

10TH GRADE VERITAS ACADEMY GRADE LEVEL PROFILE



GOALS

SPIRITUAL

Throughout the School of Rhetoric, we aspire to see students know who they are in Christ and be willing and able to have an impact in any culture by embracing and exhibiting their faith. Through intentional discourse and thoughtful faith-integration into all core subjects, students grow in their knowledge and love of God. Their loves begin to be ordered as wisdom and virtue are cultivated. We want students to grow in personal responsibility, while resisting self-reliance, to possess a servant's heart, to engage in civil discourse, and to lead a joyous, courageous life of passion and purpose.

ACADEMIC

A study of medieval history and literature brings about many great discussions. Discussions help students to love what they ought to love as they see wisdom and virtue embodied in stories. Students continue to refine their skills in rhetoric in both oral and written form as they work toward their Senior year when they present and defend a 20-minute thesis.

SOCIAL/EMOTIONAL

We desire to see our students love well. This means that they must love the right things. We focus on growing in them a love for five things. First and centrally, they must love God. Out of this flows a love of others. The final three are the love of truth, the love of learning, and the love of life.

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. A weekly School Memo is emailed to all parents, students, faculty, and staff to ensure everyone is aware of school-wide events and processes. 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 Fest, 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.

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CORE SUBJECTS

LEADERSHIP

While all of our courses aim to grow students in accordance with our spiritual goals, the Leadership classes are solely focused there. 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

Though taught by different teachers, the history and literature courses follow the same timeline focusing on medieval times. Students are able to simultaneously experience the story and the literature from each time period and geographic location. Students 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.

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, Tenth Grade 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 LANGUAGES

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, Forensic Science, Band, and Video Production.

DAILY SCHEDULE 8:55AM - 3:55PM

Students are on campus five days a week 8:55am-3:55pm with some classes meeting twice a week for 90 minutes and others meeting three days a week for 60 minutes each, thus following a true university schedule. Though they are on campus five days per week, students are only in class about 20 hours per week, giving them a lot of time on campus to complete homework, meet with teachers, and enjoy their peers.

SCHOOL@HOME 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. The house system is an on-going competition within the school that builds community, breaks down cliques, provides every student an instant place of belonging, and is lots of fun! 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

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.

COLLEGE VISIT ROADTRIP

10TH GRADE SAMPLE LESSON PLANS

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

SPEECH (M 9:55AM – 10:50AM)

OBJECTIVES

TLW display a professional speaking voice & stance.
TLW present their thoughts according to the Basic Speech Outline.

AGENDA

1. Opener: Psalm 19:1-4.
2. Turn in Unit Overviews and practice signatures.
3. Begin student presentations.

PHOTOGRAPHY (M 2:05PM – 3:55PM)

OBJECTIVES

TLW critique a photograph constructively.

AGENDA

1. Warm-up.
2. Discuss how to critique a photograph.
3. Discuss writing captions for photographs.

EUROPEAN LITERATURE (W/F 8:55AM – 10:20AM) WRITING LAB (M 8:55AM – 9:50AM)

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. Review last Monday's assignment.
2. Copy the notes from the board.
3. Go over paragraph types assignment.
4. Review catechism.
5. Complete the reading quiz.
6. Discuss the tripartite soul exercise.

SPANISH II (W/F 10:30AM – 11:55AM)

OBJECTIVES

TLW identify possessive adjective pronouns.
TLW identify questions regarding the oral presentation that is due.
TLW make corrections to work & expand original answers with ideas from classmates.

AGENDA

1. Warm-up/Welcome
2. Discuss Oral Presentations and answer questions about requirements.
3. Work together to make an outline for remaining requirements on the presentation information sheet.
4. Go over Unit Test and correct mistakes.
5. Review possessive adjective pronouns.

ALGEBRA II (M 1:00PM – 1:55PM) (W/F 12:55PM – 2:20PM)

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. Take notes on Sections 3.4.
4. Complete guided practice #1-4.

EUROPEAN CIVILIZATION (W/F 2:30PM – 3:55PM)

OBJECTIVES

TLW present information about 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 PowerPoint; students begin filling in gaps in their chart

LEADERSHIP: WORLDVIEW (T/TH 12:10PM – 12:50PM)

OBJECTIVES

TLW examine Biblical and secular worldview and generate examples

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?
4. Read pages 75-83 and discuss.

CHEMISTRY (T/TH 1:00PM – 2:25PM)

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.

EUROPEAN LITERATURE

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

SPEECH

DUE WEDNESDAY (60 MINUTES)

1. Complete Object Speech presentations.
2. Come to class with your notecards & speech rubric.

PHOTOGRAPHY

DUE MONDAY

1. Write a one page self-critique using the practices discussed in class.
2. Be prepared to share your critique with the class.

EUROPEAN CIVILIZATION

DUE WEDNESDAY (60 MINUTES)

1. Renaissance Project Due

DUE FRIDAY (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, viceroyalties, Encomienda system, Columbian Exchange.
1. Begin studying for Unit 1 Test over the Renaissance and Exploration

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.

LEADERSHIP: WORLDVIEW

DUE TUESDAY (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.

SPANISH II

DUE WEDNESDAY (60 MINUTES)

1. Unit Test over basic conversations, telling time, expressing the date, numbers, parts of the body, school vocabulary, weather, seasons, describing self & others, & regular verb conjugations in the present tense.

DUE FRIDAY (60 MINUTES)

1. Read Cuaderno (CORE) pages 86-89.