

THE COVENANT SCHOOL



Rhetoric School Bulletin
2024 - 2025

MISSION STATEMENT

To glorify God by equipping students with the tools necessary to pursue a lifetime of learning so that they may discern, reason, and defend truth in service to our Lord, Jesus Christ.

Administration

Rhetoric School Director	Dr. Christopher D. Schmidt
Rhetoric School Coordinator & Registrar	Mrs. Jennifer Tompkins
Academic Dean	Mr. Brett Tohlen
Associate Director for Academic/College Counseling	Mrs. Angela Traywick
Academic/College Counselor	Mrs. Sheri Heasley
Athletics Director	Mr. Jesse Olvera
English Department Chair	Mr. Michael Unruh
History Department Chair	Mrs. Wendy Krauss
Language Department Chair	Ms. Amber Whitehead
Mathematics Department Chair	Mrs. Heather Roberts
Science Department Chair	Mr. David Zeiger
Theology Department Chair	Mr. Michael Golden
Fine Arts Department Chair	Mrs. Gail Smith

Table of Contents

	Page
Student Course Registration Policies	3
Academic Policies	4
Rhetoric School Course Descriptions	5
Academic and Fine Arts Elective Courses	6
English	7
History	12
Mathematics	16
Science	20
Language	24
Theology	28
Fine Arts	29
Rhetoric Life	35
Course Registration Form	38

Student Course Registration Policies

- 1.) In March, you receive this course bulletin to review your course options, prerequisites, and requirements for the upcoming academic year.
- 2.) Discuss your options with a parent and schedule a meeting with your academic advisor to discuss your course requests if needed. This can be in-person or by email.
- 3.) Complete the paper course registration form, and return it to Mrs. Tompkins by March 22, 2024. If you are requesting advanced or AP courses, complete the form on the back side.
- 4.) Complete the online registration form on FACTS under Course Requests and submit it by March 22, 2024.
- 5.) Once you have submitted the form, your fine arts and elective course selections are final.
- 6.) You will have 2 weeks from the first day of school to request a change in a core course. Changes are not guaranteed. Change requests must be approved by the teacher and academic advisor, and must fit within the master schedule. No changes will be made to selected fine arts and elective courses, including language.

As you deliberate, consider that

- Advanced courses are for students who have a deeper interest *and* aptitude in a subject area. If you are making a high grade in an on-level course, this may not equate to a high grade in an advanced course. If you have only been able to maintain a C in an advanced course, you should take the on-level course.
- Advanced courses should not be taken at the expense of your mental health. If you have been overwhelmed with your homework load to the point that it negatively affects your wellness, you should speak to your academic advisor.
- You must be recommended by your current teacher to take an Advanced or AP class. If you sign up for a course you are not authorized to take, your academic advisor will meet with you to determine a better selection.
- Note that some courses have prerequisites or qualification requirements (Adv. Physics, AP Calculus) or require a 2-year commitment (Spanish). Plan accordingly.

Academic Policies

Credits

Rhetoric School (9-12) accumulates credits by the semester. To earn for a course, you must pass each semester with a 70 or higher.

Graduation Requirements

To graduate from Covenant, a student must successfully take the following courses and earn the following credits:

History (<i>includes U.S. Government and Economics</i>)	4.0 credits
English	4.0 credits
Mathematics (<i>Algebra I, Geometry, Algebra II, one upper division math course</i>)	4.0 credits
Science (<i>Biology, Chemistry, 2 lab sciences, Physics strongly recommended</i>)	4.0 credits
Theology (<i>includes Rhetoric & Senior Thesis</i>)	4.0 credits
Latin (Latin I & II or II & III; <i>two credits taken during high school</i>)	2.0 credits*
Fine Arts	2.0 credits
Electives	1.0 credit
Athletics	1.0 credit**
 TOTAL	 26 credits

*Latin IA and IB, taken in grades 7 and 8 respectively, do not count towards this requirement. For most students, Latin II and III will meet this minimum requirement.

All students are strongly encouraged to complete Latin III and IV for college admission purposes.

**Please see the Athletics Section of the Parent/Student Handbook to see how Physical Education credits are derived.

The academic advisor and Rhetoric Head must approve any requests for 2 study halls for juniors and seniors.

RHETORIC SCHOOL COURSE DESCRIPTIONS 2024 - 2025

Courses may be designated as On-Level, Advanced, or AP.

- **On-Level:** The rigor and pace of the course is normed for the average Covenant student. This does not mean the course is an easy “A,” rather it means that the average student should do well in the course if he or she does the homework, studies for quizzes and tests, and meets with the teacher as needed for tutoring.
- **Advanced (English, Math, Science, History, Language):** The demands and rigor of the course are higher than those of an on-level course, in preparation for AP work. The average student may have to spend more time with homework and studying. The student should show an aptitude and independent interest in the subject, and should have a very strong work ethic. Students must have a teacher/counselor recommendation for these courses.
- **Advanced (Fine Arts):** Advanced credit can be given for Fine Arts courses that meet the following criteria:
 - The course is designated as Advanced credit in Rhetoric Bulletin.
 - The course is not an introductory level course for which there are multiple options (e.g. Art I, Art II, Arch I, Chamber Choir).
 - The student is a junior or senior.
 - The student has received permission from the instructor.
 - Like all Advanced level courses, more is expected out of students (see course descriptions for more detail).
- **Advanced (Theology III - Ethics & Theology IV - Senior Thesis):** Their junior and senior level Theology and Rhetoric courses include multiple academic papers, presentations, often including extensive research. Theology III and IV are taught and graded at the Advanced level.
- **AP:** An Advanced Placement course is a college course. It requires students to spend at least one hour studying for every hour spent in class. Students must meet all criteria to enroll in an AP class. In addition, they will sign a contract that stipulates grade minimums and course requirements. Students are strongly encouraged to limit AP courses to 2 per year.

*Please note: all courses are offered contingent on sufficient enrollment (typically a minimum of 5 students).

ACADEMIC AND FINE ARTS ELECTIVE COURSES

History

Classical Rome: The Politics & Personalities of the Republic's Last Century

Mathematics

AP Calculus AB

AP Calculus BC

AP Statistics

Science

Advanced Anatomy and Physiology

AP Chemistry

Environmental Science

Language

Advanced Latin IV

AP Latin

Advanced Latin V

Spanish I and II

Fine Arts

Art I

Art II

Printmaking I and II

Advanced Studio Art III

Advanced Studio Art IV

Architecture I

Architecture II

Advanced Architecture III

AP Art Drawing

AP Art 2-D

Concert Choir (9-10), Advanced (11-12)

Theatre Arts: Acting & Stagecraft (All Grades, 11-12 Advanced)

Theatre Arts: One Act & Storytelling (All Grades, 11-12 Advanced)

Creative Writing I/Advanced Creative Writing I

Advanced Creative Writing II

All elective courses are scheduled and staffed based on student requests and may not be dropped by the student after course registration.

ENGLISH

“Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time.”-Barbara Tuchman (1912-1989)

A universe spoken into existence, Adam naming the animals, a Bible filled with narratives, histories, poetry, and parables – God, obviously, values the spoken and written word. Through it we come to know God, and ourselves, and take up the task of becoming more fully human. But, like all of God’s creation, the spoken and written word requires care and devotion. The purpose of English courses at Covenant is to provide that care, cultivating reason, imagination, and affections through the written and spoken word. This cultivation is achieved in a variety of ways: reading, thinking, arguing, persuading, and writing. At the core of this cultivation, however, is the reading of great books. All thinking, arguing, persuading, and writing is informed by the tragedies, comedies, epics, lyric poems, novels, short stories, plays, prayers, sermons, letters, speeches, and biographies students read at Covenant. Many of the works are challenging and weighty; some are easily grasped, others more obscure; all have stood the test of time, displaying an emotional and intellectual depth, as well as cultural relevance.

Courses Offered:

English I: Epic Literature & Classical Rhetoric
 Advanced English I: Epic Literature & Classical Rhetoric
 English II: British Literature
 Advanced English II: British Literature
 English III: American Literature
 AP English III (Language and Composition): American Literature
 Honors English IV: Modern Literature
 AP English IV (Literature and Composition): Modern Literature

Advanced/AP Expectations

Students who enroll in Advanced English courses are preparing for AP Literature and Composition and AP Language and Composition courses. Thus, Advanced courses are more rigorous and demand more time than on-level English. Students are also expected to read more and write with greater sophistication. In addition to a teacher recommendation, students should meet the following two of the three requirements:

- A Nelson-Denny reading comprehension grade equivalent of 13 (first year college)
- ISEE, PSAT, or ERB score in the 85th percentile if Nelson-Denny score is not available
- An 87 or higher from an on-level course or an 85 or higher from an Adv. course

English I: Epic Literature and Classical Rhetoric

This course grounds students in the study of the epic. The two great Greek epics, the *Iliad* and the *Odyssey*, establish the ancient notions of epic and culture. Virgil's *Aeneid*, the great Roman epic, chronicles the transition from Greek culture to Roman and presents the Roman transformation of Greek values into the foundations of Western civilization. The great medieval epic, Dante's *Divine Comedy*, reveals how the true heroic journey is the Christian life: the hero undergoes a spiritual journey of virtue, insight, and redemption as he moves toward Paradise.

In addition to the study of epic, this course introduces students to the basic principles of classical rhetoric. Through analysis of the oratory practiced in heroic poetry, students will begin to develop a sense of rhetorical situations and strategies and thence grow into stronger orators themselves. Creative and imitative writing assignments, alongside interpretive essays, broaden students' facility with the written word as they appropriate the rhetorical techniques of great authors in their own compositions. The vocabulary module, using Sadlier-Oxford E, requires students to compose sophisticated sentences demonstrating both knowledge of word definitions and an understanding of grammatical concepts.

Advanced English I: Epic Literature and Classical Rhetoric

This advanced course grounds students in the study of the epic. The two great Greek epics, the *Iliad* and the *Odyssey*, establish the ancient notions of epic and culture. Virgil's *Aeneid*, the great Roman epic, chronicles the transition from Greek culture to Roman and presents the Roman transformation of Greek values into the foundations of Western civilization. The great medieval epic, Dante's *Divine Comedy*, reveals how the true heroic journey is the Christian life: the hero undergoes a spiritual journey of virtue, insight, and redemption as he moves toward Paradise. Finally, Edmund Spenser's early modern epic, *The Faerie Queene*, brings us back down to earth, depicting the pitfalls that attend the quest for holiness in a fallen world.

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Fulfilling advanced standards, this course calls students to a higher level of independent thinking, analyzing the way language creates meaning. Students will acquire a vocabulary for interpretation that will serve them through all four years of English study. The advanced course also adds one text not studied in the on-level version, *The Faerie Queene* Book 1.

English II: British Literature

With a growing middle-class and a literate public came the rise of the English novel. Sophomore students will study the influence and development of this art form from its bourgeois beginnings to the early twentieth century. Through this study of both the novel and poetry, students will explore the changing definitions and roles of humanity in a world that is increasingly mechanized and fragmented. Beginning with the first English novel, *Robinson Crusoe*, the students study literary characters that challenge boundaries and seek power and wealth. Students will compare Crusoe and the role of the island to Prospero in Shakespeare's comedic *Tempest*. The need for a deeper sense of both the real and spiritual worlds drives the epic poetry of John Milton's *Paradise Lost* and the social realm of Jane Austen's *Pride and Prejudice*. In a radical cultural shift, the Romantics turn away from rationality in works such as *Frankenstein* and "Rime of the Ancient Mariner." This romantic passion is not sustainable, however, and the Victorians combine a sense of moral earnestness (a more spiritually acceptable kind of emotion) with a pragmatic sense of progress and technology, as parodied in Oscar Wilde's *The Importance of Being Earnest*. The result is rather grim, with the vengeful violence in *A Tale of Two Cities*. Finally, with the violence and individualism of modernity comes the ultimate failure of community and social order in *Lord of the Flies*.

Advanced English II: British Literature

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Fulfilling advanced standards, this course builds on the increasing skills of independent thinking, substantive analysis, and persuasive writing. The course will include extra reading, exercises, and writing that focus on the skills necessary to succeed in AP level courses. This Advanced course will also include a research paper. Students further develop their writing skills through text-based vocabulary study, grammar workshops, and Sadlier vocabulary.

English III: American Literature

This course prepares students for success at the college level. With American history and literature as the focus, students engage a great variety of texts. Beginning thematically with the desire for freedom and independence demonstrated in colonial and revolutionary writings, Hawthorne's *The Scarlet Letter*, and Douglass' *Narrative of the life of Frederick Douglass*, the course then moves to the Enlightened, Romantic, and Transcendental authors who consider the tension between ideal freedom and its real world limitations, particularly the works of Melville, Emerson, and Whitman, concluding with Twain's quintessential novel, *The Adventures of Huckleberry Finn*. The next thematic step, the American Dream, considers the discrepancy between ideals and reality, focusing especially on the increasing disillusionment following World War I to which modern poetry, Fitzgerald's *Great Gatsby*, and Steinbeck's *East of Eden* give witness. The course concludes thematically with the ever-renewing American Identity (gender, race, religion, family, and culture) as demonstrated in modern/postmodern short stories and poems as well as the Civil Rights movement.

AP English III (Language and Composition): American Literature

This Advanced Placement Language and Composition course teaches college-level analysis and writing with an emphasis on rhetorical strategies and the ways in which language and images embody meaning. With American history and literature as the focus, students engage a great variety of texts. Beginning thematically with the desire for freedom and independence demonstrated in colonial and revolutionary writings, Hawthorne's *The Scarlet Letter*, and Douglass' *Narrative of the life of Frederick Douglass*, the course then moves to the Enlightened, Romantic, and Transcendental authors who consider the tension between ideal freedom and its real world limitations, particularly the works of Melville, Emerson, and Whitman, concluding with Twain's quintessential novel, *The Adventures of Huckleberry Finn*. The next thematic step, the American Dream, considers the discrepancy between ideals and reality, focusing especially on the increasing disillusionment following World War I to which modern poetry, Fitzgerald's *Great Gatsby*, and Steinbeck's *East of Eden* give witness. The course concludes thematically with the ever-renewing American Identity (gender, race, religion, family, and culture) as demonstrated in modern/postmodern short stories and poems as well as the Civil Rights movement.

The AP course includes extra reading, fuller homework assignments, AP homework assignments, more rigorous assessment in quizzes and tests, and more sophisticated essay questions requiring a higher level of synthesis. Rhetorical fluency will be emphasized, along with the ability to make explicit the connections between literary/rhetorical strategies and meaning. AP students will be expected to sit for a practice AP exam in the spring and to take the AP Language and Composition exam in May.

English IV: Modern Literature

This class begins within the optimism of the late 19th and early 20th centuries, which places faith in progress through science and philosophy at the expense of tradition, faith, and the prevailing historical/social codes. Dostoevsky's prescient novel *Crime and Punishment* examines this project of modern man through Raskolnikov – a beset Russian student who intentionally breaks a boundary to see if a man can truly "escape" from morality. The mood

quickly darkens as we see the fruit of such an experiment in the form of the brutality and destruction of World War I and II. We study this change through a modern tragedy, *Night*, and compare Wiesel's response to the resulting suffering and loss of identity with that of the biblical *Job*. Shakespeare's *Hamlet* immediately follows, enriching our discussion of the problems surrounding identity and social boundaries, before ending the semester with the frustration, fragmentation, and confusion of the modern world as expressed in T.S. Eliot's demanding and epoch-defining poem *The Waste Land*. After this, however, the class turns toward the comedic vein of modern literature, where the experience of love, grace, and beauty offer the hope of individual and communal regeneration. Both Solzhenitsyn's *One Day in the Life of Ivan Denisovich* and Marilynne Robinson's contemporary novel *Housekeeping* testify that human existence, though seemingly filled with dissonance and subject to impermanence and decay, is ultimately defined by, and oriented toward, the transcendent Good that animates it. Finally, we end the senior year with Dante's vision of heaven in *Paradiso*, reminding ourselves that all things are held together by God and that the universe itself exists in the form of a divine comedy.

AP English IV (Literature and Composition): Modern Literature

This Advanced Placement Literature and Composition course is designed to teach college-level analysis and writing. The course begins within the optimism of the late 19th and early 20th centuries, which places faith in progress through science and philosophy at the expense of tradition, faith, and the prevailing historical/social codes. Dostoevsky's prescient novel *Crime and Punishment* examines this project of modern man through Raskolnikov – a beset Russian student who intentionally breaks a boundary to see if a man can truly "escape" from morality. The mood quickly darkens as we see the fruit of such an experiment in the form of the brutality and destruction of World War I and II. We study this change through a modern tragedy, *Night*, and compare Wiesel's response to the resulting suffering and loss of identity with that of the biblical *Job*. Shakespeare's *Hamlet* immediately follows, enriching our discussion of the problems surrounding identity and social boundaries, before ending the semester with the frustration, fragmentation, and confusion of the modern world as expressed in T.S. Eliot's demanding and epoch-defining poem *The Waste Land*. After this, however, the class turns toward the comedic vein of modern literature, where the experience of love, grace, and beauty offer the hope of individual and communal regeneration. Faulkner's *The Unvanquished* explores how codes and boundaries can, in fact, enrich human life and help to dignify the individual. Both Solzhenitsyn's *One Day in the Life of Ivan Denisovich* and Marilynne Robinson's contemporary novel *Housekeeping* testify that human existence, though seemingly filled with dissonance and subject to impermanence and decay, is ultimately defined by, and oriented toward, the transcendent Good that animates it. Finally, we end the senior year with Dante's vision of heaven in *Paradiso*, reminding ourselves that all things are held together by God and that the universe itself exists in the form of a divine comedy.

The AP course includes supplemental reading (particularly literary criticism), fuller homework assignments, AP homework assignments, more rigorous assessment in quizzes and tests, and more sophisticated essay questions requiring a higher level of synthesis. The course will focus on the strategies authors use to create meaning through their use of literary

elements. Students will develop a sophisticated writing style that is engaging, fluent, precise, and original. Students will be expected to demonstrate sophisticated insight, complex integration of ideas working at the conceptual level, and a more comprehensive understanding of the work as a whole. AP students will be expected to sit for a practice exam in the spring and to take the AP Literature and Composition exam in May.

HISTORY

"History is for human self-knowledge ... the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is." -R. G. Collingwood (1889-1943)

All of history is the study of God's work in the world from creation until the present day, and we believe that He has directed every event, action, and person from that first day onward. Therefore, the study of history, economics, and government are important parts of a complete education. Not only do they provide an understanding about the world in which we live and the world to come, they also give us the knowledge of our heritage and traditions. It is an attempt to discover what people did and thought in the past, and how their actions and beliefs still influence human life today. History is not simply a chronological record of events but an interpretation of those events with an eye to understanding the sweep of history. At the center of the story, however, is God, not man, and ultimately this is His story. In addition, history is an important part of the study of the humanities. History provides an essential element for understanding literature, art, theology, and culture.

Covenant history courses are centered on the study of Western Civilization in recognition of the moral foundation and heritage that has come down to us as products of the western world. With this in mind, we also acknowledge that we live in a diverse society. In order to be better able to engage our culture and defend and cultivate an appreciation for our western heritage, our Western Civilization courses are taught with an introduction to the global context in which events occur. This includes an examination of world religions and cultures as well as a study of the geography of the non-western world.

Courses Offered:

Medieval and Early Modern History

Advanced Medieval and Early Modern History

Modern History

Advanced Modern History

U.S. History

AP U. S. History

Economics

U.S. Government and Politics

AP U.S. Government and Politics

Classical Rome: The Politics & Personalities of the Republic's Last Century

Advanced/AP Expectations

Students who enroll in Advanced courses are preparing for AP level History courses. Thus, Advanced courses are more rigorous and demand more time than on-level classes. Students are also expected to read more and write with greater sophistication. In addition to a teacher recommendation, students should meet the following two of the three requirements:

- A Nelson-Denny reading comprehension grade equivalent of 13 (first year college)
- ISEE, PSAT, or ERB score in the 85th percentile if Nelson-Denny score is not available
- A grade of an 87 or higher from an on-level History course or an 85 or higher from a previous Advanced History course

Medieval and Early Modern History

This course is the third course in a four-year survey of Western Civilization in a Global Context, continuing from 7th grade Ancient History and 8th grade Classical History. The time period covered in Medieval and Early Modern History is approximately 1000 - 1600. In this course, students examine political, intellectual, and cultural developments of human civilization in the western world during this period of recovery from the fall of the Roman Empire. In addition, students will be introduced to events occurring in Asia, Africa, and Latin America during this period of history, including a greater interaction between various parts of the world. In this course, documents are emphasized as primary sources for the study of history. Attention also is given to architecture, art, and other sources of historical data. Students will learn the skills necessary to conduct historical research and to present their findings in written and oral forms.

Textbook: Spielvogel, Jackson. *Western Civilization*. 11th edition. Cengage Learning, 2020.

Advanced Medieval and Early Modern History

This course is the third course in a four-year survey of Western Civilization in a Global Context, continuing from 7th grade Ancient History and 8th grade Classical History. The time period covered in Medieval and Early Modern History is approximately 1000 - 1600. In this course, students examine political, intellectual, and cultural developments of human civilization in the western world during this period of recovery from the fall of the Roman Empire. In addition, students will be introduced to events occurring in Asia, Africa, and Latin America during this period of history, including a greater interaction between various parts of the world. In this course, documents are emphasized as primary sources for the study of history. Attention also is given to architecture, art, and other sources of historical data. Students will learn the skills necessary to conduct historical research and to present their findings in written and oral forms.

The Advanced course covers the same time period and content as the on-level course, but at a deeper level in many cases. Students electing to take the advanced course should be prepared to do more reading outside of class including additional primary sources and to do more writing. Assessments will require more analysis and further emphasis on historical thinking skills.

Textbook: Spielvogel, Jackson. *Western Civilization*. 11th edition. Cengage Learning, 2020.

Modern History

This course completes the four-year Western Civilization in a Global Context cycle that began in 7th grade with Ancient History, 8th grade Classical History, and 9th Grade Medieval and Early Modern History. This course covers economic, social, cultural, intellectual, political, and diplomatic themes in European History from 1600 to 2000 and introduces students to events from Africa, Asia, and Latin America taking place during this time period. In this course, documents are emphasized as primary sources for the study of history. Attention also is given to architecture, art, and other sources of historical data. A research paper will be completed during the course of the year, incorporating historical research skills and technical skills to produce a formal paper.

Textbook: Spielvogel, Jackson. *Western Civilization*. 11th edition. Cengage Learning, 2020.

Advanced Modern History

This course completes the four-year Western Civilization in a Global Context cycle that began in 7th grade with Ancient History, 8th grade Classical History and 9th grade Medieval and Early Modern History. This course covers economic, social, cultural, intellectual, political, and diplomatic themes in European history from 1600 to 2000 and introduces students to events from Africa, Asia, and Latin America taking place during this time period. In this course, documents are emphasized as primary sources for the study of history. Attention is also given to architecture, art, and other sources of historical data. A research paper will be completed during the course of the year, incorporating historical research skills and technical skills to produce a formal paper.

The advanced course covers the same time period and content as the on-level course. However, students who wish to take the advanced course should have a keen interest in history and should plan on a heavier reading and writing load. Students develop analytical thinking and effective writing skills in dealing with historical evidence and interpretation. Students who wish to prepare for the AP European History exam in the spring will have opportunities for independent study. Furthermore, skills taught in this advanced course will prepare students to take the AP U.S. History course in the 11th grade.

Textbook: Spielvogel, Jackson. *Western Civilization*. 11th edition. Cengage Learning, 2020.

U.S. History

This course begins with Native American cultures prior to European settlement and concludes with the United States at the beginning of the 21st century. In this course, students learn about social, cultural, intellectual, economic, and political developments in the history of the United States. Students develop analytical thinking and effective writing skills in dealing with historical evidence. A research paper will be completed during the spring semester incorporating historical research skills as well as the technical skills to produce a formal paper.

Textbook: McClay, Wilfred M. *Land of Hope: An Invitation to the Great American Story*. Encounter Books, 2019.

AP U.S. History

This advanced-level course begins with Native American cultures prior to European settlement and concludes with the United States at the beginning of the 21st century. In this course, students learn about social, cultural, intellectual, economic, and political developments in the history of the United States. Students learn to analyze both primary and secondary sources and use these sources to develop effective writing skills using historical evidence.

This course is for students who have successfully completed the advanced 9th and 10th grade history courses as well as those who have an especial interest in history. Coursework will consist of textbook reading as well as primary source analysis at an advanced level. There will be consistent and regular writing assignments as well. A research paper will be completed during the spring semester incorporating historical research skills as well as the technical skills to produce a formal paper.

Students in this course will also be prepared for the College Board Advanced Placement U.S. History exam at the end of the year.

Textbook: Kennedy, David. *The American Pageant*. 16th edition. Cengage Learning, 2016

Economics (1st Semester)

“Economics is a study of mankind in the ordinary business of life,” wrote Alfred Marshall, the 19th century economist in his textbook. Though the field has shifted through many phases since Marshall, his saying remains basically true. As a social science course, there are three reasons to study economics. First, through an understanding of economics, students begin to better understand the world in which they live. Why do apartments in Uptown cost more than ones in the far suburbs? Why are professional athletes so well paid? Why do game-show contestants seem to make foolish decisions all the time? Secondly, students who study economics become more astute participants in the economy. Finally, economics students understand the limit and potential of economic policy and government intervention. The second and third reason will be the focus of college coursework. Covenant’s economics course seeks to lay a solid foundation of economic theory. In other words, upon completion of Covenant’s economics course, students should possess an understanding of the basic but crucial economic theories that do so much to explain life in a fallen (scarce) world.

Textbook: *Principles of Economics*, N. Gregory Mankiw. 10th Edition. South-western College: (2024).

U.S. Government and Politics (2nd Semester)

This course is an introduction to American government. In studying the processes and institutions of the federal government, students will learn about elections, citizen participation, and the structure of government. In time, students will apply their understanding of American government to current events and controversial topics with the goal of training a better educated citizenry.

Textbook: *American Government*-14th Edition, by James Q.Wilson and John Dilulio

AP U.S. Government and Politics (2nd Semester)

This course is an introduction to American government. In studying the processes and institutions of the federal government, we will learn about elections, citizen participation, and the structure of government. In time, students will apply their understanding of American government to current events and controversial topics. In addition to the standard course load, AP students will be required to read scholarly articles weekly and complete AP-style free response questions requiring about 30 minutes of homework nightly.

Textbook: *American Government – 14th edition* by James Q. Wilson and John J. Dilulio.

Classical Rome: The Politics & Personalities of the Republic’s Last Century (11th/12th Elective Course)

When Julius Caesar crossed the Rubicon, he exposed fractures and contradictions within Rome’s political and social order that roiled the Roman world for a century. By 42 B.C., the liberators were dead and with it the Republic. During the Republic’s last century, the city produced characters and dilemmas that became archetypes for historical study in any era. The wars, assassinations, political intrigue and personal scandals of 134 B.C. to 31 B.C. have led some to describe this era as Rome’s soap opera. This course seeks to study the conflicts – and the personalities – that formed Rome’s most famous century, and in so doing, understand the eternal and enduring human questions that face us moderns as much as they faced the Romans. *All work will be done in class.*

MATHEMATICS

“Mathematics is the alphabet with which God has written the universe.” –Galileo (1564-1642)

Since all truth is God’s truth, the beauty of creation is revealed in infinite ways, and the ultimate goodness of a loving creator is all around us. We find that these obvious and relevant truths pervade all of mathematics. We seek to express to students the fact that in a postmodern society there are still absolutes. These are evident every day in our subject. The beauty of our creator is expressed in the order found in the natural world and expressed in mathematics such as the Fibonacci sequence. Some complex numbers in the form “Z” constitute paths called equiangular spirals which can be found in nature. The claws and horns of some animals, the seeds of a sunflower, the chambers of a nautilus shell form equiangular spirals. We do not cheapen the beauty of mathematics by “false integration,” but strive to express to students the creativity found in our subjects as a result of our love for Christ and deep appreciation of His creation.

Courses Offered:

Algebra I

Geometry

Advanced Geometry

Algebra II

Advanced Algebra II

Pre-Calculus

Advanced Pre-Calculus
 AP Calculus AB
 AP Calculus BC
 AP Statistics
 Scientific Revolution (Physics and Pre-Calculus)

Advanced/AP Expectations

Students who enroll in Advanced math courses are expected but not required to eventually register for AP Calculus or AP Statistics. Advanced math courses are designed to be more rigorous and will demand more time than regular mathematics courses. Students must meet two of the three criteria to enroll in any Advanced math course:

- An ISEE or PSAT or ERB score in the 80th percentile
- A teacher recommendation
- A grade of an 88 or higher from the previous year

Algebra I

This first-year algebra course explores linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will continue to learn methods for translating verbal expressions into algebraic expressions, evaluating algebraic expressions, and solving algebraic equations. In addition, students will study linear inequalities, linear systems with two equations and two variables, polynomials of degree one and two, radical expressions, sequences, and laws of exponents.

Textbook: McGraw-Hill: *Algebra I*

Geometry

This course includes the study of parallel and perpendicular lines and planes, similar and congruent polygons, measurement of angles, segments, polygons, and circles. Emphasis on logic and reasoning will be achieved through deductive proofs through a study of definitions, postulates, and theorems. Constructions and a thorough coverage of coordinate geometry concepts and transformations will also be included. This course will deal with “real” life applications and interdisciplinary connections.

Prerequisite: Algebra 1

Textbook: McGraw-Hill: *Geometry*

Advanced Geometry

This course includes the basics of geometry, its use of mathematics, language and symbols, the use of reasoning and proofs, parallel and perpendicular lines, triangle relationships, special right triangles, trigonometry, quadrilaterals, circles, and areas and volumes. Linear equations and systems of equations will also be explored. The Honors class will work with more advanced proofs and problems. Two additional methods of proofs will be included as well as special emphasis on constructions.

Prerequisite: Algebra 1

Textbook: McGraw-Hill: *Geometry*

Algebra II

This course builds on the study of first year Algebra. Functional relationships are extended to include quadratic, polynomial, rational, exponential and logarithmic functions. Conic sections, complex numbers, sequences and series, and probability are other topics which may be explored. Functions are examined in a variety of problem solving situations and form the basis for the study of equations and the development of algebraic skills. Math skills are enhanced with the use of graphing calculators which allow functional plotting, coordinate graphing, algebraic analysis, and computation.

Textbook: McGraw-Hill: *Algebra 2*

Advanced Algebra II

This course builds on the study of first year Algebra. Functional relationships are extended to include quadratic, polynomial, rational, exponential and logarithmic functions. Conic sections, complex numbers, sequences and series, and probability are other topics which will be explored. Functions are examined in a variety of problem solving situations and form the basis for the study of equations and the development of algebraic skills. Math skills enhanced with the use of graphing calculators which allow functional plotting, coordinate graphing, algebraic analysis and computation. Advanced Algebra II addresses the standards of Algebra II at a greater depth with a broader scope, a faster pace, and more in depth problem solving along with higher expectations for student performance.

Textbook: McGraw-Hill: *Algebra 2*

Pre-Calculus

First Semester: topics involving the integration of geometric and algebraic concepts with functions and their graphs as well as regressions and applications, exponential and logarithmic functions, mathematical systems, sequences, and series.. Second Semester: trigonometric functions: equations, identities and proofs, graphs and applications. If time permits, conics will also be studied.

Textbook: McGraw-Hill: *Pre-Calculus*

Advanced Pre-Calculus

First Semester: topics involving the integration of geometric and algebraic concepts with functions and their graphs as well as regressions and applications, exponential and logarithmic functions, mathematical systems, sequences, series and probability.

Second Semester: trigonometric functions: equations, identities and proofs, graphs and applications. The study of polar coordinates, complex numbers and vectors will be incorporated with the trig functions. Conics and Limits will also be studied.

Prerequisite:

- Students should have a minimum of a 26 Math ACT/600 Math SAT
- A teacher recommendation
- A grade of an 90 or higher from the previous year

Textbook: McGraw-Hill: *Pre-Calculus*

AP Statistics

Statistics is a course to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Prerequisite: Students interested in taking AP Statistics concurrently with another Math course must have permission from Mrs. Traywick and Mrs. Roberts to verify readiness.

Textbook: *The Practice of Statistics* by Starnes, Tabor, Yates, Moore

AP Calculus AB

This Advanced Placement calculus course consists of the study of limits and their properties, velocity and acceleration, fundamental theories of differentiation and integration and their applications. Topics include exponential and logarithmic functions, trigonometric functions and their inverses, area and volume, slope fields, and numerical approximations to definite integrals. This full year course of academic work in differential and integral calculus is comparable to Calculus I courses in colleges and universities.

Time estimate: Students should expect 45-60 minutes of homework per day.

Prerequisite: Students should have a minimum of a 27 Math ACT/640 Math SAT.

Textbook: *Calculus for AP*[®], 1st Edition, Larson and Battaglia

Secondary Textbook: *Calculus for AP*[®]: A Complete Course, Stewart and Kokoska

AP Calculus BC

Calculus BC is a challenging and demanding calculus course which includes the study of following Calculus One topics: Functions, Graphs, and Limits; the concepts, computation and applications of Derivatives; interpretations, properties and applications of integrals as well as techniques of anti-differentiation; Numerical approximations to definite integrals; and Slope Fields. It also includes the following Calculus II topics: logistics, Euler's Method, advanced integrations techniques, parametrics, vectors, polar equations and graphs, and the concept of series (geometric, harmonic alternating, p-series with integral, comparison, root and ratio tests for convergence or divergence), and Taylor Polynomials.

Time estimate: Students should expect 45-60 minutes of homework per day.

Prerequisite: Students should have a minimum of a 31 Math ACT/700 Math SAT.

Textbook: *Calculus for AP*[®], 1st Edition, Larson and Battaglia

Secondary Textbook: *Calculus for AP*[®]: A Complete Course, Stewart and Kokoska

Scientific Revolution (12th grade course)

This integrated math and science (Pre-Calculus and Physics) course investigates an important moment in the history of Western thought. In Europe, following the Renaissance, amazing discoveries and mathematical insights transformed the culture. Though the ancient Greeks provided a foundation for these new ideas, Europeans had advanced only slightly in natural philosophy since the fall of the Roman Empire. The revolution in math and physics began quietly in the sixteenth century with Copernicus but accelerated in the seventeenth century culminating in Isaac Newton's *Principia Mathematica Philosophiae Naturalis* (Mathematical Principles of Natural Philosophy). The new intellectual framework for studying the world gave birth to modern science which has profoundly shaped not just how our society lives, but how it thinks.

Students will trace these developments in detail and rigorously study the quantitative methods, analysis, and arguments that formed the backbone of the scientific revolution. Like a traditional Pre-calculus course, students will attain proficiency in the mathematics of polynomial, rational, trigonometric, exponential, and logarithmic functions as well as develop competence with basic calculus techniques. But, thinking like a scientist, students will learn to utilize mathematics to understand and explain physical situations and their causes through the concepts of force, momentum, and energy. They will also evaluate the new ideas associated with controversies in the scientific revolution such as the role of natural laws and mechanical philosophy, the relationship between body and soul, and the use of methods for establishing truth. The culminating project will require the students to justify the truth of Newton's description of the power of gravity using observations, mathematical reasoning, and interdisciplinary assumptions.

Students will receive 90 minutes of instruction per day each week and receive one credit for Physics and one credit for Pre-Calculus. While this will be a two-credit course, they will receive the same grade in each course (Physics and Pre-Cal) on the transcript.

Textbooks: *Calculus I with Precalculus: A One-Year Course* 2nd Edition, *College Physics*, Serway and Faughn, *Scientific Revolution* by Steven Shapin, and *The Liberal Arts Tradition* by Kevin Clark and Ravi Jain

SCIENCE

"The chief aim of all investigations of the external world should be to discover the rational order which has been imposed on it by God"- Johannes Kepler (1571-1630)

"...science can only be created by those who are thoroughly imbued with the aspiration towards truth and understanding. This source of feeling, however, springs from the sphere of religion. To this there also belongs the faith in the possibility that the regulations valid for the world of existence are rational ... I cannot conceive a genuine [person] of science without that profound faith." -Albert Einstein (1879-1955)

While there are many ways to define science, we view science as an organized way of gathering evidence about the design of the universe which is then used to find patterns and predict phenomena. The Covenant Science Department seeks to equip students with a

foundational understanding of the natural world by studying scientific laws and prevailing theories. Through investigative experimental methods, building models, and hands-on experiences, we invoke student curiosity and interest in discovering God's intelligently designed world.

Courses Offered:

Biology
 Advanced Biology
 Chemistry
 Advanced Chemistry
 Advanced Physics
 Physics
 Advanced Anatomy and Physiology
 AP Chemistry
 Environmental Science
 Scientific Revolution (Physics and Pre-Calculus)

Biology

Biology is a year-long course designed to give the students an overview of biology, the study of life. The science of biology is further divided into ecology, botany, zoology, microbiology, molecular biology, anatomy & physiology, and evolutionary biology. Throughout the course, the students will study each of these sub-specialties in turn, some more in depth than others. The year begins with an overview of the human body and its systems. This is an area that the students are somewhat familiar with but also still very curious about. This study of the human body informs the rest of subjects taught within biology and provides a reference point for the students as they learn about cellular systems and other organisms. In doing so, we follow the path of discovery taken by scientists of the past. Study of the human body and visible world around them came first. With the discovery of the simple microscope, scientific study moved forward by leaps and bounds. While we at The Covenant School believe that all life was and is created by God, we will become familiar with various evolutionary theories. These theories are widely accepted as fact. It is important for us to understand the ideas proposed by various scientists and discuss how these ideas conform to or contradict our beliefs as Christians. Throughout the course, students will participate in lab investigations to further explore the above topics.

Textbook: *Biology*, 2017, Glencoe McGraw Hill

Advanced Biology

Advanced Biology is a course designed to allow qualified science students to obtain the necessary skills to be prepared for upper level science courses in their junior or senior year. The same biological principles covered in the Biology course are also covered in this course, with these distinctions: First, Advanced Biology students will be using a different textbook that requires higher level thinking skills and problem solving. Second, students will participate in higher level, more inquiry based lab investigations and assessments. Advanced Biology is a much more rigorous course than Biology.

Textbook: Campbell, *Biology: Concepts & Connections*, 10th edition, Pearson

Chemistry

Chemistry is the qualitative and quantitative study of matter – its properties, the changes it undergoes, and the energy changes that accompany those chemical reactions. Because chemistry is a discipline based upon laboratory work, Chemistry students will be asked to make observations during demonstrations as well as during the experiments they will conduct. These demonstrations and experiments are designed to provide a deeper understanding of the basic principles of chemistry that will be studied throughout the school year. Not all topics in the textbook will be covered.

Textbook: *Living by Chemistry*. New York, NY: WH Freeman and company, 2015.

Advanced Chemistry

Advanced Chemistry is a course designed to allow qualified science students the necessary skills to be prepared for AP Chemistry in their senior year. The same chemical principles and laboratory experiments covered in the regular Chemistry course will be covered, with extra material oriented toward success in AP Chemistry. Advanced Chemistry students should expect to be challenged by higher-level and complex application problems on quizzes, tests, and as part of laboratory reports. Students will be expected to spend an average of 30 minutes per night studying course material and completing assignments.

Prerequisite: Completion of a summer assignment and a minimum grade of 80 on the course readiness test related to summer material

Textbook: *Chemistry: An Atoms-Focused Approach*, 3rd ed., W. W. Norton, 2020.

Advanced Physics (11th Grade Course)

This course provides a mathematical approach to understanding physics and physical phenomena. Students will make discoveries through participation in laboratory investigations where higher order thinking and problem-solving skills are required. Topics include kinematics, dynamics, momentum, energy, work, power, rotational motion, and electric circuits. Upon completion, students will have a thorough understanding of physics and should be able to explain the physical phenomena they see in the world around them. Because this course is math-based, the completion of Algebra II is required. Students must also be enrolled in Advanced Pre-Calculus.

Prerequisite:

- Students should have a minimum of a 26 Math ACT/600 Math SAT
- A teacher recommendation
- A grade of an 90 or higher in Algebra II

Textbook: Stewart, Gay, et al., *College Physics for the AP Physics I Course, 2nd Edition*, WH Freeman and Company

Physics (12th Grade Course)

This course provides a conceptual approach to physics and provides a basic introduction to the fundamental principles and processes of the physical world. This is achieved by studying the physics behind everyday phenomena. Through a hands-on approach, the course focuses on the concepts and applications of physics through laboratory investigations and activities.

Topics include kinematics, dynamics, momentum, energy, work, power, mechanical and electromagnetic waves, electric circuits and electrostatics. Upon completion, students should be able to recognize examples and applications of the principles studied in the real world around them.

Advanced Anatomy & Physiology (11th and 12th Grade Course)

This course is designed to give students an in-depth understanding of the human body, the most complex and elegant machine created by God. Students will learn the structures and functions of major human body systems, understanding how they work together to maintain the well-being of the body. Students will perform dissections and build skills in several science practices, such as conducting experiments and investigations, analyzing data, constructing explanations, communicating findings, and developing models. This course is recommended for students with an interest in health, athletics, pharmaceuticals or medical technology, and any other biomedical topics.

Textbook: Marieb & Hoehn, *Human Anatomy and Physiology*, 9th edition, Pearson

AP Chemistry

Chemistry is the qualitative and quantitative study of matter - its properties, the changes it undergoes, and the energy changes that accompany those changes. Specific topics covered in this course include atomic structure, distinguishing types of chemical reactions and predicting products, thermochemistry, reaction rates, and equilibrium. As time permits, AP Chemistry students will also be exposed to some organic chemistry and nuclear chemistry. AP Chemistry is a college level course, and students will be held to a high standard. Teaching methodology and homework load will mirror that of a college general Chemistry course for majors. During the school year, students should expect to spend around four hours a week studying the course material and completing assignments.

Prerequisite: Completion of 10th Grade Chemistry. Completion of a summer assignment and a minimum grade of 80 on the course readiness test

Textbook: *Chemistry: An Atoms-Focused Approach*, AP Edition, W. W. Norton, 2020.

Environmental Science (11th and 12th Grade Course)

Environmental Science is an applied science that provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will learn to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is a multidisciplinary science and thus will discuss the above in biological, chemical, and physical terms. Topics are organized around the seven classical virtues and emphasis is placed on real-world application.

Textbook: Friedland, Andrew and Relyea, Rick, *Environmental Science for the AP Course*, 3rd edition, W. H. Freeman

Supplemental Text: Blanchard, Kathryn and O'Brien, Kevin J., *An Introduction to Christian Environmentalism: Ecology, Virtue, and Ethics*, Baylor University Press

Scientific Revolution (12th grade course)

This integrated math and science (Pre-Calculus and Physics) course investigates an important moment in the history of Western thought. In Europe, following the Renaissance, amazing discoveries and mathematical insights transformed the culture. Though the ancient Greeks provided a foundation for these new ideas, Europeans had advanced only slightly in natural philosophy since the fall of the Roman Empire. The revolution in math and physics began quietly in the sixteenth century with Copernicus but accelerated in the seventeenth century culminating in Isaac Newton's *Principia Mathematica Philosophiae Naturalis* (Mathematical Principles of Natural Philosophy). The new intellectual framework for studying the world gave birth to modern science which has profoundly shaped not just how our society lives, but how it thinks.

Students will trace these developments in detail and rigorously study the quantitative methods, analysis, and arguments that formed the backbone of the scientific revolution. Like a traditional Pre-calculus course, students will attain proficiency in the mathematics of polynomial, rational, trigonometric, exponential, and logarithmic functions as well as develop competence with basic calculus techniques. But, thinking like a scientist, students will learn to utilize mathematics to understand and explain physical situations and their causes through the concepts of force, momentum, and energy. They will also evaluate the new ideas associated with controversies in the scientific revolution such as the role of natural laws and mechanical philosophy, the relationship between body and soul, and the use of method for establishing truth. The culminating project will require the students to justify the truth of Newton's description of the power of gravity using observations, mathematical reasoning, and interdisciplinary assumptions.

Students will receive 90 minutes of instruction per day each week and receive one credit for Physics and one credit for Pre-Calculus. While this will be a two-credit course, they will receive the same grade in each course (Physics and Pre-Cal) on the transcript.

Textbooks: *Calculus I with Precalculus: A One-Year Course* 2nd Edition, *College Physics*, Serway and Faughn, *Scientific Revolution* by Steven Shapin, *The Liberal Arts Tradition* by Kevin Clark and Ravi Jain

LANGUAGE

"I will say at once, quite firmly, that the best grounding for education is the Latin grammar. I say this not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent." -Dorothy Sayers (1893-1957)

Ever since God spoke the world into existence with his Word, language has ranked among the most fundamental elements of the human experience—verbal communication of one's thoughts to another. As a person puts his thoughts into words, both for himself and for others, his thoughts are shaped by the language available to him. He cannot express ideas for which he has no words. Thus, one's command of language shapes not just how well one communicates but what one can communicate. Conversely, by using a language, a person

puts his own imprint on it and shapes the way others understand it. No language remains static; each is flexible, both forming and formed by the people who use it. Therefore, study of any language should include not just vocabulary, grammar, and syntax, but also the culture and history surrounding the language.

Covenant's graduation requirements mandate that each graduate have two years of high school Latin. The required two years of Latin provide advantages both pragmatic and transcendent. As the basis for over 60% of English words, Latin studies enhance English vocabulary. As Latin is an ancient, stable language, studying it exposes the basic structures of modern languages; as it is an organized, regular language it trains the mind to think and express itself in clear, efficient, logical ways. Unsurprisingly, statistics show that students who study Latin perform better on the SAT than students of any other language, ancient or modern. In addition, Latin is the mother tongue of the Romance languages—so-called because they evolved from the Latin language of the Romans. Over 90% of every Romance language, such as Spanish, comes from Latin. When a student learns Latin, he is also doing advance-work in any language derived from Latin. Moreover Latin was Western civilization's medium of expression for over a millennium. It provides access to the lives, cultures, and thoughts of billions of people throughout time. It was the language of great poets, philosophers, theologians, politicians, historians, and scientists. It shaped their thoughts and was shaped by them as they used it to understand and change their world. Knowing such a language creates a window into their minds unattainable in any other way. Thus it is particularly relevant to a classical, Christian education.

After meeting the Latin requirement, students may elect to deepen their understanding of language with advanced Latin courses or to broaden their knowledge of language with elementary and intermediate Spanish courses.

Courses Offered:

Latin I
 Latin II
 Latin III
 Advanced Latin III
 Advanced Latin IV
 AP Latin
 Advanced Latin V
 Spanish I
 Spanish II

Latin I

In this class students learn elementary Latin grammar, vocabulary, and syntax, as well as basic concepts of languages in general. A modified reading method is employed so that students learn to understand the language as more than a collection of rules and words. While they learn plenty of rules and words, they also learn to read simple stories in Latin and translate them into English. These skills are integrated with ancient Roman history and culture, providing a well-rounded linguistic foundation for future studies.

Textbooks: Cambridge Latin Course, Units 1 & 2

Latin II

Second-year students build on the foundations laid in Latin I. They study intermediate Latin grammar, vocabulary, and syntax, as well as more complex linguistic concepts and terms. Translating moves beyond simple word-to-word correspondences, requiring students to pay attention to contextual clues to achieve accuracy over the course of longer stories. More in-depth study of ancient Roman culture and history helps provide context for understanding.

Textbook: Cambridge Latin Course, Unit 3

Latin III

In this class students learn advanced Latin grammar, vocabulary, and syntax. They also make the transition from textbook Latin to reading and translating original Latin texts. Cultural and historical studies focus increasingly on literary features of the language as well as context for the works produced. Students learn to apply all previously learned knowledge and skill in understanding and connecting the ideas of particular authors, such as Martial, Ovid, Pliny the Younger, Catullus, and Cicero.

Textbook: Cambridge Latin Course, Unit 4

Advanced Latin III

This class is available for those who wish to continue with Latin as an elective, possibly taking AP Latin in their junior year rather than their senior year. It includes the advanced Latin grammar, vocabulary and syntax learned in third-year Latin with the rhetorical devices, translating tricks, and fluency in reading usually acquired in fourth-year Latin before the AP year. Students must have advanced reading skills and analytical talent to meet the rigors of the curriculum, which is designed to prepare willing students for the AP Latin course. The transition from translating textbook stories to translating and analyzing original Latin texts is made at a faster pace than in regular Latin III. Cultural and historical studies focus on knowledge necessary for literary appreciation and comprehension of Latin literature by ancient authors such as Martial, Ovid, Pliny the Younger, Vergil, and Julius Caesar. Scansion, meter, and Latin figures of speech are included.

Prerequisites: A minimum average of 85 in Latin II and Advanced Latin III teacher permission.

Textbooks: Cambridge Latin Course, Unit 4; selections from Catullus, Pliny the Younger, and *Metamorphoses*

Advanced Latin IV

In this class, students learn to translate many genres of Latin literature accurately and analyze them for literary meaning and rhetorical effect. It includes intensive scrutiny of Latin grammar, morphology, and syntax. It also introduces many idiomatic uses, poetic figures of speech, scansion, and meter. Cultural studies provide knowledge necessary for literary appreciation and comprehension of several different classical texts. Extensive reading and translating builds fluency in and instinct for the language, thus preparing the student on several levels for the demands of further Latin electives, including AP Latin. Texts studied focus on ancient Roman concepts of the various kinds of love.

Texts: Authors include Apuleius, Livy, Ovid, and Vergil.

AP Latin: Vergil and Caesar

The AP Latin course is designed to conform to college Latin studies in the fourth through sixth semesters. The curriculum is a prescribed set of readings determined by the College Board Test Development Committee. Its focus is extensive reading, the development of precise translations, expression of analytical thought in essays, and understanding of grammatical structures and vocabulary. The course also covers literary technique and genre, stylistic analysis, and the context (historical, cultural, political) of the 1st centuries BC and AD. *Time Estimate:* 40 minutes per night

Prerequisites: A minimum average of 85 in Advanced Latin III or IV and AP Latin teacher permission to enroll; an average of 80 or better to remain in the class.

Texts: Vergil's *Aeneid*, Julius Caesar's *Commentarii de Bello Gallico*

Advanced Latin V

This class is designed for those seniors who completed either Advanced Latin IV or AP Latin in their junior year and would like to take full command of the Latin language, hone their advanced language skills, and explore some of the great thinkers and ideas. It includes a multi-century survey of Latin literature, both poetry and prose, and the basics of Latin composition. This allows students to study the communicative powers of the language as both recipients and shapers of the language. They will also learn how to compose their own texts in Latin.

Prerequisites: A minimum average of 80 in Advanced Latin IV or AP Latin and Advanced Latin V teacher permission.

Texts: Authors studied include Cicero, Livy, Horace, Symmachus, St. Ambrose, St. Augustine, St. Bede the Venerable, Einhard, Venantius Fortunatus, Hildegard von Bingen, St. Thomas Aquinas, Thomas of Celano, the Goliard poets, and C. S. Lewis.

Spanish I

A study of Spanish grammar, which focuses on reading, writing, listening, and speaking as a means toward fluency. In this course, students will develop vocabulary to discuss common activities and pastimes in Spanish and review the preterit verb tenses in order to gain the ability to engage native speakers in basic-level conversations.

**Spanish I is the first year of a two year commitment that culminates in Spanish II.*

Textbook: *Autentico 1*

Spanish II

In this class the students will continue to develop the language at the intermediate level to handle more challenging conversations. The grammar in this course will aim to improve verb conjugations, especially around the preterit, future, and conditional. Other areas will focus on commands, syntax, and writing composition. The students will develop a level of comfort presenting in Spanish about various cultural topics and current events.

Textbook: *Autentico 2*

THEOLOGY

I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else.” C.S. Lewis (1898-1963)

The goal of theology is not for a student to be able to regurgitate what specific theologians have said. The goal is for a student to take what a theologian has said and apply it in his or her mind, heart, and soul with the intent of deepening his or her relationship with God. In the immediate sense, theology will have a twofold impact. By studying theology, a student will both glorify God and draw closer to God. At Covenant, all theology is derived from the revealed word of God in the Christian scriptures. Specific theological texts will be utilized to the extent that they further explain or expound upon the Biblical text. In the various theology classes, students will be asked to complete theological projects that challenge both the heart and the mind. All of these projects are designed to invite the student to meditate on the reality of the Triune God and to unite orthodoxy (right belief) with orthopraxy (right practice) in their daily lives.

Courses Offered:

Theology I: Origins of the Way

Theology II: Faith and Truth

Theology III: Advanced Ethics: The Good Life

Theology IV: Advanced Rhetoric/Senior Thesis

Theology I: Origins of the Way

This class will guide the student in a basic understanding of the philosophical, historical, and doctrinal elements of the early Christian Church, introduce the student to the life and thought of early church figures, especially St. Augustine and Thomas à Kempis, and lead the student to explore ways of applying theology to life. Overall, the class will attempt to answer the following question: What is Christianity?

Texts: The Book of Acts, The Nicene Creed, *Confessions*, St. Augustine, Gospel of John, *Imitation of Christ*, Thomas à Kempis

Theology II: Faith and Truth

This class will pick up where Theology I ended and will trace Christian theology from the reformation into the present era. Theology II will follow the precedent set in Theology I and will not be a Church history class. After the introduction to orthodox Christianity in Theology I, we will begin to ask the big question: Is Christianity true? And if it is true, what does that really mean? Students will be asked to engage with the theological issues that caused the reformation and began the trajectory that western theology is still on. They will investigate justification, sanctification, eschatology, hamartiology, and grace. Through practical projects and personal exploration, students will engage in a variety of theological conversations in a theologically safe and philosophically sound environment.

Texts: Romans, Ecclesiastes and other Biblical texts, *Mere Christianity*, C.S. Lewis, *Simply Christian*, N.T. Wright, selections from Aquinas, Calvin, Luther, Pascal, Chesterton, and others.

Theology III: Advanced Ethics: The Good Life

After a broad theological groundwork has been laid in Theology I and Theology II, Theology III will deal with some specific practical consequences of living out a theological life. The course will seek to convey the truth that orthopraxy and orthodoxy are equal components of a genuine Christian life. Giving consideration to the role of the Christian in broader society, the course will also equip students with the rhetorical knowledge needed to persuade others in the pursuit of truth. The course will force students to deeply engage with God and examine their own lives through discussions on ethics, eschatology, and apologetics. There will be several papers, projects, and speeches that involve personal explorations into what a Christian life should really look like.

Texts: Plato, *The Republic*, Aristotle, *The Nicomachean Ethics*, Soren Kierkegaard, *Fear and Trembling*, Dietrich Bonhoeffer, *The Cost of Discipleship*, C.S. Lewis, *The Four Loves*, The Ten Commandments, Amos, Sermon on the Mount, and Philemon; selections from moral and ethical thinkers: Thomas Aquinas, Friedrich Nietzsche, Michael Sandel, and others.

Theology IV: Advanced Rhetoric/Senior Thesis

The ability to persuade is powerful and can be used both for great good and great harm. Persuading requires the foundation of the virtues a Covenant education aims to instill, and this course calls upon the student to engage all these virtues as they further plumb their understanding of themselves, their audience, and the awesome truth. Students carefully consider rhetorical techniques and their proper use through an advanced reading of Plato's *Phaedrus*. Aristotle's rhetorical insights are often consulted as the students put their rhetorical skills to work by developing their senior thesis in creative workshops and guided training in research, argument, writing, and speaking.

Following the defense of the senior thesis we turn our focus towards asking one final theological question: is the Christian life actually worth it? We'll read Job, Ruth, Jonah, and Mark in an attempt to fully understand what the Christian life requires, and engage in honest conversation about the consequences of choosing to follow Christ. We'll also spend a few weeks discussing contemporary college issues as highlighted by Haidt and Lukianoff's *Coddling of the American Mind*, and we'll use C.S. Lewis' *Abolition of Man* as a guide through conversations of societal changes regarding religion, morality, and truth.

Texts: Plato *Phaedrus*, Crider, *The Office of Assertion*, C.S. Lewis, *The Abolition of Man*, Job, Ruth, Jonah, Mark in their entirety and a variety of other biblical texts

FINE ARTS

“At the back of our brains is a blaze of astonishment at our own existence. The object of the artistic and spiritual life is to dig for this sunrise of wonder.” - G.K. Chesterton (1874-1936)

The Covenant Fine Arts Department exists to lead us in the contemplation of God's beauty and perfection. Through the study and exercise of Drama, Music, Poetry, Story, and Visual Art, we are able to peer into the mystery of God by way of metaphor, allegory, and images. Thus we learn how God relates to us through the concept of beauty. We see the fallen state

of man, the majesty and holiness of God, and the grace that has bridged the gap between the two. To engage in the Arts is to stir the imagination and thus connect the heart and mind. To embrace the Arts is to experience the presence of God through His gift of beauty. And to practice the Arts is to glorify God through creative expression, thus making us more like Him and allowing us to critically interact with our culture.

Courses Offered:

Art I

Art II

Printmaking I and II

Advanced Studio Art III

Advanced Studio Art IV

Architecture I

Architecture II

Advanced Architecture III

AP Art Drawing

AP Art 2-D

Concert Choir (9-10), Advanced (11-12)

Theatre Arts: Acting & Stagecraft (All Grades, 11-12 Advanced)

Theatre Arts: One Act & Storytelling (All Grades, 11-12 Advanced)

Creative Writing I/Advanced Creative Writing I

Advanced Creative Writing II

ART

Art I

This class is offered as a one year course only.

Art I is a classic studio approach to developing the skill of drawing and painting from direct observation and photography. Specific techniques are taught in class. We begin with learning to draw the still life from a classical approach. Anatomical correctness, texture and value are emphasized. After the still life, students will learn the technique of drawing from a photograph as a source using prisma color color pencils. In the spring semester, we focus on painting with the principles of color theory. Acrylic, watercolor, and oil on canvas are introduced. Participation in the VASE contest is expected of all Art I students.

No Prerequisites

Art II

As a studio and lecture course, the students will grow in their knowledge of the art processes while developing their skills. Students will be challenged to discover their strength while refining their level of craft. The focus will be on applying the principles of design in original compositions as well as developing skills in various art mediums. In the first semester, the lessons build on each other in order to lay the foundation for how to build an original

composition and how to paint in oils. Students explore creativity and design principles in a 2D design project, see and paint light to dark in a value project, and mix both values and different colors in a color chart project. In the second semester, students learn a variety of mediums while being pushed and supported to test their unique creative originalities. They gain experience in collage, mixed media, and portraying the human figure. They arrive with a varied skill set and perspective before selecting concentrations in upper division art classes. Overall, this course is foundationally important for flourishing in advanced arts! Participation in the VASE contest is expected of all Art II students.

Prerequisites: Art I

Printmaking I and II

This course is offered to students who have taken Art 1, and have demonstrated a level of maturity to work with the specialized printmaking equipment. This course will involve the study of the historical background of printmaking from Da Vinci, Rembrandt and Albrecht Durer to more modern artists such as Degas, Chagall and Hopper. They will learn proper protocol to use the tools and techniques of printmaking. Students will incorporate the drawing skills they learn in Art 1 to plan their compositions and projects. In the fall, the students will explore etching and linoleum or wood block printing. In the Spring, they will explore Jelly prints, serigraph and mono prints. By the completion of the course students should have a set of 3 etchings, a self-portrait, three linoleum prints and a color print such as a mono print, serigraph or Lino print. The students can scaffold what they learn in this course and have a broader base for original art compositions using print making in more advanced Art Courses such as Art 3 and Art 4. Both the principles of design and the elements of art will be covered in this class.

Prerequisites: Art 1

Advanced Studio Art III

This course is designed for Rhetoric juniors who are dedicated artists and have demonstrated a level of maturity in their artistic skills. The purpose of this course is to build a comprehensive portfolio for scholarship. Emphasis will be on craft and building a body of work designed to showcase students' artistic strengths. Studies will focus on mastering classical drawing and painting techniques. Students will learn to draw the figure through direct observation from a professional model.

Advanced Studio Art IV

This course is designed for Rhetoric seniors who are dedicated artists, and have demonstrated a level of maturity that will enable them to build a sophisticated body of work for a gallery show. The purpose of this course is to develop a student's unique visual voice as a faithful artist. Emphasis will be on craft and to showcase students' artistic strengths. Independent projects can include for example; fashion design, resin and pour medium painting, collage, sculpture and classical or contemporary painting and drawing techniques. Participating Seniors will showcase their work in a Senior Show in April.

Prerequisites: Art I, Art II, and Teacher approval are required.

AP 2D and Drawing Portfolio

This course is offered for one year only. This rigorous College Level course demands at least 6 hours of studio work per week outside of class. Only students with good time management skills are encouraged to participate.

Prerequisites: Art I, Art II, and Teacher approval are required.

Architecture I

This course is an intensive survey of the fundamentals of the Design Development Phase of the Architectural process. Students will learn the language of Architecture, the translation of lines, and will be challenged to design a 2000sq. ft. residence for a client. They will provide hand drawn to scale floor plans, elevations, and create a 3D model of the proposed structure. All drawing and design work will be on the table. As in college foundational architectural courses, no computer aided drafting will be implemented. Final presentation will be given to a professional jury of Architects and Designers.

Prerequisite: Art I or in rare cases open to 11th or 12th grade students with instructor approval.

Textbook: Architecture, Form Space and Order by Francis Ching

Advanced Architecture II

This course is designed to challenge students to create a museum for Alexander Calder on The University of Dallas campus in Irving. Students will begin by doing extensive research on the body of work done by the artist and create their own interpretation of a sculpture modeled by Calder's style. Students will visit the site and create an original solution based on iteration of their ideas. This year, the focus is on the iteration and how to arrive at the best solution by the process of change. Students will present their ideas throughout the year for review by professional architects. They will include a complete presentation including a developed site plan for their final presentation in May..

Prerequisites: Architecture I

Advanced Architecture III

After exploring the Calder Museum, students are encouraged to apply the fundamentals of Architectural design to meeting the needs of a large community. They will be challenged to design a chapel for the Covenant Campus that will reflect the heart of a classical education where Christ is the center of all truth, goodness and beauty. How can we use the principles of design to reflect faith, hope and love? Students will do extensive research on chapel design worldwide as well as do extensive interviews among the Covenant community to capture common ideas that will lead to a cohesive solution for the best possible design.

Prerequisites: Architecture II

MUSIC

Concert Choir (9-10), Advanced (11-12)

This class explores the beauty of choral music and the human voice; students will learn about and perform pieces from various time periods, cultures, and styles while learning how to use their unique, God-given voice. Vocal anatomy, vocal production, and how to hone

your individual instrument are an integral part of the choral curriculum. Another main aspect of the curriculum is gaining an understanding and appreciation for music theory, solfege, music history, and style - all while collaborating with friends new and old to make music for God's glory.

Major performances throughout the year include the Fall Concert at Fine Arts Night, Christmas Chapel, March Broadway Concert, and the Spring Concert. The choir has maintained a high standard of choral excellence and annually participates in TPSMEA's Concert and Sight Reading, Solo & Ensemble, All Region, and All State choir competitions.

Concert Choir is a requirement of any Tri-M members. Concert Choir members are also eligible to audition for the Rhetoric Chamber Singers, an extra-curricular ensemble of elite singers who perform college-level repertoire throughout the year. In order to participate in TPSMEA competitions and events, enrollment in the choir is required.

Concert Choir: No prerequisite

Upper Level Concert Choir for advanced credit: enrolled in choir for at least two consecutive years.

THEATRE ARTS

Rhetoric Theatre Arts: Acting & Stagecraft (All Grades, 11-12 Advanced)

Rhetoric Drama students will explore the major components of theatre making: building a character, ensemble work, stage movement as well as technical production for each of the shows including props, lighting, sound design, and costumes. The class will also explore the methods of “devised theatre” with original work and classical adaptations. Throughout the year the class will host *White Flag Friday* presentations to showcase work done in class. Participants will practice the essential disciplines of acting: observation, reflection, listening, movement, concentration, memorization, and relaxation through exercises, scene work, monologues, and ensemble pieces. Students will be given a journal to record their dramatic discoveries and challenges, observations, and character sketches. These journals are a gift and will be kept for the rest of their studies in rhetoric drama. *Actor training is human training. No Prerequisite.*

Rhetoric Theatre Arts: One Act & Storytelling (All Grades, 11-12 Advanced)

This artistically integrated class will explore drama through text, voice, movement, lighting, space, stage combat, and visual arts. These elements will serve to create a synthesis of storytelling through creative collaboration, highlighting the various facets necessary for a well-developed story. Students will rehearse in class for the competition one-act in the fall, a Christmas showcase, devised theatre, and realism scene work and acting exercises. The fall competition one-act play will be cast from this class, and class performances will be presented on *White Flag Fridays*. Instruments, singing, and dancing are welcome but not required. **Auditions will be in the attic on Thursday, March 28, 12:05-12:30pm** and will consist of cold reading monologues and scenes. We will be looking for bold choices and fearless actors! *Prerequisite: Audition Only Class*

CREATIVE WRITING

Creative Writing I: Learning To See Things Whole (10th-12th Course, Advanced Credit 11th-12th)

“The power of imagination is to see things whole, to see things clearly, to see things with sanctity, to see things with love.” - Wendell Berry

If you want to know where cultural transformation begins, look no further than its poets, its storytellers. Moses does not simply lay down law from God, he tells stories: the beginning of all things, the Garden of Eden, the Patriarchs, the Lord delivering the Israelites from the bondage of Egypt into the Promised Land. Socrates, when building his ideal city, begins with an examination of poets and poetry. Jesus too prepares us to understand God’s kingdom in a new way through story.

This course is for students who love reading and want to write more. Great poets and storytellers of the past will inspire and guide the class in the pleasure and craft of creative writing. The readings will come from short stories, novels, essays, and poems. Each will help the class reflect on the craft of excellent writing as well as its power and purpose. In addition, students will practice writing short stories, essays, and poems. The top submissions will be published in Covenant’s creative writing journal *Naming the Animals*.

No Prerequisite

Creative Writing II: *Naming the Animals* Journal (Advanced Credit 11th-12th)

This advanced level course is offered to upperclassmen only. Students in this course will practice the skills learned in Creative Writing I building a body of work designed to showcase students’ artistic strengths. Creative Writing II students will also manage Covenant’s literary journal *Naming the Animals*, collecting and editing student work throughout the year which will be published in May. Because this course runs concurrently with Creative Writing I, students will mentor first year students too.

Prerequisite: Creative Writing I or with approval from Mr. Toblen.

Spiritual Experience

Advisory Groups: Students are assigned a faculty advisor and advisory group for the four years they are in the Rhetoric school. Advisory groups meet weekly to pray, discuss, and build bonds of friendship.

Chapel Worship Team: Students are invited to become part of the worship team. Each week they lead the students in worship at chapel.

Fall Retreat: Student Council plans a field day away for the Rhetoric School every fall.

Service Projects: Students in different honor societies participate in service projects both independently and with the society to fulfill the mission of the particular honor society. Rhetoric students often volunteer throughout the city in various capacities. The Rhetoric School hosts an annual Day of Service for students each spring.

Senior Leadership Retreat: Seniors attend a 4-day out of town leadership retreat before the first day of school each fall.

Academic Experience

Academic, Art, Drama, Music competitions: Students participate in a variety of local, state and national competitions throughout the year which include but are not limited to the following:

- Junior Classical League District, Regional, and State
- Various Choral Competitions
- TAPPS One-Act Play Competition
- VASE Art Competition
- American Math Exam
- National Latin Exam
- National Spanish Exam

Declamation: 9th-11th grade students continue a tradition that begins in the Logic School by memorizing a 3- to 4-minute historical or Shakespearean speech and delivering it to an audience of peers. Finalists advance to a community-wide ceremony with outside judges.

Drama Productions: Students prepare and perform a One-Act Play in the fall and a full length production in the spring.

Fine Arts Night: An evening of rhetoric art, choir, creative writing, and drama.

For The Love of Word: An evening of reading featuring Covenant's creative writing students and local authors within Art House Dallas writing community.

Naming the Animals: annual student creative writing journal featuring poems, short stories, and visual art.

Senior Art Show: Visual art and creative writing from seniors.

International Travel Opportunities: Varies per year for students in 9 - 12 grades.

Junior Blazer Ceremony: Juniors receive their blazers in a ceremony in the fall, marking their advancement to upperclassman status.

Honor Societies: Students are invited to join several honor societies offered at Covenant which include the following:

- International Thespian Society
- Mu Alpha Theta: Math Honor Society
- National Art Honor Society
- National English Honor Society
- National Honor Society
- Tri-M National Music Honor Society

Senior Thesis: Highlighted as the capstone for a Classical, Christian education, seniors spend their final year researching and writing a 15-page paper on the topic of their choice. The senior thesis project culminates in an oral defense before a panel of faculty judges.

Social Experience

Dances: Three dances are scheduled throughout the year held at different locations throughout the city- Homecoming, Sadie Hawkins, Spring Formal.

Homecoming: Every fall during a home football game, former graduates are invited back to participate in homecoming activities.

Hoopla: Every February the community gathers to celebrate winter sports at the Carson Leslie Center. Every basketball team from grades 3-12 have a scheduled game culminating with a varsity district boys and girls game.

Pep Rallies: Two scheduled pep rallies are planned, one in the fall and one in the spring. These are community events to celebrate athletics. Grades K-12 along with their parents attend.

Senior Events: Various events occur during senior year to highlight and celebrate the senior class accomplishments.

Course Registration Form 2024-2025

Student Name: _____

2024-2025 Grade Level: _____

I have met with my academic advisor to discuss my course requests.

Yes _____ No _____

Courses I'm currently taking ('23-'24)

Courses I'm requesting ('24-'25)

Please write out the formal name of the courses (found in the bulletin).

You should have 7 courses selected. Please refer to the graduation requirements found on page 4. 3 of the bulletin.

English: _____

English: _____

Math: _____

Math: _____

History: _____

History: _____

Science: _____

Science: _____

Theology: _____

Theology: _____

Language: _____

Language: _____

Fine Arts: _____

Fine Arts: _____

Elective(11th & 12th): _____

Elective(11th & 12th): _____

Elective(11th & 12th): _____

Elective(11th & 12th): _____

*Fine arts and elective course selections (including language) are final.

*You will have 2 weeks from the first day of school to request a change in a core course level.

*Change requests must be approved by the teacher, academic advisor, must fit within the master schedule, and are not guaranteed.

By signing below, you agree to all policies and procedures outlined in the course bulletin.

Student Signature: _____

Parent Signature: _____

Advanced/AP Course Permission & Acknowledgment Form

Student Name: _____

2024-2025 Grade Level: _____

- The Rhetoric School Academic and College Counseling department recommends no more than 3 Advanced/AP classes per year.
- 9th grade students may not take more than 3 Advanced courses.
- Advanced and AP courses require more homework, reading, and study time than an on-level course.
- Registering for more than 3 Advanced/AP courses (grades 10-12) requires an acknowledgement from the student and parent that time spent on homework will be increased, including weekends.
- Students will not be enrolled in Advanced or AP courses they have not been recommended for.
- Any student who receives extra-time as an accommodation in the classroom will most certainly spend more time on homework.

Please list all planned extra-curricular activities for the 2024-2025 academic year:

- By signing below, I acknowledge I have read the full course description and requirements for the requested courses in the Rhetoric School Bulletin and on this form and agree to fulfill those requirements.

Student Signature: _____

Parent Signature: _____