



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, Bonhoeffire, 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.

## 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

Students spend this year steeped in the ancient world, reflecting upon the virtues and wisdom of the various heroes. Students hone their ability to form meaningful arguments and begin to use classical rhetorical form. The study of Biology enhances the study of apologetics as students learn how an honest interpretation of scientific evidence supports the Biblical understanding of origins. Additionally, research, public speaking, and defense skills continue to be sharpened in preparation for Senior 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.

# 9TH 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 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, mostly focusing on ancient Greece and Rome. 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 the transition from a five-paragraph essay into classical rhetorical form.

### MATH

Most Ninth Grade students take either Algebra I or Geometry. These are foundational courses for all higher level mathematics as well as success on college placement exams.

### SCIENCE

In no other course do we see the hand of God as creator more clearly than Biology. Though students discuss and learn a variety of topics, a central unit of study helps students understand the strengths and weaknesses of evolutionary theory while also discussing the scientific evidence for a designer. Students will refine their ability to present their findings in 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

At the end of Ninth Grade, Freshmen travel on an adventure trip in Colorado where they sleep in tents, eat meals outdoors, form community around campfires, spend hours with God in beautiful mountain scenery, and face their fears while rock climbing, rappelling, whitewater rafting, and summiting tall peaks. They return to Texas a close-knit and adventure-filled class.

### COLORADO TRIP

# 9TH GRADE SAMPLE LESSON PLANS

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

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

### OBJECTIVES

TLW develop a thesis based on a given prompt.

### AGENDA

1. Discuss the rhetorical topics & how they might be used to develop a thesis.
2. Discuss how to properly narrow a thesis.
3. Read the *Iliad*.

## ALGEBRA I (M 9:55AM – 10:50AM & T/TH 10:25AM – 11:20AM)

### OBJECTIVES

TLW solve using the three methods of solving quadratic equations.

### AGENDA

1. Lecture & discuss vertical motion problems, 6-9.
2. Lecture & discuss the discriminant as it relates to vertical motion, 6-10.
3. Handout: Three Methods of Solving Quadratic Equations
4. Review of Chapter 6.

## BIOLOGY (W/F 1:00PM – 1:55PM)

### OBJECTIVES

TLW express their knowledge of the correlation between the different concepts learned through Biology so far.

TLW explain the process of cellular respiration.

TLW explain the processes of fermentation.

### AGENDA

1. Finish teaching cellular respiration & photosynthesis.
2. Quiz
3. Lecture over fermentation.
4. Complete the fermentation activity.

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

### OBJECTIVES

TLW describe the current view on sex in our culture.

TLW reflect on cultural misconceptions on sex.

TLW examine Biblical & secular worldview.

### AGENDA

1. Welcome/Prayer
2. Review any ideas from the previous chapter.
3. Possible discussion questions of Chapter 4:
  - How does the hookup culture reflect the Cartesian dualism?
  - The text says, "Some may think sexual hedonism gives sex too little importance." Do you agree?
  - According to the text, why are some people drawn to impersonal sex?
  - How would you make a case that the Christian view of sexuality is actually more positive than the secular view?

## ANCIENT & CLASSICAL HISTORY (T/TH 8:55AM – 10:20AM)

### OBJECTIVES

TLW identify the essentials of the law system of Moses & compare it to Hammurabi.

TLW explain the ancient Israelites through Moses, Egypt through Ramases, & Hammurabi of Babylon.

### AGENDA

1. Finish discussion & notes for Mosaic law.
2. Play a review game.

## AMERICAN SIGN LANGUAGE (T/TH 1:00PM – 2:25PM)

### OBJECTIVES

TLW use the signer's perspective to describe basic shapes.

TLW correctly sign dialogues identifying a person by using gender, appearance, body position, or action.

### AGENDA

1. Review homework, 2.4, 2.5, 2.6, & 2.7.
2. Use slide M70 to demonstrate how to describe combinations of shapes.
3. Use slide M73 to demonstrate how to describe various body positions.

## SPEECH (M 1:00PM – 1:55PM)

### OBJECTIVES

TLW apply the techniques of varying their delivery skills, both verbal & non-verbal.

### AGENDA

1. Opener: Reflect on your Object Speeches. What did you do well?
2. Poetry/Prose texts- questions.
3. Review Poetry/Prose rubric & write introductions.

## 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.

# 9TH GRADE SAMPLE HOMEWORK

Homework is written by classroom teachers.

## ENGLISH 9

### DUE WEDNESDAY (60 MINUTES)

1. Complete section 2 in your reading guide.

## ANCIENT & CLASSICAL HISTORY

### DUE THURSDAY (60 MINUTES)

1. Review for the Exam on Thursday.

## ALGEBRA I

### DUE MONDAY (60 MINUTES)

1. Complete Lesson 6-10: 1-29 (every other odd), 35-38
2. Memorize the Conclusion Box on page 260.
3. Complete Lesson 6-9: 9, 11, & 13.

## BIOLOGY

### DUE WEDNESDAY (30 MINUTES)

1. Review Cellular Respiration & Photosynthesis. Teach 2 people about the processes & have them sign your lab notebook.
2. Nail down your Cellular Project & use the outline page to list your supplies.
3. Reminder: Cellular Project Due Next Week!

## SPEECH

### DUE WEDNESDAY (35 MINUTES)

1. Complete Prose Text- select a story that you would like to use as your Prose piece & copy/paste the parts you would like to use onto a Google Doc.

## LEADERSHIP

### DUE TUESDAY (30 MINUTES)

1. Review *Love Thy Body*, pages 117-134.
2. Mark up your book & write questions in the margins.

## PHOTOGRAPHY

### DUE MONDAY (60 MINUTES)

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

## AMERICAN SIGN LANGUAGE

### DUE TUESDAY (60 MINUTES)

1. Complete homework 2:4, 2:5, 2:6, & 2:7.

