

TUESDAY COURSE OFFERINGS (2021-2022)

WRITING I: This course uses the Excellence in Writing, Level B curriculum, which *The Old Schoolhouse Magazine* awarded First Place in their 2020 Excellence in Education Awards in the “Language Arts: Writing (Composition)” category. Along with structure, students will be taught stylistic techniques. Divided into 9 units, structure includes: note taking, summarizing from notes, writing from narrative stories/pictures, research reports, inventive writing, and a year-end critique all based on a classical modeling approach, enabling students to improve the syntax of their sentences and to learn the framework of well-composed paragraphs and papers. Stylistic techniques encompass a combination of 28 grammatical writing enhancements from adverbial clauses to literary devices such as alliteration and onomatopoeia. Style checklist rubrics guide students and provide a framework for writing and editing weekly assignments. In completing all assignments, pupils cover the entire nine units of the curriculum in one school year. Plan on two hours of homework per week, and a year-end binder project showcasing the year’s work. All paragraphs/papers (rough drafts and final drafts) must be typed before submission (parents can help with this if needed) and must be handed in during class, not by e-mail. Students will also need a 1-inch clear view 3-ring binder, blue or black pens for class, thin markers for marking assignment requirements (no green or red, please), and a highlighter. Materials fees: \$24.00 per student for required IEW binder, and \$10.00 for copies. Taught by Carol de Vries.

WRITING 1 PLUS: Many middle school students benefit from the shoring up of skills learned in Writing I before attempting the more rigorous writing of our advanced courses. This transitional class is also ideal for younger students who have successfully completed Writing I but who have not yet met the minimum grade requirement for Writing 2, or for those needing encouragement in working more independently on their at-home assignments. Using IEW’s *U.S. History-Based Writing Lessons*, students will once again work through all nine structural models introduced in Writing I with increased attention given to decorations, grammar, punctuation, and revision work. IEW offers several excellent theme-based writing programs to review and reinforce structure and style skills learned in Writing I, and this history-based text is no exception. While encouraging increased independence, the lessons utilize source texts touching on people and events in U.S. history from “Native Americans Meet Christopher Columbus” to “Transportation Milestones.” At the end of the year, students will take all that they have learned and delve into their first independent research paper as they write about a prominent person in U.S. history. In addition, students will have four weekly vocabulary words to memorize and include in their assignments. Plan on 2-3 paragraphs of writing per week, as well as worksheets on advanced topics. All paragraphs/papers (rough drafts and final drafts) must be typed before submission (parents can help with this if needed) and must be handed in during class, not by e-mail. A year-end binder showcasing your student’s weekly revisions is required. Students will also need a 1-inch clear view 3-ring binder, blue or black pens for class, thin markers for marking assignment requirements (no green or red, please), and a highlighter. Each week, students should bring their Student Resource Binders, which they began building in Writing I. For those who have not taken Writing I at GCT, this notebook is available as a free download once the U.S. History-Based Writing Lessons text is purchased, and students will need to print out a copy or purchase one directly from IEW before the second week of class. Prerequisite- successful completion of Writing I and permission of instructor. Materials: \$40.00 for required text and copies. *Taught by Carol de Vries.*

A question about the writing classes: *How do you decide in which class to enroll your students if they've taken one of them already? Writing is a process, and we never come to the place where we have learned it all. All the way through school we're going back to writing words and sentences, paragraphs and papers. If your students completed a level well, and were able to be nearly independent and do the assignments fairly easily, they probably are ready to move to the next level. **They will receive***

much more benefit from taking a class they've already taken and becoming more competent than by taking one for which they are not ready. Even though they are enrolled in the same class, they will definitely be working at a higher level. Students will often remain in the same level to more fully practice the concepts, achieving greater mastery. Think of it...students in school are taking composition courses every year or almost every year. At GCT they are taking the classes at different levels also, even though they may technically be in the same class two years in a row. Tutors are happy to help you decide on the correct level. What are the options if my student isn't really ready to move up a level? You should not see this as a failure to learn, but as the need to benefit from cycling through the skills again. They could repeat the same level – many of our students have done that, with great success. But you could also practice with them the things they've learned in order to become more comfortable, perhaps using one of the theme-based books sold by Excellence in Writing. For more information about our writing courses and other options for completing at home, check out www.excellenceinwriting.com.

WRITING 2: This class reviews all the basic Excellence in Writing techniques learned in Writing I and adds more advanced stylistic devices, while also putting more emphasis on the cohesiveness, clarity, and content of the student's writing. While those who think clearly are also strong writers, it is also true that learning to write clearly leads to stronger thinking skills. Conducting research is a major emphasis of Writing II, so students write a 12-paragraph research paper step by step, learning the skills of choosing and limiting topics and sources, organizing outlines, integrating quotations, and citing properly. Also adding to the style toolbox, students spend time analyzing and imitating famous authors, writing descriptively from pictures using imagery and figurative language, and learning the structural forms and language of poetry. For creative writing and practice in figurative language, students work all year on an anthology of their own original poetry. **Prerequisite:** Students must have successfully completed Writing I (B or C level), or its equivalent. Feel free to speak with tutor to determine level. It is very acceptable for students to repeat a level of writing. Because they cycle through sentences, paragraphs, and papers in composition classes, they will be taking it at a higher level for more mastery (thus counting as a second year on a transcript also). Grammar is taught contextually, which means it is more likely to be learned well; if students need extra support in this area, parents should plan to provide that at home. Students should have a sturdy 2-3 inch binder with tabs. Copies: \$15.00. *Taught by Julie Shorey.*

***A word about public speaking:** From Forbes Magazine to Psychology Today, it has been concluded that one of the greatest fears for many adults is public speaking. About 19% have an actual public speaking or stage fright phobia, while 75% have speech anxiety. How many adults wish they had been forced to overcome this fear while they were still in grade school? All of us do or will encounter many opportunities in our jobs and in life when public speaking is the expectation. For this reason, we believe it is a skill best conquered while young. Therefore, we are now offering 3 levels of Public Speaking classes as well as debate!*

BEGINNING PUBLIC SPEAKING: The best way to become comfortable speaking in public is...well...to begin to speak in public, and competence with this skill will serve the students well in the rest of their academic careers as well as in life. They will be introduced to a variety of types of speeches and will give short speeches weekly within class during the first semester. We will also listen to/watch some famous speeches and examine tools that can make a speech great. As a class we will also memorize scripture and/or a famous speech for recitation. During the second semester, students will work on developing one or two longer speeches. Students will participate in the GCT In-House Tournament in March (date to be announced) as well as an end of year speech showcase evening. This class is an environment to move past a fear of public speaking or to refine a natural interest in public speaking. Materials fee: \$15.00. *Taught by Amy Gaudet.*

ADVANCED PUBLIC SPEAKING: The Advanced Public Speaking class is for students who have successfully completed the Beginning Class or the equivalent. This is a high school level class, which requires extensive memorization and is for those students who wish to further develop their speaking

skills personally and competitively. Students will learn the valuable skills of listening well, anticipating questions, and formulating reasonable responses, sometimes with very little time to prepare (Impromptu). In addition, students will identify an issue about which they are passionate and present a speech designed to inform and impact listeners regarding that issue (Persuasive or Informative). Finally, they will choose a piece of literature to “bring to life” in a speech, using characterization, editing, blocking and storytelling skills. Few people can navigate life without speaking in public, at the very least occasionally. Most adults wish they had received training in public speaking. Public speaking skills have been proven to serve the students well in college, career, ministry, and adult life. For those who are Christ followers, we are compelled to confidently articulate the gospel message. This course is intended to help improve the students’ confidence and ease when giving a speech. Students will learn to acknowledge their fear and push past it, rather than be stopped by it. If one can learn in high school to do that which terrifies you, imagine how that impacts the rest of one’s life! Although there will be extensive writing as a part of this course, it is not a tutorial in writing, so students should have completed Writing 2 or its equivalent level before taking this class. **Requirements** (subject to change based on availability of competitive opportunities): Participation in at least one competitive public speaking opportunity during the school year (e.g. NCFCA tournament or other competitive venue); Affiliation with NCFCA (www.ncfca.org) for the 2021-2022 academic year (we will be using resources from the NCFCA website). This cost is approximately \$125.00); participation in the one day GCT in-house tournament in March; participation in speech presentation night in late April. Copies: \$15.00. *Taught by Amy Gaudet.*

A question about competition: “Why is competition necessary? It takes a big commitment of both time and finances. Don’t we just want our kids to get experience in front of people?” We have found that NOTHING motivates kids to continue to strive for excellence like competition. If our kids just practiced acting, but never performed; or just practiced football skills, but never played the game; or just practiced the piano without a recital or performance, the outcome would be very different. Winning competitions is NOT the goal—the goal IS becoming effective communicators in life, and competition has proven to be an effective means to that end.

INTRODUCTION TO LITERATURE (for students in 6th-8th grade) In this popular middle school class, students gain a solid understanding of the structure of literature by learning plot elements, conventional story patterns, figurative language, and common literary devices. It is currently popular in many home school middle school literature classes, both online and in person, to use double the number of books than are used in this class, to use novels that are high school level, and to force advanced analytical thinking before students have learned about the basic structure of stories. Fifteen years of teaching students who have been through these classes and then enroll in my high school literature class has shown me that this results in students who are stuck in a literal, surface level of thinking when they encounter more rigorous texts in high school. In sharp contrast, this middle school class emphasizes reading through books at a more thoughtful pace and from a Biblical worldview, so students learn to identify basic literary elements in novels, ground everything they say with evidence from the text, draw conclusions from what is implied in the story, interpret the metaphorical elements, and participate in a dialectical discussion. Using fewer novels and combining both syncretical and analytical thinking concurrently allows students to lay the groundwork in literary thinking before being forced to decipher more difficult texts. The books we use in this class are still challenging, however, as they are intentionally chosen for a mix of both older classics and modern novels, from a variety of genres, and for their text complexities, such as: multiple characters and plots, symbolic elements, archaic language, non-linear time sequence, varied points of view, or parallel stories. Most weeks for homework in the first semester, students will read a portion of the book and complete work in a study guide (about 3 pages a week) as well as write one literary paragraph. Then in the second semester instead of a study guide, students are more than ready to respond in a literary response journal where they choose meaningful quotations from the story. **Required Books:** Every year the class

starts off with a short introduction using traditional stories from the Bible, myths, and Grimm's fairy tales, all provided by the tutor. This year the five books you should purchase are: *Tales from Shakespeare* by Charles and Mary Lamb (must be ISBN 9781441405654 or ISBN 9781853261404), *The Cay* by Theodore Taylor, *Prince Caspian* by C. S. Lewis, *Wonder* by R. J. Palacio, and *Where the Mountain Meets the Moon* by Grace Lin. It is complicated to use library books for this class because of how long the students will need each book; therefore, I recommend buying reasonable, used copies from Amazon, thriftbooks, or library book sales. Please note: Since many students take Introduction to Literature for two consecutive years during middle school, the books are rotated every other year. *Tales from Shakespeare* is used every year; however, different stories from the book are studied each year. Materials fee for copies and study guides, provided by the tutor \$45.00. *Taught by Allison Desautell.*

FUNDAMENTALS OF LITERARY ANALYSIS: This foundational high school class is open to any high school student who has never taken a formal high school discussion-based literature class, but it is ideal for 9th or 10th graders. It is also appropriate for a mature 8th grader who has taken GCT's Intro to Literature class and has the instructor's approval to take the class. Each week students will read in a text, discuss the novel in class, and write about what they have read. Throughout the year to prepare for class discussions, students will use a mix of study guides, annotation and close reading exercises, and written responses in literature response journals, but no matter what they are using, students will be expected to provide textual evidence for their responses. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the text's big ideas along with deep dives into excerpts to notice text structure and author's word choice. Evaluating authorial intent and secular ideologies in the text are also important facets of this class as we seek to look at everything from a Biblical worldview. Texts are intentionally chosen for a wide variety of authors' worldviews as well as text complexities, such as: multiple narrators or plots, non-linear time sequence, symbolic elements, parallel characters or stories, or archaic language.

Required Books: Students will start the year with an 8-week short story unit and then read from a wide variety of genres including: *A Christmas Carol* by Charles Dickens, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Giver* by Lois Lowry, *Animal Farm* by George Orwell, *The Old Man and the Sea* by Ernest Hemingway, and *Much Ado about Nothing* by William Shakespeare. The short stories will be emailed to the student and they will be required to print them out each week. For the novels, it is recommended that you purchase a used copy of each of the books so that your student has the book when needed and can feel free to write in their book. You may purchase any UNABRIDGED edition for the required books except for *Much Ado about Nothing* which must be the No Fear Shakespeare version ISBN 9781411401013. Please note: This foundational class is only offered every other year. Materials fee: for copies and all study guides provided by the tutor \$45.00. *Taught by Allison Desautell*

BRITISH LITERATURE: The purpose of this high school course is to familiarize students with British literature and its authors and worldviews. The literature selections for this class include such works as *Beowulf*, *Canterbury Tales*, *Sir Gawain and the Green Knight*, *The Taming of the Shrew*, *Frankenstein*, *Jekyll and Hyde*, *Jane Eyre*, and *A Tale of Two Cities*. In addition, students will analyze British poetry and end the year with a fun study of famous detective writers. Students will receive a complete list of books and materials to purchase. Students should expect 65-85 pages of reading per week, as well as study guides, dialectical journals, creative projects, presentations, and literary analysis essays. Deadlines for work will be strictly enforced They should also be prepared to participate in lively class discussions! **Required:** Be able to access my Google Classroom, a Gmail account, AND the use of Google Docs for turning in homework! This class won't work without the use of these communication outlets. All work will be submitted on Google Classroom. **Prerequisite:** It is assumed that students who

take this course have successfully completed an introductory or fundamentals literature course. Copy fee: \$5.00. *Taught by Tammy Bankston.*

ADVANCED PLACEMENT ENGLISH LITERATURE/COMPOSITION: This college level course is open to responsible 11th and 12th grade students who wish to prepare for the AP English Literature and Composition exam in May. Depending upon their scores, students can earn up to six college credits with this test. A love for literature along with proficiency in writing are a must for this course. Students should expect to work 8-10 hours per week, reading 75-100 pages along with essay writing, dialectical journals, and extensive work with poetry. Deadlines for work will be strictly enforced. Although rigorous, the class will be lively, with opportunity for entertaining and spirited discussions. A student who loves digging into books and chatting with others about their deeper meanings will do well. Please contact the instructor for specifics and before signing up: tammybankston@gmail.com. A list of required texts will be provided. **Required:** Be able to access my Google Classroom, a Gmail account, AND the use of Google Docs for turning in homework! This class won't work without the use of these communication outlets. All work will be submitted on Google Classroom. Copy fee: \$5.00 *Taught by Tammy Bankston.*

WORLD GEOGRAPHY AND CULTURE: (1½ hour tutorial) Travel around the world using the *Trail Guide to World Geography* curriculum, for high school students and mature 8th graders who could earn early high school credit! This course guides students throughout the world - continent by continent. Students will create their own geography notebooks by comparing and contrasting countries and cultures using the required texts. Small writing assignments will include topics such as: world news, famous landmarks, wildlife, people groups, and one winter geography project. Students will also study and label maps from all over the world. During class, students will enjoy hands-on projects, foods from many cultures, guest speakers, and student oral presentations. **Required Materials:** *Answer Atlas* by Rand McNally (out of print) OR *Atlas of World Geography* by Rand McNally (www.geomatters.com); *World Geography in Christian Perspective - Student Text with Political and Cultural Profiles* (ABeka book); and one "Heavy Duty" 2 inch wide 3 ring binder (usually has clear plastic pocket in front). Due to the high research demands of this course, computer/printer access is required. Materials/copy fee: \$25.00. *Taught by Dana Cloutier.*

SPANISH 1A: This course focuses on interaction and conversational Spanish, concentrating on the four aspects of communicating: listening and speaking, writing and reading. The students will converse in Spanish using basic vocabulary to talk about their interests and the world around them. Grammar is taught to support the effort to speak and understand this language, as students explore the various cultures of Hispanic people around the world. The class includes studies of geography, history, cultural traditions, art, music, and daily life, all from someone who has experienced it firsthand and uses that knowledge to make the language come alive in the classroom. This course works well for middle school students looking to get a head start on language or high school students who would like to work at a slower pace, breaking Spanish 1 into two years to ensure comprehension. Taking both Spanish 1A and Spanish 1B is the equivalent of one year, one credit of high school Spanish, meaning that students would still take a Spanish 2 class in order to fulfill the two-year language requirement. All teacher-made materials mean no textbook, but students will need a binder and should plan on about 3-4 hours of homework per week. Materials fee: \$25.00. *Taught by Mikaela Shorey.*

SPANISH 1B: This course is the continuation of the conversation-based Spanish 1A class. It is a communicative course that focuses on interaction to learn language effectively. The students converse in Spanish using basic vocabulary and grammar. Students will experience a continued balanced development

of the four basic skills: reading and writing, listening and speaking. The content focuses on students talking about themselves and others, their likes and dislikes, feelings, giving directions, travel, food, description of where they live, and what their daily routines look like, hobbies, plans, and healthy living. Grammar concepts focus on the formation of the present tense. Students will begin to show, in oral and written form, some spontaneity and creative language use in response to an oral or written question, a situation, or a visual. This class, combined with the preceding Spanish 1A, is the equivalent of one year of high school Spanish, meaning that students would still take a Spanish 2 class in order to fulfill the two-year language requirement. (But don't be surprised if they learn to love it, and want to pursue more language years than required!). All teacher-made materials mean no textbook, but students will need a binder and should plan on about 3-4 hours of homework per week. Materials fee: \$25.00. *Taught by Mikaela Shorey.*

INTERMEDIATE SPANISH (Spanish 3/4): This course provides intense emphasis on the four skills: listening, speaking, reading and writing. Most colleges require two or three years of foreign language study, and top schools highly recommend four years. Learning a language is about more than memorizing vocabulary and conjugating verbs. When students take intermediate and advanced levels of a language, they begin to engage with literature, conversation, and writing. Spanish is the second most common language spoken in the US, so being fluent will help students as they pursue careers in many fields, will introduce them to people, travel, and opportunities they might not have experienced otherwise. The students will continue learning vocabulary to describe their interests and activities; as well as asking for information and giving advice. They will develop listening and speaking skills by articulating current and past events in their own lives in the target language. The students will enrich their Spanish through learning to express themselves in the future tense by describing events that will take place. They will use a variety of sources to present oral reports on topics of personal interest. Reading skills will be developed by processing the content and contextual meaning of reading selections. The writing skill will consist of a variety of compositions in the target language that mimics aspects of real life. Students will be given opportunity to express their creative writing and defend their opinions. The cultural emphasis is on Mexico, Venezuela, Spain, and Puerto Rico. By the end of the year the students will have a strong command of the language. Students will need a binder, folder, and loose leaf paper. They should plan on about 4-5 hours of homework per week. **Prerequisite:** successful completion of Spanish 2 or its equivalent. .Materials: \$25.00. *Taught by Mikaela Shorey.*

STUDY AND READING STRATEGIES: (1st semester): Students in this class learn to become more efficient readers of non-fiction, as well as learn specific strategies for recall, studying, note taking, task analysis, and time management. Students learn key reading skills to improve their non-fiction reading speed and comprehension. Throughout the semester students will work on a variety of proven reading techniques to increase their reading rate; however, this is NOT a class where we are trying to attain extreme reading speeds. Instead students learn to make decisions to find their optimum reading pace and improve their comprehension so that they are better able to understand what they read and complete assignments more efficiently. Equally as important, students learn how to manage their time by using a planner, how to take notes so they can study for tests more effectively, and how to recall information using Charlotte Mason's method of oral and written narration. Even for homeschoolers who tend to be avid readers, I have found over the many years in teaching my literature and SAT prep classes that their reading speed and comprehension are not what they should be. The reality for most students is that they need to be explicitly taught reading and recall strategies, along with time management and task analysis. This class is geared for students who are 8th grade and above. Along with all the practical strategies that students learn in this class, at the end of the semester, parents receive an assessment of their student's weaknesses along with specific recommendations so that the students can continue to remedy them.

Materials fee: \$50.00 which includes a yearly planner so do NOT buy a planner. *Taught by Allison Desautell.*

COLLEGE PREP: READING, WRITING, AND ANALYSIS: Much of the reading that is required in college is non-fiction, yet too many high school students have not been exposed to complex non-fiction texts and are ill-equipped to tackle the advanced reading requirements they encounter in college. This class aims to remedy this problem by exposing students to rigorous non-fiction reading using speeches, essays, articles and primary source documents. Because college prep tests use excerpts from such reading, it is also excellent preparation for the SAT, ACT or the newer CLT (Classical Learning Test). Although some colleges are dropping requirements for college prep tests, the tests are an ideal way to give increased validation to a homeschool transcript, as well as a means to obtain financial scholarships from colleges. Students will spend time reading and analyzing challenging non-fiction passages, learn to engage the text with questions as they read, and cite the evidence for their answers. Learning to write a timed essay is a component of this class and is essential for success in college, where tests often require students to formulate their thoughts and write an essay within a limited time frame. The bulk of the essays that the students write will be rhetorical analysis essays where they evaluate the devices and strategies that a writer or speaker uses to persuade his audience as well as his effectiveness in doing so. This skill is invaluable in this day and age so that students enter adulthood better equipped to evaluate the ideologies and information fed to them on university campuses. This class is also beneficial as preparation for those planning to go on to take A.P. English Language and Composition, and is equal to a full credit of high school English. **Required:** *Daily Reading Practice Student Workbook* for Grade 10 by Dawn Burnette (available online from DGP Publishing), *Reading and Writing Workout for the SAT*, *The Princeton Review, 4th Edition* and a subscription to *Imprimis*, a free monthly publication of Hillsdale College (you may request your subscription at hillsdale.edu/imprimis). At the end of the semester students will receive an evaluation that specifically tells them in which areas they are weak, what they should work on over the summer, along with specific resources to use to continue prepping for the tests **Prerequisites:** 10-12th graders who have had one year of high school literature, having taken writing II or its equivalent, and have completed one year of high school grammar. Materials: \$25.00. *Taught by Amy Gaudet.*

ALGEBRA 1/HONORS ALGEBRA 1 (2 hour tutorial) This class will meet twice a week. We will meet for 1 hour on Tuesday and for 1 hour on Thursday. This format will allow for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. This course can be taken at an honors level or a standard level. **Topics covered in this class include:** We will start with Chapter 3 of the textbook because Chapter 1 and 2 are Pre-Algebra topics. Required summer assignments will review these earlier topics. Topics covered in this class include polynomial arithmetic, factoring polynomials, transforming formulas, algebraic fractions, negative exponents and scientific notation, functions and lines, equations and graphing, systems of linear equations, inequalities, rational and irrational numbers, and quadratic function **Prerequisites:** Admission into this class requires either successful completion of Pre-Algebra or passing an Algebra readiness test administered by the instructor. Students should have a good command of order of operations, evaluating simple and complex expressions, solving linear equations, problem solving process, signed number arithmetic, positive exponents, and the distributive property. **Required Materials:** *Algebra 1*, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618594027. (Can be purchased used through Amazon, Abe Books and other used book sources.) **A 3-ring binder** with 5 dividers, lined and graph paper. You will also need a scientific calculator (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed. Material fee: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by Sandy Tracy*

ALGEBRA 2/HONORS ALGEBRA 2 (2 hour tutorial) This class will meet twice a week; choose 1:00 or 3:30). We will meet for 1 hour on Tuesday and for 1 hour on Thursday. This format will allow for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. This course can be taken at either an Honors level or a standard level. Topics covered in this class include systems of inequalities, factoring quadratics, quadratic equations and functions, rational expressions, complex fractions, irrational and complex numbers, direct and indirect variation, polynomial equations, systems of equations in 2 or more variables, exponential and logarithmic functions, triangle trigonometry, and trigonometric applications We will start with Chapter 2 of the textbook because Chapter 1 reviews Algebra 1 topics. Required summer assignments will review these earlier topics. **Prerequisites:** Admission into this class requires either successful completion of Algebra 1 taught by this instructor or passing an Algebra readiness test administered by the instructor. **Required Materials:** *Algebra 2*, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618595414. (Can be purchased used through Amazon, Abe Books and other used book sources.) A 3-ring binder with 5 dividers, lined and graph paper. You will also need a scientific calculator (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed. Material fee: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by: Sandy Tracy*

BUSINESS MATH: This course is an excellent option for students needing a fourth high school math and/or students wanting to become familiar with the basic forms and processes involved with running a business. Through this course, we will apply basic mathematical concepts to a variety of problems found in the business field. Additionally, review of basic math concepts is interspersed throughout the course. Topics covered in this course include: The Balance Sheet, the Income Statement, the General Journal, the Ledger, working with inventory, the break-even point, trade discount, trade credit, metric-English conversion, the stock market, corporate bonds, mutual funds, compound interest, Income Tax form, Income and taxes, banking. **Required Materials:** Students will need a small 3-ring binder to hold the handouts they will receive in class. Students will also need a calculator. The use of a phone is not allowed. Materials: \$65- includes the Business Mathematics work-text, the test booklet, and copies of various business forms. *Taught by Sandy Tracy*

DRAWING (1st semester): Art is part of a well-rounded liberal arts education as well as an opportunity for the artistic. This drawing class that can be a beginning art class, where new students learn the basic elements of art; or it can be a class in which the students develop their drawing techniques even further. This class begins with basic drawing using line, value, texture, shape, and form; so students new to art are welcome, and then continues with still lifes, faces (we will do a large portrait), figures, animals, nature, landscape, and even a little bit of technical drawing to illustrate students' own inventions. They will begin their own sketch journals, adding to them over the semester, and will experiment with charcoal, graphite, colored pencils, pen & ink, and various blending tools. During this class, we will look at several artists and their sketches and drawings. We will have an art show during the final day of classes where the students will have their work from the semester on display. Materials: \$10 (and supply list provided). *Taught by Erin Hazen.*

ALL ABOUT COLOR (2nd semester): "I cannot pretend to feel impartial about colors. I rejoice with the brilliant ones and am genuinely sorry for the poor browns." - Winston Churchill. In this introduction class to painting and color we will observe the amazing colors that God has created for us to enjoy. In this class we will be using Barry Stebbing's Color curriculum from "How Great Thou Art" to explore in greater depth, one of the basic elements of art: color. Students will learn color harmonies, contrasting colors, and the theory of

the color wheel. They will discover how color affects moods and brightens the world around us. During this class the students will use colored pencils, markers, and acrylic and watercolor paints. Some of the projects we will do are monochromatic shoe paintings, marker pointillism art, and warm and cool color landscapes. We will look at several artists and their use of color. The materials fee includes a set of designed paint cards (part of the *Colors, Colors, Colors* curriculum) which we will be using in class. Students will display their artwork in an art show during the final day of classes. Materials: \$20 (and supply list provided). *Taught by Erin Hazen.*

READERS' THEATER FOR SENIOR HIGH (1st semester): Readers' theater is proven by research to help improve oral reading fluency by repeatedly reading the same text each week. By repeatedly reading a text, students can better comprehend what they are reading which then helps them execute appropriate expression, intonation, and pacing. This class connects both reading and drama skills. It includes the fun and creativity of drama without the pressure of memorization. During the semester students will read various excerpts from a wide variety of classic plays such as *Our Town*, *The Crucible*, *The Glass Menagerie*, *The Importance of Being Earnest*, and various Shakespeare plays. The class will culminate with a class presentation for students' families. Copy fee: \$10.00 Taught by Tammy Bankston.

READERS' THEATER FOR JUNIOR HIGH (2nd semester): Readers' theater is proven by research to help improve oral reading fluency by repeatedly reading the same text each week. By repeatedly reading a text, students can better comprehend what they are reading which then helps them execute appropriate expression, intonation, and pacing. This class connects both reading and drama skills. It includes the fun and creativity of drama without the pressure of memorization. During the semester students will read various short scripts from a wide variety of genres, learning the defining elements of each: poems, fairy tales, myths, fables, legends, comedies, parodies, dramas, and mysteries. The class will culminate with a class presentation for students' families. Copy fee: \$10.00 Taught by Tammy Bankston.

DRAMA: PERFORMANCE (2nd semester) (1½ hour tutorial): Drama is for everyone! For the perfect combination of learning and fun, there is nothing like participating in a play. Maybe that is why our students seem to remember their theater experience more than anything else! For the shy, drama can be a wonderful opportunity to grow in confidence. For the outgoing, drama can be a chance to serve others (the audience and castmates) and grow in leadership skills. Through drama students develop: courage, responsibility, humility, trust, cooperation, receiving and giving constructive criticism and positive feedback and increased faith in God (anyone who has ever seen a dress rehearsal may attest to this). Drama class is a unique opportunity for students to mingle among people with whom they may not otherwise cross paths, as it is quite the team effort! Drama is also an opportunity to engage on a deeper level with classic works of literature. This High School class requires extensive memorization but always proves that hard work can provide the most fun. Performance of this TBD piece of literature will be in May. Class taught by Amy Gaudet. Materials fee \$25.00