



## 9th Grade

### VERITAS ACADEMY GRADE LEVEL PROFILE

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

CLASS SECTIONS

3

STUDENTS PER CLASS

16-18

STUDENT TO TEACHER RATIO

16:1

DAYS ON CAMPUS

M-F

## Vision of a Veritas Defender

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

### PORTRAIT OF A DEFENDER

We desire to cultivate people, particularly students, who:

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



## School of Rhetoric Overview

### RHETORIC STAGE

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

### PARENT INVOLVEMENT

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

### SCHOOL TRADITIONS

Special School of Rhetoric traditions include a two-day Connect Conference, House Inductions, a weekly assembly, monthly Chapel, week-long celebration and dance for Homecoming, Breathe Conference, School of Rhetoric Retreat, Mr. Defender, Prom, weekly intramural/house competitions, and more.

### COMMUNITY CONNECTIONS

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

### ACADEMIC & COLLEGE ADVISING

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

## Technology & Communication

### TECHNOLOGY IN THE CLASSROOM

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

### SCHOOL & CLASSROOM COMMUNICATION

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

# 9th Grade

## Core Subjects

LEADERSHIP	While all of our courses aim to grow students in accordance with our spiritual goals, the Leadership classes are focused on works of theology. Though right information is important, merely telling students the truth will not produce these goals. In an attempt to inspire and form the affections of our students, the Leadership classes use Scripture and literature to drive discussions about theology, hermeneutics, apologetics, worldview, ethics, and leadership.
HUMANITIES	Though taught by different teachers, the history and literature courses follow the same timeline, mostly focusing on ancient Greece and Rome. Students are able to simultaneously experience the story and the literature from each time period and geographic location. Students write frequent, short papers as well as a few larger process papers as they begin the transition from a five-paragraph essay into classical rhetorical form in the literature course, while the history course encourages creative project-based learning and develops students' skills of argumentation during Harkness discussions.
MATH	Most Ninth Grade students take either Algebra I or Geometry. These are foundational courses for all higher level mathematics as well as success on college placement exams.
SCIENCE	In 9th-grade physics, the student will learn a variety of topics starting with the process of scientific inquiry and crafting scientific models. They will build upon basic scientific math concepts learned in the School of Logic such as units, measurements, and scientific notation. Topics of study include kinematics, gravitation and free fall, force and momentum, energy and work, DC circuits, magnetism, and waves and light. The student will be treated to frequent hands-on learning and lab activities.
FOREIGN LANGUAGE	All students must take at least one year of Latin, then may choose to continue their Latin studies or pursue studies in Spanish or American Sign Language. There is an emphasis on being immersed in the language, so students will find themselves being increasingly instructed in the target language during class.
ELECTIVES	Students are offered a wide variety of elective choices, designed to expose them to potential future occupations or hobbies to be enjoyed. Examples include Computer Science, Psychology, Archery, Martial Arts, Old Testament, Investing, Photography, Yearbook, Painting, Ceramics, Theater, Musical Theater, Choir, Music Ensemble, and Drumline.

## Daily Schedule 8:45am-4:00pm (M/W/F), 8:55am-4:00pm (T/Th)

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

### SAMPLE SCHEDULE

<b>Monday</b> 8:45-9:40am – History 9 9:45-10:40am – Algebra I 10:45-11:40am – Algebra I Lab 11:40am-12:20pm – Lunch 12:20-1:00pm – Chapel/Assembly 1:05-2:00pm – Physics 2:05-3:00pm – Physics Lab 3:05-4:00pm – Speech	<b>Tuesday/Thursday</b> 8:55-10:20am – ASL I 10:30-11:55am – English 9 11:55am-1:00pm – Lunch/Intramurals 1:00-2:25pm – Off-period 2:35-4:00pm – One Act Play Elective	<b>Wednesday/Friday</b> 8:45-9:40am – History 9 9:45-10:40am – Algebra I 10:45-11:40am – Ceramics Elective 11:40am-12:20pm – Lunch 12:20-1:00pm – Leadership 1:05-2:00pm – Physics 2:05-3:00pm – Off-period 3:05-4:00pm – English Writing Lab
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## School@Home Day

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

### House System

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

### Class Trips

#### ADVENTURE TRIP

At the end of 9th Grade, Freshmen travel on an adventure trip where they eat meals outdoors, form community around campfires, spend hours with God in beautiful mountain scenery, and face their fears with activities such as rock climbing, rappelling, whitewater rafting, and summiting tall peaks. They return to Texas a close-knit and adventure-filled class.

## Sample Lesson Plans

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

### ENGLISH 9

#### OBJECTIVES (THE LEARNER WILL)

TLW develop a thesis based on a given prompt.

#### AGENDA

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

### SPEECH

#### OBJECTIVES (THE LEARNER WILL)

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

#### AGENDA

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

### LEADERSHIP

#### OBJECTIVE (THE LEARNER WILL)

TLW describe the current view on sex in our culture.

TLW reflect on cultural misconceptions on sex.

TLW examine Biblical and secular worldview.

#### AGENDA

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

### HISTORY 9

#### OBJECTIVES (THE LEARNER WILL)

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

TLW explain the ancient Israelites through Moses, Egypt through Ramses, and Hammurabi of Babylon.

#### AGENDA

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

### ALGEBRA I

#### OBJECTIVES (THE LEARNER WILL)

TLW apply quadratic formula to solve vertical motion problems.

TLW evaluate discriminant to determine if a situation occurred.

TLW substitute values into application problems.

TLW Evaluate the validity of the solutions to the equations.

#### AGENDA

1. Prayer/verse/catechism.
2. Present slides on the lesson and take notes on Ch 6.9.

### PHYSICS

#### OBJECTIVES (THE LEARNER WILL)

TLW calculate the speed of a falling object given a particular amount of time.

TLW make a chart of speed vs. time for the falling object.

TLW determine the height of the 4th floor teacher's loft balcony by timing how long it takes dropped objects to hit the ground.

#### AGENDA

1. Give lesson over free-falling objects.
2. Practice calculations with  $v=g*t$  and other free-fall formulas.
3. Plot velocity vs. time for objects in free fall.
4. Perform experiment to calculate the height of the balcony.

### AMERICAN SIGN LANGUAGE I

#### OBJECTIVES (THE LEARNER WILL)

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

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

#### AGENDA

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

### CHOIR

#### OBJECTIVES (THE LEARNER WILL)

TLW practice fall/winter repertoire.

TLW grow in knowledge of singing in other languages.

#### AGENDA

1. Complete warm-up activities.
2. Review *Carol of the Bells*.
3. Practice German pronunciation by speaking in rhythm to *Tanzen und Springen*.



# 9th Grade

## Sample Homework

Homework is written by classroom teachers.

### ENGLISH 9

#### DUE WEDNESDAY (60 MINUTES)

1. Read books III and IV of the *Iliad* and complete section 2 in your reading guide.

### ALGEBRA I

#### DUE MONDAY (90 MINUTES)

1. Complete section 6.9, p. 251-252, exercises: 3 and 4.
2. Keep memorizing the quadratic formula.
3. Students check and correct, put # missed at top of page.
4. Guide for Independent Study/Tutor initial upper right corner of paper after corrections are complete (SL only).

### SPEECH

#### DUE MONDAY (35 MINUTES)

1. Complete Prose Text. Select a story that you would like to use as your Prose piece and copy/paste the parts you would like to use into a Google Doc.

### CHOIR

#### DUE WEDNESDAY (60 MINUTES)

1. Practice *Carol of the Bells* and *Tanzen und Springen und Tollita Hostias*, using German pronunciation guide.
2. Work on solo repertoire if auditioning for *West Side Story*.



### HISTORY 9

#### DUE FRIDAY (60 MINUTES)

1. Review for the Exam on Thursday.

### PHYSICS

#### DUE MONDAY (60 MINUTES)

1. Finish the performance task balcony drop calculations.
2. Complete the free fall worksheet.

### LEADERSHIP

#### DUE TUESDAY (30 MINUTES)

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

### AMERICAN SIGN LANGUAGE I

#### DUE TUESDAY (60 MINUTES)

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

