11th Grade

VERITAS ACADEMY GRADE LEVEL PROFILE

Moving into American 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. 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

Students in the School of Rhetoric learn to communicate winsomely and effectively, both in writing and speech.

PARENT INVOLVEMENT

The parent's role in the School of Rhetoric can be easily overlooked because the students work independently 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. Parents can also help with organization, time management, communication, and study techniques.

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, Veterans Day Celebration, and more.

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, 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	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.
MATH	After completing Algebra II, 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.
BIOLOGY	Science in Eleventh Grade is innovative and activity-driven. The Biology course makes frequent use of human examples to engage students in the fundamental concepts of Biology. Content is presented in ways that demonstrate biological interconnections, permitting in-depth explorations of life and establishing relevance to students' lives. Students will develop problem-solving, critical thinking, and inquiry skills.
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. Our goal is language immersion, 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, Yearbook, Painting, Ceramics, Theater, Musical Theater, Choir, Music Ensemble, and Drumline.

Daily Schedule 8:35am-4:05pm (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
8:35-9:30am – Off-Period
9:35-10:30am – AP Statistics
10:35-11:30am – English Writing Lab
11:35am-12:30pm – Chapel/Assembly
12:30-1:05pm – Lunch
1:10-2:05m – Spanish III
2:10-3:05pm – Off-Period
3:10-4:05pm – AP Statistics Lab

Tuesday/Thursday
8:55-10:20am – AP US History
10:30-11:55am – Off-Period
11:55am-12:55pm – Lunch/Intramurals/Clubs
1:00-2:25pm – English 11
2:35-4:00pm – Biology

Wednesday/Friday
8:35-9:30am – Off-period
9:35-10:30am – AP Statistics
10:35-11:30am – Off-Period
11:35am-12:30pm – Leadership
12:30-1:05pm – Lunch
1:10-2:05pm – Spanish III
2:10-3:05pm – Off-Period
3:10-4:05pm – Archery

School-at-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

Student Life in the Veritas Academy School of Rhetoric centers on the 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

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!

BIOLOGY

OBJECTIVES (THE LEARNER WILL)

TLW Conduct a dialogue about the "Origin of Life" research.

TLW Discuss the Mammoth Project and environmental stewardship through genetic engineering.

TLW Discuss and the perfection in the universe that leads to a place like Earth, upon which life can flourish.

TLW Prepare for the test!

AGENDA

1. Final thoughts on Evolution and ID and prepare for test
2. Test Prep

LEADERSHIP

OBJECTIVES (THE LEARNER WILL)

TLW explore the Reality of the Law.

TLW analyze the Law of Human Nature.

AGENDA

1. Opening Liturgy/Prayer.
2. Have an underclassman give an overview of Chapter 2 and then begin Chapter 3.
3. Read or listen to Book 1, Ch 3 of Mere Christianity.
   - What are the two oddities Lewis points out in the beginning of this chapter?
   - The Law of Nature as it refers to most of nature is descriptive—it describes how nature acts. However, the Law of Human Nature is prescriptive—it says how humans ought to act. What clues does this provide for understanding the world?
   - How does the Law of Human Nature set us apart from other created things?
   - What clues do we have that there is actually something "beyond?"
4. Write 3 takeaways from the discussion and prayer requests.
5. Closing Prayer.

SPANISH III

OBJECTIVES (THE LEARNER WILL)

TLW write an opinion in Spanish about social security systems.

TLW compare/contrast welfare systems in Latin America/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.

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.

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.



BIOLOGY

DUE THURSDAY (75 MINUTES)

1. Read *The Beak of the Finch - 1981 Deluge* (p. 99-109). You can stop at the top of p. 109.
2. Please turn in a copy of your notes from the reading.
3. Homework from the end of Ch 16.3 (p. 464), #1abc
4. Homework from the end of Ch 16 (p. 476-477) #4, 6, 13, 16-24.

LEADERSHIP

DUE WEDNESDAY (30 MINUTES)

1. Read Psalm 19:1-14 and begin to memorize.
2. Bring Mere Christianity to class.

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.

