



10th 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. Additionally, the mathematics and science courses will continue to challenge students in their ability to solve problems.

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

Students in the School of Rhetoric learn to communicate winsomely and effectively, 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 Chapel, week-long celebration and dance for Homecoming, Breathe Conference, School of Rhetoric Retreat, Mr. Defender, Powder Puff, 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

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	The history course tracks European history from medieval times through the Cold War. Literature focuses on British authors that cover a similar time period, so students are able to simultaneously experience the story and the literature from each time period and geographic location. Students in English write frequent, short papers as well as a few larger process papers as they begin to add style in addition to solid structure to their papers and presentations. In History, students develop skills through research, projects, Harkness discussions, and analysis of primary and secondary documents.
MATH	Most Tenth Grade students take either Geometry or Algebra II. These are foundational courses for all higher level mathematics as well as success on college placement exams.
SCIENCE	Though all science courses at Veritas have a focus on hands-on laboratory experience, Chemistry may have the most. The abstract concepts become concrete as they come to life in laboratory exercises. Students continue to hone their ability to present their results well through the process of writing formal lab reports.
FOREIGN 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 before they know it, students will find themselves in a course conducted entirely in the foreign language.
ELECTIVES	Students are offered a wide variety of elective choices, designed to expose them to potential future occupations or hobbies to be enjoyed. Examples include AP Computer Science, Psychology, World Religions, Debate, Archery, 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 – English 10
9:45-10:40am – Off-period
10:45-11:40am – English Writing Lab
11:40am-12:20pm – Lunch
12:20-1:00pm – Chapel/Assembly
1:05-2:00pm – Off-period
2:05-3:00pm – Algebra II
3:05-4:00pm – Algebra II Lab

Tuesday/Thursday

8:55-10:20am – Chemistry
10:30-11:55am – Off-period
11:55am-1:00pm – Lunch/Intramurals/Clubs
1:00-2:25pm – History 10
2:35-4:00pm – Latin III

Wednesday/Friday

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

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 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

COLLEGE VISIT ROAD TRIP

Over the course of two days, Sophomores will visit three or four Texas colleges of very different styles in an attempt to show them a variety of options and to help them begin to consider what they might be looking for in a university or other post-high school pursuits.

Sample Lesson Plans

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

AP COMPUTER SCIENCE

OBJECTIVES (THE LEARNER WILL)

TLW learn selection via if statements, binary conditions, Boolean conditions, logical operators, and decisions.

TLW develop a game of tag using user inputs and test various selection operators.

AGENDA

1. Review mathematical expression in programming
2. Complete steps to create a game of tag
3. Begin student presentations.

PAINTING III

OBJECTIVES (THE LEARNER WILL)

TLW List components of a good landscape composition.

TLW Match color from given images.

AGENDA

1. Opening Liturgy.
2. Paint a Landscape - Students will use references and rubric to create their landscape.
3. Closing Liturgy: For the Beauty Of the Earth v1

ENGLISH 10

OBJECTIVES (THE LEARNER WILL)

TLW identify the five types of paragraphs they will use in English writing.

TLW trace how the three tests of the lady correspond to the tripartite soul.

AGENDA

1. Go over paragraph types assignment.
2. Review catechism.
3. Complete the reading quiz.
4. Discuss the tripartite soul exercise.

LATIN III

OBJECTIVES (THE LEARNER WILL)

TLW differentiate between future vs. present imperatives, articulating the conceptual difference.

TLW learn the construction and translation of all Indirect discourse (Statement/Command/Question).

TLW recognize the exclamatory accusative.

AGENDA

1. Welcome Work: Identifying Indirect Speech.
2. Continue Reading: *Oratio in Catilinam Prima*, Cicero.

ALGEBRA II

OBJECTIVES (THE LEARNER WILL)

TLW examine graphing linear inequalities.

TLW solve systems of linear equations in three variables.

AGENDA

1. Review homework #6.
2. Practice graphing linear inequalities.
3. Complete guided practice #1-4.

HISTORY 10

OBJECTIVES (THE LEARNER WILL)

TLW identify the impact of the Renaissance around Europe

TLW identify key explorers in the era.

TLW analyze the impact of exploration to Western Society.

AGENDA

1. Pledge/Prayer/Art.
2. Student Presentations.
3. Begin Explorers; students begin filling in gaps in their chart.

LEADERSHIP

OBJECTIVES (THE LEARNER WILL)

TLW examine Biblical and secular worldview and generate examples of each.

AGENDA

1. Welcome and open in prayer.
2. Review the big ideas of p. 61-74.
3. Possible discussion questions:
 - The pro-life movement is based on scientific evidence that life begins at conception. Summarize that evidence. Is it persuasive?
 - Do you think men have a right to voice their opinion on abortion?
 - What are some concrete creative ways that Christians can live out the biblical teaching on the high value of human life?

CHEMISTRY

OBJECTIVES (THE LEARNER WILL)

TLW examine and draw dot structures of atoms.

TLW use dot structures to explain ionic bonding.

AGENDA

1. Welcome and introspection.
2. Recap previous lesson and answer any questions.
3. Lecture over dot structures.
4. Complete the Guided Practice: Representing Atoms.

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Sample Homework

Homework is written by classroom teachers.

ENGLISH 10

DUE MONDAY (60 MINUTES)

1. Bring your catechism book to class.
2. Read *Sir Gawain and the Green Knight* p. 490-874 and summarize the scene of the Green Knight giving the game, incorporating your metaphor of the unwinnable game in the description.

ALGEBRA II

DUE WEDNESDAY (60 MINUTES)

1. Complete Chapter 2 Test. Check and correct your work.
2. Review page 140 of the chapter summary and key vocabulary.
3. Bring a calculator to class on Wednesday.

DUE FRIDAY (60 MINUTES)

1. Read section 3.1 and complete guided practice #1-7.
2. Read page 159 and complete #1, 3, 5, & 7.

DUE MONDAY (30 MINUTES)

1. Ex. 3-3 #1, 3, 7, 9, 15, 19, 24, 31, and 37.
2. Ex. 3-2 #1, 12, 14, 23, 24, 31, 37, 56, 61, and 62.

AP COMPUTER SCIENCE

DUE WEDNESDAY (20 MINUTES)

1. Read Units 2.4 and 2.5.
2. Complete all exercises in Unit 2.4 and prepare to discuss in class.

CHEMISTRY

DUE THURSDAY (45 MINUTES)

1. Read Introduction to Naming and Drawing Simple Chemistry Structures handout.
2. Answer as many example problems as you can. We will review these in class.

HISTORY 10

DUE TUESDAY (60 MINUTES)

1. Renaissance Project Due.

DUE THURSDAY (45 MINUTES)

1. Read p. 440-441, 444-446 (Conquest and Settlement); read about The Columbian Exchange p. 449. Define the following terms: Aztec Empire, Inca Empire, viceroyalties, Encomienda system, Columbian Exchange.
2. Begin studying for Unit 1 Test over the Renaissance and Exploration.

PAINTING

DUE MONDAY

1. Finalize your Landscape sketch in your sketchbook. It should be around 5x7 in size and include the two chosen techniques. Reference your rubric. In class your sketch will be approved and you can get started on painting. (You will have 7 class periods to paint it!).

LEADERSHIP

DUE WEDNESDAY (60 MINUTES)

1. Review *Love Thy Body*, p. 47-60.
2. Think of the following questions/ideas:
 - How might you explain Descartes's two-story dualism?
 - What is personhood theory?
 - What is the most obvious problem for this story?
 - Read the paragraph on the top of p. 55 out loud to yourself.

LATIN III

- DUE Tuesday (60 minutes)
- Prepare to sight translate Oratio in Catilinam Prima, Cicero (p. 83).
- DUE Thursday (60 minutes)
- Copy the Ch. 7 vocabulary list into your composition books.
- Come prepared to take your Ch. 7 vocabulary quiz.