



GOALS

VISION OF A VERITAS DEFENDER

We are committed to growing students towards an ideal of the good, wise, and virtuous young man or woman of faith. The Veritas Valiant reflects one such idealized vision that we hope our students aspire to become, while a Defender reflects the present status, or reality, of all of our students as they are *becoming* Valiant-like.

PORTRAIT OF A DEFENDER

We desire to cultivate people, particularly students, who:

1. Understand and believe the Gospel, trusting Jesus Christ as Lord and Savior.
2. Are present and active in the worship and life of the local body of Christ.
3. Find joy in the study of Scripture, prayer, and service of Jesus Christ.
4. Read deeply and charitably; reason truthfully, diligently, and earnestly.
5. Speak and write with clarity, wisdom, and eloquence.
6. Engage creation with wonder and respect; pursue beauty and good workmanship.
7. Love Christ the King, following his command to make disciples of all the nations, teaching them to love God and one another.

ACADEMIC

Moving into the modern era of history and literature, students continue the ordering of their loves through discussion. The basic skills of artful communication should be quite automatic and students are able to focus on the ethical and emotional appeal of their words. Additionally, a greater focus on solving hard problems enters into math and science courses.

TECHNOLOGY & COMMUNICATION

TECHNOLOGY IN THE CLASSROOM

Technology is utilized as an enhancement to education, but never as a distraction from it. Students are provided the skills necessary for success in this technology saturated world without putting technology at the center of education.

SCHOOL & CLASSROOM COMMUNICATION

Communication with classroom teachers is mostly via email between the student and teacher, and all School of Rhetoric students receive a school email address for this purpose. Parents may choose to be included in academic emails as well, but Rhetoric students are expected to handle most of this communication on their own. Discipline or other classroom/school issues will be handled with the parent directly.

CLASS SECTIONS **3**

STUDENTS PER CLASS **16-18**

STUDENT TO TEACHER RATIO **16:1**

DAYS ON CAMPUS **M-F**

SCHOOL OF RHETORIC OVERVIEW

RHETORIC STAGE

With minds full of knowledge and the ability to logically organize that knowledge into meaningful arguments, students in the rhetoric stage of classical education are prepared to focus on winsome and effective expression, both in written and spoken form.

PARENT INVOLVEMENT

The parent's role in the School of Rhetoric can be easily overlooked because the students are quite independent and all instruction at this level is provided by Veritas faculty. However, it is important that parents remain engaged as a mentor and coach for their child. Thoughtful dinner conversations help students process what they are learning and provide parents with opportunities to influence the growth of wisdom and virtue in their children. Help with organization, time management, communication, and study techniques is also important as students develop these life skills.

SCHOOL TRADITIONS

Special School of Rhetoric traditions include a weekly assembly, monthly Chapel, week-long celebration and dance for Homecoming, Bonhoeffer, Stag Dance, School of Rhetoric Retreat, Defender Pretender, Prom, and weekly intramural/house competitions.

COMMUNITY CONNECTIONS

Opportunities for School of Rhetoric students to connect to the entire community include New Student Orientation, Fall Roundup, Daddy-Daughter Dance, and more. Additionally, there are numerous student clubs within the School of Rhetoric, providing ample opportunities for students to connect with one another.

ACADEMIC & COLLEGE ADVISING

Our advising staff meets individually with each family and offers multiple training events throughout the school year to guide students through the selection of courses as well as college and career planning. The advising team remains updated and current on the latest trends related to college admissions.

10TH GRADE VERITAS ACADEMY GRADE LEVEL PROFILE

CORE SUBJECTS

LEADERSHIP	While all of our courses aim to grow students in accordance with our spiritual goals, the Leadership classes are focused on works of theology. Though right information is important, merely telling students the truth will not produce these goals. In an attempt to inspire and form the affections of our students, the Leadership classes use Scripture and literature to drive discussions about theology, hermeneutics, apologetics, worldview, ethics, and leadership.
HUMANITIES	The history course tracks European history from medieval times through the Cold War. Literature focuses on British authors that cover a similar time period, so students are able to simultaneously experience the story and the literature from each time period and geographic location. Students in English write frequent, short papers as well as a few larger process papers as they begin to add style in addition to solid structure to their papers and presentations. In History, students develop skills through research, projects, Harkness discussions, and analysis of primary and secondary documents.
MATH	Most Tenth Grade students take either Geometry or Algebra II. These are foundational courses for all higher level mathematics as well as success on college placement exams.
SCIENCE	Though all science courses at Veritas have a focus on hands-on laboratory experience, Chemistry may have the most. The abstract concepts become concrete as they come to life in laboratory exercises. Students continue to hone their ability to present their results well through the process of writing formal lab reports.
FOREIGN LANGUAGE	All students must take at least one year of Latin, then may choose to continue their Latin studies or pursue studies in Spanish or American Sign Language. There is an emphasis on being immersed in the language, so before they know it, students will find themselves in a course conducted entirely in the foreign language.
ELECTIVES	Students are offered a wide variety of elective choices, designed to expose them to potential future occupations or hobbies to be enjoyed. Examples are Computer Science, Archery, Painting, Cooking, Vocal Ensemble, Marketing, Sewing, Band, and Video Production.

DAILY SCHEDULE 8:45AM - 4:00PM (M/W/F), 8:55AM - 4:00PM (T/TH)

Students are on campus five days a week with some classes meeting twice a week and others meeting three days a week, thus following a true university schedule. Though they are on campus five days per week, students are only in class about 20-25 hours per week, giving them time on campus to complete homework, meet with teachers, and enjoy their peers. Consider this sample schedule.

SAMPLE SCHEDULE

MONDAY

8:45-9:40am - English 10
9:45-10:40am - Off-period
10:45-11:40am - English Writing Lab
11:40am-12:20pm - Lunch
12:20-1:00pm - Chapel/Assembly
1:05-2:00pm - Off-period
2:05-3:00pm - Algebra II
3:05-4:00pm - Algebra II Lab

TUESDAY/THURSDAY

8:55-10:20am - Chemistry
10:30-11:55am - Off-period
11:55am-12:55pm - Lunch/Intramurals/Clubs
1:00-2:25pm - History 10
2:35-4:00pm - Latin III

WEDNESDAY/FRIDAY

8:45-9:40am - English 10
9:45-10:40am - Off-period
10:45-11:40am - Investing Elective
11:40am-12:20pm - Lunch
12:20-1:00pm - Leadership
1:05-2:00pm - AP Computer Science
2:05-3:00pm - Algebra II
3:05-4:00pm - Off-period

SCHOOL@HOME DAY VARIES PER STUDENT

School of Rhetoric students are on campus five days a week, so they are not spending time at home with parents as co-teachers. Depending on the individual student and his/her course load, some time working at home will be required after school hours.

House System

The Veritas Academy School of Rhetoric utilizes a house system, begun in English schools centuries ago. Our 9-12th Graders are divided into four houses with students from all four grade levels in each house. Houses compete in intramural sports and games on school days, earn points for correct uniform wear and helpfulness, and participate in various activities as a group, all looking to win the House Cup on the last day of the school year.

Class Trips

COLLEGE VISIT ROAD TRIP

Over the course of two days, Sophomores will visit three or four Texas colleges of very different styles in an attempt to show them a variety of options and to help them begin to consider what they might be looking for in a university or other post-high school pursuits.

Lesson Plans are written by classroom teachers for on-campus instruction.

AP COMPUTER SCIENCE

OBJECTIVES

TLW learn selection via if statements, binary conditions, Boolean conditions, logical operators, and decisions
 TLW develop a game of tag using user inputs and test various selection operators

AGENDA

1. Review mathematical expression in programming
2. Complete steps to create a game of tag
3. Begin student presentations.

ALGEBRA II

OBJECTIVES

TLW examine graphing linear inequalities.
 TLW solve systems of linear equations in three variables.

AGENDA

1. Review homework #6.
2. Practice graphing linear inequalities.
3. Complete guided practice #1-4.

INVESTING

OBJECTIVES

TLW learn what a dividend is.
 TLW learn how to apply the concept of compound interest to dividends.

AGENDA

1. Lecture on dividends: discuss how dividends and price appreciation create gains.
2. Workshop monthly investment amounts in a compound interest calculator to forecast potential returns.

HISTORY 10

OBJECTIVES

TLW identify the impact of the Renaissance around Europe
 TLW identify key explorers in the era.
 TLW analyze the impact of exploration to Western Society.

AGENDA

1. Pledge/ Prayer/ Art
2. Student Presentations
3. Begin Explorers; students begin filling in gaps in their chart

ENGLISH 10

OBJECTIVES

TLW identify the five types of paragraphs they will use in English writing.
 TLW trace how the three tests of the lady correspond to the tripartite soul.

AGENDA

1. Go over paragraph types assignment.
2. Review catechism.
3. Complete the reading quiz.
4. Discuss the tripartite soul exercise.

LEADERSHIP

OBJECTIVES

TLW examine Biblical and secular worldview and generate examples of each.

AGENDA

1. Welcome/Prayer
2. Review the big ideas of pages 61-74.
3. Possible discussion questions:
 - The pro-life movement is based on scientific evidence that life begins at conception. Summarize that evidence. Is it persuasive?
 - Do you think men have a right to voice their opinion on abortion?
 - What are some concrete creative ways that Christians can live out the biblical teaching on the high value of human life?

LATIN III

OBJECTIVES

TLW differentiate between future vs. present imperatives, articulating the conceptual difference
 TLW learn the construction and translation of all Indirect discourse (Statement/Command/Question)
 TLW recognize the exclamatory accusative

AGENDA

1. Welcome Work: Identifying Indirect Speech
2. Continue Reading: *Oratio in Catilinam Prima*, Cicero

CHEMISTRY

OBJECTIVES

TLW examine & draw dot structures of atoms.
 TLW use dot structures to explain ionic bonding.

AGENDA

1. Welcome & introspection
2. Recap previous lesson and answer any questions.
3. Lecture over dot structures.
4. Complete the Guided Practice: Representing Atoms.

10TH GRADE SAMPLE HOMEWORK

Homework is written by classroom teachers.

ENGLISH 10

DUE MONDAY (60 MINUTES)

1. Bring your catechism book to class.
2. Read *Sir Gawain and the Green Knight* pages 490-874 & summarize the scene of the Green Knight giving the game, incorporating your metaphor of the unwinnable game in the description.

ALGEBRA II

DUE WEDNESDAY (60 MINUTES)

1. Complete Chapter 2 Test. Check and correct your work.
2. Review page 140 of the chapter summary & key vocabulary.
3. Bring a calculator to class on Wednesday.

DUE FRIDAY (60 MINUTES)

1. Read section 3.1 & complete guided practice #1-7.
2. Read page 159 & complete #1, 3, 5, & 7.

DUE MONDAY (30 MINUTES)

1. Ex. 3-3 #1, 3, 7, 9, 15, 19, 24, 31, & 37
2. Ex. 3-2 #1, 12, 14, 23, 24, 31, 37, 56, 61, & 62

AP COMPUTER SCIENCE

DUE WEDNESDAY (20 MINUTES)

1. Read Unit 2.4, 2.5
2. Complete all exercises in Unit 2.4

CHEMISTRY

DUE THURSDAY (45 MINUTES)

1. Read Introduction to Naming & Drawing Simple Chemistry Structures PDF.
2. Answer as many example problems as you can. We will review these in class.

HISTORY 10

DUE TUESDAY (60 MINUTES)

1. Renaissance Project Due

DUE THURSDAY (45 MINUTES)

1. Read pp. 440-441, 444-446 (Conquest and Settlement), Read about The Columbian Exchange pg. 449. Define the following terms: Aztec Empire, Inca Empire, viceroalties, Encomienda system, Columbian Exchange.
2. Begin studying for Unit 1 Test over the Renaissance and Exploration.

INVESTING

NO HOMEWORK.

LEADERSHIP

DUE WEDNESDAY (60 MINUTES)

1. Review Love Thy Body, pages 47-60.
2. Think of the following questions/ideas:
 - How might you explain Descartes's two-story dualism?
 - What is personhood theory?
 - What is the most obvious problem for this story?
 - Read the paragraph on the top of page 55 out loud to yourself.

LATIN III

DUE TUESDAY (60 MINUTES)

1. Prepare to sight translate *Oratio in Catilinam Prima*, Cicero (p. 83).

DUE THURSDAY (60 MINUTES)

1. Copy the Ch. 7 vocabulary list into your composition books.
2. Come prepared to take your Ch. 7 vocabulary quiz.