



# 11th Grade

## VERITAS ACADEMY GRADE LEVEL PROFILE

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

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.

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## Core Subjects

<b>LEADERSHIP</b>	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.
<b>HUMANITIES</b>	Though taught by different teachers, the Eleventh Grade humanities courses are both dedicated to American history and literature. Thus, students are able to simultaneously experience the story and the literature of the United States. In English, students write frequent, short papers as well as a few larger process papers as they hone both writing structure and style and consider the ethical and emotional appeal in their writing and speaking. In History, they develop historical skills through document analysis, Harkness discussions, argument-based essays, and research projects.
<b>MATH</b>	Eleventh Grade students have a few options for mathematics at this stage including AP Statistics, AP Calculus, Functions, Statistics & Trigonometry, and Pre-Calculus. Any course selected by the students will have a greater emphasis upon the thought processes, perseverance, and strategies required to solve hard problems.
<b>SCIENCE</b>	A variety of science courses are offered at the upper levels. All courses will have a high level laboratory component that emphasizes quality scientific writing in the form of formal lab reports. Options include AP Physics, Molecular Biology, Anatomy and Physiology, and Marine Biology.
<b>FOREIGN LANGUAGE</b>	All students must take at least one year of Latin, then may choose to continue their Latin studies or pursue studies in Spanish or American Sign Language. There is an emphasis on being immersed in the language, so before they know it, students will find themselves in a course conducted entirely in the foreign language.
<b>ELECTIVES</b>	Students are offered a wide variety of elective choices, designed to expose them to potential future occupations or hobbies to be enjoyed. Examples are Computer Science, 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

#### Monday

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

#### Tuesday/Thursday

8:55-10:20am – AP US History  
10:30-11:55am – Off-period  
11:55am-1:00pm – Lunch/Intramurals/Clubs  
1:00-2:25pm – Spanish III  
2:35-4:00pm – Anatomy & Physiology

#### Wednesday/Friday

8:45-9:40am – Off-period  
9:45-10:40am – AP Statistics  
10:45-11:40am – Off-period  
11:40am-12:20pm – Lunch  
12:20-1:00pm – Leadership  
1:05-2:00pm – English 11  
2:05-3:00pm – Off-period  
3:05-4:00pm – Archery Elective

## 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

#### STUDY ABROAD: EXPERIENCING EUROPE

Immediately after the conclusion of their Junior year, students have the opportunity to travel for 10+ days in Europe. They will see the sights and artwork that they have been studying for many years and also grow to understand other cultures as they enjoy the history, sights and food of four different European countries.

## Sample Lesson Plans

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

### HONORS ENGLISH 11

#### OBJECTIVES (THE LEARNER WILL)

TLW identify topics and begin to articulate themes of leadership and revenge in *Moby Dick*.

#### AGENDA

1. Opening Catechism.
2. Commonplace book drills.
3. Review highlights of reading.
4. Read chapter 36 aloud together and discuss as we go.

### AP US HISTORY

#### OBJECTIVES (THE LEARNER WILL)

TLW evaluate the issues involved in drafting the American Constitution and establishing the American government.

TLW compare and contrast the administrations of Washington and Adams.

#### AGENDA

1. Recite Washington's Farewell Address.
2. Complete Terms Quiz Chapter 10.
3. Discuss Adams' presidency.
4. Pass out review guide for upcoming test.

### AP STATISTICS

#### OBJECTIVES (THE LEARNER WILL)

TLW identify explanatory and response variables.

TLW describe relationship between two variables (numerically and graphically).

TLW learn measuring correlation.

#### AGENDA

1. Review Sec. 2.2 homework.
2. Make scatter plot of data from p. 145 and interpret it.
3. Define correlation (as the product of z-scores).
4. Use example above to compute correlation.
5. Discuss the impact of one data point change in correlation.
6. Start homework problems 3, 6, and 8 in class.

### ARCHERY

#### OBJECTIVES (THE LEARNER WILL)

TLW improve technique and shooting success.

#### AGENDA

1. Meet at and set up the range.
2. Shoot target side at 10 and 15 meters-keep score!

### ANATOMY & PHYSIOLOGY

#### OBJECTIVES (THE LEARNER WILL)

TLW learn about the components of the muscular system.

TLW identify the causes, effects, and treatments of muscular system injuries and disorders.

#### AGENDA

1. Finish Muscle Contraction Lab report.
2. Review Energy for Muscle Contraction.
3. Review muscle fiber types.
4. Review muscle and tendon injury and repair.
5. Complete the fermentation activity.

### LEADERSHIP

#### OBJECTIVES (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. 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." Explain. Do you agree?
  - According to the text, why are some people drawn to impersonal sex?
  - How would you make a case that the Christian view of sexuality is actually more positive than the secular view?

### SPANISH III

#### OBJECTIVES (THE LEARNER WILL)

TLW write an opinion in Spanish about social security systems.

TLW compare and contrast welfare systems in Latin America and US.

TLW describe an event that was taking place in the past using the imperfect progressive tense.

#### AGENDA

1. Verse and prayer.
2. Journal Activity: ¿Te parece important el Sistema de Seguridad Social?
3. Notes: Imperfect Progressive p. 277.
4. Act. #19 Tus pacientes p. 278.

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## Sample Homework

Homework is written by classroom teachers.

### HONORS ENGLISH 11

#### DUE MONDAY (30 MINUTES)

1. Bring your catechism book to class.
2. Read *Common Sense* from Handout. Bring Handout and your commonplace book to class with you.

#### DUE WEDNESDAY (60 MINUTES)

1. Read *Moby Dick* chapters 32-35 and do exercise 3 in your reading guide.

### ANATOMY & PHYSIOLOGY

#### DUE THURSDAY (120-180 MINUTES)

1. Review the muscles of the head, neck, thorax, abdomen, arm, shoulder, hip, and leg.
2. Begin gathering study materials for Unit 2 Test.
3. Occupation Project: you need to have met or scheduled an appointment to meet with your professional. Complete portions A and B of your handout and interview questionnaire.

### AP STATISTICS

#### DUE MONDAY (20 MINUTES)

1. Read Ch. 2: Section 2.1-2.2, and 3.1-2.
2. Sec. 2.1: Problems 5, 9, 12, 15, 16, and 20.
3. Sec. 2.2: Problems 41, 43, 47, 55, and 57 (Part 1).

#### DUE WEDNESDAY (60 MINUTES)

1. Sec. 2.2: Problems 63; multiple choice 69-74 (Part 2).
2. Sec. 3.1: Problems 3, 6, 8, 14-18, and 21.

### LEADERSHIP

#### DUE WEDNESDAY (40 MINUTES)

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

### AP US HISTORY

#### DUE TUESDAY (45 MINUTES)

1. Work on recitation of *Washington's Farewell Address*.
2. Read Chapter 10.
3. Prepare for terms quiz.

### SPANISH III

#### DUE TUESDAY (35 MINUTES)

1. Come to class prepared with a chart and rough draft of your e-mail message as found on page 231.

