

## **TUESDAY COURSE OFFERINGS (2022-2023)**

**WRITING I:** This course utilizes sources from 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 required year-end binder project showcasing the year’s work. All work must be typed before submission (parents can help with this if needed) and must be handed in during class, **not by e-mail**. Assignments will be graded weekly by the instructor, and part of the student’s homework each week requires the revision of those returned graded assignments. Materials: \$25.00 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. **Prerequisite:** successful completion of Writing I and/or permission of instructor. Using materials similar in flavor to those offered in Writing I, students will once again work through all nine structural models introduced in Writing I with increased attention given to decorations, grammar, punctuation, vocabulary, and citations. At the end of the year, students will take all that they have learned and delve into their first independent research report as they write a 5-paragraph paper on a figure of their choice. Simultaneously, students will be reading a short, easy novel in preparation for the Unit 9 critique. 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 and handed in at the start of each class. **The instructor does not allow homework to be submitted via e-mail.** A year-end binder showcasing your student’s weekly revisions is required. Materials/copies: \$20.00. In addition your student will need the IEW Student Resource Binder purchased in Writing I. 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](http://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 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.*

**INTRODUCTORY COLLEGE WRITING (AP ENGLISH LANGUAGE AND COMPOSITION)** This is an introductory college-level writing course to prepare high school juniors and seniors for the AP English Language and Composition examination in May. Students will read and analyze a wide variety of primarily non-fiction works with an emphasis on the study of rhetoric, the art of effective or persuasive speaking and writing. We will focus on how language works and why writers use language as they do. Weekly reading assignments will be from a range of letters, articles, essays, speeches, product advertisements, and political cartoons and ads. Assignments will feature personal, analytical, expository and argumentative texts. Students will use skills learned to improve their own writing. Writing assignments will include expository, narrative, persuasive and descriptive writing in the form of journal entries, formal and timed essays, and several major creative projects with presentations to the class. Learning to write well is the primary objective of this class, so students should expect to write frequently! The class will be a lot of work, but the writing instruction will be invaluable, the reading fascinating, and the discussions lively and entertaining! Also, students passing the AP exam receive college credit. What a great way to get dual enrollment. Students will receive a list of books and materials to purchase. Copies: \$10. *Taught by Tammy Bankston.*

**PUBLIC SPEAKING:** Regardless of our natural tendencies, everyone has to speak in public, whether on a one-on-one basis, or before a group. It's important to give our kids the gift of being well-equipped to thrive in various situations (job interviews, making friends and managing social situations, presenting a project report in school or work, etc.). The best way to become comfortable speaking in public is...well...to begin to speak in public. Beginning students will be introduced to a variety of types of speeches and will give short impromptu speeches during the first semester. Students will also create 3-5 minute speeches on a topic of their choice. Advanced speakers will create two 10-minute speeches of different styles/topics. 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 memorizing the speech they have chosen to give for Speech Presentation Night. They will also work on improving their vocal and physical delivery of the speech. Advanced students will work with their

tutor to identify at least one public arena appropriate to deliver their speech (e.g. church youth group or library). Advanced students will also be asked to step into a coaching role for their beginner classmates. Why combine Beginning and Advanced Public Speaking classes? Because each student is working on improving the same skill to their best ability. We had a combined class last year and it worked so well, we want to keep the same model. This class is an environment to move past a fear of public speaking or to refine a natural interest in public speaking. In this class, students learn to notice fear and to act anyway. They learn to work to their best ability and to understand that their best will be different from that of their classmates. They will learn to give and take constructive criticism and to celebrate each other's successes in and out of class. Materials: \$15.00. *Taught by Amy Gaudet.*

**INTRODUCTION TO LITERATURE:** 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. Students are explicitly taught to read metaphorically, consider each text from a biblical worldview, and participate in dialectical class discussions. 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. Over 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. Using fewer novels and combining both synthetic 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 dialectical journal where they choose meaningful quotations from the story.

**Required Books:** Every year the class starts off with a few 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), *Roll of Thunder Hear My Cry* by Mildred Taylor, *The Lion, the Witch and the Wardrobe* by C. S. Lewis, *The Wednesday Wars* by Gary Schmidt, and *The Westing Game* by Ellen Raskin. It is very 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, Thrift books, or library book sales. If you do use library books and have to return the book before we are finished with it, just know your student's grade may be affected. **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 which are all provided by the tutor \$45.00. *Taught by Allison Desautell.*

**AMERICAN LITERATURE:** The purpose of this high school course is to familiarize students with American literature and its authors and worldviews. The literature selections for this class include such works as *To Kill a Mockingbird*, *The Scarlet Letter*, *The Crucible*, *Alas Babylon*, *Fahrenheit 451*, and *The Glass*

*Menagerie*. In addition, we will analyze classic short stories and poetry and will end the year with a fun analysis of political agendas in Dr. Seuss' stories. Students will receive a complete list of books and materials to purchase; and should expect 50-75 pages of reading per week, as well as study guides, dialectical journals, creative projects, and literary analysis essays. They should also be prepared to participate in lively class discussions! Prerequisite: It is assumed that students who take this course have successfully completed a high school level introductory or fundamentals literature course. It stands by itself, but is also a wonderful literature option to take beside the 20<sup>th</sup> Century history course, as literature reveals the "heart of history". Copies: \$7.00. *Taught by Tammy Bankston.*

**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. "The cultural emphasis is on Mexico, Argentina, Columbia, Cuba, 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.*

**FUNDAMENTALS OF MATHEMATICS:** This is a middle school math course designed to bridge students between their elementary math studies and Pre-Algebra. The course will focus on fractions, decimals and percents. Fractions, in particular, are often something that students struggle with and this struggle multiplies as they move further into higher math. The goal of this course is to help students understand and conceptualize these topics so that can move forward with greater confidence. This course requires about 30 – 45 minutes of DAILY work outside of class. Please purchase a 1/2 to 1 inch 3-ring binder for organizing handouts. Materials Fee: \$85 includes the worktexts, copy costs and other miscellaneous materials. *Taught by Dana Cloutier.*

**PRE-ALGEBRA:** (2 hour tutorial) This class will meet twice a week, one hour on Tuesday and one 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. There will be required summer assignments to get students warmed up for the beginning of the school year. Prerequisites: Admission into this course requires passing a readiness test administered by the instructor. If a student is not ready for this class, Fundamental of Mathematics would be an excellent course to begin with. Topics covered in this class include: variables, expressions, integers, order of operation, simplifying variable expressions, solving equations, multi-step equations, inequalities, factors, greatest common factor, rules of exponents, scientific notation, equations and inequalities with rational numbers, ratios and proportions, the percent equation, percent applications, simple interest, relations and function, graphing, linear equations in two variable, slope, graphing a line in the slop-intercept form, the Pythagorean Theorem, distance and mid-point, circumference and area of circles, basic statistics. Students often learn math as a lot of different, separate things they need to memorize and approach in separate ways. As a result, they quickly reach a point where they can't keep it all straight, feel overwhelmed, and conclude that they are no good at math. The goal of this course is to help students understand the concepts and the connections between the different concepts. This enables them to broaden their math knowledge and see how they can make connections between what they already know and the new things they are learning. This course is designed for middle school students who have completed their basic elementary math work (7th and 8th graders, although some 6th graders may be ready for this course). We will work through the basic math concepts that will lay a strong foundation for Algebra and high school level science. We will approach the material through a variety of learning approaches which makes the material accessible to all learning styles. Required Materials: Pre-Algebra, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2005, ISBN 0618250034. (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 calculator that can handle trig. functions and logarithms (I would highly recommend the Texas Instruments TI-30xs MultiView).

Do not purchase a graphing calculator. The use of a phone is not allowed. Materials: \$40 – includes one year subscription to IXL, summer review assignments, and practice workbook. *Taught by Sandy Tracy.*

**ALGEBRA 1/HONORS ALGEBRA 1** (2 hour tutorial) This class will meet twice a week, one hour on Tuesday and for one 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, and can be taken at an honors level or a standard level. 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.*

**GEOMETRY/HONORS GEOMETRY:** (2 hour tutorial) This is a high school level math course that meets twice per week, one hour on Tuesday and one on Thursday. This format allows for more in-depth interaction with the concepts. Prerequisite to admission into this class is successful completion of the Algebra 1 class or passing an Algebra Exit test administered by the instructor. [If a student is not ready for Geometry, the Algebra 1 course is a great place to begin.] The course requires about 45 minutes to an hour of DAILY work outside of class. A goal of this course is to help students understand why the concepts work, not just how to find the answer. This helps promote mathematical reasoning and conceptual growth which allows students to analyze new situation and deduce answers. Some of the topics covered include: parallel and perpendicular line, triangle relationships, similarity, polygons and area, surface area and volume, right triangles and basic trigonometry, circles, transformations, and proofs. Please purchase: McDougal Littell *Geometry* (2007 edition ISBN:978-0-618-59540-2). You will also need a calculator that can handle trig. functions and logarithms (I highly recommend the Texas Instruments TI-30XS MultiView ). Do not purchase a graphing calculator. The use of phones is not allowed. Material fee: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by Sandy Tracy.*

**INTRODUCTION TO LOGIC:** This is a full year, high school level course in logic. Formal logic teaches us how to examine the structure, or form, of an argument in everyday language to determine its validity. We all use reasoning every day whether we are evaluating someone's claims, sharing our own views, or trying to make decisions about future endeavors. What makes a difference, however, is how well we reason. The study of logic helps us improve the quality of your arguments as well as enhance your ability to evaluate the arguments of others. It also gives us the skills to be able to defend the positions and beliefs we hold. The study of logic additionally helps us to better understand all other subjects whether reading history, studying science, using mathematical reasoning, or learning the theory of computer science. Learning to think logically also assists us in understanding the Scriptures so we are not "tossed to and from

by the waves and carried about by every wind of doctrine, by human cunning, by craftiness in deceitful schemes.” Ephesians 4:14. Some of the topics we will cover include: self-supporting and supported statements, square of opposition, syllogisms and validity, arguments in normal English, informal fallacies, propositional logic, truth tables, truth trees, and developing formal proofs. This should be an exciting endeavor to take together; as the Lord says in Isaiah 1:18, “Come, let us reason together.”

You will need a small three ring binder for your notes and handouts. Materials: \$50 includes the book, worksheets, and tests. *Taught by: Sandy Tracy*

**FORENSIC SCIENCE:** This high school level lab science explores the exciting field of crime scene investigation, covering topics in biology, chemistry, and physical science. Students will use a unique hands-on program to perform intriguing investigations weekly. Topics include: blood detection, blood spatter analysis, evidence processing, forensic entomology, footprint analysis, questioned document and handwriting analysis, fingerprinting, bite mark analysis, gunshot residue, bullet striations, and drug testing. In addition to the labs, there will be reading and workbook assignments, quizzes, and short oral reports about historical crime cases. The main textbook for the class will be available to the students online or through handouts from the instructor. Students should purchase *Cold Case Christianity* by J. Warner Wallace, which will be used as a supplement. Due to the lab intensive nature of the course, there is a \$100 lab fee. *Taught by Tammy Bankston.*

**MARINE BIOLOGY:** (1½ hour tutorial) This high school Marine Biology course is an advanced biology class. High school Biology is a prerequisite. “The course focuses on marine wildlife and habitats and covers biological kingdoms, microscopic organisms and their life cycles, marine creature anatomy, and ecosystems such as intertidal zones, estuaries, coral reefs, continental shelf and deep-ocean communities” and a discussion of God’s design of the ecosystem. Laboratory experiments, including dissections, are performed throughout the year. A lab project and presentation is also required. Homework, quizzes and examinations help build students’ understanding of the material. Required Materials: *Apologia - Exploring Creation with Marine Biology*, 2nd edition, Sherri Seligson, lab notebook, 3 ring binder with college ruled filler paper 8"x 10.5" and dividers with tabs. Material/Lab fee: \$50. *Taught by Margaret Entwistle.*

**ALL ABOUT ART (1st semester):** This is a multi-level basic art course that will include the elements and principles of art, and is appropriate for both middle school and high school students, who are wanting to try their hand at the beginning concepts of art. We will be using different types of mediums, to give a variety of experience to the students, including pencils, paint, and clay. Assignments will include: discovering LINE through drawing, SPACE and depth through collage, sculpting a comic character that will be designed by the student, and brushstroke and techniques of paint and COLOR. We will be completing the semester with an original watercolor painting, and will display student projects during the last day of classes. A supply list will be provided. Materials: \$10.00. *Taught by Erin Hazen.*

**ADVENTURES IN ART 2 (2nd semester):** This class will be taking a look into the work of past artists using *Art Through History II* by Barry Stebbing, and *Visual Manna* as supplements. As we study the artists’ work from the Baroque and Rococo Era up through the Impressionists, Cubism, Expressionism, Pop art, and more, we will discuss the background and worldview that influenced the artists’ work, as well as having the students create their own pieces using the artists’ techniques. The students will create something new almost every week. We will study the growth and change of different elements of art and the effect they had on the societies they were a part of. For example, when we study Edgar Degas or Claude Monet, we will look at the Impressionists and their work, and how to achieve movement and light through their use of color. We will look at the balance and perspective created by Picasso’s cubist paintings, and students will

paint their own paintings with different perspectives in the same piece of art. As we look at sculpture, students will create their own food from paper mache. We will draw illustrations and caricatures as we look at the work by Delacroix. This class will adventure into the work of artists from the Baroque Period through modern, and students will experiment with these artists' methods to create original works of art. It is suggested that the student has taken General Art or its equivalent. A supply list will be provided. Materials: \$20.00. *Taught by Erin Hazen.*

**READERS' THEATER FOR SENIOR HIGH (1<sup>st</sup> semester)** **This readers' theater class will present all new material. Students who previously took Readers' Theater for Senior High are welcome to take this class.** Readers' theater is proven by research to help improve oral reading fluency by repeatedly reading the same text each week. With repetition, 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 while introducing students to a wide variety of classic literature. We'll explore genres such as fables, fairy tales, folk tales, and myths along with classic American and British novels, plays, and poetry. An added benefit is the fun and creativity of drama without the pressure of memorization. The class will culminate with a class presentation for students' families. Copies: \$10.00. *Taught by Tammy Bankston.*

**READERS' THEATER FOR MIDDLE SCHOOL (2<sup>nd</sup> semester):** **This readers' theater class will present all new material. Students who previously took Readers' Theater for Junior High are welcome to take this class.** Readers' theater is proven by research to help improve oral reading fluency by repeatedly reading the same text each week. With repetition, 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 while introducing students to a wide variety of classic literature. We'll explore genres such as fables, fairy tales, folk tales, and myths along with Newbery classics, American and British novels, plays, and poetry. An added benefit is the fun and creativity of drama without the pressure of memorization. The class will culminate with a class presentation for students' families. Copy fee: \$10.00. *Taught by Tammy Bankston.*

**DRAMA INTENSIVE: (1<sup>st</sup> semester)** This high school class creates space to develop confidence and comfort interacting physically and emotionally with others -- without technology! Making and holding eye contact, really seeing others and "just being" in our bodies without distraction is becoming a lost art. Let your kids see that its fun to interact together and play without their phones. This class will also build basic drama skills for those who are planning to continue to the drama production class second semester. We will use drama games to encourage a challenging and fun environment. Kids who can socially navigate situations well are standing out in job and school interviews! Materials: \$10.00. *Taught by Amy Gaudet.*

**DRAMA PERFORMANCE: (1<sup>st</sup> semester)** (1 ½ hour tutorial) For students in grades 7-9. All three of my sons were scared to participate in their first play and all three ended up loving drama. So much growth and development happens in a drama class that it would be impossible to describe it all here. Kids will grow in confidence and humility, confronting fear with faith, taking direction and constructive feedback, cooperation with others and caring for others, imagination and stretching past one's own ability...and absolutely have fun doing all this! Come get a taste of one of God's great gifts—the gift of being able to work together to present a story for the benefit of others. The TBD play will be performed in December. Materials: \$25.00. *Taught by Amy Gaudet.*



**DRAMA: PERFORMANCE:** (2<sup>nd</sup> semester) (2 hour tutorial) For students in grades 10-12. Drama is for everyone! For the shy, drama can be a wonderful opportunity to grow in confidence. For the outgoing, drama can be a wonderful opportunity to serve others (the audience and cast mates). Some of the skills developed in drama are; courage, responsibility, perseverance, 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. It is truly a team effort! Putting on a production requires one to humble oneself and put others before oneself. 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. Exceptions to the grade requirement may be made by arrangement with tutor. Performance of this TBD piece of literature will be in May. Materials: \$25.00.

*Taught by Amy Gaudet.*