

# HILLSDALE ACADEMY

## 9-12 Reference Guide





## Introduction

**H**illsdale College, a longtime advocate of educational reform in America, founded Hillsdale Academy with two main purposes in mind: first, to provide local children with a highly traditional, classically based curriculum stressing the development of moral character, basic skills and logical analysis; second, to provide the country with a model for educational reform, a model that can be effectively implemented in any school.

To prepare for the founding of the Academy, the College leadership undertook a study of existing alternative schools and held a series of discussions with key figures in the educational reform movement, representatives of the local community and major financial supporters of the College. The resulting plan called for an independent K-12 school with a curriculum that would rely predominantly on primary sources such as historical documents, biographies and autobiographies and the classic works of Western literature. The Academy would avoid textbooks that have been subject to over-simplification, historical revisionism and an obsessive focus on real and imaginary problems of American society. Finally, in all grades, special emphasis would be placed on moral development through daily prayers, Bible reading and a variety of activities spiritual in orientation without being denominational.

The concept took tangible form in the autumn of 1990, when Hillsdale Academy opened its doors to 45 Lower School students. So successful has the Academy been both locally and nationally that, in the autumn of 1998, the Academy moved to a new building on the College campus, able to accommodate its new Upper School as well.

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### STARTING YOUR OWN HIGH SCHOOL

Just as many other concerned parents, teachers and administrators have already done and continue to do, you too can start your own school based on the Academy's model. One of the most important prerequisites is having something of an entrepreneurial spirit and a willingness to improvise. If the facilities and support of a local college are not available, arrangements might be made with a local public library, fitness center or church for special access times. Churches frequently have gymnasiums, kitchens and recreation halls that are not used during much of the week. Independent schools and home schooling associations that utilize the *Hillsdale Academy Reference Guide* need not have grand facilities to provide an excellent education for their students.

It is commonly understood that establishing a high school program that effectively trains students to be intelligent citizens with strong moral character is a very difficult task. Many good K-8 schools have failed to establish high schools because of the difficulty in finding faculty members committed to a classical education, the challenges of teaching teenagers in today's society, and the resistance that inevitably emerges when a rigorous curriculum competes with extracurricular activities for students' attention. Parents sometimes do not, in the end, want what a rigorous school has to offer. Likewise, a community does not always understand the significance and need for a high school that provides a traditional liberal arts program—so entrenched has our society become in the current educational progressivism. Hillsdale Academy's experience, however, proves that a patient, determined staff can

establish the kind of school we recommend. Indeed, a successful school depends on a staff that maintains the mission statement at the heart of all curricular decisions and that is dedicated to educating parents as well as students. Common sense and civility lie at the heart of this success.

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## **THE HILLSDALE ACADEMY DIFFERENCE**

The materials included in the *Reference Guide* detail the policies, curriculum and teaching precepts by which Hillsdale Academy has always operated. Many of the functional points noted will undoubtedly strike readers as a return to common sense. The Academy recaptures the prudence that once guided virtually all American schools. And if the *Hillsdale Academy Reference Guide* leaves readers with the impression that attending the Academy is very much like going to a good school in the 1950s, our founders will be delighted. As *The Detroit News* observed, Hillsdale Academy's founders didn't feel so much like innovators, but more "that [they were] engaged in the restoration of a tradition that worked well."

Hillsdale Academy also places strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering their children's education. Above all else, we see ourselves as allies of the family, reinforcing rather than undermining parents' efforts to guide the intellectual, emotional and spiritual development of their children.

This is the model we offer for the development of other alternative schools: a positive, constructive response to the anti-family, anti-achievement and anti-Western heritage agenda so commonly followed in today's schools. We are confident that, if applied with energy, determination and a clear understanding of the circumstances to which they must be adapted, our precepts can provide the basis for educational success in a wide variety of settings throughout the nation.



## Hillsdale Academy School Culture

**H**illsdale Academy emphasizes daily the self-respect which results from a child's academic accomplishment, proper conduct and regard for others. When Academy students come to school, they come to important, rigorous work in a well-structured and caring environment. Both their conduct and dress must support the school's seriousness of purpose.

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### START OF THE DAY

Every school day begins with a sequence of activities carefully designed to convey a clear sense of expectation and demonstrate a personal concern for each individual student.

1. Welcome—As parents drop off their children in the morning and as older students who drive approach the building from the parking lot, the teachers and the headmaster greet them individually. This simple act of civility lets students of all ages know that their presence is appreciated at school.
2. Opening Ceremony—After the students have arrived, a formal Upper School ceremony is conducted every morning in the school lobby. The students assemble by class, and the headmaster leads them in reciting the Pledge of Allegiance. Next, designated students present, from memory, recitations of a poem, a portion of a significant speech, a passage of prose or an excerpt from the Bible. The headmaster and teachers then make announcements, and each teacher briefly shares recent noteworthy accomplishments made by students or classes. These reports focus on academics, projects of interest or athletic events rather than on personal news.
3. Chapel—Once a week, the College Chaplain and headmaster lead the Academy in a brief chapel service, which includes readings from the Old and New Testaments as well as a brief homily on those readings. While the headmaster provides the majority of the homilies, guest speakers are sometimes invited to provide the homily for the service. Chapel promotes the spiritual development of the students and reaffirms the Judeo-Christian roots of the Academy.

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### START OF CLASS

The tone of the opening ceremony carries into the classroom as students begin their morning schedules. Each grade has its own homeroom teacher and regular meeting place. Here, teachers interact with each student personally, answering questions and listening to the occasional story while taking attendance, checking uniforms and making announcements. A teacher may also choose to lead the class in prayer. This morning routine stresses personal attention and helps students focus on the work ahead.

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## LUNCH TIME

At their designated times, students move to the Academy Commons for lunch. While Lower School students must sit at assigned tables, Upper School students are extended the privilege of sitting with whomever they choose.

The students are led in prayer before they begin to dine. Though the students are encouraged to relax and chat freely during lunch, the requirements of etiquette and table manners maintain an atmosphere of order and civility throughout the lunch period. Teachers often dine with their Upper School students and set an example of proper behavior. Students return trays, dishes and utensils and clean up after themselves before being dismissed for a short recess period.

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## SPECIAL ACTIVITY PERIODS

Class time is set aside throughout the week for special enrichment activities. These sessions supplement and enhance the Academy's curriculum in four important areas:

1. Music—Academy students participate in choral singing; learn and practice vocal techniques; and study musical notation, harmony, terminology and history. Upper School students additionally study classical music and music appreciation. At various times throughout the year, all of the students come together to sing at Academy events and College and community functions.

Orchestra is offered as an elective in the Upper School. One hour of credit is given, and a grade is assigned by the director. The Upper School orchestra rehearses once a week (twice when performances draw near).

2. Art—Art classes allow students to explore visual forms of expression and to cultivate an aesthetic sense. Activities include drawing, using watercolors, pottery making, viewing slides and attending exhibits at the College's gallery. Upper School students additionally study historically significant art and art appreciation.
3. Physical Education—All freshmen and sophomore students are required to take physical education classes. These classes become electives for upperclassmen and for all student athletes during their sport season. Students who take physical education courses learn sports, games and basic

fitness skills that can help them maintain good health throughout their adult lives. Above all, these activities teach essential virtues, such as courage, perseverance and individual contribution to a team. All students receive instruction in the rules and techniques of team sports and cultivate athletic appreciation through group attendance at College sporting events. Upper School students are offered three seasons of extracurricular sports each year.

4. Library—Both the Academy's library and the College's library are available to students for research and for worthy leisure reading. Parent volunteers supervise the Academy's library, and teachers help with book selections and advise students on appropriateness and reading level.

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## END OF THE DAY

The school day comes to an end in an organized manner. Upper School students are released from school according to their class schedules and their status. Juniors and seniors in good standing with the headmaster may leave the school grounds at the end of their final class of the day (no earlier than 2:00 p.m.). Freshmen and sophomores must remain in school until the end of the last class period (3:25 p.m.). At the end of their school day, students are reminded that they should remove from their lockers all materials needed for homework assignments. Older students, with permission from parents and in good standing with the headmaster, may drive to and from school.

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## HOMWORK

Homework is an essential part of an Academy education and is assigned Monday through Friday. After-school study reinforces the day's learning activities and emphasizes that the school day should not be the only time when the student's task is to practice, review or learn.

The Academy recognizes parents as partners in their children's educational progress and stresses the crucial need for parents to establish and monitor homework time, free from the distractions of television, video games and other manifestations of popular culture. Older students often receive long-term assignments to help them learn how to plan ahead and budget their time.

When involved in athletics, students must be especially careful to budget their time wisely and maintain contact with parents, teachers and coaches.

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## **STANDARDS OF CONDUCT**

In addition to a solid academic foundation, the Academy promotes a firm grounding in traditional moral principles. Beginning with clear standards of personal conduct that support the home environment, the Academy helps students develop good habits that will continue in adulthood.

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## **DRESS CODE**

Hillsdale Academy maintains an official standard of dress, complete with a school uniform that must be worn every day. The dress code: 1) underscores the Academy's seriousness of purpose by encouraging students to think of their attire as an aspect of their work; 2) eliminates the self-consciousness and social competition which popular fashion tends to promote; and 3) fosters a sense of identity with the Academy.

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## **CLASSROOM DECORUM**

Students must maintain a respectful attitude in class and respond to teachers with politeness and deference. They must also remain quiet and attentive during lessons and individual work. This includes the raising of hands and waiting quietly for permission to speak. Classes are structured to ensure that students interact with one another in appropriate ways. Whenever an adult enters a classroom, all students rise and wait to be acknowledged by the visitor.

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## **DISCIPLINE**

Hillsdale Academy has a uniform set of disciplinary procedures, which is specified in the Student/Parent Handbook. Teachers also take time at the beginning of the academic year to discuss the specific consequences of misbehavior. At the same time, positive incentives are provided for proper behavior.

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## **PARENTS' ASSOCIATION**

Close ties between home and school are essential to Hillsdale Academy's effectiveness. These ties are strengthened through the Parents' Association, which plans field trips, coordinates library volunteers and helps raise funds for curricular projects and extracurricular activities. Association members meet monthly and support the Academy's mission.

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## **SPECIAL EVENTS**

Special programs are held throughout the academic year to bring the entire Hillsdale Academy family together in celebration of individual accomplishments and a shared cultural heritage.

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## **HONOR CEREMONIES**

After the issuance of each set of report cards, superior academic achievement is recognized in a formal honor ceremony. Certificates are presented to students who have qualified for the honor roll, headmaster's list and outstanding achievement awards. Each autumn, selected seventh and eighth graders are inducted into the National Junior Honor Society, and selected tenth through twelfth graders are inducted into the National Honor Society. Admission to these societies reflects academic accomplishment, as well as service, leadership and similar characteristics essential to good citizenship.

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## **GRADUATION**

Graduation ceremonies for the twelfth grade are held at the end of the third trimester. The ceremony includes songs, readings and recitations as well as speeches to the class from the headmaster, a guest speaker and the class valedictorian. Each graduating senior is given individual praise as time permits. The ceremony is formal as befits the occasion.



# Student/Parent Handbook

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## MISSION AND PHILOSOPHY

### HILLSDALE COLLEGE MISSION STATEMENT

**H**illsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” The College pursues the stated objectives of the founders: “to furnish all persons who wish, irrespective of nationality, color, or sex, a literary and scientific education” outstanding among American colleges and “to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils.”

The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

### HILLSDALE ACADEMY MISSION STATEMENT

Hillsdale Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity—spirit, mind and body—with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences, and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage. The curriculum, by purpose and design, is a survey of the best spiritual, intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

### HILLSDALE ACADEMY LIBRARY MISSION STATEMENT

The Hillsdale Academy Library seeks to be a repository of knowledge and wisdom by acquiring, maintaining and offering its students the best works of the Western liberal arts tradition. The library is thus at the center of the Academy’s mission, a place for students as responsible individuals to discover, explore and begin their own dialogue with that tradition. Faithful to the liberal spirit of that tradition, the library promotes research and reading in an environment conducive to contemplation and seeks to foster worthy and age-appropriate leisure reading.

### HILLSDALE ACADEMY EDUCATIONAL PHILOSOPHY

Hillsdale Academy represents a partnership among the students, parents, faculty, administration and staff. These partners are united in their commitment to the common objectives outlined in the Mission Statement.

Students and parents respect Hillsdale Academy teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

The headmaster, under the authority of Hillsdale College's president and provost, oversees the implementation of the Mission Statement in the school. In their capacities as policy-makers and community leaders, these administrators advance the Academy's role as an institution dedicated to providing the best education for children.

Hillsdale Academy recognizes each child as an individual who, by virtue of his humanity, is in community with all the other children in the Academy, regardless of age. By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of American citizenship and to honor and respect their Maker. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

### **HILLSDALE ACADEMY PARENTS' ASSOCIATION**

All parents of Hillsdale Academy students are members of the Parents' Association, which exists to promote friendly relationships among parents, to acquaint them with the spirit of Hillsdale Academy, to obtain their cooperation with its objectives for the development of their children and to initiate the parents' involvement in, and support for, projects and functions which aid the Academy academically, socially and financially.

The mission of the Hillsdale Academy Parents' Association is:

1. To help the Academy communicate with parents.
2. To help the parents understand the fundamental premises upon which the Academy functions.
3. To help schedule, promote and host student and parent activities.
4. To welcome new parents into the Association and to instill in the new parents the need for their continued involvement in and support of the Academy.
5. To encourage pride in the children and in the Academy.
6. To assist the Academy in promoting its reputation in the Hillsdale community.

### **STATEMENT OF RELIGIOUS INSTRUCTION**

Hillsdale College's Judeo-Christian tradition broadly guides the course of study and instruction at Hillsdale Academy. The Academy offers instruction based upon traditional, nondenominational biblical beliefs, values and virtues that seek to develop those qualities of life characteristic of man's understanding of his relationship to his Creator and his place in the world.

A weekly service conducted by the College Chaplain and the headmaster addresses the spiritual needs of the Academy's students through Scripture, a homily, prayer and song. Parents are encouraged to participate in these services.

### **HILLSDALE ACADEMY PRAYER**

Almighty God, we beseech Thee with Thy gracious favor, to behold our universities, colleges and schools, especially Hillsdale Academy and our headmaster, that knowledge may be increased among us, and all good learning flourish and abound. Bless all who teach and all who learn, and grant that in humility of heart they may ever look unto Thee, who art the fountain of all wisdom, through Jesus Christ our Lord. Amen.

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## **ENROLLMENT**

Parents of students already attending Hillsdale Academy are contacted first and allowed to re-enroll their children by submitting a non-refundable deposit of \$200 by March 14. Application materials are then made available at the Academy's front office to parents who seek admission of students new to the Academy. Interviews with these families are conducted, after which notification of each new candidate's status is made. Families for whom there is an opening also submit the \$200 deposit.

### **TUITION AND FEES**

For the 2004-2005 academic year, tuition for the Upper School is \$3,900. A separate application fee of \$25 covers administrative costs of processing applications and maintaining waiting lists.

Tuition payment plans are available. Partial scholarship assistance is extended on a limited basis. Scholarship application forms are available in the Academy's front office on March 31 and are due by May 2. Scholarship recipients are notified by June 18.

Parents who voluntarily withdraw their child from Hillsdale Academy are responsible for the balance of the tuition for the current trimester. Prorated refunds

are issued for students excused by Hillsdale Academy.

Parents are advised before the opening of school each year as to the cost of the school lunch. Similarly, parents are notified as to school uniform requirements and where such purchases can be made.

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## ACADEMIC POLICY

Upper School students at Hillsdale Academy follow a common, college preparatory course of study. This includes four years each of Humane Letters (history and literature, including civics and economics in the senior year), Latin, laboratory science and mathematics. Foreign language instruction begins in Grade One; students may elect to continue their study of modern languages in the Upper School by taking either French or Spanish. Students also complete the following: three years of rhetoric and composition, and two years of art, music and physical education. After completing pertinent courses, students may elect to take Advanced Placement examinations in United States history, chemistry, biology, physics, calculus, English literature, French language, Spanish language and Latin. Eligible juniors and seniors also have the option to enroll in courses at Hillsdale College.

### GRADUATION

To receive a diploma, a student must:

1. Attend Hillsdale Academy for at least one full academic year. Transfer credit is determined upon admission.
2. Maintain a minimum overall grade-point average of C- (1.67).
3. Fulfill a minimum attainment level of C- (1.67) in Latin 2, Algebra 2 and American civics and economics.

### GRADING

Parents receive both interim reports and full report cards regarding their children's academic standing and citizenship. Teachers give most assignments and all tests numerical designations, which then guide the teachers in assigning interim report and full report card grades.

Teachers in the Upper School assign letter grades according to the following scale:

95-100% .....	A	65-69% .....	C
90-94% .....	A-	60-64% .....	C-
85-89% .....	B+	55-59% .....	D+
80-84% .....	B	50-54% .....	D
75-79% .....	B-	below 50%...	F
70-74% .....	C+		

An A is defined as excellent; B as above average; C as average; D as below average; F as failing.

On the report card, a class profile is included in each subject whereby a student's grade may be seen relative to the median grade in the class.

Grade-point average is calculated and published on each report. For this purpose, grades are weighted by a coefficient of the number of class meetings per week; e.g. Latin has a coefficient of 5; music has a coefficient of 2.

### COMMUNICATION

Apart from the normal midterm parent-teacher conferences, teachers are asked to stay in communication with parents regarding the quality of student work. Parents are also invited to call teachers during normal Academy hours or to make appointments to discuss student work. In so doing, parents are kept apprised of their student's work on a consistent basis.

### HONOR ROLL

Students who achieve a grade-point average of 3.0 or higher in a given marking period are placed on the honor roll. In addition, students who achieve a grade-point average of 3.67 or higher are placed on the headmaster's list.

### NATIONAL HONOR SOCIETY

The National Honor Society was established to recognize and encourage academic achievement while developing service, leadership and similar characteristics essential to citizens of a democracy.

Membership in Hillsdale Academy's chapter of the National Honor Society is an honor that the Academy bestows on selected students, beginning in their sophomore year. Members are expected to maintain the high academic achievement and good character which first earned them admittance into the chapter.

### ACADEMIC WARNING AND PROBATION

A student is placed on *academic warning* for receiving one F or two grades of D+ or lower in a marking period. A student is placed on *academic probation* for (1) receiving two Fs or three or more grades of D+ or lower in a marking period, or (2) being placed on academic warning for two consecutive marking periods. Students on academic probation may not participate in interscholastic sports. Any student who is placed on academic probation for an entire year must repeat that grade.

### CONFERENCES

Parent and teacher conferences are held three times a

year at mid-trimester. These meetings are designated for discussing the student's academic achievement and citizenship. In addition, parents and teachers are welcome to request conferences throughout the year.

## **HOMEWORK**

Meaningful homework assignments are an important part of the Academy's curriculum. Teachers assign quality homework for each school night, within the following guidelines:

1. Upper School students typically receive from 30 to 45 minutes of homework per course, per day. Students at times can expect an addition to the number of minutes needed to properly complete required homework assignments.
2. From Friday to Monday is considered one school night for homework purposes; however, Friday to Monday is considered three school nights for ongoing reading assignments, major projects and major papers.
3. Homework may be assigned during long weekends, but it is not assigned the day of a vacation period to be due the day classes resume.

If a student spends more time on homework than designated above, the teacher who assigned the homework should be promptly informed so that corrective measures can be taken. While homework assignments may on occasion require more than the designated time, if a student is spending excessive time on homework with little likelihood of satisfactory completion, the parent should help the student find a reasonable stopping point and then attach to the homework a note detailing the time spent on the incomplete assignment. The teacher will accept the homework and will then contact the parent to review the circumstances. The headmaster should next be consulted if these steps do not remedy the situation.

All homework assignments are to be completed before the beginning of the class for which the work was assigned. Failure to complete homework will be dealt with according to the individual teacher's discretion. Teachers are required to contact parents if three or more homework assignments are not turned in on time during any marking period.

## **ARRIVAL PROCEDURES**

Upper School students are to arrive at school no earlier than 8:00 a.m. Students with a driver's license and written permission from parents on file in the front office may drive to campus. Vehicles must be parked in

the designated student parking area, and keys must be left in the front office to be picked up at dismissal.

Upon arrival, students should proceed to the Academy lobby for the opening ceremony, which begins at 8:20 a.m. This ceremony is separate from that of the Lower School.

## **CHECK-OUT PRIVILEGES**

Juniors and seniors in good standing may sign out for lunch or free periods. Failure to sign in or out or tardiness returning to class will result in this privilege being revoked.

## **DEPARTURE PROCEDURES**

When a student is to ride home with someone other than the customary driver, the student must turn in to the front office, in advance, written permission signed by the student's parent. The permission slip must specify both the new driver's name and a description of the vehicle.

Students who walk or ride a bicycle to school are encouraged to go directly home following dismissal.

## **ATTENDANCE**

Regular school attendance is important to a student's academic success and also promotes good work habits and self-discipline. Likewise, a student who has had a proper night's rest is better prepared to learn than one who is tired due to a late night. Apart from extreme circumstances, ten absences in a given trimester will result in the student repeating that trimester.

Parents are to report all unplanned absences to the front office by telephone. Students are not to report their own absences. Students who are dismissed from school early, for any reason, must sign out from the front office.

Assignments for absent students may be obtained from the front office between 3:30 and 4:00 p.m.

## **PREARRANGED ABSENCES**

Upper School students who know in advance that they will miss one or more of their classes are required to obtain from the front office a Request-for-Prearranged-Absence form. The form must be filled out by the student, signed by the student's parent and then submitted to the headmaster.

When deemed reasonable, the headmaster will approve absences for medical and dental appointments, short family trips and similar occurrences. No requests should be made during examinations periods, however, and extended time missed from school is discouraged. If the headmaster approves the absence, he will sign the

Request-for-Prearranged-Absence form. The student must then present the form to each teacher whose class will be missed, for notification purposes and to be informed in writing of work which is to be made up.

In the case of an approved prearranged absence, work may be made up by the student for full credit if it is turned in within 48 hours.

## **ILLNESS**

Students who become ill in class are required to proceed to the front office, with assistance, for parental notification. They will be required to remain on campus until they are picked up by a parent. Under no circumstances will Hillsdale Academy authorize an ill student to drive himself or herself home.

Students who are deemed by a teacher or administrator potentially to have a contagious illness will be isolated from other students and will be taken home by a parent. No such student will be permitted to return to school until a physician's note has been submitted to the front office, indicating that the student may safely return to school.

Hillsdale Academy is able to provide only routine first aid for students who become ill or injured at school. At the beginning of the school year, parents may complete and turn in a permission card authorizing the front office to administer Tylenol to their child if circumstances warrant. Prescription medicine is kept and administered in the front office only when the Academy has on file a completed Medical Authorization form signed by the student's physician and parent. This form is available at the front office.

## **LIBRARY**

All students receive library orientation in English class during the first week of school. At this time, students are advised of specific library rules regarding the use of library resources, checking out and returning materials and appropriate library behavior.

The Academy continues to add new books to the library and welcomes family suggestions for new purchases. Students may present a book in honor of their birthday. A bookplate bearing the student's name will be placed in the book and formally presented to the Academy during the opening ceremony on the student's birthday. Suggested titles are available from the headmaster.

## **OFF-CAMPUS EDUCATIONAL AND CULTURAL PROGRAMS**

Hillsdale Academy considers off-campus education an

important aspect in the total development of each student. Off-campus educational and cultural programs provide students with an opportunity to use previously acquired knowledge and skills, while gaining new knowledge and skills. Academy faculty and/or administrators are always included as chaperones on these trips.

Whenever students are off-campus on school-sponsored trips, they are subject to the Academy's rules and are expected to observe the Academy's standards of politeness and civility.

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## **CONDUCT AND DISCIPLINE**

The role of discipline at Hillsdale Academy is to create an environment conducive to learning. It is to provide an atmosphere of civility in which due respect will be given to teachers and to individual students, as well as to all institutional and private property so that all members of the community will be allowed to pursue learning without distraction. In addition, discipline at the Academy ought always to uphold the essential virtues established in the school's Mission Statement and professed in its curriculum. The Academy recognizes that requiring good conduct in school promotes students' education on campus, encourages good behavior off campus and helps prepare students for good citizenship in adulthood. Accordingly, students will be expected to adhere to the general rules of the school as well as those rules established by each teacher within his or her classroom.

### **DISCIPLINARY ACTION**

Disciplinary action usually proceeds as follows:

1. Reprimand
2. Demerit
3. Detention (after school)
4. Suspension
5. Expulsion

To ensure uninterrupted learning, Hillsdale Academy maintains a policy of demerits and detentions with parental notification. The Academy's goal is to work closely with parents to uphold standards of courtesy, respect and helpful behavior.

Demerits are issued for the following:

1. Improper classroom behavior.
2. Being disrespectful to an adult or child.
3. Teasing, roughhousing or fighting.
4. Lying or creating a false impression.

5. Displaying conduct deemed by the teacher or headmaster to be unbecoming of a Hillsdale Academy student.

A student serves a detention when a third demerit is issued. Students are relieved of all demerits at the conclusion of each marking period. Any student who is subject to a fourth detention during one marking period serves, instead, a one-day suspension. Suspended students are required to submit all missed academic work at the beginning of the next school day. The headmaster may suspend any student when, in his judgment, circumstances necessitate it.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Hillsdale Academy rules is subject to expulsion. After meeting with parents, the student and involved faculty, the headmaster will decide if expulsion is warranted.

### **ACADEMIC HONESTY**

Hillsdale Academy seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own—cheating or plagiarizing—will be treated with utmost gravity.

### **PROHIBITED ITEMS**

Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

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## **SCHOOL UNIFORM**

The Hillsdale Academy uniform seeks to achieve a handsome, business-like appearance for students and to free them from fashion trends and peer pressure. The McIntyre tartan plaid was selected to pay tribute to Academy patrons, Dr. and Mrs. Charles S. McIntyre.

The only authorized emblem on clothing is the Hillsdale Academy emblem, which is available at the Hillsdale College bookstore. No other decoration or designation is allowed. Sports caps, with or without insignia, are unacceptable.

A full description of the school uniform, including the uniform for physical education class, may be obtained from the office. The uniform is to be worn at all times during the school day and on field trips unless parents are otherwise notified in writing by the Academy. Dress uniform is required every Wednesday and on special occasions. Dress code infractions will

require that a parent bring approved clothing to the Academy office before a student may rejoin his class.

### **JEWELRY, MAKEUP AND HAIRSTYLE**

The wearing of jewelry is limited to plain watches without alarms, simple neck chains, and, for girls only, single ear studs. Neck chains and watches should be removed for P.E. and sports. Upper School girls may wear discreet facial makeup and clear nail polish only. Hair is to be neat and clean. Boys' hair should be off the collar and of uniform length. No facial hair is allowed. Girls' hair should be tied back or otherwise held off the face. If a question arises regarding the use of jewelry, makeup or hairstyle, the headmaster has final authority to decide what is appropriate.

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## **RULES FOR EXTRACURRICULAR ATHLETICS**

All students who intend to participate in any extracurricular sport during the course of the academic year must have one of their parents complete Hillsdale Academy's health form and insurance-coverage-verification form after May 18 of the preceding academic year. Both forms must be turned in to the front office before practice begins. Students are not permitted to practice for or participate in any athletic contest if both forms have not yet been completed and turned in.

The headmaster and athletic director, in consultation with teachers and coaches, determine which students are eligible to participate on Hillsdale Academy teams and which students are no longer eligible to participate on Hillsdale Academy teams.

Students accepted to a team are required to abide by the following rules:

1. It is the responsibility of students with permission to leave early for an away game to contact their teachers in person sufficiently prior to departure to obtain work and assignments which will be missed. Students who neglect to contact their teachers in person will be held accountable for all work, assignments and due dates, just as if they had been in class, with no extensions given.
2. During games and on trips to and from games, students are to abide by all Hillsdale Academy rules and are to behave in such a manner as brings credit to themselves, the team and the Academy.
3. Students who are absent from school for more than half of the academic day on the day of a game will not participate in that game.

4. Practice does not take place during the academic day.
5. Students are to notify the coach of any injury or accident which occurs to them or to another student.
6. On days when school is canceled due to inclement weather, all practices, home games and away games are canceled as well.
8. Students are to travel to and from games on school-provided transportation, unless other specific arrangements have been approved by the coach in advance. Students are not drivers of school-provided transportation.
9. All Hillsdale Academy athletic uniforms are to be cleaned and returned to the Academy within three days of the final game of the season.

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## MISCELLANEOUS

### MESSAGES TO STUDENTS FROM PARENTS

Messages of an emergency nature only are delivered to students during the school day. All other messages are delivered after the school day ends.

### DELIVERY OF ITEMS BY OUTSIDE VENDORS

Students are not to disrupt the school day by ordering and arranging for the delivery of items from outside vendors, e.g. food, flowers, balloons, etc. Parents are asked to have such orders delivered to the students' homes; otherwise, items delivered to the Academy will be kept at the front office until the end of the school day.

### FOOD

Aside from the luncheon period, students are allowed to partake of food and drink only during specified times. When permission has been granted in a prior announcement, students may bring food for consumption during school events and activities which occur after school. Otherwise, personal consumption of food and beverages, including candy and chewing gum, is never permitted on campus. Under no circumstances may students keep food or beverages at school overnight in their lockers.

### LOST AND FOUND

Lost items should be reported to the front office, and found items should be turned in to the front office.

### TELEPHONES

Students must obtain permission at the front office

for using the Academy's telephone. Outgoing calls should be of an urgent nature and should be kept brief. Students do not have permission to bring or use portable telephones on campus.

### ELECTRONIC EQUIPMENT

Students are not to bring electronic equipment to campus, except for class use as authorized by the teacher.

### FIRE DRILLS

When the fire alarm sounds, all students should go quickly and quietly by class to the approved exit displayed in the classroom. The last person exiting the classroom must turn out the lights and close the door. Students should then proceed to the back of the parking lot nearest their exit. They should stand silently while the teacher takes attendance. When the return signal sounds, everyone should return to class quietly. In case of an actual fire, students will remain in a designated area on the Academy campus until they receive further directions and parent notification has taken place.

A copy of the fire emergency procedure with evacuation plan is posted in each classroom.

### TORNADO DRILLS

When an announcement is made, all students should go quickly and quietly by class to the approved school location displayed in the classroom. Students should then position themselves on their hands and knees, facing the exterior walls. Students will be told when to return quietly to their classrooms. In case of an actual tornado, students will remain in their approved locations until they receive further directions and parent notification has taken place.

A copy of the tornado emergency procedure with evacuation plan is posted in each classroom.

### INCLEMENT WEATHER ANNOUNCEMENTS

Delayed openings and school-day cancellations are generally announced by 6:30 a.m. on local radio stations WCSR (1340 AM and 92.1 FM) and WMXE (102.5 FM) and on WILX (TV Channel 10). Parents and students are requested not to call the Academy office or Academy personnel for this information.

### VISITORS

All visitors, including parents, must report to the front office prior to entering classrooms. Former students and guests must have prior approval from the headmaster in order to visit during the school day.

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## **AN AFFIRMATION**

*The Affirmation Statement is read at orientation prior to the start of each school year. Each family is asked to sign a written copy of the statement, thus affirming their support of the Academy's mission and policies.*

We the families and staff of Hillsdale Academy affirm the following:

### **THE ACADEMY MISSION STATEMENT:**

Hillsdale Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent, and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity—spirit, mind and body—with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage. The curriculum by purpose and design is a survey of the best spiritual, intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

### **ACADEMY LIFE (FROM THE HILLSDALE ACADEMY EDUCATIONAL PHILOSOPHY):**

Students and parents respect Hillsdale Academy teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

The headmaster, under the authority of Hillsdale College's president and provost, oversees the implementation of the Mission Statement in the school. In their capacities as policy-makers and community leaders, these administrators advance the Academy's role as an institution dedicated to providing the best education for children.

By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects its Maker. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

**THEREFORE WE SUPPORT** the Mission Statement as it is expressed in the curriculum and school culture of the Academy. We uphold the Student/Parent Handbooks. This includes support of the high academic standards of our school; the uniform code; the code of discipline; the code of good sportsmanship in athletics; and a general culture of respect for the administrators, teachers and students of Hillsdale Academy.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



# Faculty Handbook

It is expected that all teachers are familiar with and understand the content of the Hillsdale Academy Faculty Handbook and the Hillsdale Academy Parent Handbook prior to their signing and accepting an annual contract of employment. The formal signing of the contract will witness this fact.

Each Handbook is subject to alteration without previous notice by the headmaster of the Academy or the provost of the College. In each instance, such changes will be formally communicated to the faculty in a timely manner.

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## MISSION AND PHILOSOPHY

### HILLSDALE COLLEGE MISSION STATEMENT

Hillsdale College is an independent, nonsectarian institution of higher learning founded in 1844 by men and women “grateful to God for the inestimable blessings” resulting from civil and religious liberty and “believing that the diffusion of learning is essential to the perpetuity of these blessings.” The College pursues the stated objectives of the founders: “to furnish all persons who wish, irrespective of nationality, color, or sex, a literary and scientific education” outstanding among American colleges and “to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils.”

The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.

By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy. By encouraging the scholarship of its faculty, it contributes to the preservation of that legacy for future generations. By publicly defending that legacy, it enlists the aid of other friends of free civilization and thus secures the conditions of its own survival and independence.

### HILLSDALE ACADEMY MISSION STATEMENT

Hillsdale Academy develops within its students the intellectual and personal habits and skills upon which responsible, independent and productive lives are built, in the firm belief that such lives are the basis of a free and just society. The Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child’s humanity—spirit, mind and body—with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the basics, exploration of the arts and sciences, and understanding of the foundational tenets of our Judeo-Christian and Greco-Roman heritage. The curriculum, by purpose and design, is a survey of the best spiritual, intellectual and cultural traditions of the West as they have been developed and refined over countless generations.

## **HILLSDALE ACADEMY LIBRARY MISSION STATEMENT**

The Hillsdale Academy Library seeks to be a repository of knowledge and wisdom by acquiring, maintaining and offering its students the best works of the Western liberal arts tradition. The library is thus at the center of the Academy's mission, a place for students as responsible persons to discover, explore and begin their own dialogue with that tradition. Faithful to the liberal spirit of that tradition, the library promotes research and reading in an environment conducive to contemplation and seeks to foster worthy and age-appropriate leisure reading.

## **HILLSDALE ACADEMY EDUCATIONAL PHILOSOPHY**

Hillsdale Academy represents a partnership among the students, parents, faculty, administration and staff. These partners are united in their commitment to the common objectives outlined in the Mission Statement.

Students and parents respect Hillsdale Academy teachers, as role models and instructors, for their commitment to truth and their genuine concern for children. Intelligence, creativity, responsibility and loyalty are characteristics of the faculty.

Parents expect and appreciate direct and regular communication from faculty regarding their children. Reciprocally, parents are responsive to suggestions from teachers and administrators for helping students.

The headmaster, under the authority of Hillsdale College's president and provost, oversees the implementation of the Mission Statement in the school. In their capacities as policy-makers and community leaders, these administrators advance the Academy's role as an institution dedicated to providing the best education for children.

Hillsdale Academy recognizes each child as a person who, by virtue of his humanity, is in community with all the other children in the Academy, regardless of age. By providing moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of citizenship in a democratic society that honors and respects its Maker. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

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## **STATEMENT OF RELIGIOUS INSTRUCTION**

Hillsdale College's Judeo-Christian tradition broadly guides the course of study and instruction based upon traditional, nondenominational biblical beliefs, values and virtues that seek to develop those qualities of life characteristic of man's understanding of his relationship to his Creator and his place in the world. A weekly service conducted by the College Chaplain and the headmaster addresses the spiritual needs of the Academy's students through Scripture, a homily, prayer and song.

## **HILLSDALE ACADEMY PRAYER**

Almighty God, we beseech Thee with Thy gracious favor, to behold our universities, colleges and schools, especially Hillsdale Academy and our headmaster, that knowledge may be increased among us, and all good learning flourish and abound. Bless all who teach and all who learn, and grant that in humility of heart they may ever look unto Thee, who art the fountain of all wisdom, through Jesus Christ our Lord. Amen.

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## **EMPLOYMENT POLICY**

### **HIRING POLICIES AND PRACTICES**

- A. When an opening occurs or a position is added, a search will be conducted by the headmaster, the provost and the assistant to the provost for qualified applicants.
- B. Candidates will be reviewed on the basis of (1) mastery of the subject area(s) for the grades to be taught, (2) educational background, (3) experience, (4) recommendations, (5) personal interview to evaluate compatibility with the Academy's mission, (6) love of learning, and (7) ability to teach. State certification is considered but is not mandatory.
- C. Only the provost is authorized to make an offer of employment.
- D. All appointments are made on a limited one-year contract basis. The College allows time off for illness (eight days per year plus use of banked days for serious illnesses), bereavement leave, jury duty, military-reserve service and two days for personal business. Tenure does not apply. A leave of absence may be granted without a promise of future employment.

- E. The annual contract runs from September 1 through August 31. Faculty may be required to perform duties before the first day of school and after the last day of school. Paychecks are held in the Business Office on the last business day of each month, unless direct deposit is requested.
- F. Employment requires (while at school or school functions) adherence to standards dictated by law, professional ethics, high moral principles, dedication and loyalty to Hillsdale Academy and the policies and practices established in the Faculty and Student/Parent Handbooks.

### **TERMINATION POLICIES AND PRACTICES**

- A. The following are grounds for dismissal: incompetence, insubordination, unprofessional conduct, misappropriation of funds or property, immorality, an inability or an unwillingness to abide by school policy, and other just cause deemed to be detrimental to the Academy or the students, and breach of contract.
- B. The entire Hillsdale Academy campus has been designated a year-round smoke-free and alcohol-free environment. Accordingly, no employees are to smoke, use tobacco products, use intoxicants or be under the influence of intoxicants on campus.
- C. A faculty member is to be given at least 30 days' notice in the event of termination except in cases of gross misconduct. This may or may not involve continued teaching at the Academy, depending on the circumstance(s) and reason(s) for which the termination is made.
- D. A faculty member who decides to resign or terminate his or her contract is expected to give the Academy a 30-day notice of such action.

### **RESPONSIBILITIES OF THE HEADMASTER**

The headmaster reports directly to the provost. His responsibilities include:

- 1. Providing overall academic and spiritual leadership and guidance to students and faculty.
- 2. Approving admission of students to the Academy.
- 3. Overseeing the curricular, physical and financial operations of the Academy.
- 4. Evaluating the faculty, including monitoring the implementation of the *Hillsdale Academy Reference Guide*.
- 5. Assigning various responsibilities to faculty and staff.
- 6. Maintaining the Academy's accreditation.
- 7. Meeting and consulting with the Parents' Association.

- 8. Developing and maintaining long-range planning to ensure the future of Hillsdale Academy.
- 9. Teaching classes at the Academy, as requested by the College.
- 10. Representing the Academy off campus, as requested by the College.
- 11. Advancing the Academy's overall mission.

### **RESPONSIBILITIES OF THE TEACHERS**

Each teacher reports directly to the headmaster. The teacher's responsibilities include:

- 1. Providing daily instruction to the Academy's students, according to the Academy's curriculum.
- 2. Promoting an atmosphere of integrity, rigorous effort, intellectual vigor and respect for others.
- 3. Continuing to grow professionally in knowledge and understanding of content taught and of teaching methodology.
- 4. Implementing the Academy's mission, as well as the rules and procedures in the Faculty and Student/Parent Handbooks.
- 5. Notifying parents in a timely manner of students' scholastic progress and deportment.
- 6. Submitting to the headmaster for advance approval all general mailings to parents and all notices to be included in the Parent Envelope sent home with students each Tuesday.
- 7. Attending meetings scheduled by the headmaster both before and after the academic year and supporting Academy-sponsored activities and events.
- 8. Bringing to the attention of the headmaster needed curricular materials and supplies.
- 9. Bringing to the attention of the headmaster any health or safety concerns or hazards.
- 10. Fulfilling other school-related responsibilities assigned by the headmaster.

### **BENEFITS**

Full-time Academy teachers receive medical insurance, group disability insurance, group life insurance and retirement benefits through Hillsdale College. Annual updates will be received from the Personnel Office (see appendix).

Once a year, the provost and the headmaster designate available funds for continuing faculty education. These funds cover one-half tuition for up to 12 credit hours per teacher per year, with no more than three credit hours paid during any one fall or spring semester. Course content and class meeting times must be approved by the headmaster prior to course enrollment, and final course grade of at least a B must be earned.

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## **SUPERVISION OF STUDENTS**

The supervision of students is the responsibility of all faculty members. The faculty is expected to take an active part in supervising all Academy students, not just the students under a particular teacher's charge. All students are to be supervised whenever they are on campus during the academic day, whenever they are on campus participating in extracurricular activities and whenever they are off campus on Academy-sponsored trips.

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## **ATTENDANCE**

Unless the headmaster gives permission in advance, teachers are to be on campus no later than 7:45 a.m. and are not to leave campus before 3:45 p.m., Monday through Friday.

In cases of illness or emergency, the Academy's front office should be informed of the absence at 7:00 a.m. and asked to arrange necessary coverage.

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## **STUDENT CONDUCT AND DISCIPLINE**

Hillsdale Academy recognizes that good conduct of students in school promotes their education on campus and good behavior off campus. Accordingly, all teachers are to disseminate and explain classroom and school rules, as well as consequences for not following the rules. Each teacher's rules are to address class attendance, preparedness, quality of work, respectful behavior and good citizenship.

### **STUDENT DISCIPLINARY ACTION**

Disciplinary action usually proceeds as follows:

1. Reprimand
2. Demerit
3. Detention (after school)
4. Suspension
5. Expulsion

To ensure uninterrupted learning, Hillsdale Academy maintains a policy of demerits and detentions with parental notification. The Academy's goal is to work closely with parents to uphold standards of courtesy, respect and helpful behavior.

Demerits are issued when a student displays conduct deemed by the teacher or headmaster to be unbecoming of a Hillsdale Academy student. Examples of such conduct are:

1. Leaving an assigned seat without permission.
2. Speaking without permission.
3. Being disrespectful to an adult or child.
4. Teasing, roughhousing or fighting.
5. Lying or creating a false impression.
6. Excessive tardiness.

A student serves a detention when a third demerit is issued or when the headmaster deems necessary. The student notifies parents when a detention is assigned, and detention is served on that same day. Students are relieved of all demerits at the conclusion of each marking period.

Any student who is subject to a fourth detention during one marking period serves, instead, a one-day suspension in school. Suspended students are required to submit all missed academic work at the beginning of the next school day. The headmaster may suspend any student when, in his judgment, circumstances make it necessary.

Any student who demonstrates a general unwillingness or inability to abide by classroom or Hillsdale Academy rules is subject to expulsion. After meeting with parents, the student and involved faculty, the headmaster will decide if expulsion is warranted.

### **ACADEMIC HONESTY**

Hillsdale Academy seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own—cheating or plagiarizing—will be treated with utmost gravity.

### **PROHIBITED ITEMS**

Any introduction of a weapon, an illegal drug, tobacco or alcohol will be treated as grounds for immediate expulsion. Any use of the same, either at school or outside school, will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

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## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are scheduled once each marking period. Teachers are expected to be in conference or available for conference at the Academy during the entire conference period.

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## **DRESS CODE**

Teachers are to dress professionally and appropriately to their teaching responsibilities throughout the

school day. Casual dress and casual-looking dress are not considered professional dress unless there is an Academy casual-dress day.

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## ACADEMY PROPERTY

Hillsdale Academy property may not be borrowed, lent or sold without prior written approval of the headmaster.

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## PERSONAL PROPERTY

The College's insurance covers only property owned by the Academy. Teachers should verify that their own insurance covers personal items brought on campus. Students should be discouraged from bringing property of value to campus.

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## KEYS

All keys are issued to teachers by the headmaster and are to be returned to him at the end of service to the school. No keys are to be duplicated or distributed to others without the headmaster's advance permission.

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## CORPORAL PUNISHMENT

The use of corporal punishment is strictly forbidden.

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## LIABILITY

Teachers are legally responsible for the supervision and well being of the students in their charge in particular, and of students in their vicinity in general. Liability suits against teachers typically result when a teacher (1) is absent from his or her place of assigned duty, (2) uses equipment that is not in good repair, or (3) fails to give adequate instruction before a student attempts an activity in which skill is involved.

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## REPORT CARDS

All report cards are to be submitted to the headmaster for approval in advance of the distribution date.

Ungrammatical and otherwise unprofessionally prepared documents will be returned to the teacher for revision.

All comments are to be accurate, informative,

neat, legible and relevant to those areas in which the teacher is evaluating the student. Whenever possible, specific suggestions for improving a student's work should be included.

## GRADING

Parents receive both interim reports and full report cards regarding their children's academic standing and citizenship. Teachers give most assignments and all tests numerical designations, which then guide the teachers in assigning interim-report and full-report card grades.

Teachers in the Upper School assign letter grades according to the following scale:

95-100% .....	A	65-69% .....	C
90-94% .....	A-	60-64% .....	C-
85-89% .....	B+	55-59% .....	D+
80-84% .....	B	50-54% .....	D
75-79% .....	B-	below 50%...	F
70-74% .....	C+		

An A is defined as excellent; B as above average; C as average; D as below average; F as failing.

Grade-point average is calculated and published on each report. For this purpose, grades are weighted by a coefficient equal to the number of class meetings per week; e.g., English has a coefficient of five; music has a coefficient of two.

## COMMUNICATION

Apart from the normal midterm parent-teacher conferences, teachers are asked to communicate with parents regarding the quality of student work. Teachers are also encouraged to accept parent calls during appropriate Academy hours or to make appointments to discuss student work. In so doing, parents are kept consistently apprised of their student's work.

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## HOMEWORK

Meaningful homework assignments are an important part of the Academy's curriculum. Generally, teachers are to assign quality homework for each school night, within the following guidelines:

1. Upper School students receive from 30 to 45 minutes of homework per course, per day. Students in reading-intensive courses can expect occasionally to spend more time meeting homework requirements.

2. From Friday to Monday is considered one school night for homework purposes; however, Friday to Monday is considered three school nights for ongoing reading assignments, major projects and major papers.
3. Homework may be assigned during long weekends, but it should not be assigned the day before a vacation period begins, to be due the day classes resume.

All homework assignments are to be completed before the beginning of the class for which the work was assigned. Failure to complete homework on time is not acceptable, and each teacher should establish grading procedures regarding late homework.

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## PARKING

Teachers are to park in the designated faculty section of the parking lot.

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## FIRE DRILLS

When the fire alarm sounds, all students should go quickly and quietly by class to the approved exit displayed in the classroom. The last person exiting the classroom must turn out the lights and close the door. Students should then proceed to the back of the parking lot nearest their exit and stand silently while the teacher takes attendance. When the return signal sounds, everyone should return to class quietly. In case of an actual fire, students will remain in a designated area on the Academy campus until they receive further directions and parent notification has taken place.

A copy of the fire emergency procedure with evacuation plan is posted in each classroom.

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## TORNADO DRILLS

When an announcement is made, all students should go quickly and quietly by class to the approved school location displayed in the classroom. Students should then position themselves on their hands and knees, facing the exterior walls. Students will be told when to return quietly to their classrooms. In case of an actual tornado, students will remain in their approved locations until they receive further directions and parent notification has taken place.

A copy of the tornado emergency procedure with evacuation plan is posted in each classroom.

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## INCLEMENT WEATHER ANNOUNCEMENTS

Delayed openings and school-day cancellations are generally announced by 6:30 a.m. on local radio stations WCSR (1340 AM and 92.1 FM) and WMXE (102.5 FM) and on WILX (TV Channel 10). A phone tree is in place to notify teachers, who are requested not to call the Academy office for cancellation information.

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## VISITORS

All visitors must report to the front office before proceeding anywhere else on campus. Teachers are to report any suspicious activity to the front office.

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## FACULTY EVALUATION

The Academy regards faculty evaluations as part of a larger evaluation process by which all of its members seek to enhance the fulfillment of their professional responsibilities. This process begins prior to the teacher's appointment and continues each year thereafter. While one of the goals of evaluation is to provide information useful for salary decisions, faculty development is another equally important objective.

The faculty member's primary responsibility is classroom teaching, followed closely by continued intellectual and professional growth. Other important responsibilities include service to the Academy, the College and the community.

The headmaster, in consultation with the provost, determines the annual evaluation process and the instruments to be used in evaluating each teacher. Such information is disseminated and explained during the opening faculty meeting each academic year. Teachers can expect particular attention to be paid to the following:

### I. CLASSROOM TEACHING

Does the teacher:

- A. Fulfill such basic responsibilities as meeting classes regularly and punctually, being available to students for out-of-class assistance and returning tests and papers promptly?
- B. Implement the curriculum and methodology specified in the *Reference Guide*?
- C. Organize and plan instruction around defined objectives?
- D. Communicate course content clearly, systematically, forcefully and enthusiastically?

- E. Handle student difficulties, concerns and questions in such a way as to maintain the respect of students, parents and colleagues?
- F. Maintain and submit academic records in a timely fashion?
- G. Submit effective evaluations of students?

## II. PROFESSIONAL GROWTH

Does the teacher:

- A. Continue his or her education through seminar and conference attendance, in-service training, enrollment in graduate courses and reading and studying on one's own?
- B. Make formal presentations at seminars, conferences and in-service training, as well as publish scholarly works?

## III. SERVICE TO THE ACADEMY AND COLLEGE

Does the teacher:

- A. Plan and implement special student activities that reflect the Academy's mission?
- B. Volunteer to lead extracurricular activities?
- C. Serve as a cooperating teacher for a student teacher?
- D. Support Academy events?
- E. Speak on behalf of the Academy and see that the Academy is well represented at community events?

## IV. SERVICE TO THE COMMUNITY

Does the teacher:

- A. Belong to a local church or local civic organization?
- B. Participate in local charities?

Completed faculty evaluations are placed in each teacher's personnel file. Also included in such files are transcripts, copies of teaching certificates and other credentials, the current employment contract and other necessary documentation. Such files are maintained in the headmaster's office. Each teacher's file is treated as privileged and confidential but may be reviewed by the teacher with the headmaster.

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## RULES FOR EXTRACURRICULAR ATHLETICS

All students who intend to participate in any extracurricular sport during the course of the academic year must have one of their parents complete Hillsdale Academy's health form and

insurance-coverage-verification form after May 18 of the preceding academic year. Both forms must be turned in to the front office before practice begins. Students are not permitted to practice for or participate in any athletic contest if both forms have not been completed and turned in.

The headmaster, in consultation with the athletic director, coaches and teachers, determines 1) which students are eligible to participate on Hillsdale Academy teams, and 2) which students are no longer eligible to participate on Hillsdale Academy teams.

Students accepted to a team are required to abide by the following rules:

1. It is the responsibility of the students who have been granted permission to leave early for an away game to tell their teachers in person sufficiently prior to departure to obtain work and assignments which will be missed. Students who neglect to tell their teachers in person will be held accountable for all work, assignments and due dates, just as if they had been in class, with no extensions given.
2. During games and on trips to and from games, students are to abide by all Hillsdale Academy rules and are to behave in such a manner as brings credit to themselves, the team and the Academy.
3. Students who are absent from school for more than half of the academic day on the day of a game will not participate in that game.
4. Practice does not take place during the academic day.
5. Students are to notify the coach of any injury or accident which occurs to them or to another student.
6. On days when school is canceled because of inclement weather, all practices, home games and away games are canceled as well.
7. Students are to travel to and from games on school-provided transportation unless the coach has approved other specific arrangements in advance. Students are not drivers of school-provided transportation.
8. All Hillsdale Academy athletic uniforms are to be cleaned and returned to the Academy within three days of the final game of the season.



# Curriculum Overview

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## ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS

Upper School students at Hillsdale Academy follow a common, college preparatory course of study. This includes four years each of Humane Letters (history and literature, including civics and economics in the senior year), Latin, laboratory science and mathematics. Foreign language instruction begins in Grade One; students may elect to continue their study of modern languages in the Upper School by taking either French or Spanish. Students also complete the following: three years of rhetoric and composition and two years of art, music and physical education. After completing pertinent courses, students may elect to take Advanced Placement examinations in United States history, chemistry, biology, physics, calculus, English literature, French language, Spanish language and Latin. Though the Academy's courses are not designed to "teach to test," they offer ample preparation for those students who choose to take an AP exam.

To receive a diploma, a student must maintain a minimum overall grade-point average of C- (1.67) as well as fulfill a minimum attainment level of C- (1.67) in Latin II, Algebra II, American civics and economics.

The following pages contain syllabi for each of the required courses below and overviews for each of the electives. All courses have been designed to remain consistent with the Academy's mission to provide a classical liberal arts education.

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## 9TH GRADE

### REQUIRED COURSES:

- Humane Letters – The Classical and Biblical World
- Latin I
- Geometry (prerequisite: C- or above in Algebra I)
- Rhetoric and Composition
- Biology
- Computer Skills
- Art/Choir
- P.E.

### ELECTIVE COURSES:

- French I, II or III (prerequisite for French II and higher: C- or above in previous course)
- Spanish I
- Orchestra

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## 10TH GRADE

### REQUIRED COURSES:

Humane Letters – Medieval and Modern Europe (to A.D. 1900)  
Latin II (prerequisite: C- or above in Latin I)  
Algebra II (prerequisite: C- or above in Geometry)  
Rhetoric and Composition  
Physics (prerequisite: C- or above in Biology)  
Art/Choir  
P.E.

### ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)  
Spanish I or II (prerequisite for Spanish II: C- or above in previous course)  
Orchestra

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## 11TH GRADE

### REQUIRED COURSES:

American Studies (History and Literature – A.D. 1620 - present)  
Latin III (prerequisite: C- or above in Latin II)  
Advanced Math (prerequisite: C- or above in Algebra II)  
Rhetoric and Composition  
Chemistry (prerequisite: C- or above in Physics)

### ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)  
Spanish I, II or III (prerequisite for Spanish II and higher: C- or above in previous course)  
Art  
Choir  
Orchestra  
P.E.  
*Eligible juniors may also take courses at Hillsdale College*

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## 12TH GRADE

### REQUIRED COURSES:

American Civics and Economics  
British Literature  
Latin IV (prerequisite: C- or above in Latin III)  
Calculus (prerequisite: C- or above in Advanced Math)  
Advanced Biology or Advanced Physics/Astronomy (prerequisite: C- or above in Chemistry)

### ELECTIVE COURSES:

French I, II, III or IV (prerequisite for French II and higher: C- or above in previous course)  
Spanish I, II, III or IV (prerequisite for Spanish II and higher: C- or above in previous course)  
Art  
Choir  
Orchestra  
P.E.  
*Eligible seniors may also take courses at Hillsdale College*



## The Humane Letters Overview: History and Literature at Hillsdale Academy

**T**he Hillsdale Academy curriculum maintains an unwavering commitment to the enduring principles of Western civilization. Careful study of the history and great literature of the West is at the core of the Academy's curriculum. Each Upper School student takes four years of rigorous coursework in Western history and literature. Called the Humane Letters curriculum, this course of study offers concurrent and coordinated history and literature classes.<sup>1</sup>

The Humane Letters sequence begins in the ninth grade with an analysis of Hebrew, Greek, Roman and Christian history and literature. In the tenth grade, the study continues with a survey of medieval and early modern European history and literature. The eleventh grade examination of American history and literature leads into a twelfth grade course in American civics and economics. In this senior-year capstone course, students study the sources of our American liberty. They see, we hope, the indissoluble connection between liberal learning and liberty. As James Madison asked, "What spectacle can be more edifying or more reasonable, than that of Liberty and Learning, each leaning on the other for their mutual and surest support?"

The Academy motto, *Virtus et Sapientia* (Virtue and Wisdom), encapsulates the idea that the moral and intellectual virtues go together. They are wed, like liberty and learning. Education, therefore, is not about creating "values." Fleeting and flimsy, "values" are ultimately empty vessels into which educational fads may be dumped. The American Founding Fathers did not declare "values" upon which America was founded. Rather, the foundation was built on certain principles—truths that were timeless. Indeed, our Declaration of Independence insists upon the existence of "self-evident truths."

These truths are self-evident, however, only with the proper understanding of the terms in question. The task of liberal education is arduous. In the Humane Letters curriculum, the teacher plays the important role of guide, eliciting reactions and leading discussion. The teacher must be careful not to overwhelm the student with superfluous information or questions that may be too demanding for this first encounter with the readings.

At Hillsdale Academy, owing to the small size of our school and classes, a team of two teachers in each grade teaches these courses. At larger schools with more than one class per grade level, a single teacher may be preferred. All teachers involved in the Humane Letters courses should meet once a week for a teachers' seminar. At Hillsdale Academy, the "Humane Letters Group" meets once a week to discuss curricular questions, assignments and other matters related to the coordination of the history and literature sections. (For a full discussion, see note below.) Weekly seminars are essential to the success of the Humane Letters curriculum.

In the course descriptions that follow, the historical outline text is intended as a reference text and is rarely or, in the case of the tenth and eleventh grade history courses, never assigned to students in its entirety. The books in the instructional collections found in both the history and literature sections are primarily the possession and responsibility of the student.

<sup>1</sup> The rationale for such a course, along with the teachers' seminar it should include, was first argued by David V. Hicks in *Norms and Nobility, A Treatise on Education*, revised ed. Blue Ridge Summit, PA: Rowman and Littlefield, 1991. See especially pp. 134-139.

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## TEACHERS' SEMINAR

One of the most challenging aspects of the Humane Letters curriculum is maintaining alignment between the history and literature sections in the ninth through eleventh grades. Attempts to keep pace are often thwarted by classroom discussion, varying approaches by instructors and many other factors. Hence, a few words of advice are necessary.

First, all instructors in the Humane Letters classes should meet once a week in a seminar setting. Interaction between the teachers should always include a discussion of how rapidly each class is moving through the required readings as well as the topics covered each week. Teachers should also spend time together in the material, deepening their overall understanding of the history and literature to be studied. These weekly meetings should be made a priority for all Humane Letters faculty members.

The issue regarding pace and consistency is less intense in a setting where the faculty is small or where this curriculum is being used in a home school setting. Here, frequent discussion and re-evaluation of pace is easily accomplished.

Second, due to the need for discussion and analysis in the study of literature, the teacher of this section will find that he will consistently lag behind the teacher of the history section. For instance, the teacher of history might begin the study of the Roman Republic in the week when the literature teacher is completing a study of Herodotus. This should not be seen as a failure. Rather, keep in mind that the historical context is laid for the literature and so should, ideally, outpace the literature by a reasonable margin. In other words, the students will be introduced to Roman history, having already studied Greece. Herodotus will make sense to them in the literature section as they are being prepared to move on to the readings in Roman literature.

Finally, on some occasions both the literature and history sections of Humane Letters will touch on the same texts, as in the readings from Plato's *Republic* or in the study of the Bible. Consistent contact and discussion between the teachers of these sections will result in agreement regarding what themes should be emphasized or which perspective will be brought to bear on the text. For example, the literature teacher might prefer to analyze Plato's overall philosophical perspective expounded in the *Republic* while the history teacher might choose to emphasize the social and political context of Plato's work. This will be true for any text used. Again, consistent contact between teachers in this project is crucial for success.



## Humane Letters • Upper School Recitations

Each student must perform two recitations during the school year at Opening Ceremonies.

### **SELECTION CRITERIA:**

- 25-30 substantial lines (minimum of 25 lines)
- Must be consistent with the mission of the Academy
- Must be selected and prepared ahead of time by the student and approved by the Humane Letters committee

Recitations are graded requirements.

### **PERFORMANCE CRITERIA:**

- Voice projection
- Poise
- Degree of difficulty
- Length

The recitation may be performed in class prior to performance for extra credit. Foreign language recitations (Latin, French or Spanish) may also be selected under teacher supervision.



# Humane Letters • Summer Reading Requirement

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## PURPOSE

The works of literature on the summer reading lists have been carefully selected to help prepare students for subject matter they will encounter in their history and literature courses in the fall.

Summer reading encourages independent reading outside of school, provides students with a shared experience that can serve as a reference point for discussion and writing in the coming school year, and reinforces Hillsdale Academy's mission to instruct students in the Western tradition.

## READING MATERIALS

Each reading list has been designed to coincide with the history and literature curriculum of the indicated grade level and to avoid overlap with literature that students may be assigned during the school year or may have encountered in previous school years.

Upper School students will be required to read two books during the summer: one book assigned by the Academy and one book of their choice from the reading list below. This system allows students both structure and flexibility. Books are available from the Academy library and the Hillsdale College library, or they can be purchased from local bookstores. Students should seek out unabridged, unedited editions.

## ASSESSMENT/GRADING

Students will be accountable for their summer reading according to teachers' instructions. Assessments for summer reading will include written assignments, oral presentations and/or tests and will comprise a significant portion of students' first trimester grades in literature and history.

## POLICY FOR LATE ENROLLEES

Students who enroll after August 15 are required to read one book. A written test or paper will be due by the end of the third trimester.

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## 9TH GRADE

All students must read *The Persians* and *Seven Against Thebes* by Aeschylus and one book from the list below:

Augustine, *Confessions*

Boethius, *The Consolation of Philosophy*

Lloyd Douglas, *The Robe*

George Bernard Shaw, *Pygmalion* and *Androcles and the Lion*

Henryk Sienkiewicz, *Quo Vadis*

Lew Wallace, *Ben Hur*

John S. White, ed., *Plutarch's Lives of the Noble Greeks and Romans*

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## 10TH GRADE

All students must read *Robinson Crusoe* by Daniel Defoe and one book from the list below:

Robert Bolt, *A Man for All Seasons*  
Alexandre Dumas, *The Three Musketeers*  
Sir Thomas Mallory, *Morte d'Arthur*  
Sir Walter Scott, *Ivanhoe*  
Robert Louis Stevenson, *Treasure Island*  
Alfred, Lord Tennyson, *Idylls of the King*  
Mark Twain, *A Connecticut Yankee in King Arthur's Court*

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## 11TH GRADE

All students must read *Founding Father: Rediscovering George Washington* by Richard Brookhiser and one book from the list below:

Willa Cather, *Death Comes for the Archbishop*  
Calvin Coolidge, *The Autobiography of Calvin Coolidge*  
Stephen Crane, *The Red Badge of Courage*  
William Faulkner, *Light in August*  
David Hackett Fischer, *Paul Revere's Ride*  
Ernest Hemingway, *A Farewell to Arms*  
Thomas Jefferson, *Notes on the State of Virginia*  
Harper Lee, *To Kill a Mockingbird*  
John Steinbeck, *The Grapes of Wrath*  
Booker T. Washington, *Up From Slavery*  
Owen Wister, *The Virginian*

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## 12TH GRADE

All students must read *Jane Eyre* by Charlotte Brontë and one book from the list below:

Jane Austen, *Pride and Prejudice* or *Emma*  
John Bunyan, *Pilgrim's Progress*  
Alexandre Dumas, *The Count of Monte Cristo*  
George Eliot, *Silas Marner* or *The Mill on the Floss*  
William Golding, *Lord of the Flies*  
Thomas Hardy, *Far From the Madding Crowd* or *Jude the Obscure*  
Victor Hugo, *The Hunchback of Notre Dame*  
Chaim Potok, *The Chosen*  
Leo Tolstoy, *Anna Karenina* or *War and Peace*



## Humane Letters • Grade 9 • History

**D** **DESCRIPTION:** In this course, we will emphasize the important events, major texts and works of art that represent and clearly illustrate what is unique and central to the Judeo-Christian and Greco-Roman traditions taken separately, then come to grips with the synthesis and opposition to synthesis between these traditions that occurred in antiquity. The course is designed to establish the religious, philosophical and political contexts most crucial to the study of Western history and literature.

**METHOD:** Each meeting will include a lecture and, frequently, analysis of primary sources. Reading quizzes from the outline text are to be expected at any time. Students are asked to stand when they are called upon to read aloud in class. Students are also expected to enter into polite and civil discussion of texts as well as any topic of discussion. In addition to nightly reading assignments and quizzes over the outline text, students can expect four major quizzes, two major writing assignments, a midterm and a final exam during the course of each trimester.

### **REQUIRED TEXTS:**

#### **Outline text:**

De Blois, Lukas and Robartus van der Spek. *Introduction to the Ancient World*. London: Routledge Press, 1997.

#### **Ancient Primary Texts:**

Aristotle. *Politics*. Translated by T.A. Sinclair and T.J. Saunders. New York: Penguin, 1992.

Chadwick, John. *Linear B and Related Scripts*. Berkeley: University of California Press, 1989.

Herodotus. *Histories*. Translated by Aubrey De Selincourt. New York: Penguin, 2003.

Hesiod. *Theogony; Works and Days*. Translated by M.L. West. Oxford: Oxford University Press, 1999.

Hoffmann, R. Joseph. *Celsus: On the True Doctrine*. New York: Oxford University Press, 1987.

*The Holy Bible*. New American Standard Version. Grand Rapids, MI: Zondervan Bible Publishers, 1999.

Livy. *Stories of Rome*. Translated by Roger Nicols. New York: Cambridge University Press, 1999.

*The New Oxford Annotated Apocrypha*. Edited by Michael D. Coogan. New Revised Standard Version. New York: Oxford University Press, 2001.

Plato. *The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo*. Translated by H. Tredennick and H. Tarrant. New York: Penguin, 2003.

—. *The Republic*. Translated by D. Lee and H.D. Pritchard. New York: Penguin, 2003.

Pritchard, James R., ed. *The Ancient Near East: An Anthology of Texts and Pictures, Vol. I and II*. Princeton, NJ: Princeton University Press, 1975.

St. Athanasius. *St. Antony of the Desert*. Translated by J.B. McLaughlin. Rockford, IL: Tan, 1995.

Tacitus. *Annals*. Translated by Michael Grant. New York: Viking, 1956.

Thucydides. *History of the Peloponnesian Wars*. Translated and edited by Rex Warner. New York: Penguin, 2003.

Wheelwright, Philip. *The Presocratics*. New York: MacMillan, 1966.

### **SUPPLEMENTAL COLLECTIONS AND ANTHOLOGIES:**

Adkins, W.H. and P. White, eds. *The Greek Polis: University of Chicago Readings in Western Civilization*. Chicago: The University of Chicago Press, 1986.

Bailkey, N.M. *Readings in Ancient History: Thought and Experience from Gilgamesh to St. Augustine*. Boston: Houghton Mifflin, 2002.

Hillsdale College History Department. *A Western Heritage Reader*. Acton, MA: Tapestry, 2000.

Kaegi Jr., W.E. and P. White, eds. *Rome: Late Republic and Principate: University of Chicago Readings in Western Civilization, Vol. II*. Chicago: The University of Chicago Press, 1986.

Lewis, Naphtali and M. Reinhold, eds. *Roman Civilization: Selected Readings, Vol. I and II*. New York: Columbia University, 1990.

Morrison, K.F., ed. *The Church in the Roman Empire: University of Chicago Readings in Western Civilization, Vol. III*. Chicago: The University of Chicago Press, 1986.

### **A NOTE ON THE USE OF CELSUS: AGAINST THE CHRISTIANS**

It was probably during the reign of Marcus Aurelius that the philosopher Celsus wrote the first known pagan attack on Christianity. Origen, a Christian theologian of the third century, deemed this attack on the Christian faith (and Judaism) worthy of a response. Hence, Origen preserved the work of Celsus for future readers. That Celsus wrote this work, and that Origen felt the need to respond, suggests that Christianity had grown large enough and strong enough to be considered a threat by the Roman powers of that day (c. A.D. 175).

The great complaint that Celsus expressed against the Christians is the same as that expressed against the Jews in earlier centuries. This complaint was that the strict monotheism of the Jews and the idea of exclusive worship given to Jesus by the Christians ran against all the traditions (NOMOI) of humanity. Celsus feared that the Christian rebellion against polytheistic tradition (NOMOS) would ultimately destroy the Roman Empire. Celsus argued that if one ignored the gods, then one would upset those powers that had made Rome great. In this argument, Celsus provides some of our most important evidence as to why diverse Roman authorities persecuted the early Christians.

In addition to this argument against Christianity, there is also positive evidence provided by Celsus. Among the many interesting facts that can be discerned are the basic Biblical doctrines held by the early Christians, such as their belief in the bodily resurrection of Jesus, the Incarnation, the Trinity and, among other orthodox beliefs, the doctrine of salvation by faith as well as an affirmation of four gospels. The evidence from Celsus further indicates divisions between orthodox Christians and early, particularly Gnostic, heretics.

Introducing this text in ninth grade is, to be sure, a difficult task. However, the study of Celsus provides an important lesson in the growth and beliefs of early Christianity as well as the distinct divisions that existed between the Christians and their pagan world. This text allows for greater discussion regarding the idea that Western culture is rooted in both the Judeo-Christian and Greco-Roman traditions.

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## **1ST TRIMESTER**

**Subjects:** The Near East; The Hebrews; The early Greeks

**Themes:** God and man; Monotheism; Human nature; The rule of law

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1	De Blois, pp. 4-15 <i>Code of Hammurabi</i> , in Pritchard, Vol. I, pp. 138-167	Sumer, Akkad, Old Babylon and Old Egypt
2	De Blois, pp. 48-53 <i>Memphite Theology</i> , in Pritchard, Vol. I, pp. 1-2	Religion: henotheism, polytheism, monotheism
3	De Blois, pp. 17-21, 37-40 <i>The Story of Sinuhe</i> , in Pritchard, Vol. I, pp. 5-11	Middle Kingdom Egypt, Assyria and New Babylon
4	De Blois, pp. 55-60, 62-65	Trade, society and government—redistributive economies

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
5	De Blois, pp. 22-30	New Kingdom Egypt and Mesopotamian decline
6	De Blois, pp. 34-37 Genesis, chap. 1-3, 37-50	The Hebrews: Abraham to Joseph
7-8	Exodus, chap. 1-16, 20 I Samuel, chap. 8, 24 II Samuel, chap. 11-12 I Kings, chap. 11-12 II Kings, chap. 24-25	Moses to Israel; Judah and the Exile; Mosaic Code vs. Code of Hammurabi: All persons equally subject to the rule of law?
9	De Blois, pp. 32-34, 42-45 Esther Herodotus, Bks. 1-3.38, 3.61-88	The Phoenecians and the Persians
10	De Blois, pp. 72-78 Chadwick (entire)	Minoans and Mycenaeans
11	De Blois, pp. 81-86	The rise of the Greek city-states
12	Review and final examination	

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## 2ND TRIMESTER

**Subjects:** Greek democracy; Roman Republic

**Themes:** Free society; Great men; Virtue; The individual and society; Ancient economies

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Hesiod, <i>Work and Days</i> , ll. 1-414 and <i>Theogony</i> , ll. 1-146, 211-403, 507-616, 819-929, 963-1022 Wheelwright, pp. 1-14, 31-63, 200-230	Greek religion and philosophy
3	De Blois, pp. 89-94; Herodotus, Bks. 3.80-88, 5.55-65	Political structures: monarchy, aristocracy, oligarchy and democracy; Athens and Sparta
4	De Blois, pp. 96-100; Herodotus, Bks. 5.28-82, 5.98-6.120, 7.1-9.122	The Persian War and the Delian League
5	De Blois, pp. 101-128 Thucydides, Bks. 2-3, 5.84-116, 8	The Peloponnesian Wars
6-7	Plato, <i>Apology</i> (entire), <i>Crito</i> (entire), <i>Republic</i> , Bk. 7.514-521 Aristotle, <i>Politics</i> , Bks. 1, 3.6-9, 4.11	Socrates, Plato and Aristotle; Strengths and weaknesses of Athenian democracy
8	De Blois, pp. 130-148 I Maccabees, in the Apocrypha, chap. 1-3, 8	Alexander, Hellenism and Judaism
9	De Blois, pp. 151-176 Livy (entire)	The rise of Rome and its culture
10	De Blois, pp. 177-193	Expansion and change
11	De Blois, pp. 195-212	The Gracchi to the first triumvirate
12	Review and final examination	

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## 3RD TRIMESTER

**Subjects:** Roman Empire and late antiquity

**Themes:** Christ and Caesar; Public and private

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1	De Blois, pp. 218-220 Augustus, <i>Res Gestae Divi Augusti</i> (handout from Lewis, Vol. 1, pp. 561-572. See supplemental collections and anthologies above.)	The second triumvirate; Augustus “the savior” and “The Roman Republic: Tragedy Out of Success”
2	De Blois, pp. 221-230 Tacitus, pp. 31-89, 129-227	The imperial structure: the good and the bad
3	De Blois, pp. 230-261 Tacitus, pp. 231-344, 360-367	Emperors, citizenship, law and the provinces
4-5	De Blois, pp. 261-269 Gospel of Luke, chap. 1-4, 9-10, 19-24 Acts of the Apostles, chap. 1-4, 7-10, 15-18, 25-28 Letter to the Romans (entire)	Imperial religion, Judaism and Christianity
6-7	Hoffman (entire)	The rise of Christianity and its detractors
8	De Blois, pp. 45-46, 271-279	The empire in decline: the end of Rome?
9-10	De Blois, pp. 279-295 Eusebius, <i>The Life of the Blessed Emperor Constantine</i> (excerpts in <i>The Hillsdale College Western Heritage Reader</i> , pp. 275-294. See supplemental collections and anthologies above.) St. Athanasius (entire)	Diocletian, Constantine and the Church: “The Kingdom of Heaven and the Empire of Constantine”
11	Review and final examination	



## Humane Letters • Grade 9 • Literature

**D** **DESCRIPTION:** The works of literature in this course have been selected to correspond with the topics covered in ninth grade history. Students will be expected to draw conclusions and examine critically the people and events connected to the literature and to learn the major events, people, places and intellectual trends of the era being studied.

**METHOD:** Students are expected to be polite, prepared and persistent in their efforts to achieve understanding and knowledge. To that end, homework assignments will be completed carefully. Unit tests and a final examination will be given each term, and reading quizzes also are possible. Other assignments and projects will be given periodically. Quality participation in class discussion is expected and will count for a percentage of the students' grade each term. Students will also make in-class presentations from time to time. The class meets six times per week; one of those hours will be devoted to grammar and technical writing, while the other meetings will focus on the content of the literature itself.

### **REQUIRED TEXTS:**

- The Epic of Gilgamesh*. Translated and edited by N.K. Sandars. New York: Penguin, 1972.
- Cicero. *Selected Works*. Translated and edited by Michael Grant. New York: Penguin, 1971.
- Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes*. New York: Penguin, 1969.
- . *The Greek Way*. New York: W.W. Norton and Company, 1964.
- Herodotus. *Histories*. Translated by Aubrey De Selincourt. New York: Penguin, 2003.
- The Holy Bible*. New American Standard Version. Grand Rapids, MI: Zondervan Bible Publishers, 1999.
- Homer. *The Iliad*. Translated by Robert Fagles. New York: Penguin, 1990.
- . *The Odyssey*. Translated by Robert Fagles. New York: Penguin, 1996.
- Plato. *The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo*. Translated by H. Tredennick and H. Tarrant. New York: Penguin, 2003.
- . *The Republic*. Translated by D. Lee and H.D. Pritchard. New York: Penguin, 2003.
- Shakespeare, William. *Julius Caesar*. Edited by Barbara A. Mowat and Paul Werstine. New York: Simon and Schuster, 1992.
- Sophocles. *Three Theban Plays: Antigone, Oedipus the King and Oedipus at Colonus*. Translated by Robert Fagles. New York: Penguin, 1984.
- Thucydides. *History of the Peloponnesian Wars*. Translated and edited by Rex Warner. New York: Penguin, 2003.

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## 1ST TRIMESTER

**Subject:** Beginnings

**Themes:** Creation; Man's role in the world; Man's relationship to God and to men; Building nations and civilizations

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Genesis, chap. 1-3 Hamilton, <i>Mythology</i> , pp. 65-77	Creation stories

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
3	Genesis, chap. 4-8	Primeval history of Genesis (through the Flood)
4-5	<i>The Epic of Gilgamesh</i>	Mesopotamian creation and flood stories; The limits of humanity
6-11	Genesis, chap. 9-50 Exodus, chap. 1-20, 24, 32-34, 40 Numbers, chap. 12-14, 20 Deuteronomy, chap. 29-34 Joshua, chap. 1-7 I Samuel, chap. 1-13, 15-24, 28-31 II Samuel, chap. 1-7, 9, 11-16, 19, 23-24	The creation of the Israelite nation
12	Review and final examination	

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## 2ND TRIMESTER

**Subject:** The Greeks

**Themes:** The nature of the hero; Causes of warfare; First historical accounts of world events; Development of Greek drama

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-3	Hamilton, <i>The Greek Way</i> , pp. 173-183 Homer, <i>The Iliad</i> , Bks. 1-3, 8-11, 16-17, 22-24	Trojan War and Greek honor
4-6	Homer, <i>The Odyssey</i> , Bks. 1-5, 9-12, 15-17, 19-24	Home and hospitality
7-9	Herodotus, pp. 3-39, 70-80, 81-85, 154-170, 178-191, 355-363, 365-371, 374-383, 390-393, 439-447, 471-481, 510-513, 521-530	An inquiry into the causes of the Persian War
10	Thucydides, pp. 72-87, 124-164, 212-225, 334-347, 356-363, 400-408, 414-429, 525-537, 538-599	Athens and empire
11	Hamilton, <i>The Greek Way</i> , pp. 138-144, 184-186, 200-201 Sophocles, <i>Oedipus the King</i> and <i>Antigone</i>	The nature of tragedy and the problem of pride
12	Review and final examination	

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## 3RD TRIMESTER

**Subjects:** Greek philosophy; Roman Empire and early Christianity

**Themes:** Philosophies of man and of education; The growth of the Roman Empire; The nature of tyranny; The introduction of Christianity

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Plato, the cave allegory, in <i>The Republic</i> , pp. 255-265 <i>Apology</i> (entire) <i>Crito</i> (entire)	Plato's idealism; Plato's account of Socrates; Aristotle's literary criticism; The definition of tragedy
5-6	Cicero, pp. 101-211	On duty and tyranny
7-9	Shakespeare, <i>Julius Caesar</i>	Rome's waning republicanism and rising empire
10-11	Acts of the Apostles	Organization and achievement of the early Christian church
12	Review and final examination	



## Humane Letters • Grade 10 • History

**D** **DESCRIPTION:** The tenth grade history section of the Humane Letters curriculum covers medieval to modern European history (500-1945 AD). Students will study the major events, people, places and intellectual trends that are foundational to an understanding of Western civilization as it developed during this time period.

**METHOD:** This course meets one hour per day, five days per week. Lessons are presented in the form of lecture and class discussions, and students should anticipate reading quizzes, writing assignments, tests and a cumulative examination at the end of each trimester. All students will be evaluated on their ability to analyze the material assigned and give oral and written evidence for their positions.

Note: Students are expected to read the assigned chapters from Perry in their entirety. By necessity, not all of the selections will be discussed in class.

### **REQUIRED TEXTS:**

Burke, Edmund. *Reflections on the Revolution in France*. Edited by J.G.A. Pocock. Indianapolis, IN: Hackett Publishing Company, 1987.

Einhard. *The Life of Charlemagne*. Ann Arbor, MI: The University of Michigan Press, 1960.

Machiavelli, Niccolò. *The Prince*. Translated by Harvey C. Mansfeld Jr., 2nd ed. Chicago, IL: The University of Chicago Press, 1998.

Palmer, R.R. and Joel Colton, eds. *A History of the Modern World: Since 1815*, 8th ed. Vol. I. New York: McGraw-Hill, 1995.

—. *A History of the Modern World: To 1815*, 8th ed. Vol. II. New York: McGraw-Hill, 1995.

Perry, Marvin, et al., eds. *Sources of the Western Tradition: From Ancient Times to the Enlightenment*, 3rd ed. Vol. I. Boston: Houghton Mifflin Company, 1995.

—. *Sources of the Western Tradition: From the Renaissance to the Present*, 3rd ed. Vol. II. Boston: Houghton Mifflin Company, 1995.

Remarque, Erich Maria. *All Quiet on the Western Front*. Translated by A.W. Wheen. New York: Ballantine Books, 1982.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Edited by Edwin Cannan. Chicago, IL: The University of Chicago Press, 1976.

### **SUPPLEMENTAL TEXTS:**

Hillsdale College History Department. *A Western Heritage Reader*. Acton, MA: Tapestry, 2000.

Kant, Immanuel. *Political Writings*. Edited by Hans Reiss and H.B. Nisbet. New York: Cambridge University Press, 1970.

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## 1ST TRIMESTER

**Subjects:** Antiquity (review); Early Middle Ages; High Middle Ages; The Italian Renaissance

**Themes:** The European Renaissances

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1	Palmer and Colton, Vol. I, pp. 9-17 Perry, Vol. I, chap. 6: emphasis on Augustine, selections from <i>The City of God</i> , pp. 191-194	Hebrews, Greeks, Romans and early Christianity
2-5	Einhard (entire) Palmer and Colton, Vol. I, pp. 18-26 Perry, Vol. I, chap. 7: emphasis on Bede, <i>History of the English Church and People</i> , pp. 200-202 Germanic kingship and law, pp. 216-219	Formation of Europe, Carolingian Renaissance, Christian and humanist ideals
6-8	Palmer and Colton, Vol. I, pp. 26-45 Perry Vol. I, chap. 8: emphasis on Thomas Aquinas, <i>Summa Theologica</i> and <i>Summa Contra Gentiles</i> , pp. 242-246 John of Salisbury, <i>Policraticus</i> , pp. 264-266 Dante Alighieri, <i>The Divine Comedy</i> , pp. 281-285	Revival of trade and growth of towns, secular civilization, the Church
9-12	Machiavelli (entire) Palmer and Colton, pp. 46-75 Perry, Vol. I, chap. 9: emphasis on Petrarch, <i>The Father of Humanism</i> , pp. 293-294 Pico della Mirandola, <i>Dignity of Man</i> , pp. 297-299	Disaster of the 14th century, Renaissance inside Italy, Renaissance outside Italy, Renaissance art

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## 2ND TRIMESTER

**Subjects:** The Reformation; Economic renewal and wars of religion; Scientific Revolution; Age of Enlightenment; French Revolution

**Themes:** New discoveries and the questioning of ancient truths

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-3	Palmer and Colton, Vol. I, pp. 75-105 Perry, Vol. I, chap. 10: emphasis on Thomas à Kempis, <i>The Imitation of Christ</i> , pp. 319-321 Erasmus, <i>In Praise of Folly</i> , pp. 322-324 The Lutheran Reformation, pp. 324-331 The Catholic response to Protestant reforms, pp. 342-346	Reform and counter reform
4-5	Palmer and Colton, Vol. I, pp. 106-159 Perry, Vol. I, chap. 11: emphasis on Thomas Hobbes, <i>Leviathan</i> , pp. 375-378	European colonization, age of exploration, commercial revolution, change in social structure
6-7	Palmer and Colton, Vol. I, pp. 286-313 Perry, Vol. I, chap. 12: emphasis on Copernicus, <i>On Revolutions of the Heavenly Spheres</i> , pp. 385-338 Bacon, <i>Attack on Authority and Advocacy of Experimental Science</i> , pp. 396-398 Descartes, <i>Discourse on Method</i> , pp. 398-401 Newton, <i>Principia Mathematica</i> , pp. 402-404	Scientific Revolution

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
8-9	Palmer and Colton, Vol. I, pp. 314-360 Perry, Vol. I, chap. 13: emphasis on Kant, <i>What is Enlightenment?</i> , pp. 408-409 John Locke, <i>Second Treatise on Government</i> , pp. 409-412 Voltaire, <i>A Plea for Tolerance and Reason</i> , pp. 413-417 Rousseau, <i>The Social Contract</i> , pp. 425-428	Age of Enlightenment
10-12	Palmer and Colton, Vol. I, pp.361-453 Perry, Vol. II, chap. 4: emphasis on Arthur Young, <i>Plight of the French Peasants</i> , pp. 84-86 and <i>Declaration of the Rights of Man and Citizen</i> , pp. 90-91 Robespierre, <i>Republic of Virtue</i> , pp. 93-95 Napoleon: <i>Destroyer and Preserver of the Revolution</i> , pp. 97-101	French Revolution

### 3RD TRIMESTER

**Subjects:** Industrial Revolution; Reaction to the revolution; 19th century Europe—politics and society; The First World War; Russian Revolution and the Soviet Union; The Second World War

**Themes:** Modernity and revolution

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Burke (entire) Perry, Vol. II, chap. 6: emphasis on conservatism, pp. 125-137 Liberalism, pp. 137-140 1848: the year of the revolutions, pp. 146-151	Reflections on the revolution
3-4	Smith, Bk. 1, chap. 1-4, 10; Bk. 3; Bk. 4, Intro and chap. 1, 8-9; Bk. 5, chap. 2, part 1 and 2 Palmer and Colton, Vol. II, pp. 453-499 Perry, Vol. II, chap. 5: emphasis on Adam Smith, <i>Division of Labor</i> , pp. 107-111	Industrial Revolution
5-6	Palmer and Colton, Vol. II, pp. 542-683 Perry, Vol. II, selections from chap. 8 and 9	19th century Europe
7-8	Remarque (entire) Palmer and Colton, Vol. II, pp. 695-731 Perry, Vol. II, chap. 10: emphasis on Militarism, pp. 269-270 Woodrow Wilson: the idealistic view, pp. 290-292	The First World War
9	Palmer and Colton, Vol. II, pp. 732-776 Perry, Vol. II, chap. 11: emphasis on theory and practice of Bolshevism, pp. 309-312 The Bolshevik Revolution, pp. 312-315	Russian Revolution and the Soviet Union
10-12	Palmer and Colton, Vol. II, pp. 805-866 Perry, Vol. II, chap. 12: emphasis on Italian facism, pp. 341-344 The world view of Nazism, pp. 348-352 The Munich Agreement, pp. 371-376	The Second World War
	Review and final examination	



## Humane Letters • Grade 10 • Literature

**D** **DESCRIPTION:** Our tenth graders study important events, major texts and works of art that formed the civilization of modern Europe—from the Carolingian Renaissance through the first half of the 20th century. We pursue thematic coherence and centrality in our choices, not coverage.

**METHOD:** The works of literature in this course have been selected to correspond as closely as possible with the topics being covered in tenth grade history. Students are expected to be able to identify and explain connections between the historical context and the literature studied. Toward that end, the class includes instruction in reading, writing, grammar, spelling and vocabulary, speaking and listening and critical thinking. Quizzes and tests are given throughout the school year, with a final exam at the end of each trimester.

### **REQUIRED TEXTS:**

- Alighieri, Dante. *The Inferno*. New York: Penguin Putnam, 1982.
- Burke, Edmund. *Reflections on the Revolution in France*. Edited by J.G.A. Pocock. Indianapolis, IN: Hackett Publishing Company, 1987.
- Cawley, A.C., ed. *Everyman and Medieval Miracle Plays*. London: J.M. Dent, 1993.
- Churchill, Sir Winston. *Memoirs of the Second World War* (abridgement). Boston: Houghton Mifflin Company, 1987.
- Damrosch, David, ed. *The Longman Anthology of World Literature*. New York: Pearson Education, Inc., 2004.
- Dickens, Charles. *A Tale of Two Cities*. New York: Bantam Books, 1989.
- Luther, Martin. *Selections from his Writings*. Edited by John Dillenberger. New York: Doubleday, 1962.
- Machiavelli, Niccolò. *The Prince*. Translated by Harvey C. Mansfeld Jr., 2nd ed. Chicago, IL: The University of Chicago Press, 1998.
- More, Sir Thomas. *Utopia*. New York: Knopf, 1992.
- Rummel, Erika, ed. *The Erasmus Reader*. Toronto: University of Toronto Press, 1990.
- Shakespeare, William. *The Tragedy of Hamlet, Prince of Denmark*. New York: Washington Square Press, 1992.
- . *The Tragedy of Richard III*. Edited by John Jowett. New York: Oxford University Press, 2000.
- Solzhenitsyn, Aleksandr. *A Day in the Life of Ivan Denisovich*. Translated by H.T. Willetts. New York: Farrar, Straus and Gireux, 1991.
- The Song of Roland*. Translated by Dorothy Sayers. New York: Penguin, 1957.
- Sir Gawain and the Green Knight*. Translated by Brian Stone. New York: Penguin, 1971.
- Tuchman, Barbara. *The Guns of August*. New York: Ballantine Books, 1994.

### **SUPPLEMENTAL TEXTS:**

- Bacon, Francis. *Novum Organum*. Translated by Peter Urbach and John Gibson. Chicago: Open Court Publishing Company, 1994.
- Descartes, Rene. *A Discourse on Method*. New York: E.P. Dutton Company, 1924.
- Dostoyevski, Fyodor. *The Brothers Karamazov*. Translated by Constance Garnett. New York: MacMillan, 1928.
- Hobbes, Thomas. *Leviathan*. Edited by Edwin Curley. Indianapolis, IN: Hackett Publishing Company, 1994.
- Locke, John. *Two Treatises of Government*. Edited by Peter Laslett. New York: Cambridge University Press, 1967.
- Macaulay, Lord Thomas Babbington. *The History of England* (edited and abridged). New York: Penguin, 1968.

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## 1ST TRIMESTER

**Subject:** Medieval and Renaissance literature

**Themes:** Medieval life; Chivalry; Romance; Role of the Catholic Church in medieval society; Rise of the middle class

WEEK      READINGS

1-2      Cawley, *Everyman and Medieval Miracle Plays* (entire)

3-4      *The Song of Roland* (entire)

5-6      *Sir Gawain and the Green Knight* (entire)

7-8      Shakespeare, *Richard III* (entire)

9-10      Dante, *The Inferno* (entire)

11-12      Cervantes, *Don Quixote*, in Damrosch, pp. 449-564

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## 2ND TRIMESTER

**Subject:** Literature of the Renaissance, Reformation, Scientific Revolution and the Enlightenment

**Themes:** Individual responsibility and freedom; A changing world; Exploration and scientific discovery

WEEK      TOPIC AND READINGS

1-2      Machiavelli, excerpts from *The Prince*

More, *Utopia* (entire)

Montaigne, excerpt from *Essays*, in Damrosch, pp. 409-445

3-6      8-10 page research paper on Humane Letters thematic topic

7-8      Luther, "Preface to Latin Writings," "Preface to the New Testament," "Preface to the Psalms," "Two Kinds of Righteousness," "The Bondage of the Will," pp. 3, 14, 37, 86, 166

Erasmus, "On Education for Children," "The Ciceronian," "The Luther Affair," "The Education of a Christian Prince," in Rummel, pp. 65, 123, 249, 980

Moliere, *The School for Wives*, in Damrosch, pp. 206-251

9-10      Shakespeare, *Hamlet* (entire)

11-12      Goethe, *Faust*, in Damrosch, pp. 131-250

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## 3RD TRIMESTER

**Subject:** European and Russian literature from the time of the French Revolution to World War II

**Themes:** Social responsibility; Truth and meaning; Loneliness

WEEK      TOPIC AND READINGS

1-3      Burke, *Reflections on the Revolution in France*, pp. 1-40

Dickens, *A Tale of Two Cities* (entire)

4-5      Flaubert, "A Simple Heart," in Damrosch, pp. 489-508

Tolstoy, "After the Ball," in Damrosch, pp. 595-600

Dostoevsky, *Notes from Underground*, in Damrosch, pp. 604-69

6-7      Ibsen, *A Doll's House*, in Damrosch, pp. 862-910

Chekhov, "The Lady with the Dog," in Damrosch, pp. 938-948

8-10      Tuchman, *The Guns of August* (entire)

11      Solzhenitsyn, *A Day in the Life of Ivan Denisovich* (entire)

12      Churchill, excerpts from *Memoirs of the Second World War*, pp. 3, 34, 94, 165, 247, 274, 356, 381, 487, 544, 699, 817, 877, 911, 939



## Humane Letters • Grade 11 • American History

**D** **DESCRIPTION:** In 1818, John Adams was asked by an American citizen, “What do we mean by the American Revolution?” Adams gave a simple answer: the “radical change in the principles, opinions, sentiments and affections of the People, was the real American Revolution.” The real American Revolution was one of ideas, principally the American understanding of rights.

By “radical” Adams did not mean to suggest that the American Revolution wished to change human nature; on the contrary, the natural rights Americans fought to defend were rooted in an unchanging human nature. Granted by God and secured by government, rights are accorded not because of one’s status as an Englishman, but rather because each person is a human being created by God.

This course examines the narrative of American history with particular attention to the uniquely American understanding of rights and duties. It asks what it means to be an American. In answering that question, it seeks to provide a better understanding of the meaning of the “self-evident truths” on which this nation was founded.

**METHOD:** In this course, American history is taught employing traditional means. The careful learning of important names, dates, authors, statesmen, intellectual trends and events is essential. Memorization, in many cases, is necessary. Students are expected to be polite, prepared and persistent in their efforts to achieve understanding and knowledge. To that end, homework assignments will be completed carefully and fully. To improve the students’ writing, most out-of-class essays and papers will follow a rough-draft, final-draft format. Unit examinations and a final examination will be given each trimester. Reading quizzes also are possible. In the spring, students will research and complete a term paper. Other assignments and projects will be given periodically. Quality participation in class discussion is expected and will count for ten percent of the student’s grade each term. Students will also make occasional presentations of material to their classmates. As organization assists success, students will be expected to maintain a daily homework record. They will also need to maintain a three-ring binder for handouts throughout the year. Periodic inspection of this binder will be a part of the participation grade.

### **REQUIRED TEXTS:**

Boorstin, Daniel, ed. *An American Primer*. New York: Penguin, 1966.

Brinkley, Alan. *American History: A Survey*, 11th ed. Boston, MA: McGraw-Hill, 2003.

[N.B.: This textbook has been judged by the Academy headmaster and faculty as generally reliable, though not wholly without a political bias, as the discerning teacher should be aware. The author’s scholarship is, overall, even-handed, and among the academically rigorous American history textbooks the Academy has surveyed, this has been deemed best.]

Brown, Richard D., ed. *Major Problems in the Era of the American Revolution, 1760-1791*. Lexington, MA: D.C. Heath and Company, 1992.

Johannsen, Robert W., ed. *The Lincoln-Douglas Debates*. New York: Oxford University Press, 1965.

McMichael, George, ed. *The Concise Edition of American Literature*, 5th ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Young, Carrie. *Nothing to Do But Stay*. Iowa City, IA: University of Iowa Press, 2000.

## **HANDOUTS:**

Teachers should purchase a copy of each of these resources for the purpose of making photocopies for their students. Handouts have been numbered below according to the order in which they appear in the syllabus.

1. Hawthorne, Nathaniel. *The Complete Short Stories of Nathaniel Hawthorne*. Garden City, NY: Doubleday, 1959.
2. "Virginia Declaration of Rights," in Philip B. Kurland and Ralph Lerner, eds. *The Founders' Constitution*, Vol. I. Indianapolis, IN: Liberty Fund, 1987: 6-7.
3. Jefferson, Thomas. From the Minutes of the Board of Visitors, University of Virginia, 1822-1825, Report to the President and Directors of the Literary Fund, in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 479.
4. Jefferson, Thomas. "Letter to Henry Lee," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 1500-1501.
5. Jefferson, Thomas. "Letter to Roger C. Weightman," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 1516-1517.
6. Fischer, David Hackett. Chapter 6, "The Warning." *Paul Revere's Ride*. New York: Oxford University Press, 1994: 93-112.
7. Jefferson, Thomas. "Autobiography," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: Library of America, 1984: 18.
8. "Sections of the U.S. Constitution Concerning Slavery," in Peter Lawler and Robert Schaefer, eds. *American Political Rhetoric: A Reader*, 4th ed. Lanham, MD: Rowman and Littlefield Publishers, 2001: 234.
9. Collection of five different quotations, in the following order:
  - A. Washington, George. "Letter to Morris, April 12, 1786," in W.B. Allen, ed. *Washington: A Collection*. Indianapolis, IN: Liberty Classics, 1989: 319.
  - B. Adams, John. "Letter to Evans, June 8, 1819," in Adrienne Koch, et al., eds. *Selected Writings of John and John Quincy Adams*. New York: Knopf, 1946: 209.
  - C. Franklin, Benjamin. "An Address to the Public from the Pennsylvania Society for Promoting the Abolition of Slavery," in *Writings*. New York: Library of America, 1987: 1154.
  - D. Hamilton, Alexander. "Philo Camillus No. 2," in Harold C. Syrett, ed. *Papers of Alexander Hamilton*, Vol. XIX. New York: Columbia University Press, 1961: 98-105.
  - E. Madison, James. "Speech at Constitutional Convention, June 6, 1787," in Max Farrand, ed. *Records of the Federal Convention of 1787, Vol. I*. New Haven: Yale University Press, 1937: 135.
10. Franklin, Benjamin. "An Address to the Public from the Pennsylvania Society for Promoting the Abolition of Slavery." *Writings*. New York: Library of America, 1987: 1154.
11. Jefferson, Thomas. Query 18, "Manners," *Notes on the State of Virginia*, in Peter Lawler and Robert Schaefer, eds. *American Political Rhetoric: A Reader*, 4th ed. Lanham, MD: Rowman and Littlefield Publishers, 2001: 49.
12. Jefferson, Thomas. "Letter to Henry Gregoire," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 1202.
13. Jefferson, Thomas. "Letter to John Holmes," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 1433-1435.
14. Jay, John. "Letter to the President of the English Society for Promoting the Manumission of Slaves," in Henry P. Johnston, ed. *The Correspondence and Public Papers of John Jay*, Vol. III. New York and London: G.P. Putnam's Sons, 1890-93: 340-44.
15. Jefferson, Thomas. "A Bill for Establishing Religious Freedom," in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 346-348.
16. Washington, George. "Letter to the Hebrew Congregation in Newport," in W.B. Allen, ed. *George Washington: A Collection*. Indianapolis, IN: Liberty Press, 1988: 547-548.
17. Emerson, Ralph Waldo. "The Over-Soul," in *Selected Essays*. New York: Penguin 1982: 205-225.
18. *Dred Scott v. Sandford*. Ralph A. Rossum and G. Alan Tarr, eds. *American Constitutional Law: Cases and Interpretations*. New York: St. Martin's Press, 1991: 568-573.

19. Lincoln, Abraham. "Fragment on the Constitution and the Union," in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln*, Vol. IV, 1860-1861. New Brunswick, NJ: Rutgers University Press, 1953: 168-169.
20. Lincoln, Abraham. "Speech in Independence Hall," in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln*, Vol. IV, 1860-1861. New Brunswick, NJ: Rutgers University Press, 1953: 240-241.
21. Lincoln, Abraham. "Gettysburg Address," in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln*, Vol. VII. New Brunswick, NJ: Rutgers University Press, 1953: 22-23.
22. Riis, Jacob. *How the Other Half Lives*. New York: Penguin, 1997: Chapters 2-3.
23. Riordan, William L. *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics*. New York: Penguin, 1963: 3-10; 29-32; 81-83.
24. Schlereth, Thomas J. *Victorian America: Transformations in Everyday Life*. New York: HarperCollins, 1991: 141-167.
25. Roosevelt, Theodore. Chap. XII, "The Big Stick and the Square Deal," in *Autobiography*. New York: Scribner, 1920: 423-460.
26. Wilson, Woodrow. "The Authors and Signers of the Declaration of Independence," in Arthur S. Link, ed. *The Papers of Woodrow Wilson*, Vol. XVII: 1907-1908. Princeton, NJ: Princeton University Press, 1966: 248-259.
27. Wilson, Woodrow. *Constitutional Government in the United States*, in Arthur S. Link, ed. *The Papers of Woodrow Wilson*, Vol. XVIII, 1908-1909. Princeton, New Jersey: Princeton University Press, 1966: 106-107.
28. Coolidge, Calvin. "Address of President Coolidge at the Celebration of the 150th Anniversary of the Declaration of Independence, Philadelphia, Pennsylvania, July 5, 1926." Washington, D.C.: Government Printing Office, 1926. (This document may also be found at [www.memory.loc.gov](http://www.memory.loc.gov), the official Web site of the Library of Congress.)
29. Locke, Alain. "The New Negro"; Hughes, Langston. "When the Negro Was in Vogue"; Johnson, Charles S. "The Negro Renaissance and Its Significance"; McKay, Claude. "If We Must Die"; Cullen, Countee. "Yet Do I Marvel"; Johnson, James Weldon. "O Black and Unknown Bards," in David L. Lewis, ed. *The Harlem Renaissance Reader*. New York: Penguin, 1994: 46-51; 77-81; 206-218; 244; 282; 290.
30. Roosevelt, Franklin D. Commonwealth Club Address, "New Conditions Impose New Requirements upon Government and Those Who Conduct Government," in *The Public Papers and Addresses of Franklin D. Roosevelt*, Vol. I, "The Genesis of the New Deal," 1928-1932. New York: Russell and Russell, 1969: 742-756. (Out of print)
31. Roosevelt, Franklin D. "1944 Message on the State of the Union" (Economic Bill of Rights), in *The Public Papers and Addresses of Franklin D. Roosevelt*, Vol. XIII, "Victory and the Threshold of Peace," 1944-1945. New York: Russell and Russell, 1969: 32-44.

#### **SUPPLEMENTAL TEXTS:**

- Adams, Henry. *The Education of Henry Adams*. New York: The Modern Library, 1931.
- Bode, Carl, ed. *The Portable Emerson*. New York: Penguin, 1981.
- . *The Portable Thoreau*. New York: Penguin, 1977.
- Coolidge, Calvin. *The Autobiography of Calvin Coolidge*. Plymouth, VT: The Calvin Coolidge Memorial Foundation, 1989.
- Davis, David Brion and Steven Mintz, eds. *The Boisterous Sea of Liberty: A Documentary History of America from Discovery Through the Civil War*. New York: Oxford University Press, 1998.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. Cambridge, MA: Belknap Press, 1960.
- Gunn, Giles, ed. *Early American Writing*. New York: Penguin, 1994.
- Hollinger, David A., and Charles Capper, eds. *The American Intellectual Tradition: A Sourcebook*, Vol. I and II. New York: Oxford University Press, 1993.
- Jefferson, Thomas. *The Life and Morals of Jesus of Nazareth*. Boston: Beacon, 2001.
- Milner, Clyde A., ed. *Major Problems in the History of the American West*. New York: Houghton Mifflin Company, 1977.
- Morgan, Edmund S. *The Birth of the Republic, 1763-1789*. Chicago: The University of Chicago Press, 1977.
- Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids, MI: Eerdmans, 1992.
- Peterson, Merrill, ed. *The Portable Thomas Jefferson*. New York: Viking Press, 1975.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: A.A. Knopf, 1995.
- Turner, Frederick Jackson. "The Significance of the Frontier in American History," in *History, Frontier and Sectionalism*. Albuquerque, NM: University of New Mexico Press, 1993: 59-91.
- Washington, Booker T. *Up from Slavery*. New York: Pocket Books, 1940.

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# 1ST TRIMESTER

**Subject:** Foundations of the American Republic

**Themes:** Differences between the early Massachusetts and Virginia settlements; Declaration of Independence; Causes of the Revolutionary War; The formation and ratification of the U.S. Constitution; The problem of slavery; The foundations of religious liberty; The presidencies of George Washington, John Adams and Thomas Jefferson; The development of the early American economic system; Causes and impact of the War of 1812

## WEEK      TOPIC and READINGS

- 1-2      Declaration of Independence, in Boorstin, pp. 86-90  
Crèvecoeur, "What Is An American?," in McMichael, pp. 350-358  
J. Adams, Letter to Hezekiah Niles, in Boorstin, pp. 248-255
- 3-4      Brinkley, chap. 1, "The Meeting of Cultures"  
Brinkley, chap. 2, "Transportations and Borderlands"  
*The Mayflower Compact*, in Boorstin, p. 21  
J. Winthrop, "A Model of Christian Charity," in Boorstin, pp. 28-41  
Hawthorne, "The Grey Champion"; "Endicott and the Red Cross"; "The May-pole of Merry Mount" (handout #1)
- 5      Brinkley, chap. 3, "Society and Culture in Provincial America"  
Puritan narratives on witchcraft trials, including Mary Easty's, in Boorstin, pp. 46-47  
J. Edwards, "Sinners in the Hands of an Angry God," in McMichael, p. 172
- 6-8      Brinkley, chap. 4, "The Empire In Transition"  
Brinkley, chap. 5, "The American Revolution"  
Readings on the American Revolution in Brown. [Time constraints rarely allow consideration of all of the selections below]:  
    The Declarations of the Stamp Act Congress, pp. 84-85  
    John Adams Reflects on the Boston Tea Party, p. 132  
    Parliament Debates the Coercive Acts, pp. 133-136  
    The Coercive Acts, pp. 136-139  
    Thomas Jefferson Asserts American Rights, pp. 139-145  
    Thomas Paine Calls for Common Sense, pp. 148-166  
    The Declaration of Independence, pp. 169-172  
    Virginia Declaration of Rights (handout #2)  
    Jefferson, comments and correspondence on the Declaration of Independence:  
        Minutes of the Board of Visitors for the Univ. of VA (handout #3)  
        Letter to Henry Lee on the object of the Declaration (handout #4)  
        Letter to Roger C. Weightman on enlightenment (handout #5)  
    Fischer, chap. 6, pp. 93-112 (handout #6)
- 9-10      Brinkley, chap. 6, "The Constitution and the New Republic"  
Brinkley, chap. 7, "The Jeffersonian Era"  
Articles of Confederation, in Brown, p. 390  
*Edmund Randolph Presents the Virginia Plan*, in Brown, p. 471  
*William Patterson Proposes the New Jersey Plan*, in Brown, p. 474  
U.S. Constitution, in Brown, p. 488 and following  
Jefferson, "Autobiography," on the Declaration and slavery (handout #7)  
Sections of the U.S. Constitution concerning slavery (handout #8)  
Five Founders on slavery: Washington, Adams, Franklin, Hamilton, Madison (handout #9)  
Franklin, "An Address to the Public from the Pennsylvania Society for Promoting the Abolition of Slavery" (handout #10)  
Jefferson, Notes on the State of Virginia, Query 18, "Manners" (handout #11)  
Jefferson, Letter to Henri Gregoire on equal rights of blacks (handout #12)  
Jefferson, Letter to John Holmes, "A fire bell in the night" (handout #13)  
John Jay, Letter to the English Society for promoting manumission (handout #14)  
Jefferson, "An Act for Establishing Religious Freedom" (handout #15)  
Washington, Letter to the Hebrew congregation of Newport, Rhode Island (handout #16)
- 11-12      Brinkley, chap. 8, "Varieties of American Nationalism"  
Emerson, "Nature," in McMichael, pp. 614-641; "Self-Reliance" in McMichael, pp. 655-671; "The Over-Soul" (handout #17)  
H.D. Thoreau, selections from *Civil Disobedience*, in McMichael, pp. 810-826  
    Selections from *Walden*, in McMichael, pp. 827-835; 871-882

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## 2ND TRIMESTER

**Subject:** Civil War and expansion of the United States

**Themes:** Analysis of causes and effects of Jacksonian democracy; Mexican War; Growth of slavery; Civil War and post-Civil War amendments; Reconstruction; Industrialization; Frontier expansion; Investigation of the increasing economic and social complexity of the American people

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1-2	Brinkley, chap. 9, "Jacksonian America" Brinkley, chap. 10, excerpts, "America's Economic Revolution" Brinkley, chap. 11, "Cotton, Slavery and the Old South"
3-4	Brinkley, chap. 12, "Antebellum Culture and Reform" Hawthorne, "The Birth-Mark," in McMichael, pp. 704-714 H.B. Stowe, selections from <i>Uncle Tom's Cabin</i> , in McMichael, pp. 952-973; 983-992 Douglass, selections from <i>Narrative of the Life of Frederick Douglass</i> , in McMichael, pp. 993-1011
5-6	Brinkley, chap. 13, "The Impending Crisis" <i>Dred Scott v. Sandford</i> (handout #18) Lincoln, "House Divided Speech," in Johannsen, pp. 14-21 Second joint debate between Abraham Lincoln and Stephen A. Douglas, in Johannsen, pp. 75-115 Lincoln, fragment on the Constitution and Union (handout #19) Lincoln, speech in Independence Hall (handout #20)
7	Brinkley, chap. 14, "The Civil War" Brinkley, chap. 15, "Reconstruction and the New South" Lincoln, "Gettysburg Address" (handout #21)
8	Brinkley, chap. 16, "The Conquest of the Far West" F.J. Turner, "The Significance of the Frontier in American History," in Boorstin, pp. 544-567
9-10	Young, <i>Nothing to do But Stay</i> (entire)
11-12	Brinkley, chap. 17, "Industrial Supremacy"  Review for final examination

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## 3RD TRIMESTER

**Subject:** Modern America

**Themes:** The "Gilded Age"; The rise of the city; Late nineteenth-century economic crises; Causes and effects of the Spanish-American and Philippine Wars; Causes and effects of Progressivism; Exploration of the "Roaring 20s" as an era of escape between two devastating events—World War I and the Great Depression; World War II

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1-2	Brinkley, chap. 18, "The Age of the City" Riis, <i>How the Other Half Lives</i> (handout #22) and introduction to <i>The Battle with the Slum</i> , in Boorstin, pp. 667-670 Riordan, <i>Plunkitt of Tammany Hall</i> , excerpts (handout #23) Schlereth, <i>Victorian America</i> , excerpts (handout #24)
3-4	Brinkley, chap. 19, "From Stalemate to Crisis" Brinkley, chap. 20, "The Imperial Republic"
5-6	Brinkley, chap. 21, "The Rise of Progressivism" Brinkley, chap. 22, "The Battle for National Reform" T. Roosevelt, <i>Autobiography</i> , Chap. XII, "The Big Stick and the Square Deal" (handout #25) W. Wilson, "The Authors and Signers of the Declaration of Independence," excerpts (handout #26) <i>Constitutional Government</i> , excerpts (handout #27)
7	Brinkley, chap. 23, "America and the Great War" Coolidge, "Have Faith in Massachusetts," in Boorstin, pp. 776-779 Wilson, "Fourteen Points" address, in Boorstin, pp. 799-804

<u>WEEK</u>	<u>TOPIC and READINGS</u>
8	Brinkley, chap. 24, "The New Era" H.L. Mencken, preface to <i>The American Language</i> , in Boorstin, pp. 820-823 Coolidge, "The Inspiration of the Declaration" (handout #28) H. Hoover, excerpts from <i>American Individualism</i> , in Boorstin, pp. 828-844 Selections from <i>Harlem Renaissance Reader</i> (handout #29)
9-10	Brinkley, chap. 25, "The Great Depression" Brinkley, chap. 26, "The New Deal" F.D. Roosevelt, "First Inaugural Address," in Boorstin, pp. 864-868 F.D. Roosevelt, excerpts from "Commonwealth Club Address" (handout #30)
11-12	Brinkley, chap. 27, "The Global Crisis 1921-1941" Brinkley, chap. 28, "America in a World at War" F.D. Roosevelt, "1944 Inaugural Address" (Economic Bill of Rights) (handout #31)
	Review for final examination



# Humane Letters • Grade 11 • American Literature

**D** **DESCRIPTION:** In this course, we will emphasize the major authors and texts that represent and clearly illustrate what is unique and central to the American literary tradition. Consideration of the historical and cultural context of the readings will add substantially to each student's understanding of the works and provide additional insight into what it means to be an American.

**METHOD:** By the end of the school year, each student will be able to evaluate a text, analyze literature and explore related thematic topics, demonstrate logic and organization in writing and speaking, and write clearly and coherently. Disciplined time management outside of class is essential to complete and comprehend the assigned reading and writing. Each unit consists of reading assignments, writing activities, grammar and language usage, vocabulary exercises and speaking exercises. Midterms and final exams are given each trimester, and quizzes and tests occur periodically. All students are required to maintain a writing portfolio that includes a wide variety of writing assignments, both formal and informal. Generally, a paper or project is assigned each trimester in addition to regular coursework.

## **REQUIRED TEXTS:**

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2003.

Fuller, Edmund, ed. *Adventures in American Literature*. New York: Harcourt, Brace and World, 1963.

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Bantam Classics Edition, 1986.

McMichael, George, ed. *The Concise Anthology of American Literature*, 5th ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Miller, Arthur. *The Crucible*. New York: Penguin, 1982.

*Grammar for Writing*. New York: Sadlier-Oxford, 2000.

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## **1ST TRIMESTER**

**Subject:** Literature in America from the time of the Puritans through the Revolution

**Themes:** What is an American?; Narratives of Massachusetts and Virginia; Characteristics of Puritan writing and lifestyle; Contributions of Puritans to American institutions; Impact of documents, speeches and letters of Revolutionary leaders

### WEEK      TOPIC and READINGS

1-2      Crèvecoeur, "What Is An American?" in McMichael, pp. 350-358  
Modern American short stories, in Fuller, pp. 9-112

3-5      Narratives, histories and poetry from Puritans and early Americans:  
*The General History of Virginia*, in McMichael, pp. 24-35  
*Of Plymouth Plantation*, in McMichael, pp. 54-67  
*The Bay Psalm Book* and *The New England Primer*, in McMichael, pp. 79-89

<u>WEEK</u>	<u>TOPIC and READINGS</u>
3-5 cont.	Poetry of Anne Bradstreet and Edward Taylor, in McMichael, pp. 91-124 Jonathan Edwards, "Sinners in the Hands of an Angry God," in McMichael, pp. 172-184 Selections from Sarah Kemble Knight and William Byrd, in Fuller, p. 438 and 443 (if time allows)
6-8	Hawthorne, <i>The Scarlet Letter</i> (entire)
7-10	Franklin, <i>Autobiography</i> and selections from <i>Poor Richard's Almanac</i> , in McMichael, pp. 199-322
11-12	Letters, documents and speeches from Revolutionary leaders and writers, in McMichael, pp. 339-395 (Paine, Jefferson, John and Abigail Adams, Wheatley, Freneau and Henry)

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## 2ND TRIMESTER

**Subject:** Literature in America from the Romantic Age to the Civil War

**Themes:** Age of Romanticism; American heroes; Transcendentalism; Anti-Transcendentalists; The Fireside Poets; The war years

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1-2	Selections from Washington Irving and James Fenimore Cooper, in McMichael, pp. 447-468 and 502-535
3-4	William Cullen Bryant and Edgar Allen Poe, in McMichael, pp. 544-603
5-7	Selected writings of Ralph Waldo Emerson, Nathaniel Hawthorne, Herman Melville and Henry David Thoreau, in McMichael, pp. 614-919
8	Poetry of Longfellow, Whittier and Lowell, in McMichael, pp. 919-951 Poetry of Holmes, in Fuller, pp. 607-611
9-10	Songs, letters, diaries, speeches and other Civil War literature: Selections from Harriet Beecher Stowe, Frederick Douglass and Abraham Lincoln, in McMichael, pp. 952-1014
11-12	Poetry of Emily Dickinson and Walt Whitman, in McMichael, pp. 1018-1142

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## 3RD TRIMESTER

**Subject:** Literature in America from the Age of Realism to the mid-1950s

**Themes:** American Realism and the frontier; Regionalism; Local color; Surrealism; Naturalism; Satire; Connections between literature and the major historical events in the United States up to the McCarthy Era

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1-3	Mark Twain, <i>The Adventures of Huckleberry Finn</i> , in McMichael, pp. 1196-1380
4-5	Selections from Sarah Orne Jewitt, Bret Harte, Joel Chandler Harris, Mark Twain, Henry James, Kate Chopin, Stephen Crane and Edith Wharton, in McMichael, pp. 1160-1522
6-7	Selected short stories, essays and poetry by Edwin Arlington Robinson, E.E. Cummings, Robert Frost, T.S. Eliot, F. Scott Fitzgerald, Ernest Hemingway and Langston Hughes, in McMichael, pp. 1562-1870
8	Selections from Katherine Anne Porter, Theodore Roethke and Flannery O'Connor, in McMichael, pp. 1888-2126
9-10	Fitzgerald, <i>The Great Gatsby</i> (entire)
11-12	Miller, <i>The Crucible</i> (entire)



## Humane Letters • Grade 12 American Civics and Economics

**D** **DESCRIPTION:** “Patriotism is as much a virtue as justice, and is as necessary for the support of societies as natural affection is for the support of families.” This 1773 statement, by the American patriot Benjamin Rush, is an apt point of departure for the capstone course of the Humane Letters sequence. An inquiry into the importance of American liberty and order, this course explores the foundations of republican government. It considers the rights and responsibilities of citizenship and explores the fundamental principles of a free economy. It seeks, in sum, to instill in students the proper spirit of patriotism upon which self-government depends.

Building upon the strong introduction to the American founding that juniors receive in the eleventh grade history class, this course delves more deeply into early American political thought. It demonstrates the debt Abraham Lincoln’s statecraft owed to the Founding.

In the second trimester, students complete their study of 20th century history. Next, they are introduced to the major principles of sound economic thinking. The collapse of Communism in the late 20th century as a result of its abject economic and moral failings requires us to examine the nature of tyranny and totalitarianism. The study of civics and economics demands a confrontation with ideology, the topic of the third trimester.

**METHOD:** Students are expected to be polite, prepared and persistent in their efforts to achieve understanding and knowledge. To that end, homework assignments will be completed carefully. To improve the students’ writing, most out-of-class essays and papers will follow a rough-draft, final-draft format. Unit examinations and a final examination will be given each trimester. Reading quizzes also are possible. In the spring, students will research and complete a term paper. Other assignments and projects will be given periodically. Quality participation in class discussion is expected and will count for ten percent of the student’s grade each term. Students will also make occasional presentations of material to their classmates. As organization assists success, students will be expected to maintain a daily homework record. They will also need to maintain a three-ring binder for handouts throughout the year. Periodic inspection of this binder will be a part of the participation grade.

### **REQUIRED TEXTS:**

In addition to the texts listed below, each student will need a copy of the Declaration of Independence and the U.S.

Constitution, including the Bill of Rights.

Dostoyevsky, Fyodor. “The Grand Inquisitor.” Translated by Constance Garnett. New York: Modern Library, 1994.

Griffith, Robert and Paula Baker, eds. *Major Problems in American History Since 1945: Documents and Essays*. New York: Houghton Mifflin, 2001.

Huxley, Aldous. *Brave New World*. New York: HarperCollins, 1998.

Ketcham, Ralph, ed. *The Anti-Federalist Papers and the Constitutional Convention Debates*. New York: Penguin, 1986.

Orwell, George. *Animal Farm*. New York: Penguin, 1996.

—. 1984. New York: Penguin, 1984.

Rossiter, Clinton, ed. *The Federalist Papers*. New York: Mentor, 2003.

## **REQUIRED TEXTS CONTINUED:**

Sowell, Thomas. *Basic Economics: A Citizen's Guide to the Economy*, revised and expanded edition. New York: Basic Books, 2003.

Warren, Robert Penn. *All the King's Men*. New York: Harcourt Brace, 1996.

## **HANDOUTS:**

Teachers should purchase a copy of each of these resources for the purpose of making photocopies for their students. Handouts have been numbered below according to the order in which they appear in the syllabus.

1. Howard, A. E. Dick, ed. *Magna Carta: Text and Commentary*. Charlottesville: University of Virginia Press, 1964: 31-52.
2. Schwoerer, Lois G., ed. *The Declaration of Rights, 1689*. Baltimore: The Johns Hopkins University Press, 1981: 295-298.
3. Locke, John. *Two Treatises of Government*. Edited by Peter Laslett. 2nd ed. Cambridge: Cambridge University Press, 1967: 287-290 (8:20); 341-343; 348-351 (99); 368-371 (130); 373-375 (134:25); 381 (142:1-15); 424-425 (212:1, 2); 430 (221) - 434 (226:15); 444-445 (240).
4. "Articles of Confederation," in Philip B. Kurland and Ralph Lerner, eds. *The Founders' Constitution, Vol. I*. Indianapolis, IN: Liberty Fund, 1987: 23-26.
5. Michigan Constitution
6. Lincoln, Abraham. "First Inaugural Address," in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln, Vol. IV*. New Brunswick, NJ: Rutgers University Press, 1953: 262-271.
7. Lincoln, Abraham. "Gettysburg Address," in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln, Vol. VII*. New Brunswick, NJ: Rutgers University Press, 1953: 22-23.
8. "Second Inaugural Address" in Roy P. Basler, ed. *The Collected Works of Abraham Lincoln, Vol. VIII*. New Brunswick, NJ: Rutgers University Press, 1953: 323-333.
9. Reagan, Ronald. "Address to the British Parliament," in Peter Lawler and Robert Schaefer, eds. *American Political Rhetoric*, 4th ed. Lanham, MD: Rowman and Littlefield, 2001: 345-351.

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## **1ST TRIMESTER**

**Subject:** Foundations of American Government

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	Regimes and the American order: <i>Federalist</i> #1, in Rossiter <i>Federalist</i> #47, in Rossiter
2	<i>Magna Carta</i> (handout #1) <i>English Bill of Rights</i> (handout #2) John Locke, excerpts from <i>Second Treatise of Government</i> (handout #3)
3	Declaration of Independence
4-6	Articles of Confederation (handout #4) U.S. Constitution, Article I <i>Federalist</i> #2, 9, 10, 37, 51, 57, 62-63, in Rossiter <i>Anti-Federalist Papers</i> , "Melancton Smith" and "John deWitt," in Ketcham
7	U.S. Constitution, Article II <i>Federalist</i> #68, 70, 72, in Rossiter <i>Anti-Federalist Papers</i> , "Cato," in Ketcham
8	U.S. Constitution, Article III <i>Federalist</i> #78, in Rossiter <i>Anti-Federalist Papers</i> , "Brutus," in Ketcham
9	U.S. Constitution, Articles IV-VII Michigan Constitution (handout #5)

<u>WEEK</u>	<u>TOPIC and READINGS</u>
10	Bill of Rights <i>Federalist</i> #84, in Rossiter <i>Anti-Federalist Papers</i> , "Patrick Henry" and "Federal Farmer," in Ketcham
11-12	Lincoln, "First Inaugural Address" (handout #6), "Gettysburg Address" (handout #7), "Second Inaugural Address" (handout #8)
	Review and final examination

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## 2ND TRIMESTER

**Subject:** 20th century politics; Foundations of economics

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	Griffith, chap. 1, "World War II and the Origins of Postwar America"
2	Griffith, chap. 2, "From World War II to the Cold War: The Atomic Bombing of Japan"
3	Griffith, chap. 3, "The Cold War Begins"
4	Griffith, chap. 5, "John F. Kennedy, the Cuban Revolution and the Cold War"
5	Griffith, chap. 6, "Lyndon B. Johnson, the Great Society and American Liberalism"
6	Griffith, chap. 7, "Martin Luther King Jr. and the Struggle for African American Equality"
7	Griffith, chap. 8, "Vietnam and the Crisis of American Empire"
8	Griffith, chap. 12, "The Reagan Revolution and After: Politics and Political Economy in the New Era" Ronald Reagan, "Address to the British Parliament" (handout #9)
9-12	Sowell, chap. 1-8; 15-18; 22-24
	Review and final examination

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## 3RD TRIMESTER

**Subject:** Ideology and the soul

<u>WEEK</u>	<u>READINGS</u>
1	Orwell, <i>Animal Farm</i> (entire)
2	Huxley, <i>Brave New World</i> (entire)
3-5	Orwell, <i>1984</i> (entire)
6-7	Dostoevsky, "Grand Inquisitor" (entire)
8-11	Warren, <i>All the King's Men</i> (entire)
12	Review and final examination



## Humane Letters • Grade 12 • British Literature

**D** **DESCRIPTION:** This course examines the major authors and texts of the British literary tradition by focusing on works from the 16th century through contemporary times. Students will analyze literature and identify well-known authors by style, content and historical context.

**METHOD:** By the end of the school year, each student will be able to evaluate a text, analyze literature and explore related thematic topics, demonstrate logic and organization in writing and speaking, and write clearly and coherently. Disciplined time management outside of class is essential to complete and comprehend the assigned reading and writing. Each unit consists of reading assignments, writing activities, grammar and language usage, vocabulary exercises and speaking exercises. Midterms and final exams are given each trimester, and quizzes and tests occur periodically. All students are required to maintain a writing portfolio that includes a wide variety of writing assignments, both formal and informal. Generally, a paper or project is assigned each trimester in addition to regular coursework.

### **REQUIRED TEXTS:**

Bolt, Robert. *A Man for All Seasons*. New York: Vintage Books, 1990.

Brontë, Emily. *Wuthering Heights*. New York: Penguin, 1993.

Damrosch, David, ed. *The Longman Anthology of British Literature*. New York: Pearson Education, Inc., 2004.

Milton, John. *Paradise Lost and Other Poems*. New York: Penguin Putnam, 1961.

*Prentice Hall Literature: The British Tradition*. Upper Saddle River, NJ: Pearson Education, Inc., 2002.

Shakespeare, William. *The Tragedy of King Lear*. New York: Washington Square Press, 1993.

Swift, Jonathan. *Gulliver's Travels and Other Writings*. New York: Bantam, 1962.

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## 1ST TRIMESTER

**Subject:** British literature from the Middle Ages, early modern era and the Restoration

**Themes:** Anglo-Saxon poetry and prose; England before the Norman Conquest; Medieval drama; Romances, Lyrics and ballads; The changing English language; The English Renaissance; Elizabethan theater

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	<i>Beowulf</i> , in Damrosch, pp. 27-91
2	Excerpts from Bede, King Alfred, Taliesin and Geoffrey of Monmouth, in Damrosch, pp. 112-117, 120-121, 125-126, 126-133, 137-143
3-4	Sir Thomas Mallory, excerpts from <i>Le Morte D'Arthur</i> , in Damrosch, pp. 225-246 Geoffrey Chaucer, excerpts from <i>The Canterbury Tales</i> , in Damrosch, pp. 246-253, 271-351

<u>WEEK</u>	<u>TOPIC and READINGS</u>
5-6	Scottish ballads, in <i>The British Tradition</i> , pp. 194-200 Spenser, "The First Booke of the Faerie Queene" and excerpt from "The Second Booke, Canto 12," in Damrosch, pp. 425-568 Spenser, selected sonnets, in <i>The British Tradition</i> , pp. 236-238 Sidney, selected sonnets, in <i>The British Tradition</i> , pp. 239-240 Pastoral poetry, in <i>The British Tradition</i> , p. 245 Shakespearean and Petrarchan sonnets, in <i>The British Tradition</i> , pp. 252-261 Elizabeth I and King James, in <i>The British Tradition</i> , pp. 268-280 (and optional selections in Damrosch, pp. 616-631) Bolt, <i>A Man for All Seasons</i> (entire)
7-9	Shakespeare, <i>MacBeth</i> (entire), in <i>The British Tradition</i> , pp. 301-388
10-12	Shakespeare, <i>King Lear</i> (entire)

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## 2ND TRIMESTER

**Subject:** British literature from the Restoration, Enlightenment and Romantic periods

**Themes:** Schools of Jonson and Donne; Cavalier poets; Puritan writers; Satirical writings, Romantic writers and their contemporaries

<u>WEEK</u>	<u>READINGS</u>
1-3	Ben Jonson, selected poetry, in Damrosch, pp. 796-804 John Donne, selected poetry, in Damrosch, pp. 804-815 Poetry of Robert Herrick, George Herbert and Andrew Marvell, in Damrosch, pp. 844-862 Sir John Suckling, "Song," in <i>The British Tradition</i> , p. 450
4-5	John Milton, <i>Paradise Lost</i> (entire)
6-9	Samuel Pepys, excerpts from "The Diary," in Damrosch, pp. 1065-1075 Daniel DeFoe, excerpts from "A Journal of the Plague Year," in <i>The British Tradition</i> , pp. 503-508 Swift, <i>Gulliver's Travels</i> (entire) Alexander Pope, excerpts from "An Essay on Man" and "The Rape of the Lock," in <i>The British Tradition</i> , pp. 530-542 Thomas Gray, "Elegy Written in a Country Churchyard," in Damrosch, pp. 1373-1377 Samuel Johnson, excerpts from <i>A Dictionary of the English Language</i> and <i>The Preface</i> , in <i>The British Tradition</i> , pp. 548-553 Introduction to James Boswell's method and excerpt from <i>The Life of Samuel Johnson</i> , in Damrosch, pp. 1398-1408
10-12	William Blake, selected poems, in Damrosch, pp. 74-83 Robert Burns, selected poems, in Damrosch, pp. 188-192 Introduction to <i>Frankenstein</i> , in <i>The British Tradition</i> , pp. 651-654 William Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey," "The Prelude," "The World is Too Much With Us," "London, 1802," in <i>The British Tradition</i> , pp. 666-676 Samuel Taylor Coleridge, "The Rime of the Ancient Mariner" and "Kubla Khan," in Damrosch, pp. 326-341, 341-345 Lord Byron, excerpts from "Childe Harold's Pilgrimage," "Don Juan" and "She Walks in Beauty," in <i>The British Tradition</i> , pp. 718-726 Percy Bysshe Shelley, "Ozymandias," "Ode to the West Wind" and "To a Skylark," in <i>The British Tradition</i> , pp. 732-740 John Keats, "On First Looking into Chapman's Homer," "When I Have Fears that I May Cease to Be," "Ode to a Nightingale," "Ode on a Grecian Urn," in <i>The British Tradition</i> , pp. 746-756

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## 3RD TRIMESTER

**Subject:** The Victorian Age and the 20th century

**Themes:** Rights of men and women; Disillusionment with social ills and the Age of Reform; Relationships; The modern period and beyond

<u>WEEK</u>	<u>READINGS</u>
1-3	Brontë, <i>Wuthering Heights</i> (entire)

<u>WEEK</u>	<u>READINGS</u>
4-6	<p>Sir Alfred, Lord Tennyson, excerpt from "In Memoriam, A. H. H.," "The Lady of Shalott" and "Ulysses," in <i>The British Tradition</i>, pp. 818-830</p> <p>Robert Browning, "My Last Duchess," "Life in a Love" and "Love Among the Ruins," in <i>The British Tradition</i>, pp. 836-843</p> <p>Elizabeth Barrett Browning, "Sonnet 43," in <i>The British Tradition</i>, p. 844</p> <p>Matthew Arnold, "Dover Beach," in <i>The British Tradition</i>, pp. 884-885</p> <p>Rudyard Kipling, "Recessional" and "The Widow at Windsor," in <i>The British Tradition</i>, pp. 886-890</p> <p>A.E. Housman, "To an Athlete Dying Young" and "When I Was One and Twenty," in <i>The British Tradition</i>, pp. 933-934</p> <p>William Butler Yeats, "The Lake Isle of Innisfree" and "Sailing to Byzantium," in <i>The British Tradition</i>, pp. 968, 973-974</p>
7-8	<p>George Bernard Shaw, <i>Pygmalion</i>, in Damrosch, pp. 1001-1063</p>
9-10	<p>Christina Rossetti, "When I am dead, my dearest," "No, Thank You, John" and "Goblin Market," in Damrosch, p. 758, 759, 771</p> <p>W.H. Auden, "In Memory of W.B. Yeats," in <i>The British Tradition</i>, pp. 998-1001</p> <p>Winston Churchill, "Wartime Speech," in <i>The British Tradition</i>, pp. 1064-1067</p> <p>Seamus Heaney, "Follower" and "Two Lorries," in <i>The British Tradition</i>, pp. 1107-1108</p> <p>Doris Lessing, "No Witchcraft for Sale," in <i>The British Tradition</i>, pp. 1116-1122</p>
11-12	<p>Joseph Conrad, "The Lagoon," in <i>The British Tradition</i>, pp. 1134-1146</p> <p>James Joyce, "Araby," in <i>The British Tradition</i>, pp. 1147-1152</p> <p>T.S. Eliot, "The Love Song of J. Alfred Prufrock" and "The Waste Land," in Damrosch, pp. 1194 and 1202</p> <p>Virginia Woolf, "The Lady in the Looking Glass: A Reflection," in Damrosch, pp. 1224-1229</p> <p>Katherine Mansfield, "The Daughters of the Late Colonel," in Damrosch, pp. 1289-1302</p> <p>D.H. Lawrence, "The Rocking-Horse Winner," in <i>The British Tradition</i>, pp. 1176-1189</p> <p>Graham Greene, "A Shocking Accident," in <i>The British Tradition</i>, pp. 1190-1194</p> <p>Dylan Thomas, "Do Not Go Gentle into that Good Night" and "Fern Hill," in <i>The British Tradition</i>, pp. 1206-1209</p> <p>Philip Larkin, "An Arundel Tomb" and "The Explosion," in <i>The British Tradition</i>, pp. 1226-1229</p>



## Latin Overview

For nearly two thousand years, the study of Latin has taught students grammar, vocabulary, careful reading and precise writing. Beyond the classroom, Latin has transmitted Western civilization's greatest achievements in literature, philosophy, theology and science. Furthermore, Latin encourages good intellectual habits: students must learn to memorize information, to use systems to organize this information and to access those systems of information smoothly. Students at Hillsdale Academy have the opportunity to reap all these benefits during their four years of coursework in Latin.<sup>1</sup>

In order to employ a four-year Latin requirement that recognizes the diversity of students' ability levels, Latin at Hillsdale Academy has two primary goals: to expand students' understanding of language and to expose them to the Greco-Roman intellectual tradition. Ultimately, all students should be able to translate simple Latin, on the level of Caesar's prose,<sup>2</sup> and those who are able should be challenged to read Virgil. Whether students are able to read Virgil easily or with great difficulty by the end of their fourth year, however, should not solely determine success or failure in their study of Latin.

During their first year, students focus on the basic grammar of Latin: they learn to memorize and to think systematically. They learn grammar and basic translation skills, and they begin to explore philosophy through an introduction to the pre-Socratic philosophers, Plato and Aristotle. Students complete their study of basic vocabulary in Latin II and begin reading abridged, unadapted Latin from the Vulgate and from Livy. Through reading the *Aeneid* and the *Odyssey*, they begin to think about the epic, the moral and spiritual virtues of the ancient world, and they become familiar with two of the foundational works in the Western canon. In Latin III, students learn to read Latin prose through Cicero, Latin poetry and Ovid. For those who struggle with Latin, translation work is supplemented by wide readings in translation: Cicero's philosophical works, Augustine's *Confessions* and C.S. Lewis' *Four Loves*. Latin IV is devoted to the *Aeneid* and preparing for the Advanced Placement exam. Students who choose not to take the exam will still be able to participate in a close study of the *Aeneid*, but they are responsible for fewer lines of translation.

<sup>1</sup> For an extensive treatment of the value of Latin within a classical curriculum, see Tracy Lee Simmons, *Climbing Parnassus: A New Apologia for Greek and Latin*. Wilmington, DE: ISI Books, 2002.

<sup>2</sup> At Hillsdale Academy, this is considered a C- in Latin II.



## Latin I • Grade 9

**DESCRIPTION:** During the ninth grade year, learning the basics is critical. Memorization of paradigms and vocabulary, and rudimentary applications of the rules of grammar and syntax, are emphasized over translation skills. Students who quickly master the memorization work may spend more time on translation skills, but all students must keep up with the grammar. In this way, students who are able to stay abreast of only the basic grammar and application can later develop translation skills because they have established a strong foundation. Students also begin to learn about basic Greek philosophy, from the pre-Socratics through Aristotle. This study prepares them for the work of later years.<sup>1</sup>

**METHOD:** Class time is broken into three primary tasks: homework review, direct instruction and practice. Of these, practice is the most important because it allows students to receive immediate feedback on their memorization work. Memorization practice proceeds from group recitation to individual recitation and written recitation. Many students need guidance in the mechanics of this work, and by observing their efforts directly, the teacher can readily identify and assist those who are struggling. Direct instruction emphasizes the systematic nature of Latin morphology and grammar. Homework review, whether students correct their own assignments or take short five-minute quizzes, helps students recognize that they do their homework not only to complete it, but also to understand the material. Weekly quizzes evaluate student progress; they give students the opportunity to review the daily topics. Regular review weeks and exams help students reassimilate information. With lighter memorization work, students are able to apply their knowledge in a more comprehensive manner.

### **REQUIRED TEXTS:**

Comeau, Paul T. and Richard A. LaFleur. *Workbook for Wheelock's Latin*, 3rd ed. New York: Harper Collins, 2000.

Wheelock, Frederick M. *Wheelock's Latin Grammar*, 6th ed. Revised by Richard A. LaFleur. New York: Harper Collins, 2000.<sup>2</sup>

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Wheelock, chap. 1-4	1st and 2nd conjugation verbs Present tense 1st and 2nd declension nouns and adjectives Esse, present tense
5	Review and comprehensive exam	

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
6-11	Wheelock, chap. 5-10	3rd and 4th conjugation verbs Present tense Imperfect and future tenses 3rd declension nouns Demonstrative pronouns and -ius adjectives
12	Review and comprehensive exam	

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-5	Wheelock, chap. 11-15	Perfect active system Uses of the ablative case Demonstrative pronouns Personal and reflexive pronouns
6	Review and comprehensive exam	
7-10	Wheelock, chap. 16-19	Passive voice Present and perfect systems Further uses of the ablative case 3rd declension adjectives Relative pronouns and relative clauses
11-12	Review and comprehensive exam	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Wheelock, chap. 20-23	More passive voice Participles 4th and 5th declensions Further uses of the ablative case
5	Review and comprehensive exam	
6-9	Wheelock, chap. 24-27	Infinitives Indirect statement Ablative absolute Passive periphrastic and dative of agent Comparative adjectives
10-12	Review and final exam	

<sup>1</sup> For the pre-Socratic tradition of philosophy, see John Mansley Robinson, *An Introduction to Early Greek Philosophy*, Boston: Houghton Mifflin, 1968. Students read Plato in the Humane Letters course, but it is well worth revisiting the discussions of the Good (*Republic*, at the end of Bk. VI, 505a-511e; and again in the middle of Bk. X, 608e ff.) and the purpose of education and the allegory of the cave (*Republic*, Bk. VII, 514a-541b). Aristotle is considerably more challenging, but two short selections are essential: Bk. I, Chap. 1 of the *Metaphysics*, which discusses how humans know; and Bk. I, Chap. 1 of the *Nicomachean Ethics*, which discusses the possibility of knowing moral absolutes.

<sup>2</sup> Wheelock's sophisticated approach is well suited to teaching the fundamentals of grammar in a systematic way. Other texts, such as *Jenny's Latin* or *Latin for Americans*, may also be used in the ninth grade, but the Cambridge, Oxford and *Ecce Romani* series are more appropriate for instructing middle school students and should be avoided in the upper grades.



## Latin II • Grade 10

**DESCRIPTION:** In tenth grade Latin, students complete *Wheelock* and move on to reading the Vulgate. Since its Latin is straightforward and students are familiar with its stories, the Vulgate works well as an introductory text. At the end of the year, students face the more challenging prose of Livy. Their study of Latin is supplemented by a continuing exploration of Greek philosophy and an introduction to the schools of Stoicism and Epicureanism. They also study Latin literature by reading Virgil's *Aeneid* and Homer's *Odyssey* in English translations.

**METHOD:** The emphasis in Latin II is on the transition from memorization and rote application to a more flexible application of the basics. Students must continue to memorize vocabulary and solidify the rules of syntax, but they also begin to learn to read Latin as a living language. Rather than using a decoding method of reading in which they search the Latin sentence to find sentence elements in the expected English word order, students practice reading and translating word-by-word so that they learn to rely on the Latin word-endings to form the syntax of the sentence.<sup>1</sup> Throughout the year, the schedule of weekly quizzes and regular weeks of review established in Latin I continue, but daily quizzes no longer occur.

### **REQUIRED TEXTS:**

Comeau, Paul T. and Richard A. LaFleur. *Workbook for Wheelock's Latin*, 3rd ed. New York: Harper Collins, 2000.  
Homer. *Odyssey*. Translated by Robert Fitzgerald. New York: Vintage, 1990.  
Virgil. *Aeneid*. Translated by Robert Fitzgerald. New York: Vintage, 1990.  
Wheelock, Frederick M. *Wheelock's Latin Grammar*, 6th ed. Revised by Richard A. LaFleur. New York: Harper Collins, 2000.  
—. *Wheelock's Latin Reader*, 2nd ed. Revised by Richard A. LaFleur. New York: Harper Collins, 2001.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Worksheets	Review of Latin I
3-5	Wheelock, chap. 28-30	Subjunctive mood
6	Review and comprehensive exam	
7-11	Wheelock, chap. 31-35	Deponent verbs <i>Fero, malo, volo, nolo</i> Subjunctive uses Uses of the dative case Adverbs
12	Review and comprehensive exam	

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-5	Wheelock, chap. 36-40 Wheelock's Reader, the Vulgate	<i>Eo, fio</i> Supines Gerunds and gerundives Jussive noun clauses Fear clauses Direct questions Relative clauses of characteristic time and place constructions Reading Latin
6	Review and comprehensive exam	
7-10	Wheelock's Reader, the Vulgate and "Medieval Latin"	Discussion of text and reading Latin
11-12	Review and comprehensive exam	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-10	Wheelock's Reader, "Livy"	Discussion of text and reading Latin
11-12	Review and final exam	

<sup>1</sup> For a fuller treatment of this method, see William Gardner Hale, "The Art of Reading Latin and How to Teach It," (1887) available at [http://www.bu.edu/mahoa/hale\\_art.html](http://www.bu.edu/mahoa/hale_art.html).



## Latin III • Grade 11

**DESCRIPTION:** In Latin III, students read original Latin prose and poetry structured around the themes of civic duty, cosmology, love and friendship. The material of the first two trimesters, Cicero's *Somnium Scipionis* and *Laelius: De Amicitia*, explores these themes in prose. The last trimester involves the realization of all of these themes in Ovid's poetry. This work is supplemented by an extensive study of Roman philosophy and the Christian theology developed within and in response to that philosophy. Major readings in English on these themes are from Cicero, Augustine and C.S. Lewis.

**METHOD:** Even students who struggle to translate Latin well can be successful with the thematic portion of the course. The emphasis in class is on reading Latin and discussing both its grammar as well as its themes. Students are rarely expected to bring written translations to class because this generally results in students reading their translations, not the Latin. Translations of all Latin texts are provided. Students are evaluated not just on their translations, but also on their ability to explain the grammar and syntax of Latin selections and on their discussion of the ideas and themes contained within the assigned texts (both in English and in Latin). Students are given quizzes roughly every two weeks and one or two paper assignments per trimester.

### **REQUIRED TEXTS:**

- Anderson, William S. and Mary Purnell Frederick, eds. *Ovid's Metamorphoses*. New York: Longman, 1988.  
 Augustine. *Confessions*. Translated by F.J. Sheed. Indianapolis, IN: Hackett, 1993.  
 Cicero. *On the Good Life*. Translated by Michael Grant. New York: Penguin, 1971.  
 Davis, Sally and Gilbert Lawall, eds. *Cicero's Somnium Scipionis*. New York: Longman, 1988.  
 Lewis, C.S. *The Four Loves*. New York: Harcourt, 1960.  
 Wheelock, Frederick M. *Wheelock's Latin Reader*, 2nd ed. Revised by Richard A. LaFleur. New York: Harper Collins, 2001.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Worksheets	Review of Latin grammar
3-10	Cicero, <i>Somnium Scipionis</i> <sup>1</sup> Cicero, <i>Discussions at Tusculum</i> (Bk. V) <sup>2</sup>	Civic duty, cosmology
11-12	Review and exam	

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-10	Wheelock's Reader (selections from Cicero's <i>De Amicitia</i> ) <sup>3</sup> Lewis, <i>The Four Loves</i>	Love and friendship
11-12	Review and exam	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-10	Selections from Ovid's <i>Metamorphoses</i> : <sup>4</sup> "Baucis and Philemon" "Narcissus and Echo" "Pygmalion" "Daedalus and Icharus" "Creation" Augustine, <i>Confessions</i>	Continuation of themes from Trimesters 1 and 2 Reading poetry Poetic devices Poetic meters
11-12	Review and exam	

<sup>1</sup> Students should read the translation by Grant in its entirety before beginning the Latin text, and they should not be discouraged from using it as a reference during their translation work.

<sup>2</sup> This work is translated by Grant in *On the Good Life*.

<sup>3</sup> Again, students should read Grant's translation in its entirety before beginning to work on the Latin and should not be discouraged from using it as a reference during their translation work.

<sup>4</sup> Depending on the ability of the class, some passages will not always be covered. Translations can be found from a variety of sources, both in the library and on the Internet. At this point, students should be encouraged to use teacher-approved translations and compare them as well as they can to the Latin text.



## Latin IV • Grade 12

**D** **DESCRIPTION:** This course is taught according to a schedule that will prepare students to take the Advanced Placement exam (Virgil syllabus) in early May. Students who choose not to take the exam need not keep to this ambitious reading schedule and are responsible for a narrower selection of the Latin text. Teachers should select a portion of each day's lines for the non-AP students to read, rather than limiting by book or passage. In this way, the entire class can progress through the *Aeneid* together.

**METHOD:** As in Latin III, all students should be expected to read some Latin, but they should not be evaluated solely on their ability to translate. There is a considerable amount of flexibility in this class for students who are not taking the AP exam. Students who struggle with the Latin can be challenged in their major papers to read more widely in the Western epic tradition derived from the works of Homer and Virgil. A paper comparing the *Aeneid* to Dante's *Commedia* or Milton's *Paradise Lost*, for example, would be a fruitful exercise, true to the spirit of the course; and a well-prepared presentation would benefit the entire class. Such work, however, should not wholly replace struggling with the Latin, for all students can benefit from an analysis of Virgil's poetry in the original.

### **REQUIRED TEXTS:**

Aristotle. *Poetics*. Translated by Malcolm Heath. New York: Penguin, 1996.

Boyd, Barbara Weiden, ed. *Selections from Virgil's Aeneid*. Wauconda, IL: Bolchazy-Carducci, 2001.

—. *Virgil's Aeneid: Teacher's Guide*. Wauconda, IL: Bolchazy-Carducci, 2001.<sup>1</sup>

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## 1ST TRIMESTER (AP SCHEDULE)

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-5	<i>Aeneid</i> Bk. I.1-520 (520 lines)	Epic Aeneas
6	Review and exam	
7-10	<i>Aeneid</i> Bk. II.1-56, 199-297, 469-566, 735-804 (320 lines)	Epic Aeneas
11-12	Review and exam	

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## 2ND TRIMESTER (AP SCHEDULE)

Students should read the *Poetics* at home during weeks 1-8. Major themes will be discussed in class.

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	<i>Aeneid</i> Bk. IV. 1-449, 642-705 (510 lines)	Tragedy Dido
5	Review and exam	
6-7	<i>Aeneid</i> VI. Bk. 1-211, 457-469, 847-901 (270 lines)	Tragedy Dido
8	<i>Aeneid</i> X. Bk. 420-509, XII. 791-842 (130 lines)	Tragedy Dido
9-12	Review, major paper and exam	

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## 3RD TRIMESTER (AP SCHEDULE)

Please see the AP syllabus for readings appropriate to preparing for the AP exam.

<u>WEEK</u>	<u>MATERIAL</u>
1-2	Review Bk. I of the <i>Aeneid</i> <sup>2</sup>
3-4	Review Bk. II
5-6	Review Bk. IV
7-8	Review Bks. VI-XII
9-11	Take AP exam (see AP schedule) Major paper
12	Exam

<sup>1</sup> This book is useful for students as well, because it includes a literal translation, many good questions about the text and a copy of the Latin text without any vocabulary or notes.

<sup>2</sup> Students should review the entire English translation of the *Aeneid* at home during weeks 1-2 in preparation for reviewing the Latin in class.



## Mathematics Overview

**T**he study of mathematics is of primary importance in developing skills in logical and analytical thinking and in applying mathematical treatments to problem solving. The attainment of such knowledge and skills is important and necessary for further study in mathematics and in disciplines which are mathematically based, such as physics, chemistry and engineering.

In Hillsdale Academy's Upper School, mathematical study begins in the ninth grade with a year of geometry, one of the seven traditional liberal arts. Though the Academy has followed the Saxon math series in earlier grades, and though geometry is integrated into the Saxon series, the skills in logical thinking, reasoning, proofs and visualization merit a separate geometry course, for which we use the University of Chicago Mathematics Project's *Geometry*. In the tenth and eleventh grades, we use Saxon's *Algebra II* and *Advanced Mathematics*. Saxon mathematics is based on developing new skills and learning new concepts in small increments, providing continuing practice as new increments are added and testing students' progress with cumulative assessments. Calculus is studied in the twelfth grade, usually using Saxon's *Calculus with Trigonometry and Analytic Geometry*. This course does not specifically prepare the student for an Advanced Placement examination in calculus, although a well-prepared student may take the exam. A student preparing for the Advanced Placement exam might be better served by using Finney, Demana, Waits and Kennedy, as referred to in the calculus listing.

The mathematics and science curricula are coordinated in order to prepare the students mathematically for each stage of science study and to reinforce mathematical skills in science classes. The mathematics used in tenth-grade physics will have been studied in eighth-grade algebra I and in ninth-grade geometry and, to some extent, concurrently with the study of algebra II in tenth grade. The mathematics needed for eleventh-grade chemistry and for twelfth-grade advanced biology will have been completed by the end of the study of algebra II in tenth grade. The astronomy/advanced physics elective in twelfth grade utilizes the mathematics learned in eleventh-grade advanced mathematics and concurrently being learned in twelfth-grade calculus.



## Geometry • Grade 9

**D** **DESCRIPTION:** Geometrical concepts and proofs of theorems are the foundations of the course; logical thinking is the primary objective. Drawing, visualizing, following algorithms, understanding properties and representing geometrical concepts with coordinates and networks are also emphasized.

**METHOD:** New lessons are introduced daily, with seven to nine lessons grouped into a chapter. Nightly homework includes problems covering both old and new concepts. Two quizzes and a test per chapter measure student progress and comprehension.

**REQUIRED TEXT:**

Usiskin, Z., et al. *Geometry*, 2nd ed. Chicago, IL: The University of Chicago School Mathematics Project, 2002.

**SUPPLEMENTAL TEXT:**

Euclid's *Elements*. Any edition.

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### 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1-3	Chapter 1: Points and lines
4-5	Chapter 2: Language and logic of geometry
6-8	Chapter 3: Angles and lines
9-10	Chapter 4: Reflections, translations and congruence
11-12	Chapter 5: Proofs using congruence

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### 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1-3	Chapter 6: Polygons and symmetry
4-5	Chapter 7: Triangle congruence
6-8	Chapter 8: Perimeters and areas
9-11	Chapter 9: Three-dimensional figures
12	Chapter 10: Surface areas and volumes

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1-2	Chapter 10: Surface areas and volumes
3-5	Chapter 11: Indirect and coordinate proofs
6-8	Chapter 12: Similarity
9-10	Chapter 13: Similar triangles and trigonometry
11-12	Chapter 14: Circles



## Algebra II • Grade 10

**D** **DESCRIPTION:** An integrated approach to mathematics is achieved through a review of basic algebra and geometry, followed by an incremental development of more advanced algebra, geometry, trigonometry, statistics and pre-calculus concepts.

**METHOD:** New concepts are introduced in each daily lesson. The lesson homework consists of thirty problems, most of which are review questions. The daily review of topics covered in previous classes and in previous lessons encourages retention of concepts through repetition and provides a natural segue into new concepts. Cumulative tests are taken after every fourth lesson.

### **REQUIRED TEXT AND MATERIALS:**

Saxon, John H. Jr. *Algebra II: An Incremental Development*, 2nd ed. Oklahoma City, OK: Thompson's School Book Depository, 1991.

Any scientific calculator

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## 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson A: Geometry review; Angles; Review of absolute value; Properties and definitions Lesson B: Perimeter; Area; Volume; Surface area; Sectors of circles Lesson 1: Polygons; Triangles; Transversals; Proportional segments Lesson 2: Negative exponents; Product and power theorems for exponents; Circle relationships Lesson 3: Evaluation of expressions; Adding like terms
2	Lesson 4: Distributive property; Solution of equations; Change sides—change signs Review/Practice test Test Lesson 5: Word problems; Fractional parts of a number Lesson 6: Equations with decimal numbers; Consecutive integer word problems
3	Lesson 7: Percent; Equations from geometry Lesson 8: Polynomials; Graphing linear equations; Intercept-slope method Lesson 9: Percent word problems Lesson 10: Pythagorean theorem Review/Practice test
4	Test Lesson 11: Addition of fractions; Inscribed angles Lesson 12: Equation of a line Lesson 13: Substitution; Area of an isosceles triangle Lesson 14: Equation of a line through two points; Equation of a line with a given slope

<u>WEEK</u>	<u>TOPIC</u>
5	Lesson 15: Elimination Lesson 16: Multiplication of polynomials; Division of polynomials Review/Practice test Test Lesson 17: Subscripted variables; Angle relationships
6	Lesson 18: Ratio word problems; Similar triangles Lesson 19: Value word problems; AA means AAA Lesson 20: Simplification of radicals; Line parallel to a given line Lesson 21: Scientific notation; Two statements of equality *Review: Game/Competition #1
7	Lesson 22: Uniform motion problems—equal distances; Similar triangles and proportions Review/Practice test Test Lesson 23: Graphical solutions Lesson 24: Fractional equations; Overlapping triangles
8	Lesson 25: Monomial factoring; Cancellation; Parallel lines Lesson 26: Trinomial factoring; Overlapping right triangles Lesson 27: Rational expressions Lesson 28: Complex fractions; Rationalizing the denominator Review/Practice test
9	Test Lesson 29: Uniform motion problems: $D_1 + D_2 = k$ Lesson 30: Deductive reasoning; Euclid; Vertical angles are equal; Corresponding interior and exterior angles; $180^\circ$ in a triangle Lesson 31: Negative reciprocals; Perpendicular lines; Remote interior angles Lesson 32: Quotient theorem for square roots; Congruency; Congruent triangles
10	Lesson 33: Major rules of algebra; Complex fractions Lesson 34: Uniform motion problems: $D_1 + k = D_2$ Review/Practice test Test Lesson 35: Angles in polygons; Inscribed quadrilaterals; Fractional exponents
11	Lesson 36: Contrived problems; Multiplication of rational expressions; Division of rational expressions Lesson 37: Chemical compounds; Parallelograms Lesson 38: Powers of sums; Solving by factoring; Only zero equals zero Lesson 39: Difference of two squares; Parallelogram proof; Rhombus *Review: Game/Competition #2
12	Lesson 40: Abstract fractional equations Review/Practice test Test Lesson 41: Units; Unit multipliers Lesson 42: Estimating with scientific notation

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 43: Sine, cosine and tangent; Inverse functions Lesson 44: Solving right triangles Lesson 45: Difference-of-two-squares theorem Lesson 46: More on radical expressions; Radicals to fractional exponents Review/Practice test

<u>WEEK</u>	<u>TOPIC</u>
2	Test Lesson 47: Rate unit conversions; More on fractional exponents Lesson 48: Radical equations Lesson 49: Linear intercepts; Transversals Lesson 50: Quadratic equations; Completing the square
3	Lesson 51: Imaginary numbers; Product-of-square-roots theorem; Euler's notation; Complex numbers Lesson 52: Chemical mixture problems Review/Practice test Test Lesson 53: Metric unit conversions; English units to metric units; Weight combination by percent
4	Lesson 54: Polar coordinates; Similar triangles Lesson 55: Advanced abstract equations; Word problems and quadratic equations Lesson 56: Angles in circles; Proofs Lesson 57: Ideal gas laws Lesson 58: Lead coefficients; More on completing the square
5	Review/Practice test Test Lesson 59: Experimental data; Simultaneous equations with fractions and decimals; Rectangular form to polar form Lesson 60: Direct and inverse variation Lesson 61: Chemical mixture problems, type B
6	Lesson 62: Complex roots of quadratic equations Lesson 63: Addition of vectors Lesson 64: Complex fractions; Complex numbers Review/Practice test Test
7	Lesson 65: Advanced substitution Lesson 66: Signs of fractions; 30-60-90 triangles Lesson 67: Radical denominators Lesson 68: Scientific calculator; Scientific notation; Powers and roots *Review: Game/Competition #3
8	Lesson 69: Gas law problems Lesson 70: Advanced abstract equations Review/Practice test Test Lesson 71: Quadratic formula
9	Lesson 72: Lines from experimental data; Negative angles Lesson 73: More on radical denominators Lesson 74: Uniform motion with both distances given Lesson 75: Factorable denominators and sign changes Lesson 76: Using both substitution and elimination; Negative vectors
10	Review/Practice test Test Lesson 77: Advanced radical equations; Multiple radicals Lesson 78: Force vectors at a point Lesson 79: Metric volume; 45-45-90 triangles
11	Lesson 80: Direct and inverse variation as ratios Lesson 81: Complex numbers Lesson 82: Algebraic simplifications Review/Practice test Test

- 12 Lesson 83: Variable exponents  
 Lesson 84: Solutions of equations  
 Lesson 85: Systems of nonlinear equations  
 Lesson 86: Greater than; Trichotomy and transitive axioms; Irrational roots  
 \*Review: Game/Competition #4

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 87: Slope formula Lesson 88: The distance formula; The relationship $PV = nRT$ Review/Practice test Test Lesson 89: Conjunctions; Disjunctions; Products of chords and secants
2	Lesson 90: Systems of three equations Lesson 91: Linear inequalities; Greater than or equal to; Less than or equal to; Systems of linear inequalities Lesson 92: Boat-in-the-river problems Lesson 93: The discriminant Lesson 94: Dependent and independent variables; Functions; Functional notation
3	Review/Practice test Test Lesson 95: More nonlinear systems Lesson 96: Joint and combined variation; More on irrational roots Lesson 97: Advanced substitution
4	Lesson 98: Relationships of numbers Lesson 99: Absolute value inequalities; Negative numbers and absolute value Lesson 100: Graphs of parabolas Review/Practice test Test
5	Lesson 101: Percent markups Lesson 102: Sums of functions; Products of functions Lesson 103: Advanced polynomial division Lesson 104: Complex numbers, rational numbers and decimal numerals *Review: Game/Competition #5
6	Lesson 105: Advanced factoring Lesson 106: More on systems of three equations Review/Practice test Test Lesson 107: Numbers, numerals and value; Number word problems
7	Lesson 108: Sum and difference of two cubes Lesson 109: More on fractional exponents Lesson 110: Quadratic inequalities (greater than) Lesson 111: Three statements of equality Lesson 112: Quadratic inequalities (less than)
8	Review/Practice test Test Lesson 113: Logarithms; Antilogarithms Lesson 114: Nonlinear inequalities Lesson 115: Exponential equations; Exponential functions; Compound interest

<u>WEEK</u>	<u>TOPIC</u>
9	Lesson 116: Fundamental counting principle and permutations; Probability; Independent events Lesson 117: Letter symbols for sets; Set-builder notation Lesson 118: Logarithmic equations Review/Practice test Test
10	Lesson 119: Absolute value inequalities Lesson 120: Age word problems Lesson 121: Rational inequalities Lesson 122: Laws of logarithms; Intersection of sets; Union of sets; Venn diagrams Lesson 123: Locus; Basic construction
11	Lesson 124: Conditions of congruence; Proofs of congruence; Isosceles triangles Review/Practice test Test Lesson 125: Distance defined; Equidistance; Circle proofs Lesson 126: Rectangles; Squares; Isosceles trapezoids; Chords and arcs
12	Lesson 127: Lines and planes in space Lesson 128: Circumscribed and inscribed; Inscribed triangles; Inscribed circles; Proof of the Pythagorean theorem; Inscribed angles Lesson 129: Stem and leaf plots; Measures of central tendency; The normal curve; Standard deviation Review/Practice test Test

\*Optional



## Advanced Mathematics • Grade 11

**D** **DESCRIPTION:** The topics covered in this course include a review of algebra and an in-depth presentation of trigonometry, logarithms, analytic geometry and upper-level algebraic concepts. The study of geometry, begun in Algebra I, is also completed. In addition to teaching the concepts and skills necessary to succeed in calculus and in disciplines that are mathematically based (e.g. chemistry and physics), this course also requires students to work on problem-solving skills and to develop productive thought patterns.

**METHOD:** Students with good mathematical aptitudes will cover one lesson per class and thus the majority of the material in the text in one school year. Some students, however, may need two classes to cover each lesson, and thus require two school years to cover the same material. Each lesson is introduced first in class. Students then read the same lesson as homework before working a limited number of problems based on the new concept(s) they have learned. They also work problems based on previously learned concepts. During class, the teacher discusses with the students the solutions to the homework problems from the previous night before introducing the next lesson. Students are encouraged to demonstrate the solutions to problems at the blackboard. Cumulative tests are given after every fourth lesson. The tests emphasize material from four to eight lessons back, but also include problems from earlier lessons in order to ensure that students not forget foundational concepts.

### **REQUIRED TEXT:**

Saxon, John H. Jr. *Advanced Mathematics: An Incremental Development*, 2nd ed. Norman, OK: Saxon Publishers, 1998.

### **SUPPLEMENTAL TEXTS:**

Saxon, John H. Jr. *Advanced Mathematics: An Incremental Development, Solutions Manual*, 2nd ed. Norman, OK: Saxon Publishers, 1997.

Saxon, John H. Jr. *Advanced Mathematics: An Incremental Development, Test Masters*, 2nd ed. Norman, OK: Saxon Publishers, 1997.

### **BACKGROUND TEXT RECOMMENDATIONS:**

Larson, Ron and Robert P. Hestetler. *Precalculus*, 5th ed. Boston: Houghton Mifflin, 2002.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 1: Geometry review Lesson 2: More on area; Cylinders and prisms; Cones and pyramids; Spheres Lesson 3: Pythagorean theorem; Triangle inequalities (part 1); Similar polygons; Similar triangles Lesson 4: Construction Lesson 5: Exponents and radicals; Complex numbers; Areas of similar geometric figures; Diagonals of rectangular solids

<u>WEEK</u>	<u>TOPIC</u>
2	Lesson 6: Fractional equations; Radical equations; Systems of three linear equations Review/Practice test Test Lesson 7: Inductive and deductive reasoning; Logic; The contrapositive; Converse and inverse Lesson 8: Statements of similarity; Proportional segments; Angle bisectors and side ratios
3	Lesson 9: Congruent figures; Proof outlines Lesson 10: Equation of a line; Rational denominators; Completing the square Lesson 11: Circles; Properties of circles; The quadratic formula Lesson 12: Angles and diagonals in polygons; Proof of the chord-tangent theorem *Game/Competition/Review
4	Review/Practice test Test Lesson 13: Intersecting secants; Intersecting secants and tangents; Products of chord segments; Products of secant and tangent segments Lesson 14: Sine, cosine and tangent; Angles of elevation and depression; Rectangular and polar coordinates; Coordinate conversion Lesson 15: Assumptions; Proofs
5	Lesson 16: Complex fractions; Abstract equations; Division of polynomials Lesson 17: Proofs of the Pythagorean theorem; Proofs of similarity Lesson 18: Advanced word problems Review/Practice test Test
6	Lesson 19: Nonlinear systems; Factoring exponentials; Sum and difference of two cubes Lesson 20: Two special triangles Lesson 21: Evaluating functions; Domain and range; Types of functions; Tests for functions Lesson 22: Absolute value; Reciprocal functions Lesson 23: The exponential function; Sketching exponentials
7	Lesson 24: Sums of trigonometric functions; Combining functions *Game/Competition/Review Review/Practice test Test Lesson 25: Age problems; Rate problems
8	Lesson 26: The logarithmic form of the exponential; Logarithmic equations Lesson 27: Related angles; Signs of trigonometric functions Lesson 28: Factorial notation; Abstract rate problems Lesson 29: The unit circle; Very large and very small fractions; Quadrantal angles Lesson 30: Addition of vectors; Overlapping triangles
9	Review/Practice test Test Lesson 31: Symmetry; Reflections; Translations Lesson 32: Inverse functions; Four quadrant signs; Inverse trigonometric functions Lesson 33: Quadrilaterals; Properties of parallelograms; Types of parallelograms; Conditions for parallelograms; Trapezoids
10	Lesson 34: Summation notation; Linear regression; Decomposing functions Lesson 35: Change in coordinates; The name of a number; The distance formula Lesson 36: Angles greater than $360^\circ$ ; Sums of trigonometric functions; Boat-in-the-river problems *Game/Competition/Review Review/Practice test

<u>WEEK</u>	<u>TOPIC</u>
11	Test Lesson 37: The Line as a locus; The midpoint formula Lesson 38: Fundamental counting principle and permutations; Designated roots; Overall average rate Lesson 39: Radian measure of angles; Forms of linear equations Lesson 40: The argument in mathematics; The laws of logarithms; Properties of inverse functions
12	Lesson 41: Reciprocal trigonometric functions; Permutation notation Lesson 42: Conic sections; Circles; Constants in exponential functions Review/Practice test Test Lesson 43: Periodic functions; Graphs of $\sin \theta$ and $\cos \theta$

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 44: Abstract rate problems Lesson 45: Conditional permutations; Two-variable analysis using a graphing calculator Lesson 46: Complex roots; Factoring over the complex numbers Lesson 47: Vertical sinusoid translations; Arctan Lesson 48: Powers of trigonometric functions; Perpendicular bisectors
2	*Game/Competition/Review Review/Practice test Test Lesson 49: The logarithmic function; Development of the rules for logarithms Lesson 50: Trigonometric equations
3	Lesson 51: Common logarithms and natural logarithms Lesson 52: The inviolable argument; Arguments in trigonometric equations Lesson 53: Review of unit multipliers; Angular velocity Lesson 54: Parabolas Review/Practice test
4	Test Lesson 55: Circular permutations; Distinguishable permutations Lesson 56: Triangular areas; Areas of segments; Systems of inequalities Lesson 57: Phase shifts in sinusoids; Period of a sinusoid Lesson 58: Distance from a point to a line; "Narrow" and "wide" parabolas
5	Lesson 59: Advanced logarithm problems; The color of the White House Lesson 60: Factorable trigonometric equations; Loss of solutions caused by division *Game/Competition/Review Review/Practice test Test
6	Lesson 61: Single-variable analysis; The normal distribution; Box-and-whisker plots Lesson 62: Abstract coefficients; Linear variation Lesson 63: Circles and completing the square Lesson 64: The complex plane; Polar form of a complex number; Sums and products of complex numbers Lesson 65: Radicals in trigonometric equations; Graphs of logarithmic functions
7	Lesson 66: Formulas for systems of equations; Phase shifts and period changes Review/Practice test Test Lesson 67: Antilogarithms Lesson 68: Locus definition of a parabola; Translated parabolas; Applications; Derivation

<u>WEEK</u>	<u>TOPIC</u>
8	Lesson 69: Matrices; Determinants Lesson 70: Percentiles and z scores Lesson 71: The ellipse (part 1) Lesson 72: One side plus two other parts; Law of sines *Game/Competition/Review
9	Review/Practice test Test Lesson 73: Regular polygons Lesson 74: Cramer's rule Lesson 75: Combinations
10	Lesson 76: Functions of $(-x)$ ; Functions of the other angle; Trigonometric identities (part 1); Rules of the game Lesson 77: Binomial expansions (part 1) Lesson 78: The hyperbola Review/Practice test Test
11	Lesson 79: DeMoivre's theorem; Roots of complex numbers Lesson 80: Trigonometric identities (part 2) Lesson 81: Law of cosines Lesson 82: Taking the logarithm of exponential equations Lesson 83: Simple probability; Independent events; Replacement
12	Lesson 84: Factorable expressions; Sketching sinusoids *Game/Competition/Review Review/Practice test Test Lesson 85: Advanced trigonometric equations; Clock problems

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 86: Arithmetic progressions and arithmetic means Lesson 87: Sum and difference identities; Tangent identities Lesson 88: Exponential functions (growth and decay) Lesson 89: The ellipse (part 2) Lesson 90: Double-angle identities; Half-angle identities
2	Review/Practice test Test Lesson 91: Geometric progressions Lesson 92: Probability of either; Notations for permutations and combinations Lesson 93: Advanced trigonometric identities; Triangle inequalities (part 2)
3	Lesson 94: Graphs of secant and cosecant; Graphs of tangent and cotangent Lesson 95: Advanced complex roots Lesson 96: More double-angle identities; Triangle area formula; Proof of the law of sines; Equal angles imply proportional sides *Game/Competition/Review Review/Practice test
4	Test Lesson 97: The ambiguous case Lesson 98: Change of base; Contrived logarithm problems Lesson 99: Sequence notations; Advanced sequence problems; The arithmetic and geometric means Lesson 100: Product identities; More sum and difference identities

<u>WEEK</u>	<u>TOPIC</u>
5	Lesson 101: Zero determinants; 3x3 determinants; Determinant solutions of 3x3 systems; Independent equations Lesson 102: Binomial expansions (part 2) Review/Practice test Test Lesson 103: Calculations with logarithms; Power of the hydrogen
6	Lesson 104: Arithmetic series; Geometric series Lesson 105: Cofactors; Expansion by cofactors Lesson 106: Translations of conic sections; Equations of the ellipse; Equations of the hyperbola Lesson 107: Convergent geometric series Lesson 108: Matrix addition and multiplication
7	*Game/Competition/Review Review/Practice test Test Lesson 109: Rational numbers Lesson 110: Graphs of arcsine and arccosine; Graphs of arcsecant and arccosecant; Graphs of arctangent and arccotangent
8	Lesson 111: Logarithmic inequalities: Bases greater or less than one Lesson 112: Binomial theorem Lesson 113: Synthetic division; Zeros and roots Lesson 114: Graphs of factored polynomial functions *Game/Competition/Review
9	Review/Practice test Test Lesson 115: The remainder theorem Lesson 116: The region of interest Lesson 117: Prime and relatively prime numbers; Rational roots theorem
10	Lesson 118: Roots of polynomial equations Lesson 119: Descartes' rule of signs; Upper and lower bound theorem; Irrational roots Lesson 120: Matrix algebra; Finding inverse matrices *Game/Competition/Review Review/Practice test
11	Test Lesson 121: Piecewise functions; Greatest integer function Lesson 122: Graphs of rational functions; Graphs that contain holes Lesson 123: The general conic equation Lesson 124: Point of division formulas
12	Lesson 125: Using the graphing calculator to graph; Solutions of systems of equations using the graphing calculator; Roots *Game/Competition/Review Review/Practice test Test

\*Optional



## Calculus • Grade 12

**D** **DESCRIPTION:** This course presents and develops the concepts, methods and skills of calculus, with trigonometry and analytic geometry. It emphasizes problem solving and analytical thinking. The course begins with the study of the rate of change of functions, then studies derivatives and their applications, integration and applications of definite integrals, the calculus of transcendental functions (trigonometric, inverse trigonometric, exponential and logarithmic) and the techniques of integration.

**METHOD:** The teacher follows Saxon's method by introducing a new lesson in each class. As homework, students read the lesson explaining the same concepts introduced in class. They work some problems based upon these new concepts, and even more problems based upon concepts previously introduced. Before introducing the next lesson in class, the teacher discusses with the students the solutions to the homework problems from the previous night. Students are encouraged to demonstrate the solutions to problems at the blackboard. Tests are given after every fourth lesson. The tests emphasize material from four to eight lessons back, but also include problems from earlier lessons in order to ensure that students do not forget foundational concepts. The schedule of topics from Saxon's *Calculus* as they are listed below would fit an accelerated student who wished to attempt an Advanced Placement examination in calculus, although for that purpose the student might want to consider the text by Finney listed under the background text recommendations. The typical student will require three semesters to complete Saxon's *Calculus*. For two semesters, a realistic goal is to proceed at such a pace as to complete Lesson 104.

### **REQUIRED TEXT:**

Saxon, John H. Jr. and Frank Y.H. Wang. *Calculus with Trigonometry and Analytic Geometry*, 2nd ed. Norman, OK: Saxon, 2002.

### **SUPPLEMENTAL TEXTS:**

Saxon, John H. Jr. and Frank Y.H. Wang. *Calculus with Trigonometry and Analytic Geometry, Solutions Manual*, 2nd ed. Norman, OK: Saxon Publishers, Inc., 2002.

Saxon, John H. Jr. *Advanced Mathematics: An Incremental Development, Test Masters*, 2nd ed. Norman, OK: Saxon Publishers, 1997.

### **BACKGROUND TEXT RECOMMENDATIONS:**

Finney, Ross L., et al. *Calculus, Graphical, Numerical, Algebraic*. Menlo Park, CA: Addison-Wesley, 1999.

Thomas, George B. Jr. and Ross L. Finney. *Calculus and Analytic Geometry*, 8th ed. Menlo Park, CA: Addison-Wesley, 1992.

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# 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Introduction Lesson 1: Real numbers; Review of algebraic manipulations Lesson 2: Review of equations of lines; Using the graphing calculator Lesson 3: The contrapositive, converse and inverse; If and only if statements Lesson 4: Radian measure of angles; Trigonometric ratios; The four quadrant signs; Simplifying trigonometric expressions
2	Lesson 5: Review of word problems Lesson 6: Equations and graphs of functions; Functional notation; Domain and range Lesson 7: The unit circle; Centerline, amplitude and phase angle of sinusoids; Period of a function; Important numbers; Exponential functions Lesson 8: Pythagorean identities; Functions of $-$ ; Trigonometric identities; Cofunctions; Similar triangles Test through lesson 4
3	Lesson 9: Absolute value as a distance; Graphing “special” functions; Logarithms; Base 10 and base e; Simple logarithm problems Lesson 10: Quadratic polynomials; Remainder theorem; Rational roots theorem Lesson 11: Continuity; Left- and right-hand limits Lesson 12: Sum and difference identities; Double-angle identities; Half-angle identities; Graphs of logarithmic functions Test through lesson 8
4	Lesson 13: Inverse trigonometric functions; Trigonometric equations Lesson 14: Limit of a function Lesson 15: Interval notation; Products of linear factors; Tangents; Increasing and decreasing functions Lesson 16: Logarithms of products and quotients; Logarithms of powers; Exponential equations Test through lesson 12
5	Lesson 17: Infinity as a limit; Undefined limits Lesson 18: Sums, differences, products and quotients of functions; Composition of functions Lesson 19: The derivative; Slopes of curves on a graphing calculator Lesson 20: Change of base; Graphing origin-centered conics on a graphing calculator Test through lesson 16
6	Lesson 21: Translations of functions; Graphs of rational functions (part 1) Lesson 22: Binomial expansion; Recognizing the equations of conic sections Lesson 23: Trigonometric functions of $n\theta$ ; Graphing conics on a graphing calculator Lesson 24: New notation for the definition of the derivative; The derivative of $x^n$ Test through lesson 20
7	Lesson 25: The constant-multiple rule for derivatives; The derivatives of sums and differences; Proof of the derivative of a sum Lesson 26: Derivatives of $e^x$ and $\ln  x $ ; Derivatives of $\sin x$ and $\cos x$ ; Exponential growth and decay Lesson 27: Equation of the tangent line; Higher-order derivatives Lesson 28: Graphs of rational functions (part 2); A special limit Test through lesson 24
8	Lesson 29: Newton and Leibniz; Differentials Lesson 30: Graph of $\tan \theta$ ; Graphs of reciprocal functions Lesson 31: Product rule; Proof of product rule Lesson 32: An antiderivative; The indefinite integral Test through lesson 28
9	Lesson 33: Factors of polynomial functions; Graphs of polynomial functions Lesson 34: Implicit differentiation Lesson 35: Integral of a constant; Integral of $kf(x)$ ; Integral of $x^n$ Lesson 36: Critical numbers; A note about critical numbers Test through lesson 32

<u>WEEK</u>	<u>TOPIC</u>
10	Lesson 37: Differentiation by $u$ substitution Lesson 38: Integral of a sum; Integral of $1/x$ Lesson 39: Area under a curve; Upper and lower sums; Left, right and midpoint sums Lesson 40: Units for the derivative; Normal lines; Maximums and minimums on a graphing calculator Test through lesson 36
11	Lesson 41: Graphs of rational functions (part 3) Lesson 42: The derivative of a quotient; Proof of the quotient rule Lesson 43: Area under a curve as an infinite summation Lesson 44: The chain rule; Alternate definition of the derivative; The symmetric derivative Test through lesson 40
12	Lesson 45: Using $f'$ to characterize $f$ ; Using $f'$ to find maximums and minimums Lesson 46: Related rates problems Lesson 47: Fundamental theorem of calculus (part 1); Riemann sums; The definite integral Lesson 48: Derivatives of trigonometric functions; Summary of rules for derivatives and differentials Test through lesson 44

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 49: Concavity and inflection points; Geometric meaning of the second derivative; First and second derivative tests Lesson 50: Derivatives of composite functions; Derivatives of products and quotients of composite functions Lesson 51: Integration by guessing Lesson 52: Maximization and minimization problems Test through lesson 48
2	Lesson 53: Numerical integration of positive-valued functions on a graphing calculator Lesson 54: Velocity and acceleration; Motion due to gravity Lesson 55: Maclaurin polynomials Lesson 56: More integration by guessing Test through lesson 52
3	Lesson 57: Properties of the definite integral Lesson 58: Explicit and implicit equations; Inverse functions Lesson 59: Computing areas; More numerical integration on a graphing calculator Lesson 60: Area between two curves; Area between curves using a graphing calculator Test through lesson 56
4	Lesson 61: Playing games with $f$ , $f'$ and $f''$ Lesson 62: Work, distance and rates Lesson 63: Critical number (closed interval) theorem Lesson 64: Derivatives of inverse trigonometric functions Test through lesson 60
5	Lesson 65: Falling-body problems Lesson 66: $u$ substitution; Change of variable; Proof of substitution theorem Lesson 67: Areas involving functions of $y$ Lesson 68: Even and odd functions Test through lesson 64
6	Lesson 69: Integration by parts (part 1) Lesson 70: Properties of limits; Some special limits Lesson 71: Solids of revolution (part 1): disks Lesson 72: Derivatives of $a^x$ ; Derivatives of $\log_a x$ ; Derivative of $ f(x) $ Test through lesson 68

<u>WEEK</u>	<u>TOPIC</u>
7	Lesson 73: Integrals of $a^x$ ; Integrals of $\log_a x$ Lesson 74: Fluid force Lesson 75: Continuity of functions Lesson 76: Integration of odd powers of $\sin x$ and $\cos x$ Test through lesson 72
8	Lesson 77: Pumping fluids Lesson 78: Particle motion (part 1) Lesson 79: L'Hôpital's rule Lesson 80: Asymptotes of rational functions Test through lesson 76
9	Lesson 81: Solids of revolution (part 2): washers Lesson 82: Limits and continuity; Differentiability Lesson 83: Integration of even powers of $\sin x$ and $\cos x$ Lesson 84: Logarithmic differentiation Test through lesson 80
10	Lesson 85: The mean value theorem and its applications; Proof of Rolle's theorem Lesson 86: Rules for even and odd functions Lesson 87: Solids of revolution (part 3): shells Lesson 88: Separable differential equations Test through lesson 84
11	Lesson 89: Average value of a function; Mean value theorem for integrals and its proof Lesson 90: Particle motion (part 2) Lesson 91: Product and difference indeterminate forms Lesson 92: Derivatives of inverse functions Test through lesson 88
12	Lesson 93: Newton's method Lesson 94: Solids of revolution (part 4): displaced axes of revolution Lesson 95: Trapezoidal rule; Error bound for the trapezoidal rule Lesson 96: Derivatives and integrals of functions involving absolute value Test through lesson 92

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Lesson 97: Solids defined by cross sections Lesson 98: Fundamental theorem of calculus (part 2); The natural logarithm function Lesson 99: Linear approximations using differentials Lesson 100: Integrals of powers of $\tan x$ ; Integrals of powers of $\cot x$ ; Integrals of $\sec x$ and $\csc x$ Test through lesson 96
2	Lesson 101: Limit of $(\sin x)/x$ for small $x$ ; Proof of the derivative of $\sin x$ Lesson 102: Derivatives of $\ln x$ and $e^x$ ; Definition of $e$ Lesson 103: Proof of the fundamental theorem of calculus; Epsilon-delta proofs Lesson 104: Graphs of solutions of differential equations; Slope fields; Recognizing graphs of slope fields Test through lesson 100
3	Lesson 105: Sequences; Limit of a sequence; Graphs of sequences; Characteristics of sequences Lesson 106: Introduction to parametric equations; Slope of parametric curves Lesson 107: Polar coordinates; Polar equations Lesson 108: Introduction to vectors; Arithmetic of vectors; Unit vectors and normal vectors Test through lesson 104

<u>WEEK</u>	<u>TOPIC</u>
4	Lesson 109: Arc length (part 1); Rectangular equations Lesson 110: Rose curves Lesson 111: The exponential indeterminate forms $0^0$ , $1^\infty$ and $\infty^0$ Lesson 112: Foundations of trigonometric substitution Test through lesson 108
5	Lesson 113: Trigonometric substitution Lesson 114: Arc length (part 2): parametric equations Lesson 115: Partial fractions (part 1); Logistic differential equations Lesson 116: Series Test through lesson 112
6	Lesson 117: Geometric series; Telescoping series Lesson 118: Limaçons and lemniscates Lesson 119: Parametric equations—second derivatives and tangent lines Lesson 120: Partial fractions (part 2) Test through lesson 116
7	Lesson 121: Convergence and divergence; Series indexing; Arithmetic of series Lesson 122: Integration by parts (part 2) Lesson 123: Vector functions Lesson 124: Implicit differentiation (part 2) Test through lesson 120
8	Lesson 125: Infinite limits of integration Lesson 126: Partial fractions (part 3) Lesson 127: P-series Lesson 128: Basic comparison test; Integral test; Proof of p-test Test through lesson 124
9	Lesson 129: Area bounded by polar curves Lesson 130: Ratio test; Root test Lesson 131: Infinite integrands Lesson 132: Limit comparison test Test through lesson 128
10	Lesson 133: Euler's method Lesson 134: Slopes of polar curves Lesson 135: Absolute convergence Lesson 136: Using the chain rule with the fundamental theorem of calculus Test through lesson 132
11	Lesson 137: Piecewise integration Lesson 138: Conditional convergence and Leibniz's theorem Lesson 139: Alternating series approximation theorem Lesson 140: Projectile motion Test through lesson 136
12	Lesson 141: Taylor series Lesson 142: Velocity and acceleration as vector functions Lesson 143: Binomial series Lesson 144: Remainder theorem Test through lesson 144



## Rhetoric Overview

The study and use of rhetorical skills have often been misunderstood as a game of words. After all, politicians, pundits and demagogues are frequently known to use “rhetoric” to obscure truth or to trick an audience into accepting a spurious argument. Such a misrepresentation is unfortunate in a world that is in need of the logic and skills of communication that can be obtained through a close study of rhetoric. Indeed, this course of study ought to be understood as a culmination of a student’s education, for in the study of rhetoric, grammar and writing, the student is taught to draw upon his now substantial body of knowledge in the creation of confident, well-reasoned and orderly arguments, expository essays, narratives, epistolary essays and poetry as well as all manner of written and oral communication.<sup>1</sup> With these tools in hand, the student can then easily decipher the spurious argument and counter with a clear, concise response. The student who has established strong convictions rooted in a worthy education can now effectively communicate that knowledge and those convictions in such a way as to persuade. With these skills, the student becomes a stronger citizen, able to argue on behalf of those ideals necessary for a free and moral society.

Hillsdale Academy introduces a formal study of rhetoric in the Upper School. Beginning in the ninth grade and ending in the junior year, the study of rhetoric is designed to train students in the rules, language and art of communication. For Hillsdale Academy students, the foundations for the study of rhetoric have already been laid in their general lower and middle school studies, particularly in the study of grammar, writing and vocabulary. In addition to these foundations, each student has been expected to present at least two memorized recitations during each academic year in order to strengthen his skills in memorization as well as his experience in public presentation (see page 27). The Upper School study of rhetoric is, therefore, neither completely foreign nor is it entirely novel. It is also not purely oral in its emphasis, but incorporates written argument as well. What is new to the Academy student is the introduction of formal rules and types of communication central to the study of rhetoric.

<sup>1</sup>Dorothy Sayers, “The Lost Tools of Learning,” reprinted in Douglas Wilson, *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Wheaton, IL: Good News Publishers, 1991: 154, 161-162; Bauer, Susan Wise and Jessie Wise, *The Well-Trained Mind*. New York: W.W. Norton and Company, 1999: 451-471.



## Rhetoric • Grade 9

**D** **DESCRIPTION:** The study of rhetoric in the ninth grade serves as the first, formal introduction to the rules, language and history of rhetoric. Students read Aristotle's *Art of Rhetoric* and are expected to give oral presentations and complete written assignments based on their reading.

**METHOD:** In this first year, assignments should be closely directed with teacher-assigned topics for all presentations. The class meets daily.

### **REQUIRED TEXTS:**

Aristotle. *Art of Rhetoric*. Translated by Hugh Lawson-Tancred. New York: Penguin, 1992.

Corbett, E. *Classical Rhetoric for the Modern Student*, 3rd ed. New York: Oxford University Press, 1990.

### **SUPPLEMENTAL TEXTS:**

Bizzell, B. and B. Herzberg. *The Rhetorical Tradition: Readings from Classical Times to the Present*. New York: Bedford Books, 1990.

Kennedy, George A. *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*, 2nd ed. Chapel Hill: University of North Carolina Press, 1999.

Lanham, Richard A. *A Handlist of Rhetorical Terms*, 2nd ed. Berkeley: University of California Press, 1991.

Weston, Anthony. *A Rulebook for Arguments*, 2nd ed. Indianapolis, IN: Hackett, 1992.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1	Corbett, pp. 20-27, 29-31	Introduction
2	Aristotle, Bk. I, chap. 1 Corbett, pp. 4-19	Argument and emotion
3 - 4	Aristotle, Bk. I, chap. 2 Corbett, pp. 28-29	Modes of persuasion
5 - 6	Aristotle, Bk. I, chap. 3	Kinds of rhetoric
7 - 8	Aristotle, Bk. I, chap. 4-8 (selections)	Political oratory
9 - 10	Extensive writing assignment <sup>1</sup>	
11 - 12	Student presentations	

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1 - 2	Aristotle, Bk. I, chap. 9	Speaking of virtue
3 - 6	Aristotle, Bk. I, chap. 10-15 (selections)	Forensic oratory
7 - 8	Aristotle, Bk. II, chap. 1	What the orator must do
9 - 10	Extensive oratory assignment <sup>2</sup>	
11 - 12	Student presentations	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1 - 2	Aristotle, Bk. II, chap. 2-17 (selections)	Emotions, human character and fortune
3 - 6	Aristotle, Bk. II, chap. 20-26; Bk. III, chap. 1-18 (selections)	Modes and style
7 - 8	Aristotle, Bk. III, chap. 19	Conclusions
9 - 10	Final assignment <sup>3</sup>	
11 - 12	Final presentation	

<sup>1</sup> Each student must prepare an essay describing, with modern examples, one of the three kinds of rhetoric. They must then present their essays in class.

<sup>2</sup> Each student must prepare and present an oration on the topic, "The Character of the Orator."

<sup>3</sup> Each student must prepare either a written or an oral presentation defining a particular mode or style of rhetoric.



## Rhetoric • Grade 10

**DESCRIPTION:** The study of rhetoric in the tenth grade is the most intense of the three years of study in this discipline. It serves to strengthen as well as add to the skills learned in the previous year of study by focusing on the style and modes of communication. The tenth grade studies include reading assignments, orations and written assignments, all of which are contiguous with the history and literature studied in the Academy's Humane Letters curriculum.

**METHOD:** In this second year, the teacher should begin to allow greater creativity and flexibility for the student in his choice of topics. The class meets daily.

### **REQUIRED TEXTS:**

Bizzell, P. and B. Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. New York: Bedford Books, 1990.

Corbett, E. *Classical Rhetoric for the Modern Student*, 3rd ed. New York: Oxford University Press, 1990.

Strunk, William Jr. and E.B. White. *The Elements of Style*. Needham Heights, MA: Allyn and Bacon, 1979.

Weston, Anthony. *A Rulebook for Arguments*, 2nd ed. Indianapolis, IN: Hackett, 1992.

### **SUPPLEMENTAL TEXTS:**

Kennedy, George A. *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*, 2nd ed. Chapel Hill: University of North Carolina Press, 1999.

Lanham, Richard A. *A Handlist of Rhetorical Terms*, 2nd ed. Berkeley: University of California Press, 1991.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Strunk and White, pp. 1-14	Rules of usage
5-8	Strunk and White, pp. 15-33	Composition
9-10	Strunk and White, pp. 34-38, 66-86	Form and style
11-12	Extensive writing assignment <sup>1</sup>	Form and style, continued

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Corbett, pp. 3-31 Isocrates, <i>Against the Sophists</i> , in Bizzell, pp. 43-49	Introduction to argument

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
3-4	Corbett, pp. 32-142 Weston, pp. 1-27	Argument
5-6	Corbett, pp. 143-150 Selections from Socrates, <i>Apology</i> , in Corbett, pp. 233-249 Weston, pp. 28-59	Argument, continued
7-8	Selections from Cicero, <i>Of Oratory</i> , in Bizzel, pp. 200-232	Argument, continued
9-10	Corbett, pp. 278-316	Arrangement of material
11-12	Oral and/or written presentations	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Corbett, pp. 380-403 Weston, pp. 60-79	Precision: grammar, diction and composition
5-8	Corbett, pp. 404-423 Selections from Erasmus, <i>Copia: Foundations of the Abundant Style</i> , in Bizzel, pp. 502-556	Style
9-11	Presentations of final oral and/or written assignment	

<sup>1</sup> Assignments in this year of study should focus on further orientation with style, grammar, forms of argument and precision of thought.



## Rhetoric • Grade 11

**D** **DESCRIPTION:** The first trimester of the eleventh grade will serve as an introduction to the study and writing of poetry. The remainder of the year is spent mastering rhetoric and oral argumentation.

**METHOD:** This final year of study in rhetoric provides the student greater freedom in choosing topics and introduces him more fully to the nuances of poetic expression and formal debate. The class meets daily.

### REQUIRED TEXTS:

Phillips, Leslie. *Basic Debate*, 4th ed. Lincolnwood, IL: National Textbook, 1997.

Strachan, John and Richard Terry. *Poetry: An Introduction*. Washington Square, NY: New York University Press, 2001.

### SUPPLEMENTAL TEXTS:

Altenberd, L. and Leslie L. Lewis. *A Handbook for the Study of Poetry*. New York: Macmillan, 1966.

Davie, Donald. *The New Oxford Book of Christian Verse*. Oxford: Oxford University Press, 1981.

Hill, Bill. *The Art and Practice of Argumentation and Debate*. Mountain View, CA: Mayfield Publishing, 1997.

Kilby, Clyde. *Poetry and Life: An Introduction to Poetry*. New York: Odyssey Press, 1953.

Strunk, William Jr. and E.B. White. *The Elements of Style*. Needham Heights, MA: Allyn and Bacon, 1979.

Weston, Anthony. *A Rulebook for Arguments*, 2nd ed. Indianapolis, IN: Hackett, 1992.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Strachan, pp. 1-23	Introduction to poetry
3-4	Strachan, pp. 24-74	Shape and sound
5-6	Strachan, pp. 75-114	Metre and rhythm
7-8	Strachan, pp. 115-141	Comparisons and associations
9-10	Strachan, pp. 142-166	Words/language
11-12	Student presentations <sup>1</sup>	

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## 2ND TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-2	Phillips, pp. 3-10	Democracy and debate
3-6	Phillips, pp. 11-48	Analysis and research
7-8	Phillips, pp. 49-68	Logic and reasoning
9-10	Phillips, pp. 69-118	Argumentation
11-12	Student assignments and presentations	

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## 3RD TRIMESTER

<u>WEEK</u>	<u>MATERIAL</u>	<u>TOPIC</u>
1-4	Phillips, pp. 119-190	Argumentation, continued
5-8	Phillips, pp. 257-264	Parliamentary procedure
9-10	Formal debates	
11-12	Final assignments/presentations	

<sup>1</sup> Written and oral assignments in this year should focus on developing the student's confidence in expressing ideas in poetics and argumentation.



## Science Overview

A four-year science curriculum is of significant importance to classical education. A thorough study of the hard sciences, based on conceptual understanding and experimentation, endows a student with necessary logic and reasoning skills. Further, such a science curriculum allows a student to question with greater confidence; he possesses a firm foundation from which meaningful questions arise.

Scientific study at Hillsdale Academy begins with biology in the ninth grade, followed by physics in the tenth and chemistry in the eleventh. Twelfth graders choose between advanced biology and astronomy/advanced physics. This sequence of courses is designed so that each year simultaneously builds upon the previous years and prepares for future years. In biology, familiar examples are used to introduce concepts important to life. Physics students examine the concrete and recognizable phenomena of mechanics, gravity, heat, sound, light, electricity, magnetism, atoms and nuclei. Chemistry students explore the interactions and relationships between atoms and molecules that account for chemical changes. The advanced biology course emphasizes the structures and functions of biological molecules in various levels of organisms, and in the astronomy/advanced physics course, students deepen their understanding of matter within and outside of Earth. Throughout all the courses, laboratory proficiency is fostered, allowing students to collate diverse concepts in a practical lab setting.

Hillsdale Academy's science sequence differs from that of most secondary schools by offering physics as a tenth grade course rather than as a twelfth grade course. Because physics is, at its foundation, the most basic science, it provides the concepts that allow greater accessibility to chemistry and biology. One must understand the concept of atoms before approaching the periodic table, molecular structure, chemical bonds and gas laws. Further, the topics of an advanced biology course—such as cellular mechanics, development and genetics—become illuminated only with a working foundation of physical and chemical interactions. Thus, the student begins with concrete phenomena, fully accessible to a young student, and then moves to conceptual explanation and analysis.<sup>1</sup>

<sup>1</sup> See "Revolution in Science Education: Put Physics First!" by Leon Lederman, in *Physics Today*, Vol. 54, No. 9. Melville, NY: American Institute of Physics, September 2001, pp. 11-12 ([www.aip.org](http://www.aip.org)). Also see discussions of this article in the *Physics Today*'s "Letters" section in the following two issues: Feb. 2002, Vol. 55, No. 2, p. 12; March 2002, Vol. 55, No. 3, p. 12.



## Biology • Grade 9

**D** **DESCRIPTION:** Building upon the foundational physical science curriculum of the seventh and eighth grade years, the study of biology in the ninth grade is far-reaching. All levels of biology are covered, beginning with ecosystems and ecology, cells and genetics and culminating with organismal diversity and plant and animal form and function.

**METHOD:** Students are asked to understand and apply the scientific method through experimentation. Critical reading of the textbook and related materials is required and is essential to this and future scientific study. Students are encouraged, through class discussion, writing assignments and labs, to integrate varied concepts covered throughout the year.

**REQUIRED TEXT:**

Miller, Kenneth R. and J. Levine. *Biology*. Upper Saddle River, NJ: Prentice Hall, 2002.

**SUPPLEMENTAL TEXTS:**

Alberts, B., et al. *Essential Cell Biology: An Introduction to the Molecular Biology of the Cell*. New York: Garland Publishing, 1998.

Dickey, T. *Laboratory Investigations*. San Francisco, CA: Benjamin Cummings, 2003.

Morgan, J.G. and M.E.B. Carter. *Investigating Biology*. San Francisco, CA: Benjamin Cummings, 2002.

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### 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC and READING</u>
1	Chapter 1: Introduction to biology
2	Chapter 2: The chemistry of life
3	Chapter 3: The biosphere
4	Chapter 4: Ecosystems and communities
5	Chapter 5: Populations
6	Chapter 7: Cell structure and function
7	Chapter 8: Photosynthesis
8-9	Chapter 9: Cellular respiration
10	Chapter 10: Cell growth and division
11-12	Chapter 11: Genetics

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC and READING</u>
1	Chapter 12: DNA and RNA
2	Chapter 13: Genetic engineering
3	Chapter 14: The human genome
4	Chapter 15 and 16: Darwin's theory of evolution; Evolution of populations
5	Chapter 17: The history of life
6	Chapter 18: Classification
7	Chapter 19: Bacteria and viruses
8	Chapter 20: Protists
9	Chapter 21: Fungi
10	Chapter 26: Invertebrates: sponges and cnidarians
11	Chapter 27: Invertebrates: worms and mollusks
12	Chapter 28 and 29: Invertebrates: arthropods and echinoderms

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC and READING</u>
1	Chapter 30: Chordates: nonvertebrate chordates, fish and amphibians
2	Chapter 31: Chordates: reptiles and birds
3	Chapter 32: Chordates: mammals
4	Chapter 33: Comparing chordates
5	Chapter 35: Nervous system
6	Chapter 36: Skeletal, muscular and integumentary systems
7	Chapter 37: Circulatory and respiratory systems
8	Chapter 38 and 39: Digestive, excretory, endocrine and respiratory systems
9	Chapter 40: Immune system and disease
10-11	Chapter 22 and 24: Plant diversity and adaptations
12	Chapter 23: Roots, stems and leaves



## Physics • Grade 10

**D** **DESCRIPTION:** This course covers the major concepts, principles, methods and developments of physics, especially classical physics but also including modern physics. It develops essential skills, including comprehending the text, applying mathematical methods to scientific concepts, applying knowledge to problem sets and tests, demonstrating proficiency in laboratory investigations and in the use of the calculator-based laboratories, writing clear and well-organized laboratory reports with independent analysis and interpretation of experiments, understanding the scientific method, working cooperatively with others, thinking critically about the concepts and formulating questions and relating physics to situations encountered in life. It also intends that students acquire an appreciation of physics from aesthetic, philosophical and historical perspectives.

**METHOD:** Concepts and principles of physics are discussed in class lectures. As a general practice and whenever possible, the teacher conducts classroom demonstrations for each new concept and principle. Students are then assigned regular laboratory exercises that illustrate the concepts and teach laboratory methods and the scientific method. Textbook readings (or handouts from the supplementary text mentioned below) and homework based upon the readings are assigned in each class unless a laboratory write-up is assigned instead. The homework assignments take the form of *questions*, which require reflection and explanation, and *problems*, which involve analysis of situations, application of concepts learned and mathematical calculations. Homework questions and problems are always discussed in the following day's class.

### **REQUIRED TEXT:**

Hewitt, Paul G. *Conceptual Physics*, 3rd ed. Menlo Park, CA: Addison-Wesley, 1997.

### **SUPPLEMENTAL TEXT:**

Hickman, Jennifer Bond. *Problem-Solving Exercises in Physics*. Menlo Park, CA: Addison-Wesley, 1997.

### **BACKGROUND TEXT RECOMMENDATIONS:**

Giancoli, Douglas C. *Physics, Principles with Applications*. Any edition. Englewood Cliffs, NJ: Prentice Hall.

Zitzewitz, Paul, et al. *Merrill Physics, Principles and Problems*. Westerville, OH: Glencoe/McGraw-Hill, 1995.

### **POSSIBLE SOURCES FOR LABORATORY EXERCISES AND DEMONSTRATIONS:**

For those who can acquire the software and equipment necessary to do calculator-based laboratories:

Gastineau, John, et al. *Physics with CBL*. Portland, OR: Vernier Software.

For those with limited budgets, there are many books which describe experiments that can be done with ordinary household materials, such as:

Robinson, Paul. *Laboratory Manual to Accompany Conceptual Physics*, 8th ed. Menlo Park, CA: Addison-Wesley, 1998.

## POSSIBLE SOURCES FOR LABORATORY EXERCISES AND DEMONSTRATIONS CONTINUED:

- Edge, R.D. *String and Sticky Tape Experiments*. College Park, MD: American Association of Physics Teachers, 1981. (phone 301-209-3300)
- Freier, G.D. and F.J. Anderson. *A Demonstration Handbook for Physics*. College Park, MD: American Association of Physics Teachers, 1981. (phone 301-209-3300)
- Goodwin, Peter. *Practical Physics Labs, A Resource Manual*. Portland, ME: J. Weston Walch, 1990.
- Kardos, Thomas. *75 Easy Physics Demonstrations*. Portland, ME: J. Weston Walch, 1996.

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## 1ST TRIMESTER

<u>WEEK</u>	<u>READING and TOPIC</u>
1	Chapter 1: Physics as the most basic science; Mathematics as the language of physics; The scientific method; Scientific hypotheses Chapter 2: Linear motion Relativity of motion; Speed; Velocity; Acceleration; Free fall; Graphs of motion; Air resistance
2	Chapter 3: Projectile motion Vector and scalar quantities; Velocity vectors, Components of vectors; Projectile motion
3	Chapter 4: Newton's first law of motion—inertia Aristotle, Copernicus and Galileo on motion; Newton's law of inertia; Mass as the measure of inertia; Net force; Equilibrium when net force equals zero; Vector addition of forces; The moving earth
4	Chapter 5: Newton's second law of motion—force and acceleration Force as cause of acceleration; Mass as resistance to acceleration; Newton's second law; Friction; Pressure; Explanation of free fall; Falling and air resistance
5	Chapter 6: Newton's third law of motion—action and reaction Forces and interactions; Newton's third law; Identifying action and reaction; Action and reaction on different masses; Whether action and reaction forces cancel; The horse-cart problem; Equality of action and reaction
6	Chapter 7: Momentum Impulse as the cause of changes in momentum; Bouncing; Conservation of momentum; Collisions; Momentum vectors
7	Chapter 8: Energy Work; Power; Mechanical energy; Potential energy; Kinetic energy; Conservation of energy; Machines; Efficiency
8	Chapter 9: Circular motion Rotation and revolution; Rotational speed; Centripetal force; Centripetal and centrifugal forces; Centrifugal force in a rotating frame of reference; Simulated gravity
9	Chapter 10: Center of gravity and mass Center of gravity; Center of mass; Locating center of gravity; Toppling; Stability
10	Chapter 11: Rotational mechanics Torque; Balanced torques; Torque and center of gravity; Rotational inertia; Angular momentum; Conservation of angular momentum
11	Chapter 12: Universal gravitation The falling apple; The falling moon; The falling earth; Newton's law of universal gravitation; Gravity and distance—the inverse square law; Universal gravitation
12	Chapter 13: Gravitational interactions Gravitational fields; Gravitational field inside a planet; Weight and weightlessness; Ocean tides; Tides in the earth and atmosphere; Black holes

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## 2ND TRIMESTER

<u>WEEK</u>	<u>READING and TOPIC</u>
1	Chapter 14: Satellite motion Earth satellites; Circular orbits; Elliptical orbits; Energy conservation and satellite motion; Escape speed
2	Chapter 15: Special relativity—space and time Relativity of motion; Constancy of speed of light; The first postulate of special relativity; The second postulate of special relativity; Time dilation; The twin trip; Space and time travel
3	Chapter 16: Special relativity—length, momentum, and energy Length contraction; Relativistic momentum and inertia; Equivalence of mass and energy; Kinetic energy; The correspondence principle
4	Chapter 17: Atomic nature of matter Elements; Molecules; The nucleus; Electrons; Phases of matter Chapter 18: Solids Density; Elasticity; Compression and tension; Scaling
5	Chapter 19: Liquids Pressure; Buoyancy; Archimedes' principle; Floatation; Pascal's principle Chapter 20: Gases Atmospheric pressure; The barometer; Boyle's law; Buoyancy of air; Bernoulli's principle and its applications
6	Chapter 21: Temperature, heat and expansion Thermal equilibrium; Internal energy; Measurement of heat; Specific heat capacity; Heat capacity of water; Thermal expansion; Expansion of water
7	Chapter 22: Heat transfer Conduction; Convection; Radiation; Absorption and emission of radiant energy; Newton's law of cooling; Global warming and the greenhouse effect Chapter 23: Change of phase Evaporation; Condensation; Evaporation and condensation rates; Boiling; Freezing; Regelation; Energy and changes of phase
8	Chapter 24: Thermodynamics Absolute zero; First law of thermodynamics; Adiabatic processes; Second law of thermodynamics; Heat engines and the second law; Order tending to disorder; Entropy
9	Chapter 25: Vibrations and waves Vibration of a pendulum; Wave description, motion and speed; Transverse and longitudinal waves; Interference; Standing waves; The Doppler effect; Bow waves; Shock waves
10	Chapter 26: Sound The origin of sound; Sound in air; Media that transmit sound; Speed of sound; Loudness; Forced vibration; Natural frequency; Resonance; Interference; Beats
11	Chapter 27: Light Early concepts of light; The speed of light; Electromagnetic waves; Light and transparent materials; Opaque materials; Shadows; Polarization
12	Chapter 28: Color The color spectrum; Color by reflection; Color by transmission; Sunlight; Mixing colored light; Complementary colors; Mixing colored pigments; Why the sky is blue; Why sunsets are red; Why water is greenish blue; Atomic spectra

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1	Chapter 29: Reflection and refraction The law of reflection; Mirrors; Diffuse reflection; Reflection of sound; Refraction of sound and light; Atmospheric refraction; Dispersion in a prism; The rainbow: total internal reflection
2	Chapter 30: Lenses Converging and diverging lenses; Image formation by a lens; Constructing images through ray diagrams; Common optical instruments; The eye; Defects in vision; Defects in lenses
3	Chapter 31: Diffraction and interference Huygens' principle; Young's interference experiment; Single-color interference from thin films; Iridescence from thin films; Laser light; The hologram
4	Chapter 32: Electrostatics Electrical forces and charges; Conservation of charge; Coulomb's law; Conductors and insulators; Charging by friction and contact; Charging by induction; Charge polarization
5	Chapter 33: Electric fields and potential Electric field lines; Electric shielding; Electric potential energy; Electric potential; Electric energy storage; The Van de Graaff generator
6	Chapter 34: Electric current Flow of charge; Voltage sources; Electric resistance; Ohm's law and electric shock; Direct current and alternating current; Converting AC to DC; The speed of electrons in a circuit; The source of electrons in a circuit; Electric power
7	Chapter 35: Electric circuits Battery and bulb; Series circuits; Parallel circuits; Schematic diagrams; Combining resistors in a compound circuit; Parallel circuits and overloading
8	Chapter 36: Magnetism Magnetic poles; Magnetic fields; The nature of the magnetic field; Magnetic domains; Electric currents and magnetic fields; Magnetic forces on moving charged particles; Magnetic forces on current-carrying wires; Meters and motors; The earth's magnetic field
9	Chapter 37: Electromagnetic induction Faraday's law; Generators and alternating current; Comparison of the motor and the generator; Transformers; Power transmission; Induction of electric and magnetic fields; Electromagnetic waves
10	Chapter 38: The atom and the quantum Models; Light quanta; The photoelectric effect; Waves as particles; Particles as waves; Electron waves; Relative sizes of atoms; Quantum physics; Predictability and chaos
11	Chapter 39: The atomic nucleus and radioactivity Radioactive decay; Radiation penetrating power; Radioactive isotopes; Radioactive half-life; Natural transmutation of elements; Artificial transmutation of elements; Carbon dating; Uranium dating; Radioactive tracers
12	Chapter 40: Nuclear fission and fusion The nuclear fission reactor; Plutonium; The breeder reactor; The mass-energy equivalence; Controlling nuclear fusion



## Chemistry • Grade 11

**D** **DESCRIPTION:** The purpose of the eleventh grade chemistry course is to understand the nature of matter, the changes matter undergoes and the factors important in those changes. Initially, emphasis is placed on reaction predictions, equation writing and stoichiometry. The study of atomic and molecular structure leads to further understanding of chemical reactions. The year culminates with studies of reaction rates, kinetics, thermodynamics and organic chemistry—topics essential to the application of chemistry.

**METHOD:** Textbook reading, class notes, laboratories and laboratory reports, homework assignments, quizzes and tests are important contributors to subject understanding. The scientific method is continually stressed, particularly in laboratories where students have the opportunity to further apply concepts learned in lecture and readings. Throughout the chemistry course, students formulate a broad-based understanding of chemical foundations and accumulate extensive laboratory experience.

**REQUIRED TEXTS:**

Zumdahl, Steven S. *Chemistry*, 4th ed. Boston: Houghton Mifflin, 1997.

Zumdahl, Steven S. *Introductory Chemistry: A Foundation*, 3rd ed. Lexington, MA: D.C. Heath and Company, 1996.

**SUPPLEMENTAL TEXTS:**

Herr, N. and J. Cunningham. *Hands-on Chemistry Activities*. Indianapolis, IN: Jossey-Bass, 2002.

Mattson, B.M. Anderson and C. Schwennsen. *Chemistry of Gases*. Batavia, IL: Flinn Scientific, 2001.

Orna, M.V., J.O. Schreck and H. Heikkinen. *The SourceBook*. ChemSource, 1994. (This resource can be ordered online through the American Chemical Society at <http://store.acs.org/cgi-bin/acsonline.storefront>).

Vonderbrink, S.A. *Laboratory Experiments for Advanced Placement Chemistry*. Batavia, IL: Flinn Scientific, 1995.

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### 1ST TRIMESTER

(Unless otherwise noted, chapters refer to Zumdahl, *Introductory Chemistry*)

<u>WEEK</u>	<u>TOPIC</u>
1	Chapter 1: Measurements and calculations
2	Chapter 2: Matter
3	Chapter 3: Energy
4	Chapter 4: Elements
5-6	Chapter 5: Nomenclature
7	Chapter 6: Chemical reactions

<u>WEEK</u>	<u>TOPIC</u>
8	Chapter 7: Reactions in aqueous solution
9	Chapter 8: Classifying chemical reactions
10-11	Chapter 9 and 10: Stoichiometry
12	Chapter 11: Atomic theory

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1-3	Chapter 12: Chemical bonding
4	Extensive laboratory study <sup>1</sup>
5-6	Chapter 13: Gases
7-8	Chapter 14: Liquids and solids
9-12	Chapter 15: Solutions

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC</u>
1-2	Chapter 16: Equilibrium
3-4	Chapter 17: Acids and bases
5-6	Chapter 18: Oxidation-reduction
7	Electrochemistry (Chapter 17 in Zumdahl, <i>Chemistry</i> )
8-9	Thermodynamics (Chapter 16 in Zumdahl, <i>Chemistry</i> )
10-12	Chapter 20 and 21: Organic chemistry

<sup>1</sup> During this week, students spend all class time and all homework time on an extended chemical lab. Class time is spent on reactions, and homework is devoted to reaction equations and calculations. Students also must write a detailed lab report upon conclusion of the experiments. The lab varies from year to year. The following suggestions are adapted from Flinn Scientific: 1) "Reactions, Predictions and Net Ionic Equations" and 2) "Sequence of Chemical Reactions." Students are required to predict products of reactions and write equations before performing the experiments. Students start with copper, conduct a series of chemical reactions (about 10) and end with copper. The goal is to recover the same amount of copper with which they began.



## Advanced Biology • Grade 12

**DESCRIPTION:** Advanced biology, one of two fourth-year Upper School science options, takes advantage of the maturity of the students and delves into the complexities of living organisms. In particular, the molecular basis of life is emphasized. Study begins with an organic chemistry review, which naturally leads to the topics of biochemistry, the molecular components of cells and the molecular basis of genetic inheritance. Equipped with a solid foundation in physics and chemistry, students are well prepared to grasp these more advanced, but vital, principles of biology. The final trimester of the course is spent revisiting areas of biology introduced in the ninth grade: evolution, organismal diversity and the structure and function of plants and animals. Students find they approach these familiar topics with a deeper understanding and are able to explore them more extensively.

**METHOD:** Reading assignments, class notes, laboratories and laboratory reports, homework, quizzes and tests all contribute to subject understanding. Emphasis is placed on essay writing, both through homework and exams. Extensive laboratory work parallels all areas of study. In addition, students have the option of preparing for and taking the Advanced Placement exam in biology.

**REQUIRED TEXT:**

Campbell, N.A., J.B. Reece and L.G. Mitchell. *Biology*, 5th ed. Menlo Park, CA: Benjamin Cummings, 1999.

**SUPPLEMENTAL TEXTS:**

Alberts, B., et al. *Essential Cell Biology: An Introduction to the Molecular Biology of the Cell*. New York: Garland Publishing, 1998.

Dickey, T. *Laboratory Investigations*, 2nd ed. San Francisco, CA: Benjamin Cummings, 2003.

Morgan, J.G. and M.E.B. Carter. *Investigating Biology*. San Francisco, CA: Benjamin Cummings, 2002.

Zumdahl, Steven S. *Chemistry*, 4th ed. Boston: Houghton Mifflin Company, 1997.

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### 1ST TRIMESTER

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	Chapter 1: Themes in biology Library research
2	Chapter 2: Chemistry review
3	Chapter 3: The chemistry of water
4	Chapter 4: Organic chemistry
5	Chapter 5: Macromolecules
6	Chapter 6: Metabolism

<u>WEEK</u>	<u>TOPIC and READINGS</u>
7	Chapter 7: Cell organelles
8	Chapter 8: Cell membrane structure and function
9	Chapter 9: Cellular respiration
10	Chapter 10: Photosynthesis
11	Chapter 11: Cell communication
12	Chapter 12: Cell cycle

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## 2ND TRIMESTER

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	Chapter 13: Meiosis
2	Chapter 14: Mendelian genetics
3-4	Chapter 15: Chromosomal basis of inheritance
5	Chapter 16: Molecular basis of inheritance
6-7	Chapter 17: Protein synthesis
8-9	Chapter 18: Microbial genetics: viruses and bacteria
10	Chapter 19: Organization and control of eukaryotic genomes
11	Chapter 20: DNA technology
12	Chapter 21: Genetic basis of development

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## 3RD TRIMESTER

<u>WEEK</u>	<u>TOPIC and READINGS</u>
1	Chapter 22: Darwinian evolution
2	Chapter 23: Evolution of populations
3	Chapter 24: Speciation
4	Chapter 25: Phylogeny
5	Chapter 27: Prokaryotes
6	Chapter 28: Eukaryotic diversity
7	Chapter 31: Fungi
8	Chapter 29 and 30: Plant diversity
9	Chapter 32, 33 and 34: Animal diversity
10-12	Independent study and experimentation



## Astronomy/Advanced Physics • Grade 12

**H**illsdale Academy offers a course in astronomy and advanced physics as an elective alternative to the advanced biology course in twelfth grade. This elective covers astronomy, astrophysics and cosmology and presents the basic principles of physics which are especially pertinent to these subjects at a more advanced level than is achieved in tenth grade physics.

The course begins with a general overview of astronomy, including the sky and its apparent motion and the cycles of the sun and moon. It covers the origin of modern astronomy, the Copernican Revolution, Kepler's laws of planetary motion, the mechanics of Galileo and Newton, and progresses to Einstein's theories of relativity. It treats light, telescopes, starlight, atoms, the interaction of light and matter, stellar spectra, nuclear fusion in the sun, the properties of stars, the interstellar medium, the formation of stars, stellar evolution, the death of stars, neutron stars and black holes. Turning to the larger universe, the course studies the origin, evolution and types of galaxies, including quasars. Finally, the course explores modern cosmology: the structure, origin, evolution and fate of the universe, referring to the Big Bang theory; the cosmic background radiation, dark matter and energy, and current theories and observations on the age; accelerating expansion; and curvature of the universe. In addition, students make evening telescope observations of celestial objects on several occasions throughout the year.

The classroom studies use a basic astronomy text, listed below, with daily reading and homework exercises. Studies are supplemented with readings and exercises from an advanced physics text. Three physics texts are listed. For students who have not reached the study of calculus, either of the non-calculus-based texts, or their equivalent, may be used. The calculus-based text, or its equivalent, can be attempted for students who have already studied, or are concurrently studying, a course in calculus (as is the case for students at Hillsdale Academy). Simultaneous study of calculus and calculus-based physics serves as reinforcement for both.

### **THE FOLLOWING RESOURCES ARE RECOMMENDED:**

#### **BASIC TEXT FOR ASTRONOMY, ASTROPHYSICS AND COSMOLOGY:**

Seeds, Michael A. *Foundations of Astronomy*, 7th ed. Pacific Grove, CA: Brooks/Cole—Thomson Learning, 2003.

#### **NON-CALCULUS-BASED ADVANCED TEXTS FOR PHYSICS:**

Giancoli, Douglas C. *Physics, Principles With Applications*. Any edition. Englewood Cliffs, NJ: Prentice Hall.

Sears, Francis W., Mark W. Zemansky and Hugh D. Young. *College Physics*. Any edition. Menlo Park, CA: Addison-Wesley.

#### **CALCULUS-BASED ADVANCED TEXT FOR PHYSICS:**

Hecht, Eugene. *Physics: Calculus*, 2nd ed. Pacific Grove, CA: Brooks/Cole—Thomson Learning, 2000.



## Computer Skills Overview

**A**t Hillsdale Academy, technology is viewed as a tool to assist in the pursuit of traditional academic disciplines rather than as a driving force in the curriculum. Accordingly, students are trained to develop math skills, reading skills, research skills and other educational habits separate from a dependence on computers. A one-hour required course in basic computer skills during the student's freshman or sophomore year emphasizes word processing and introduces the student to research techniques.<sup>1</sup> Further use of computers in the Upper School occurs only as it is deemed necessary by individual teachers.

<sup>1</sup> A professional typist, familiar with available word processing software, should teach the course.



## Elective Languages

**T**he Hillsdale Academy Upper School offers two modern language electives: French and Spanish. Both languages are pertinent to the study of the English language, to the study of European and American history, as well as to the study of Western literature. French is offered because of its tremendous influence upon the English vocabulary beginning with the Anglo-Norman period of English history. Since French served as the *lingua franca* of the Western world for nearly three centuries, it also stands as one of the critical languages for the study of Western literature, philosophy and political science. Spanish offers similar insight into the English vocabulary, Latinate vocabulary and structures, as well as European history and literature.<sup>1</sup> Because French and Spanish were also the languages of North American empires, the study of both allows a greater understanding of the histories of Europe and colonial North America.

As with the study of Latin and English at Hillsdale Academy, these elective languages should be taught with the primary goal of grasping the technical, grammatical details of the languages. Translation and practice of the spoken language are to be taught with this primary goal in mind. The following resources are recommended.

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### FRENCH

Celestin, Julio. *French Grammar*. New York: Harper Perennial Library, 1991. (3rd year)

Kendris, Christopher. *501 French Verbs*, 5th ed. Hauppauge, NY: Barron's Educational Series, 2003.

Morton, Jaqueline. *English Grammar for Students of French*, 5th ed. Ann Arbor, MI: Olivia and Hill Press, 2002.

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### SPANISH

Azoulay, Abigail and Arie Vicente. *Spanish Grammar for Independent Learners*, 2nd ed. Melbourne: VIC Languages, 1998.

Kendris, Christopher. *501 Spanish Verbs*, 5th ed. Hauppauge, NY: Barron's Educational Series, 2003.

Prado, Marcial. *Advanced Spanish Grammar: A Self-Teaching Guide*, 2nd ed. Indianapolis, IN: John Wiley and Sons, 1997. (3rd year)

<sup>1</sup> Spanish is recommended as the modern language of choice by J. Wise and S. Wise Bauer, *The Well-Trained Mind: A Guide to Classical Education at Home*. New York: W.W. Norton and Company, 1999: pp. 404, 528.



## Music and Art Overview

**A** classical education is rooted in the acquisition of languages. Not only should students be asked to master modern and ancient languages of speech and literature as well as the languages of science and mathematics, but they should also be taught the languages of music and art.

Throughout history, art and music have been instrumental in communicating the ideals of a culture as well as universal themes such as beauty, good and evil. As with other modes of expression, both art and music rely upon certain rules, conventions and vocabularies. Artists and composers use these in diverse ways to create unique philosophical statements. Therefore, the study of the fine arts allows each student the opportunity to discern the quality as well as the moral implications of the art and music he encounters and to develop the ability to create as well as critique. The art course should include method, media and art history. Similarly, the music course should include basic reading skills, introduction to composition, technique and music history. Both courses should lay the foundation for a lifetime of further study and participation in the fine arts.

At Hillsdale Academy, all freshmen and sophomores are required to take graded courses in both art and music. Juniors and seniors are offered art and music courses as electives. A school choir and orchestra are formed annually. By offering upper-level electives, students are encouraged to develop a more complex understanding of how ideas are expressed via these media, and in all grade levels, students are strongly encouraged to study in these fields apart from the formal setting provided by the Academy. The following resources are recommended.

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### ART

Beckett, Sister Wendy. *The Story of Painting: The Essential Guide to the History of Western Art*. New York: Dorling Kindersley, 1994.

Mancinelli, Fabrizio. *The Sistine Chapel*. London: Scala Books, 1984.

Strickland, Carol. *The Annotated Mona Lisa: A Crash Course in Art History From the Prehistoric to the Postmodern*. Kansas City, MO: Andrews McMeel Publishing, 1992.

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### MUSIC

Autexier, Philippe A. *Beethoven: The Composer as Hero*. New York: Harry N. Abrams, 1992.

Lomax, John A. and Alan Lomax. *American Ballads and Folk Songs*. Mineola, NY: Dover, 1994.

McLeish, Kenneth and Valerie McLeish. *The Listener's Guide to Classical Music: An Introduction to the Great Classical Composers and Their Works*. New York: G. K. Hall, 1992.

Prouty, Michel. *Mozart: From Child Prodigy to Tragic Hero*. New York: Harry N. Abrams, 1993.

Sandburg, Carl. *The American Songbag*. Ft. Washington, PA: Harvest Books, 1990.

Schnauber, Cornelius. *Placido Domingo*. Boston: Northeastern University Press, 1997.

Traubner, Richard. *Operetta: A Theatrical History*. New York: Routledge, 2003.

Waugh, Alexander. *Classical Music: A New Way of Listening*. New York: MacMillan, 1995.

—. *Opera: A New Way of Listening*. New York: Stewart, Tabori and Chang, 1996.



## Physical Education Overview

**P**hysical education is an important component of Hillsdale Academy's classical education. It complements the academic mission of the school, strives to enrich and develop sound character and contributes to the development of a strong body and mind.

The program consists of two main areas of concentration: physical education courses and swimming lessons. Hillsdale College students who have been accepted into the Teacher Education Program teach the Academy's physical education courses. Their work with Academy students takes place under the supervision of the Hillsdale College athletic director and a College faculty member. Students in grades K-10 are required to receive physical education instruction twice per week in addition to swimming instruction on Fridays. Student in eleventh and twelfth grades may take P. E. as an elective. Physical education for grades K-12 is based upon the Michigan Exemplary P. E. Curriculum.

Students in grades K-6 participate in activities that promote the development of fundamental locomotor skills, fundamental object-control skills, non-locomotor and body-control (movement) skills, rhythmical skills, health-enhancing lifelong physical fitness, healthy levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and healthy levels of body composition. Units covered include: soccer, fitness/dance, basketball, racquet skills, volleyball, track and a variety of recreation and lifetime-activity skills.

Students in grades 7-12 participate in three trimesters of life-skill fitness-building activities, including sports fundamentals, fitness units (e.g. aerobics, strength training and flexibility) and outdoor recreational activities.

Fitness testing for all grades is conducted both at the beginning and at the end of the academic year.

Swimming instruction is staffed by a certified swimming instructor and is assisted by Hillsdale College students. The American Red Cross Swimming Program provides the structure for this class. Students move up to new levels of difficulty as their individual abilities indicate. When the College is not in session, Academy students participate in field games in place of swimming on Fridays. Field games include a variety of team sport activities.

In addition to the Academy's physical education program, students in grades 6-12 can choose to participate in a variety of competitive sports. The Hillsdale Academy athletic program strives to provide a variety of experiences to enhance the development of healthy habits and attitudes that will prepare students for adult life in a democratic society. Students in ninth and tenth grades who participate in a sport are not required to take P. E. during their athletic season.

### **THE FOLLOWING RESOURCES FOR PHYSICAL EDUCATION ARE RECOMMENDED:**

Darst, Paul W. and Robert Pangrazi. *Dynamic Physical Education for Secondary School Students*, 4th ed. Boston: Allyn and Bacon, 2001.

*Exemplary Physical Education Curriculum*. Lansing, MI: Michigan Fitness Foundation, 2000.

Pangrazi, Robert. *Dynamic Physical Education for Elementary School Children*, 14th ed. Boston: Allyn and Bacon, 2004.

Thompson, Alesha G., ed. *The Sports Rules Book: Human Kinetics with Thomas Hanlon*. Champaign, IL: Human Kinetics Publishers, 1998.



## Additional Reading List for Students

**PURPOSE:** The works listed below have been selected in accordance with the Academy's mission statement and may be recommended to a student for independent or individual reading. They are not assigned as part of the regular coursework or summer reading lists at Hillsdale Academy.

**PLEASE NOTE:** The editions used at the Academy are selected with reliability, availability, and cost in mind. In most cases, other editions could easily be substituted with due care taken to avoid "revisions," "adaptations" or tendentious introductions and commentary. Instructors should not consider this a comprehensive list.

Out-of-print books can be located through a number of Web sites (e.g. [www.addall.com](http://www.addall.com), [www.abebooks.com](http://www.abebooks.com), [www.bookfinder.com](http://www.bookfinder.com), [www.bibliofind.com](http://www.bibliofind.com), [www.alibris.com](http://www.alibris.com), [www.fetchbook.info](http://www.fetchbook.info), [www.booklook.com](http://www.booklook.com), [www.ebay.com](http://www.ebay.com)).

- à Kempis, Thomas. *The Imitation of Christ*. London: Penguin, 1952.
- Adler, Mortimer J. and Charles van Doren. *How to Read a Book*. Carmichael, CA: Touchstone, 1972.
- Aeschylus. *Prometheus Bound/the Suppliants/Seven Against Thebes/the Persians*. Translated by Philip Vellacott. New York: Viking, 1961.
- Aldred, Cyril. *The Egyptians*. London: Thames and Hudson, 1987.
- Allen, W.B., ed. *George Washington: A Collection*. Indianapolis, IN: Liberty Fund, 1988.
- Athanasius. *On the Incarnation*. Translated and edited by Sister Penelope Lawson. New York: MacMillan, 1981.
- Augustine. *City of God*. Translated by Henry Bettenson. New York: Penguin, 1984.
- Aurelius, Marcus. *The Emperor's Handbook: A New Translation of The Meditations*. Translated by David Hicks and C. Scot Hicks. New York: Scribner, 2002.
- Bennett, William J. *The Book of Virtues*. New York: Touchstone, 1996.
- . *Our Sacred Honor: Words of Advice from the Founders in Stories, Letters, Poems and Speeches*. New York: Simon and Schuster, 1997.
- Bowen, Catherine Drinker. *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787*. Boston: Little, Brown and Company, 1966.
- Bradley, Gerard V. *A Student's Guide to the Study of Law*. Wilmington, DE: ISI Books, 2004.
- Bradford, M.E. *Founding Fathers: Brief Lives of the Framers of the United States Constitution*, 2nd ed. Lawrence: University Press of Kansas, 1994.
- Brookhiser, Richard, ed. *Rules of Civility: The 110 Precepts That Guided Our First President in War and Peace*. Charlottesville: University of Virginia Press, 2003.
- Browning, Elizabeth Barrett. *Sonnets from the Portuguese: A Celebration of Love*. New York: St. Martin's Press, 1986.
- Cather, Willa. *My Ántonia*. New York: Mariner Books, 1995.
- Cervantes, Miguel de. *Don Quixote*. Translated by Edith Grossman. New York: Harper Collins, 2003.
- Chesterton, Gilbert K. *Orthodoxy*. New York: Doubleday, 1990.

- Cicero. *The Republic and The Laws*. Translated by Niall Rudd. Oxford: Oxford University Press, 1998.
- Columbus, Christopher. *The Four Voyages*. Translated and edited by J.M. Cohen. New York: Penguin, 1992.
- Conrad, Joseph. *Lord Jim*. New York: Penguin, 1989.
- Cook, Roy Jay, ed. *One Hundred and One Famous Poems*. New York: McGraw-Hill, 1985.
- Cooper, James Fenimore. *The Last of the Mohicans*. New York: Penguin, 1994.
- Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. New York: Penguin, 1992.
- Davies, W.V. *Egyptian Hieroglyphs*. Berkeley, CA: University of California Press, 1995.
- De-la-Noy, Michael. *Scott of the Antarctic*. Stroud, Gloucestershire: Sutton Publishing, 1997.
- Dickens, Charles. *David Copperfield*. Oxford: Oxford University Press, 1991.
- Douglass, Frederick. *Autobiographies*. New York: Library of America, 1994.
- Doyle, Sir Arthur Conan. *The Complete Sherlock Holmes*. New York: Gramercy, 2002.
- Eliot, George. *Silas Marner*. New York: Bantam Books, 1981.
- Ellison, Ralph. *Invisible Man*, 2nd ed. New York: Vintage, 1995.
- Eusebius. *The History of the Church*. Translated by G.A. Williamson. New York: Penguin, 1990.
- Frohenen, Bruce. *The American Republic: Primary Sources*. Indianapolis, IN: Liberty Fund, 2002.
- Fry, T., ed. *Benedict: The Rule of St. Benedict*. New York: Vintage Books, 1998.
- Greene, Graham. *The Power and the Glory*. New York: Penguin, 2003.
- Gummere, Richard M. *The American Colonial Mind and the Classical Tradition: Essays in Comparative Culture*. Cambridge, MA: Harvard University Press, 1963.
- Harrison, G.B., ed. *A Book of English Poetry*. New York: Penguin, 1988. (out of print)
- Henrie, Mark C. *A Student's Guide to the Core Curriculum*. Wilmington, DE: ISI Books, 2000.
- Heyne, Paul. *A Student's Guide to Economics*. Wilmington, DE: ISI Books, 2000.
- Hollingdale, Stuart. *Makers of Mathematics*. New York: Penguin, 1990.
- Johnson, Paul. *Modern Times: The World from the Twenties to the Nineties*, revised ed. New York: Harper Perennial, 1992.
- Josephus. *The Jewish War*. Translated by G.A. Williamson. New York: Viking Press, 1984.
- Kipling, Rudyard. *Something of Myself*. Cambridge: Cambridge University Press, 1991.
- Kirk, Russell. *Roots of American Order*. La Salle, IL: Open Court, 1974.
- Kremer, Gary R., ed. *George Washington Carver in His Own Words*. Columbia, MO: University of Missouri Press, 1991.
- Lewis, C.S. *The Abolition of Man*. San Francisco, CA: Harper, 2001.
- Lewis, Meriwether and William Clark. *The Journals of Lewis and Clark*. New York: Mentor, 1964.
- Lukacs, John. *A Student's Guide to the Study of History*. Wilmington, DE: ISI Books, 2000.
- Mansfield, Harvey C. *A Student's Guide to Political Philosophy*. Wilmington, DE: ISI Books, 2001.
- McClay, Wilfred M. *A Student's Guide to U. S. History*. Wilmington, DE: ISI Books, 2000.
- McDonald, Forrest. *Alexander Hamilton: A Biography*. New York: W.W. Norton, 1990.
- Melville, Herman. *Billy Budd and Other Stories*. New York: Penguin, 1989.
- . *Moby Dick*. New York: Penguin, 1994.
- Murphy, Edward F. *Heroes of WWII*. New York: Ballantine, 1992.
- Novak, Michael. *On Two Wings: Humble Faith and Common Sense at the American Founding*. San Francisco, CA: Encounter Books, 2001.
- Parkman, Francis. *The Oregon Trail*. New York: Signet Classic, 1978.
- Pascal, Blaise. *Pensées*. New York: Penguin, 1995.
- Plutarch. *Nine Lives*. Translated and edited by Ian-Scott Kilvert. New York: Viking Press, 1965.
- Ravitch, Diane. *The American Reader: Words That Moved a Nation*. New York: Harper Collins, 2000.
- Richard, Carl J. *The Founders and the Classics*. Cambridge, MA: Harvard University Press, 1994.
- . *Twelve Greeks and Romans Who Changed the World*. Lanham, MD: Rowman and Littlefield, 2003.
- Robinson, Daniel N. *A Student's Guide to Psychology*. Wilmington, DE: ISI Books, 2002.
- Saggs, H.W.F. *The Greatness That Was Babylon*. London: Sidgwick and Jackson, 1988.
- Schall, James V. *A Student's Guide to Liberal Learning*. Wilmington, DE: ISI Books, 2000.
- Simpson, William K. *The Literature of Ancient Egypt*. New Haven: Yale University Press, 1972.

- Sophocles. *The Three Theban Plays*. Translated by Robert Fagles. New York: Penguin, 2000.
- Sowell, Thomas. *Applied Economics: Thinking Beyond Stage One*, 2nd ed. New York: Basic Books, 2003.
- Spalding, Matthew. *The Founders' Almanac*. Washington, D.C.: The Heritage Foundation, 2002.
- Story, Joseph. *A Familiar Exposition of the Constitution of the United States*. Lake Bluff, IL: Regnery Gateway, 1986.
- Swift, Jonathan. *Gulliver's Travels*. New York: W.W. Norton and Company, 2001.
- Thornton, Bruce S. *A Student's Guide to Classics*. Wilmington, DE: ISI Books, 2003.
- Tocqueville, Alexis de. *Democracy in America*. Translated by Harvey C. Mansfield and Delba Winthrop. Chicago: The University of Chicago Press, 2000.
- Tolkien, J.R.R. *The Hobbit*, annotated ed. New York: Houghton Mifflin, 2002.
- . *The Lord of the Rings*, 2nd ed. New York: Houghton Mifflin, 1974.
- Twain, Mark. *Mississippi Writings: Tom Sawyer, Life on the Mississippi, Huckleberry Finn and Pudd'nhead Wilson*. New York: Library of America, 1982.
- Undset, Sigrid. *Kristin Lavransdatter*. New York: Knopf, 1951.
- Van Doren, Carl. *Benjamin Franklin*. New York: Viking Press, 1938.
- Walker, C.B.F. *Cuneiform*. Berkeley, CA: University of California Press, 1996.
- Werfel, Franz. *The Song of Bernadette*. New York: St. Martin's Press, 1970.
- West, Thomas G. *Vindicating the Founders: Race, Sex, Class and Justice in the Origins of America*. Lanham, MD: Rowman and Littlefield, 1997.
- Wolfram, Gary. *Towards a Free Society: An Introduction to Markets and the Political System*, 3rd ed. New York: McGraw-Hill Primis Custom Publishing, 2000.
- Xenophon. *The Persian Expedition*. Translated by Rex Warner. New York: Viking Press, 1970.
- Young, R.V. *A Student's Guide to Literature*. Wilmington, DE: ISI Books, 2000.



## Additional Titles and Internet Resources for Teachers

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### ADDITIONAL TITLES

- Adamson, Lynda G. *A Reference Guide to Historical Fiction for Children and Young Adults*. New York: Greenwood, 1987. (out of print)
- Barzun, Jacques with Morris Philipson, ed. *Begin Here: The Forgotten Conditions of Teaching and Learning*. Chicago: The University of Chicago Press, 1992.
- Barzun, Jacques. *Teacher in America*. Indianapolis, IN: Liberty Press, 1981.
- Bauer, Jessie Wise and Susan Wise Bauer. *The Well-Trained Mind: A Guide to Classical Education at Home*. New York: W.W. Norton and Company, 1999.
- Bauer, Susan Wise. *The Well-Educated Mind: A Guide to the Classical Education You Never Had*. New York: W.W. Norton and Company, 2003.
- Bloom, Allan. *The Closing of the American Mind*. New York: Simon and Schuster, 1988.
- Bloom, Harold. *The Western Canon: The Books and Schools of the Ages*. New York: Riverhead Books, 1995.
- Cowan, Louise and Os Guinness, eds. *Invitation to the Classics*. Grand Rapids, MI: Baker Books, 1998.
- Greer, Colin and Herbert Kohl, eds. *A Call to Character: A Family Treasury*. New York: Harper Collins, 1997.
- Gregory, John Milton. *The Seven Laws of Teaching*. Grand Rapids, MI: Baker Books, 1995.
- Healy, Jane. *Endangered Minds: Why Our Children Don't Think and What We Can Do About It*. New York: Touchstone, 1990.
- Hicks, David V. *Norms and Nobility: A Treatise on Education*. Lanham, MD: University Press of America, 1999.
- Hight, Gilbert. *The Art of Teaching*. New York: Random House, 1989.
- Hirsch, E.D. Jr. *Cultural Literacy*. New York: Random House, 1988.
- Hymowitz, Kay S. *Ready or Not: What Happens When We Treat Children As Small Adults*. San Francisco: Encounter Books, 2000.
- Kett, Joseph F. and James S. Trefil, eds. *The Dictionary of Cultural Literacy*, 2nd ed. New York: Houghton Mifflin, 1993.
- Kilpatrick, William. *Why Johnny Can't Tell Right from Wrong*. New York: Simon and Schuster, 1993.
- Kilpatrick, William and Gregory and Suzanne M. Wolfe. *Books That Build Character: A Guide to Teaching Your Child Moral Values Through Stories*. New York: Simon and Schuster, 1994.
- Kreeft, Peter. *Back to Virtue: Traditional Moral Wisdom for Modern Moral Confusion*. San Francisco, CA: Ignatius Press, 1992.
- Pieper, Josef. *Brief Reader on the Virtues of the Human Heart*. San Francisco: Ignatius Press, 1991.
- Ravitch, Diane. *The Language Police: How Pressure Groups Restrict What Children Learn*. New York: Knopf, 2003.
- Ryan, Kevin and Karen E. Bohlin. *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. San Francisco, CA: Jossey-Bass, 1999.
- Simmons, Tracy Lee. *Climbing Parnassus: A New Apologia for Greek and Latin*. Wilmington, DE: ISI Books, 2002.
- Sykes, Charles J. *Dumbing Down Our Kids: Why American Children Feel Good About Themselves But Can't Read, Write, or Add*, 2nd ed. New York: St. Martin's Griffin, 1996.

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## INTERNET RESOURCES

The following Web sites should first be used by teachers and then employed judiciously in the classroom. The habits of mind requisite for careful reading and skilled writing will not be cultivated primarily on the Internet, no matter how comprehensive or useful a Web site might be. Thus, it is the Academy's philosophy to strictly limit student access to and time spent on the Internet. The Web sites below are especially helpful because of their use of primary source documents.

Perseus Greek and Roman resources: Primary source documents

[www.perseus.tufts.edu/cache/perscoll\\_Greco-Roman.html](http://www.perseus.tufts.edu/cache/perscoll_Greco-Roman.html)

The Founders' Almanac: Timelines, essays and quotations on the Founding

[www.heritage.org/almanac](http://www.heritage.org/almanac)

A User's Guide to the Declaration of Independence: Definitions of terms, historical context and political theory of the Declaration

[www.founding.com](http://www.founding.com)

The Founders' Constitution: Thousands of primary source documents organized according to the Constitution (linked to the five-volume series)

[www.press-pubs.uchicago.edu/founders](http://www.press-pubs.uchicago.edu/founders)

The Federalist Papers: Searchable collection

[www.yale.edu/lawweb/avalon/federal/fed.htm](http://www.yale.edu/lawweb/avalon/federal/fed.htm)

United States Congressional documents and debates, 1774-1873

[www.memory.loc.gov/ammem/amlaw/lawhome.html](http://www.memory.loc.gov/ammem/amlaw/lawhome.html)

Library of Congress

[www.loc.gov](http://www.loc.gov)

Rediscovering George Washington: Life and accomplishments of the first president

[www.pbs.org/georgewashington](http://www.pbs.org/georgewashington)

The Collected Works of Abraham Lincoln: Searchable database linked to Roy Basler's edition of the collected works of Abraham Lincoln (eight volumes)

[www.hti.umich.edu/l/lincoln](http://www.hti.umich.edu/l/lincoln)



## List of Publishers

A.A. Knopf  
(see Random House)

Addison Wesley Longman  
Publishing Company, Inc.  
[www.aw-bc.com](http://www.aw-bc.com)  
(see also Pearson Education)

Allyn and Bacon  
[www.ablongman.com](http://www.ablongman.com)  
(see also Pearson Education)

American Association of Physics  
Teachers  
1 Physics Eclipse  
College Park, MD 20740  
(301)209-0845  
[www.aap.org](http://www.aap.org)

Anchor Books  
[www.randomhouse.com/anchor](http://www.randomhouse.com/anchor)  
(see also Random House)

Andrews McMeel Publishing  
(800)943-9839  
[www.amuniversal.com/amp](http://www.amuniversal.com/amp)  
(see also Simon and Schuster)

Ayers Publishing  
300 Bedford St., Ste. B-213  
Manchester, NH 03101  
(888)267-7323

Baker Book House  
P. O. Box 6287  
Grand Rapids, MI 49516  
(800)877-2665  
[www.bakerbooks.com](http://www.bakerbooks.com)

Ballantine Books  
(see Random House)

Bantam Books/Bantam Classics  
(see Random House)

Barron's Educational Series, Inc.  
250 Wireless Blvd.  
Hauppauge, NY 11788  
(800)645-3476  
[www.barroneduc.com](http://www.barroneduc.com)

Basic Books  
[www.basicbooks.com](http://www.basicbooks.com)  
(see also Perseus Books Group)

Beacon Press  
22 Beacon St.  
Boston, MA 02108  
(617)742-2110  
[www.beacon.org](http://www.beacon.org)

Bedford Books  
75 Arlington St.  
Boston, MA 02116  
(800)470-4767  
[www.bedfordstmartins.com](http://www.bedfordstmartins.com)

Belknap Press  
(see Harvard University Press)

Benjamin Cummings  
[www.aw-bc.com](http://www.aw-bc.com)  
(see also Pearson Education)

Bolchazy-Carducci Publishers, Inc.  
1000 Brown St., Unit 101  
Wauconda, IL 60084  
(800)392-6453  
[www.bolchazy.com](http://www.bolchazy.com)

Brooks/Cole-Thomson Learning  
Customer Service  
P. O. Box 6904  
Florence, KY 41022-6904  
(800)354-9706  
[www.brookscole.com](http://www.brookscole.com)

The Calvin Coolidge Memorial  
Foundation, Inc.  
P. O. Box 97  
Plymouth, VT 05056  
(802)672-3389  
[www.vmgga.org/windsor/  
calvincool.html](http://www.vmgga.org/windsor/calvincool.html)

Cambridge University Press  
100 Brook Hill Dr.  
West Nyack, NY 10994-2133  
(845)353-7500  
[www.uk.cambridge.org](http://www.uk.cambridge.org)

Charles Scribner's Sons  
(see Thomson Gale)  
[www.galegroup.com/scribners](http://www.galegroup.com/scribners)

Columbia University  
136 S. Broadway  
Irvington, NY 10533  
(800)944-8648  
[www.columbia.edu/cu/cup](http://www.columbia.edu/cu/cup)

D.C. Heath and Company  
79 St. Martin's Lane  
London WC2N 4RE  
020-7836-4271

Dorling Kindersley (DK) Publishing  
375 Hudson St.  
New York, NY 10014  
(800)788-6262  
[www.dk.com](http://www.dk.com)

Doubleday  
[www.randomhouse.com/  
doubleday](http://www.randomhouse.com/doubleday)  
(see also Random House)

Dover Publications  
Customer Care Department  
31 E. 2nd St.  
Mineola, NY 11501-3852  
[http://store.doverpublications.  
com](http://store.doverpublications.com)

Eerdmans Publishing  
255 Jefferson Ave., SE  
Grand Rapids, MI 49503  
(800)253-7521  
[www.eerdmans.com](http://www.eerdmans.com)

Encounter Books  
665 3rd St., Ste. 330  
San Francisco, CA 94107-1951  
(800)786-3839  
[www.encounterbooks.com](http://www.encounterbooks.com)

E.P. Dutton Company  
(see Penguin Group)

Everyman Paperbacks, J.M. Dent  
(see Orion Publishing Group Ltd.)

Flinn Scientific  
P. O. Box 219  
Batavia, IL 60510  
(800)452-1261  
[www.flinnsci.com](http://www.flinnsci.com)

Garland Publishing  
Customer Service  
Garland Science/Taylor and  
Francis  
7625 Empire Dr.  
Florence, KY 41042-2919  
(800)634-7064  
[www.garlandscience.com](http://www.garlandscience.com)

G.K. Hall  
(see also Thomson Gale)  
[www.galegroup.com/gkhal](http://www.galegroup.com/gkhal)

Good News/Crossway  
1300 Crescent St.  
Wheaton, IL 60187  
(877) 872-2871  
[www.gnpcb.org](http://www.gnpcb.org)

G.P. Putnam's Sons  
(see Penguin Group)

Gramercy Books  
(see Random House)

Hackett Publishing Company, Inc.  
P. O. Box 44937  
Indianapolis, IN 46244-0937  
(317)635-9250  
[www.hackettpublishing.com](http://www.hackettpublishing.com)

Harcourt Brace and Company  
15 E. 26th St.  
New York, NY 10010  
(888)677-7357  
[www.harcourt.com](http://www.harcourt.com)

HarperCollins/Harper Perennial  
10 E. 53rd St.  
New York, NY 10022  
(212)207-7000  
[www.harpercollins.com](http://www.harpercollins.com)

Harry N. Abrams, Inc.  
100 5th Ave.  
New York, NY 10011  
(212)206-7715  
[www.abrambrooks.com](http://www.abrambrooks.com)

Harvard University Press  
Customer Service Department  
79 Garden St.  
Cambridge, MA 02138  
(800)405-1619  
[www.hup.harvard.edu](http://www.hup.harvard.edu)

Harvest Books  
(see Harcourt Brace and  
Company)

The Heritage Foundation  
Publications Office  
214 Massachusetts Ave., NE  
Washington, D.C. 20002-4999  
(800)544-4843  
[www.heritage.org](http://www.heritage.org)

Houghton Mifflin Company  
222 Berkeley St.  
Boston, MA 02116-3764  
(617)351-5000  
[www.hmco.com](http://www.hmco.com)

Human Kinetics Publishing, Inc.  
P. O. Box 5076  
Champaign, IL 61825-5076  
(800)747-4457  
[www.humankinetics.com](http://www.humankinetics.com)

Ignatius Press  
P. O. Box 1339  
Ft. Collins, CO 80522  
(800)651-1531  
[www.ignatius.com](http://www.ignatius.com)

ISI Books  
Chicago Distribution Center  
11030 S. Langley Ave.  
Chicago, IL 60628  
(800)621-2736  
[www.isibooks.org](http://www.isibooks.org)

J.M. Dent  
(see Orion Publishing Group Ltd.)

The Johns Hopkins University  
Press  
2715 N. Charles St.  
Baltimore, MD 21218-4363  
(800)537-5487  
[www.press.jhu.edu](http://www.press.jhu.edu)

John Wiley and Sons  
(see Wiley)

Jossey-Bass  
[www.josseybass.com/wileyCDA](http://www.josseybass.com/wileyCDA)  
(see also Wiley)

J. Weston Walch Publisher  
321 Valley St.  
P. O. Box 658  
Portland, ME 04104  
(800)341-6094  
[www.walch.com](http://www.walch.com)

Knopf  
(see Random House)

Liberty Fund/Liberty Press/  
Liberty Classics  
Customer Service Dept. INET  
8335 Allison Pointe Trail, Ste. 300  
Indianapolis, IN 46250-1684  
(800)955-8335  
[www.libertyfund.org](http://www.libertyfund.org)

The Library of America  
Order Department  
14 E. 60th St.  
New York, NY 10022-1006  
(212)308-3360  
[www.loa.org](http://www.loa.org)

Little, Brown and Company  
(see Time Warner Bookmark)

Longman  
[www.longman.com](http://www.longman.com)  
(see also Pearson Education)

MacMillan  
[www.macmillan.com](http://www.macmillan.com)  
(see also Pan Macmillan)

Mariner Books  
[www.houghtonmifflinbooks.com/mariner](http://www.houghtonmifflinbooks.com/mariner)  
(see also Houghton Mifflin)

Mayfield Publishing Company  
(see McGraw-Hill)

McGraw-Hill, Inc.  
2 Penn Plaza  
New York, NY 10121  
(877)833-5524  
[www.mcgraw-hill.com](http://www.mcgraw-hill.com)

Mentor Books  
43 Furze Rd.  
Sandyford Industrial Estate  
Dublin 18  
01-295-2112  
[www.mentorbooks.ie](http://www.mentorbooks.ie)

Michigan Fitness Foundation  
P. O. Box 27187  
Lansing, MI 48909  
(800)434-8642  
[www.michiganfitness.org](http://www.michiganfitness.org)

The Modern Library  
[www.randomhouse.com/modernlibrary](http://www.randomhouse.com/modernlibrary)  
(see also Random House)

National Textbook Company  
4255 W. Touhy Ave.  
Lincolnwood, IL 60646-1975  
(800)323-4900

New York University Press  
838 Broadway, 3rd Floor  
New York, NY 10003-4812  
(800)996-6987  
[www.nyupress.org](http://www.nyupress.org)

Northeastern University Press  
c/o CUP Services  
P. O. Box 6525  
Ithaca, NY 14851  
(800)688-2877  
[www.nupress.neu.edu](http://www.nupress.neu.edu)

Odyssey Press  
(see Ayers Publishing)

Olivia and Hill Press  
P. O. Box 7396  
Ann Arbor, MI 48107-7396  
(734)663-0235  
[www.oliviahill.com](http://www.oliviahill.com)

Open Court Publishing Company  
332 S. Michigan Ave., Ste. 1100  
Chicago, IL 60604  
(800)815-2280  
[www.opencourt.com](http://www.opencourt.com)

Orion Publishing Group Ltd.  
Orion House  
5 Upper St. Martin's Ln.  
London WC2H 9EA  
020-7240-3444  
[www.orionbooks.co.uk](http://www.orionbooks.co.uk)

Oxford University Press  
198 Madison Ave.  
New York, NY 10016  
(212)726-6000  
[www.oup.co.uk](http://www.oup.co.uk)

Pan Macmillan  
20 New Wharf Rd.  
London  
N1 9RR  
44 (0) 20 7014 6000  
[www.panmacmillan.com](http://www.panmacmillan.com)

Pearson Education  
1 Lake St.  
Upper Saddle River, NJ 07458  
(800)922-0579  
[www.pearsoned.com](http://www.pearsoned.com)

Penguin Group  
405 Murray Hill Pkwy.  
East Rutherford, NJ 07073  
(800)788-6262  
[www.penguin.com](http://www.penguin.com)

Penguin Putman  
(see Penguin Group)

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(see Simon and Schuster)

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(800)777-4726  
[www.pup.princeton.edu](http://www.pup.princeton.edu)

Random House  
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[www.randomhouse.com](http://www.randomhouse.com)

Regnery Gateway  
A Division of Eagle Publishing  
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[www.rowmanlittlefield.com](http://www.rowmanlittlefield.com)

Rutgers University Press  
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[www.rutgerspress.rutgers.edu](http://www.rutgerspress.rutgers.edu)

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Saxon Publishers  
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Scala Books  
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Scribner  
(see Simon and Schuster)

Sidgwick and Jackson  
[www.panmacmillan.com/imprints/sidgwickjackson.html](http://www.panmacmillan.com/imprints/sidgwickjackson.html)  
(see also Pan Macmillan)

Signet/Signet Classic  
(see Penguin Group)

Simon and Schuster  
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[www.simonsays.com](http://www.simonsays.com)

Stewart, Tabori and Chang  
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New York, NY 10011  
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St. Martin's Griffin  
(see St. Martin's Press)

St. Martin's Press  
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[www.suttonpublishing.co.uk](http://www.suttonpublishing.co.uk)

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[www.tanbooks.com](http://www.tanbooks.com)

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[www.tapestrypress.com](http://www.tapestrypress.com)

Thames and Hudson  
[www.thamesandhudsonusa.com](http://www.thamesandhudsonusa.com)  
(see also W. W. Norton and Company)

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Oklahoma City, OK 73146-0160  
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[www.twbookmark.com](http://www.twbookmark.com)

Touchstone  
(see Simon and Schuster)

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Vintage Books  
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(see also Random House)

Washington Square Press  
(see also Simon and Schuster)

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