 9</td>
<td>Algebraic Calculus Techniques for the Elementary Functions</td>
<td>Weeks 31-34</td>
</tr>
<tr>
<td><strong>Semester Review and Exam</strong></td>
<td></td>
<td>Week 35-36</td>
</tr>
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</table>
CHESTERTON ACADEMY COURSE SYLLABUS
MATHEMATICS 12: STATISTICS

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course presents students with the fundamental concepts of statistics. This course is designed to prepare students to take the statistics AP exam.

Course Materials

Grading
50%  Exams and Quizzes
20%  Homework
20%  Labs
10%  Participation

Lesson Outline

**Weeks 1-7: Descriptive Statistics**
1. Mean, median, mode, clusters, gaps, outliers
2. Standard deviation, skewness
3. Histograms, dot plots, box plots, cumulative plots
4. Normal distribution properties
5. Using graphing calculator

**Weeks 8-10: Regression**
1. Transformation of data

**Weeks 11-19: Experimental Design**
1. Sampling
2. Central limit theorem
3. Census, survey, observational study, experiment
4. Confounding and lurking variables

**Weeks 20-27: Probability**
1. Combinatorics
2. Independent vs mutually exclusive situations
3. Simulation

**Weeks 28-35: Inference**
1. 10% condition
2. Confidence intervals
3. Margin of error
4. Effect of sample size
5. Power
6. Pooling
7. T test, f test, chi-squared test
8. Regression

**Week 36: AP Exam Review**
CHESTERTON ACADEMY COURSE SYLLABUS
SCIENCE 9: EARTH SCIENCES

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Class Times
This class meets four times per week.

Course Materials
Rey, H.A., *The Stars*
Insert Geology text
Various lab materials (handouts)

Grading
40% Exams and Quizzes
25% Labs
25% Homework
10% Participation

Lesson Outline

Unit 1 (Weeks 1-2)
*Introduction to Earth Science*

Unit 2 (Weeks 3-x)
*Meet the Constellations – Star Gazing How’s and Why’s*
Shapes in the Sky
Meet the Constellations
The Stars through the Year

Unit 3: Weeks x-x
*Space*
Studying Space
Planets of the Solar System
Minor Bodies of the Solar System
Stars, Galaxies and the Universe

Unit 4: Weeks x-x
*The Stars*
Building a Sky Model
- Celestial globe - what we see standing on earth
- Apparent motion of sky / real motion of the earth
- Meridian / zenith / culmination of stars, planets, etc
- Sidereal day / solar day
- Parallels of declination / hour circles
- Pole star and latitude
- Elliptic and seasons
- Time and time zones
- Equinoxes / solstices
- Zodiac and planets

Unit 4: Weeks x-x
*Geology*
Earth as a System
Models of the Earth
Earth Chemistry
Minerals of Earth’s Crust

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CHESTERTON ACADEMY COURSE SYLLABUS
SCIENCE 10: BIOLOGY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Course Materials
Insert Biology text
Various lab materials (handouts)

Grading
40% Exams and Quizzes
25% Labs
25% Homework
10% Participation

Lesson Outline

Unit 1 (Weeks 1-2)
Introduction to Biology, Scientific Method, Criteria for Life

Unit 2 (Weeks 3-x)
Cells
Cell Theory
Cell Biology
Cell Homeostasis, Transport
Photosynthesis and Cell Respiration

Unit 3: Weeks x-x
Heredity and Evolution
Genes and Chromosomes
RNA, DNA Structure / Function
Mutations, Genetic Engineering
Viruses
Darwinian Evolution

Unit 4: Weeks x-x
Organisms / Populations
Diversity of life; Phylogenetic Trees/Classifications
Ecology – ecosystems, abiotic and biotic factors
Classification System
Basic Plant Structure / Function
Animals by Major Phyla
CHESTERTON ACADEMY COURSE SYLLABUS

SCIENCE 11: CHEMISTRY

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
This course presents the basic concepts of college-prep chemistry.

Course Materials
Myers, Oldham and Tocci, Chemistry (Holt) 2008; Various lab materials (handouts)

Grading
40%  Exams and Quizzes
25%  Labs
25%  Homework
10%  Participation

Lesson Outline

Week 1
Introduction to Chemistry

Weeks 2-5
Chapter 2: Matter and Energy

Weeks 6-8
Chapter 3: Atoms and Molecules
Lab: Molecule models

Week 9
Chapter 4: The Periodic Table

Weeks 10-11
Chapter 5: Ions and Ionic Compounds
Lab: Ionic Compounds

Weeks 12-13
Chapter 6: Covalent Compounds
Lab: Covalent Compounds

Weeks 14-16
Chapter 7: The Mole and Chemical Composition

Weeks 17-18
Chapter 8: Chemical Equations and Reactions

Weeks 19-20
Chapter 11: States of Matter and Intermolecular Forces
Lab: Various States of Matter

Week 21
Chapter 12: Gases
Lab: Gases

Week 22
Chapter 13: Solutions
Lab: Solutions

Weeks 23-24
Chapter 14: Chemical Equilibrium

Weeks 25-26
Chapter 15: Acids and Bases
Lab: pH Scale

Weeks 27-28
Chapter 16: Reaction Rates
Lab: Measuring chemical reactions

Weeks 29-32
Chapter 17: Oxidation, Reduction and Electrochemistry

Week 33-34
Chapter 19: Carbon and Organic Compounds

Week 35
Chapter 18: Nuclear Chemistry

Week 36
Chapter 20: Biological Chemistry
CHESTERTON ACADEMY COURSE SYLLABUS
SCIENCE 12: PHYSICS

This class meets 4 days per week (36 weeks less one week per semester; total of 136 class periods)

Instructor
Teacher (email address)

Course Description
Students will be taught both fundamentals and applications of physics, with an emphasis placed on the fundamentals. Topics to be covered are: Newtonian mechanics, and an introduction to the principles of: fluid mechanics, wave mechanics, sound, and thermodynamics.

Class Times
This class meets four times per week.

Course Materials
Giancoli, Douglas C., Physics: Principles with Applications (Sixth Edition).

Grading:
25% Homework
50% Exams and Quizzes
15% Labs
10% Participation and Presentation

Lesson Outline

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topic</th>
<th>Timeline</th>
</tr>
</thead>
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<tr>
<td>2</td>
<td>Kinematics in One Dimension</td>
<td>Sept.-Oct.</td>
</tr>
<tr>
<td>3</td>
<td>Kinematics in Two Dimensions; Vectors</td>
<td>Oct.</td>
</tr>
<tr>
<td>4</td>
<td>Dynamics: Newton’s Laws of Motion</td>
<td>Nov.-Dec.</td>
</tr>
<tr>
<td>5</td>
<td>Circular Motion; Gravitation</td>
<td>Jan.</td>
</tr>
<tr>
<td>6</td>
<td>Work and Energy</td>
<td>Jan.-Feb.</td>
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<tr>
<td>7</td>
<td>Linear Momentum</td>
<td>Feb.-Mar.</td>
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<td>9</td>
<td>Static Equilibrium; Elasticity and Fracture</td>
<td>Mar.-Apr.</td>
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<td>10</td>
<td>Fluids</td>
<td>April</td>
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<td>11</td>
<td>Vibrations and Waves</td>
<td>April</td>
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<td>12</td>
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<td>April</td>
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<td>13</td>
<td>Temperature and Kinetic Theory</td>
<td>May</td>
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<tr>
<td>14</td>
<td>Heat</td>
<td>May</td>
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<tr>
<td>15</td>
<td>The Laws of Thermodynamics</td>
<td>May</td>
</tr>
</tbody>
</table>
CHESTERTON ACADEMY COURSE SYLLABUS
MUSIC 9 AND 10: INTERMEDIATE CHOIR / MUSIC HISTORY

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
The goal of the Chesterton Academy choir program is that each student will demonstrate growth in singing and performance skills; gain an understanding of the history of sacred music; and learn basic theory and aural skills. Students participate in choral performances throughout the year, including two school concerts, the annual Gala, Mass of the Holy Spirit and Baccalaureate Mass (opening and closing Masses), and feast days throughout the academic year.

Course Materials
Choir folder with music provided

Grading
- 10% Attendance
- 30% Class Participation
- 30% Singing Skills
- 30% Quizzes/Portfolio

Lesson Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Daily Activity/Assessment</th>
<th>Topic Highlights</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Semester 1**

<table>
<thead>
<tr>
<th>Week</th>
<th>Daily Activity/Assessment</th>
<th>Topic Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction</td>
<td>History – Mozart, Chant; Mass prep</td>
</tr>
<tr>
<td>3-7</td>
<td>Unit 1</td>
<td>Note names, 4/4 time, key signatures; sight reading</td>
</tr>
<tr>
<td>8-14</td>
<td>Advent concert repertoire</td>
<td>Rehearsal and performance</td>
</tr>
<tr>
<td>15-16</td>
<td>Unit 2</td>
<td>Intervals, seconds, thirds</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>Daily Activity/Assessment</th>
<th>Topic Highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Gala concert repertoire</td>
<td>Rehearsal and performance</td>
</tr>
<tr>
<td>4-6</td>
<td>Unit 3</td>
<td>Dynamic Signs, Crescendo, Decrescendo, time signatures; note patterns</td>
</tr>
<tr>
<td>7-9</td>
<td>Unit 4</td>
<td>Bass Clef, Da Capo, Dal Segno, Fine, Coda, A/E Major; changing meter</td>
</tr>
<tr>
<td>10-12</td>
<td>Unit 5</td>
<td>Articulation marks (slur/legato, staccato, accent, tenuto); two-part harmony</td>
</tr>
<tr>
<td>13-14</td>
<td>Unit 6</td>
<td>Tempo Markings (largo, adagio, andante, moderato,</td>
</tr>
<tr>
<td>14</td>
<td>Spring concert repertoire</td>
<td>Rehearsal and performance</td>
</tr>
<tr>
<td>16-18</td>
<td>Unit 6: Lesson 23</td>
<td>Molto, poco a poco, B major, Gflat major, 2/2 cut time; 6/8 and 9/8 time</td>
</tr>
</tbody>
</table>

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**CHESTERTON ACADEMY COURSE SYLLABUS**  
**MUSIC 11 AND 12: ADVANCED CHOIR / MUSIC HISTORY**

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

**Instructor**  
Teacher (email address)

**Course Description**  
The goal of the Chesterton Academy choir program is that each student will demonstrate growth in singing and performance skills; gain an understanding of the history of sacred music; and learn basic theory and aural skills. Students participate in choral performances throughout the year, including two school concerts, the annual Gala, Mass of the Holy Spirit and Baccalaureate Mass (opening and closing Masses), and feast days throughout the academic year.

**Course Materials**  
Choir folder with music provided

**Grading**  
10% Attendance  
30% Class Participation  
30% Singing Skills  
30% Quizzes/Portfolio

**Lesson Outline**

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CHESTERTON ACADEMY COURSE SYLLABUS
ART 9: STUDIO ART / ART HISTORY (ANCIENT ART)

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Grading
50% Studio Work
35% Tests
15% Participation

Lesson Outline

<table>
<thead>
<tr>
<th>Studio Art</th>
<th>Art History / Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 (Weeks x-x)</strong></td>
<td><strong>Unit 1 (Weeks x-x)</strong></td>
</tr>
<tr>
<td>Terms and concepts (art/design elements)</td>
<td>Pope John Paul II’s Letter to Artists</td>
</tr>
<tr>
<td>Intro to drawing materials / exercises</td>
<td>Prehistoric Art</td>
</tr>
<tr>
<td>Hand/eye exercises, contour drawing</td>
<td><strong>Unit 2 (Weeks x-x)</strong></td>
</tr>
<tr>
<td><strong>Unit 2 (Weeks x-x)</strong></td>
<td>Egypt - Old Kingdom</td>
</tr>
<tr>
<td>Terms &amp; Concepts - Composition</td>
<td>Egypt - New Kingdom</td>
</tr>
<tr>
<td>Linear Perspective</td>
<td><strong>Unit 3 (Weeks x-x)</strong></td>
</tr>
<tr>
<td>Intro to live sketching</td>
<td>Mesopotamia</td>
</tr>
<tr>
<td>3-Stage Drawing</td>
<td>Crete</td>
</tr>
<tr>
<td>&quot;Intro to Cheating - taking measurements</td>
<td>Mycenae</td>
</tr>
<tr>
<td>Drawing for Accuracy</td>
<td><strong>Unit 4 (Weeks x-x)</strong></td>
</tr>
<tr>
<td><strong>Unit 4 (Weeks x-x)</strong></td>
<td>Intro to Greece - Periods of Greek Art</td>
</tr>
<tr>
<td>Sight-size Drawing</td>
<td>Greek Writers on Art</td>
</tr>
<tr>
<td>Intro to Value Drawing</td>
<td><strong>Unit 5 (Weeks x-x)</strong></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td>Greek Art - Archaic Period</td>
</tr>
<tr>
<td><strong>Unit 5 (Weeks x-x)</strong></td>
<td>Greek Art - Classical Period</td>
</tr>
<tr>
<td>Value Drawing - Charcoal</td>
<td><strong>Unit 6 (Weeks x-x)</strong></td>
</tr>
<tr>
<td><strong>Unit 6 (Weeks x-x)</strong></td>
<td>Greek Art - The Hellenistic Period</td>
</tr>
<tr>
<td>Value Drawing with Tinted Paper</td>
<td><strong>Unit 7 (Weeks x-x)</strong></td>
</tr>
<tr>
<td>Conte Crayon / White Charcoal</td>
<td><strong>Unit 8 (Weeks x-x)</strong></td>
</tr>
<tr>
<td><strong>Unit 7 (Weeks x-x)</strong></td>
<td>Art of the Roman Empire: Figurative</td>
</tr>
<tr>
<td>Continue Value Drawing</td>
<td><strong>Unit 9 (Weeks x-x)</strong></td>
</tr>
<tr>
<td>Begin Semester Projects</td>
<td>Art of the Roman Empire: Architecture</td>
</tr>
<tr>
<td><strong>Unit 8 (Weeks x-x)</strong></td>
<td>Portfolio Review</td>
</tr>
<tr>
<td>Continue Semester Projects</td>
<td></td>
</tr>
<tr>
<td>Intro to Color Theory</td>
<td></td>
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<tr>
<td><strong>Unit 9 (Weeks x-x)</strong></td>
<td></td>
</tr>
<tr>
<td>Semester Projects Due</td>
<td></td>
</tr>
<tr>
<td>Introduction to Pastel Drawing</td>
<td></td>
</tr>
<tr>
<td>Portfolio Review</td>
<td></td>
</tr>
</tbody>
</table>
CHESTERTON ACADEMY COURSE SYLLABUS
ART 10: STUDIO ART / ART HISTORY (EARLY MEDIEVAL ART)

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Grading
50% Studio Work
20% Tests and Quizzes
15% Essay
15% Participation

Lesson Outline

Studio Art
Unit 1 (Weeks x-x)
Terms & Concepts - Art /Design Elements
Composition
Drawing materials / exercises
Unit 2 (Weeks x-x)
Live Sketching / 3-Stage Drawing

Unit 3 (Weeks x-x)
Sight-size Drawing
Sight-Size Drawing
Value Drawing
Unit 4 (Weeks x-x)
Value Drawing
Portfolio Review
Unit 5 (Weeks x-x)
Value Drawing with Tinted Paper
Conte Crayon / White Charcoal

Unit 6 (Weeks x-x)
Color Theory
Colored Pencil
Unit 7 (Weeks x-x)
Intro to Pastels
Begin Semester Projects
Unit 8 (Weeks x-x)
Continue Semester Projects
Intro to Watercolor
Unit 9 (Weeks x-x)
Semester Projects Due
Watercolor
Portfolio Review

Art History / Philosophy
Unit 1 (Weeks x-x)
Pope John Paul II’s Letter to Artists
Late Roman Empire

Unit 2 (Weeks x-x)
Early Christian Art
(1 - 5th Centuries)

Unit 3 (Weeks x-x)
Byzantine Art
Architecture & Icons

Unit 4 (Weeks x-x)
Book of Kells

Unit 5 (Weeks x-x)
Early Medieval Art
Carolingian through Ottonian

Unit 6 (Weeks x-x)
The Romanesque Period

Unit 7 (Weeks x-x)
The Early Gothic - “Art as Metaphor”

Unit 8 (Weeks x-x)
The Great Gothic Cathedrals
Architectural Developments

Unit 9 (Weeks x-x)
High Gothic Synthesis
CHESTERTON ACADEMY COURSE SYLLABUS
ART 11: STUDIO ART / ART HISTORY (RENAISSANCE AND EARLY MODERN ART)

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Grading
50% Studio Work
20% Tests and Quizzes
15% Essay
15% Participation

Lesson Outline

Studio Art
Unit 1 (Weeks x-x)
Drawing Review
Value Drawing with Tinted Paper
Conte Crayon / White Charcoal
Unit 2 (Weeks x-x)
Intro to Oils
Tools and Materials
Value Painting - Grisailles
Unit 3 (Weeks x-x)
Use of the Colored Ground:
Brunailles and Verdailles
Begin Semester Projects
Unit 4 (Weeks x-x)
Continue Semester Projects
(Grisailles or Colored Ground)

Unit 5 (Weeks x-x)
Semester Projects Due
Intro to Sculpture
Portfolio Review

Art History / Philosophy
Unit 1 (Weeks x-x)
Late Gothic Period
International Gothic Style
The Flemish Masters
Unit 2 (Weeks x-x)
Early Renaissance: Italy
Rebirth of Classical Naturalism
Visual Perspective
Unit 3 (Weeks x-x)
High Renaissance:
Leonardo, Michelangelo, Raphael
Rationalism & Humanism in Architecture
Unit 4 (Weeks x-x)
Mannerism
The Baroque Style: Bernini,
Caravaggio, Rubens
Unit 5 (Weeks x-x)
Baroque Style, Cont.
Rembrandt, Velazquez, Vermeer
CHESTERTON ACADEMY COURSE SYLLABUS
ART 12: STUDIO ART / ART HISTORY (MODERN ART)

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Course Materials
Insert

Grading
50% Studio Work
35% Tests
15% Participation

Lesson Outline

Studio Art
Unit 1 (Weeks x-x)
Drawing Review
Under-painting: Grisailles
Bruneilles, Verdailles

Unit 2 (Weeks x-x)
Glazing
Layering
Direct Painting (Alla Prima)
Begin Senior Projects
Unit 3 (Weeks x-x)
Senior Projects Cont.
Presentation (Framing, etc.)

Unit 4 (Weeks x-x)
Senior Projects Due
Portfolio Review

Art History / Philosophy
Unit 1 (Weeks x-x)
Rococo
Neoclassicism
Romanticism / Landscape
European Academies & The Salon

Unit 2 (Weeks x-x)
The Modern World:
Dis-integration of the image
& a Torrent of “isms”

Unit 3 (Weeks x-x)
Impressionism & Post-Impressionism
Fauvism, Expressionism, Cubism... etc.
Anti-art: The Armory Show

Unit 4 (Weeks x-x)
Surrealism
The Bauhaus, Postmodernism
Classical Realist Revival
CHESTERTON ACADEMY COURSE SYLLABUS
DRAMA 10

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Course Materials
Insert

Grading
20% Participation
30% Final Performance
50% Line Memorization

Lesson Outline
CHESTERTON ACADEMY COURSE SYLLABUS

DRAMA 11

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Course Materials
Insert

Grading
20% Participation
30% Final Performance
50% Line Memorization

Lesson Outline
CHESTERTON ACADEMY COURSE SYLLABUS
DRAMA 12

This class meets 2 days per week (36 weeks less one week per semester; total of 68 class periods)

Instructor
Teacher (email address)

Course Description
Insert

Course Materials
Insert

Grading
15% Homework
20% Final Performance
55% Line Memorization
10% Participation

Lesson Outline