

INTRODUCTION

The Rhetoric School: Ninth Grade Overview

Students in grades 9-12 continue to hone their dialectic skills while focusing on developing the rhetorical art of persuasive speech and writing with the goal of displaying the glory of God. Through their application of rhetoric in all subjects, students learn how to speak and write with eloquence, imagination, beauty and persuasion. Lab reports, literature papers, exam essays, and oral presentations all make use of rhetorical skill. In this culminating stage of their Veritas education, students apply the lens of reading and writing rhetorically across all subject disciplines, with the aim of becoming articulate and winsome Christians.

Required and Recommended Events for Our Parent Community

- [Peacemakers Seminar \(required for new parents\)](#)
Learning the importance of how Veritas deals with issues of conflict in its classrooms and community.
- [Faith & Culture Seminars \(required\)](#)
Once in the Fall and once in the Spring, the seminar addresses an important topic related to parenting or classical education, usually with a distinguished speaker.
- [Logic School Coffee \(required\)](#)
Meaningful, open time to share with other logic school parents, teachers, and administration about the joys and concerns of upper school.
- [Open House \(recommended\)](#)
An opportunity to peruse through sample works of students, listen to student demonstrations, view curriculum, and speak with teachers about relevant topics.

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European History II

The six general goals of European History II are:

Students will

1. Understand a Christian (or providential) view of history, and learn how God sovereignly guides history.
2. Interact frequently with primary sources, especially those from the canon of Western Civilization.
3. Practice close reading and critically evaluating reading material.
4. Identify distinct movements and patterns in history, and understand how worldviews, ideas, and cultures, shape one another.
5. Know a general timeline of historical events from the Reformation to the present.
6. Students will identify and emulate great qualities of historical figures, and incorporate Biblical precept and historical example in pursuit of godliness.

In the Rhetoric stage (9-12th), students build on their understanding of the who, what, when, where, how, and why of history, and express, orally and in written form, their understanding and evaluation of history.

European History II commences with the Late Renaissance/ Reformation on the assumption that the course of modern European history is, in numerous and profound ways, the result of this specific era. The course is designed to emphasize how pervasive that effect was, ascertain how those positive forces were overcome and replaced by those of secularism, and determine what must be done to regain Western Culture for Christ. Students will be able to articulate, through socratic discussions, debates, papers, and presentations the Christian worldview and compare Renaissance, Reformation, Enlightenment, Modern and Postmodern cultures in light of Scripture.

European Literature

This course dives deeply into great works of epic poetry from European Literature. Douglas Wilson writes that epic poems are “carriers” of culture. Students will analyze how these works are reflections of the

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culture that they came from. Students should be able to appreciate and discuss literature selections on a deeper level than plot development alone, learning how to identify the worldviews of authors and characters, to recognize allusions in literature, to see unifying themes in literature, and to appreciate different genres of writing. They should be able to evaluate literature biblically, and against the backdrop of history.

While recognizing how literature, history, and culture shape one another, students will learn to see themselves as a part of the Great Discourse, which has been going on since the world began. Taking their place alongside men such as Shakespeare, Bunyan, and C. S. Lewis, they can become a part of this discourse through a love of literature and the world in which God has placed us.

Covering the similar period as history, students will read Dante's *Inferno*, *Midsummer Night's Dream*, *Paradise Lost*, *The Great Divorce*, *A Tale of Two Cities*, and the *Devotional Poetry of Donne, Herbert, and Milton*. Dramatic poetry and lyric poetry will also be performed, memorized, and analyzed, applying 40 standard literary terms.

Rhetoric I

This series of courses for the next four years represent the pinnacle of classical education. The art of rhetoric will enable students to communicate the truths of the gospel and the world in a clear, beautiful manner for the glory of God and the edification of hearers. It will prepare students to surpass their peers in critical thinking and communication.

In Rhetoric I, students will be formally introduced to the classical theory of rhetoric and its modern application. Students will also use the *Lost Tools of Writing II* and Progyrnasmata Exercises of Characterization, Description, and Thesis to continue develop their writing, emphasizing comprehension and integration of themes, setting, and characters. Building on the focus on logic at the Logic stage, students will focus on content and style. This applies to writing as well as reading and listening, as students will read and listen samples of works to analyze various rhetorical strategies, recognizing sound and persuasive speeches and distinguishing them from illogical and unpersuasive speeches.

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Debate III

Students will participate in the debate team in preparation to compete in the Orange County Debate League. In the first semester, students will hone their debate skills in class, and in the second, students will participate in the the OCDL debate competition.

Church History

This course introduces students to the history of the Christian Church. The class focuses on the development of doctrine, Christian figures, and historical movements to discover the truths that God has sovereignly given to the Church that have gone before us. This class continues to emphasize the importance of internalizing what it means to be a faithful Christian with multiple projects/assignments geared towards personal application and practice.

Wisdom track: Christian saints/exemplars and the Life of Jesus. Emphasis on Christian practices

This continues to progress the wisdom track in the lives of the 9th graders by helping them to pick exemplars of Christian wisdom/virtue and to practice their example in a journal. They will then receive feedback on the journals as in the previous classes of Virtue/wisdom and Study Skills. This track is to help relate the virtues/wisdom to their lives. They will also integrate this in the action and life of Christ to become like him.

Latin III

At Veritas, students learn Latin to 1) read the great works in Latin, 2) refine the grasp of the English language, 3) better appreciate English literature 4) better understand the source of western civilization, 5) sharpen the mind, 6) set the platform from which to learn other languages.

In 9-10th grade, students will build on the foundations of grammar and vocabulary, and emphasize translation, composition, and conversation. Students will read a variety of Latin authors, moving from simpler to advanced texts, which generally denotes first studying prose and then poetry. In the first semester, students will read through Aulus Gellius'

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Noctes Atticae and ends with selections from Book IV of Julius Caesar's *De Bello Gallico*. In the second semester, students will ease into Latin poetry via Catullus and finish off the year with selections from Book I of Vergil's *Aeneid*. Along the way, students explore deeper into Roman history and culture.

To facilitate conversation and composition, students read through the first 12 chapters of *Lingua Latina, Familia Romana*.

*8th-10th graders who have never taken Latin are required to take zero period Latin, which condenses Latin I and Latin II into one class.

Geometry

A Study of 2D and 3D shapes using formulas, definitions, properties, postulates, and theorems found in the concepts of Euclidean Geometry. Topics include logic and proofs, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry and analytic geometry. Students will also use a compass and protractor to draw angles and shapes. As students relate logical reasonings to write proofs to evaluate properties of geometry, emphasis will be placed on developing critical thinking skills. This course also includes ongoing review of Algebra 1 skills.

Algebra 2 (Accelerated Track)

A study that builds on the prior knowledge of Algebra 1 and some material from Geometry. Students will be identifying, simplifying, expanding, solving, and graphing algebraic expressions. Algebra 2 allows students to begin analyzing algebraic structures from a functions-based perspective, while also providing students with the algebraic tools necessary for mastering future math courses such as AP Calculus. Students will also begin to see more applications of mathematics in discovering God's world using science such as logarithms and exponential growth and decay. Students will be also required to more frequently explain their ideas and concepts both orally and in writing which will help them to grow in their fluency regarding the language of mathematics.

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Biology

A study that builds on information learned in general science. It starts with the definition of life; then the basic unit of life, the cell; and moves to an understanding of the chemistry of life, how life uses inorganic molecules to sustain basic functions. One focus is the necessary relationship between aerobic cellular respiration and photosynthesis.

The study of genetics explains how traits are transferred through reproduction from parent to offspring. In addition to other evidence, genetics is used to distinguish microevolution from macroevolution in our reading of Darwin's *Origin of Species*.

Students will briefly study how organisms interact with the environment and each other. Though a major emphasis of the course is classification of life by studying the five kingdom system, including characteristics of specific phyla and orders within each kingdom.

The main point is this course is to understand that God created life and humans in His image. Life cannot arise from random physical means and evolution does not explain the diversity of life. The hope is that students will appreciate the uniqueness of life and love the Creator who made them.