

## Learning Objectives: Old Testament (High School)

<b>Texts, Resources</b>	<p><i>The Holy Bible. Revised New American Bible. USCCB.</i>  <i>The Bible Compass. a Catholic's Guide to Navigating the Scriptures.</i>  <i>Jeff Cavins' Bible Timeline.</i>  <i>The Bible Project videos</i>  <i>"The Interpretation of the Bible in the Church" Vatican document</i></p>
<b>Subject</b>	<b>Objectives</b>
<b>Introduction to Course</b>	<ul style="list-style-type: none"> <li>• Syllabus, <i>Bible Compass</i> by Edward Sri</li> <li>• Why Catholics need to read the Bible? What Bible gives</li> <li>• "Official Roman Catholic Teaching on the Bible" by Fr. Just</li> <li>• Biblical References--writing, citing</li> <li>• Inspiration</li> <li>• Development of the Bible</li> <li>• Why are Catholic and Protestant Bibles Different?</li> <li>• How Catholics Read the Bible</li> <li>• Revelation</li> <li>• English Translations of the Bible</li> <li>• Biblical Genres, Literary Forms</li> <li>• 4 types of Bible writing and Typology</li> <li>• Canonicity--the 4 requirements</li> </ul>
<b>Genesis Pre-History</b>	<ul style="list-style-type: none"> <li>• 5 books of the Pentateuch; 4 sources/authors of the Pentateuch</li> <li>• Be able to identify history books, wisdom books, and prophecy from choices provided</li> <li>• 7 Days of Creation; 3 characteristics of marriage</li> <li>• Why human beings are made in the image of God (4 reasons)</li> <li>• Flood a type for baptism</li> <li>• Three promised made to Abraham (Genesis 12); Rituals of animal sacrifice, meaning; Sign of covenant</li> <li>• Isaac as a type of Christ</li> <li>• Patriarchs: How God turns evil into an instrument of salvation</li> </ul>
<b>Exodus</b>	<ul style="list-style-type: none"> <li>• Moses' genealogy</li> <li>• Passover lamb as a type of Christ</li> <li>• Manna type for Eucharist</li> <li>• Covenant at Mt. Sinai: know the 10 Commandments</li> </ul>
<b>The Law</b> Leviticus, Numbers, Deuteronomy	<ul style="list-style-type: none"> <li>• Leviticus, Numbers, Deuteronomy</li> <li>• What is the purpose and the themes of the Book of Exodus?</li> <li>• What is the meaning of covenant?</li> <li>• What are the Ten Commandments and why are they important?</li> <li>• What is the meaning of the Exodus story and the wandering in the desert?</li> <li>• What do we learn from Exodus about faithfulness?</li> </ul>

<p><b>History</b> Joshua, Judges, Ruth</p>	<ul style="list-style-type: none"> <li>• Who were the Israelites’ enemies?</li> <li>• How did they conquer Canaan?</li> <li>• Who were the Judges?</li> <li>• Explain “the cycle of Judges”</li> <li>• What are the themes of the books of Joshua, Judges, Ruth and Samuel?</li> </ul>
<p><b>History / Prophets</b></p>	<ul style="list-style-type: none"> <li>• Samuel, Kings, Chronicles, Isaiah, Jeremiah, Ezekiel, Daniel</li> <li>• What contributed to the rise of Saul?</li> <li>• What were his strengths and weaknesses as a leader?</li> <li>• How did David become King? What were his strengths and weaknesses?</li> <li>• What is the legacy of Solomon’s wisdom</li> <li>• Why did the Kingdom of Israel split into northern and southern?</li> <li>• Who were the prophets? Why called major, minor?</li> <li>• What is a false prophet? A true prophet?</li> <li>• What was Isaiah’s call to fidelity?</li> <li>• Explain Isaiah’s suffering servant</li> <li>• How does Jeremiah proclaim God’s love?</li> <li>• What was the Babylonian captivity? How did this affect Israel?</li> <li>• Hosea through Malachi</li> <li>• What was Isaiah’s call to fidelity?</li> <li>• Explain Isaiah’s suffering servant</li> <li>• How does Jeremiah proclaim God’s love?</li> <li>• What was the Babylonian captivity? How did this affect Israel?</li> </ul>
<p><b>The Writings</b></p>	<ul style="list-style-type: none"> <li>• What are the main features of Wisdom writing?</li> <li>• What types of Psalms are there?</li> <li>• What are the main lessons of the book of Esther?</li> <li>• How is the Song of Songs an allegory?</li> <li>• What are the different Psalm groups? What are examples?</li> <li>• What are the themes of Proverbs and Ecclesiastes?</li> </ul>
<p><b>The "Second Canon"</b></p>	<ul style="list-style-type: none"> <li>• What are the themes of Sirach, Baruch and Maccabees? How do these books depict the “end” of the Old Testament?</li> </ul>

## Learning Objectives: New Testament (High School)

<b>Texts, Resources</b>	<i>New American Bible, USCCB</i> <i>Catechism of the Catholic Church</i> . Latest editions.
<b>Subject</b>	<b>Objectives</b>
<b>Part I: Introduction to Course</b>	<ul style="list-style-type: none"> <li>• 1. Build a lexicon of New Testament terms, e.g. <ul style="list-style-type: none"> <li>• Testament</li> <li>• Gospel</li> <li>• Church</li> <li>• Synagogue</li> <li>• Temple</li> <li>• Sanctuary</li> <li>• Community/Communion</li> <li>• Body of Christ'</li> <li>• Saints</li> <li>• Brothers and Sisters</li> <li>• Slave/Servant</li> <li>• Christology</li> </ul> </li> <li>2. Know the Number of books in NT and the different types of New Testament writing <ul style="list-style-type: none"> <li>• personal letters</li> <li>• proverbs</li> <li>• history</li> <li>• theology</li> <li>• poetry</li> <li>• prose</li> <li>• homilies, or sermons</li> </ul> </li> <li>3. Know what are types of symbolic writings</li> <li>4. Know what is Canonicity, and what are the criteria</li> <li>5. Understand New Testament Geography, especially the areas of Palestine, Samaria, Judea, Galilee, etc. and the organization of Roman provinces</li> <li>6. Understand the variety of New Testament theologies, e.g., Christology, soteriology, eschatology, ecclesiology, cosmology, sacraments, ethics, etc.</li> </ul>
<b>Part II: Gospels</b>	<ol style="list-style-type: none"> <li>1. Understand what a gospel is, how they were formed, the characteristics, authors and audience for each of the four gospels</li> <li>2. Know term "synoptic" and explain the 2 source and the 4 source theories</li> <li>3. Reading each of the gospels for: <ul style="list-style-type: none"> <li>• levels of meaning</li> <li>• varieties of commentary</li> <li>• historical/ critical context</li> <li>• themes for spiritual reading</li> </ul> </li> </ol>

<b>Part III: Acts</b>	<ol style="list-style-type: none"> <li>1. Know authorship, major themes</li> <li>2. Know the intent of Luke, illustrate the history of the early church with this book</li> <li>3. Understand the roles of Peter and other apostles</li> </ol>
<b>Part IV: Paul's Background &amp; Letters</b>	<ol style="list-style-type: none"> <li>4. Understand the biography of Paul, especially his Jewish background</li> <li>5. Know what is an epistle, be able to discuss examples</li> <li>6. Differentiate Paul's Christology and eschatology, and be able to explain Paul's preaching</li> <li>7. Know major themes in:             <ol style="list-style-type: none"> <li>a. Thesalonians</li> <li>b. Philippians</li> <li>c. Corinthians</li> <li>d. Colossians</li> <li>e. Ephesians</li> <li>f. Galatians</li> </ol> </li> <li>8. Read and understand minor letters, context, messages</li> </ol>
<b>Part V: Revelation</b>	<ul style="list-style-type: none"> <li>• Know authorship, context of Revelation</li> <li>• What is apocalyptic writing? Give examples in Revelation</li> <li>• Interpret themes in Revelation: Christ the Lamb, God's victory over evil, the new Jerusalem.</li> <li>• Know symbolic writing, especially for numbers in Revelation</li> </ul>

## Learning Objectives: Church (High School)

<b>Texts, Resources</b>	<p><i>Fundamentals of Faith.</i> Peter Kreeft  <i>The Presence of God.</i> Fr. Anselm Moynihan, O.P.  <i>RCIA Catechist's Manual.</i> Barbara A. Morgan and William J. Keimig,  <i>Great Teachers.</i> Pope Benedict XVI. 2011  <i>Holy Week and Easter.</i> Benedict XVI. 2013  <i>Living the Catholic Faith.</i> Archbishop Charles Chaput. 2001  <i>Catholic Social Teaching.</i> Ave Maria Press, 2018.  <i>Catechism of the Catholic Church.</i> Latest editions.  <i>New American Bible,</i> USCCB</p>
<b>Subject</b>	<b>Objectives</b>
<b>Introduction to Course</b>	<ul style="list-style-type: none"> <li>• How we will approach the facets of Church (Topics below)</li> </ul>
<b>Theology/Doctrine</b>	<ul style="list-style-type: none"> <li>• Personal holiness [Kreeft, Fund. of Faith], [Moynihan, Presence of God]</li> <li>• Rome Sweet Home by Scott and Kimberly Hahn</li> <li>• The Church: founded by Christ, guided by Holy Spirit. (Rauch) 4 Marks (RCIA)</li> <li>• Churches in communion with Rome; Models of the Church by Avery Dulles, Sacraments and Sacramentals</li> <li>• Trinity: Proofs of God, LaCugna, Aquinas, Bishop Barron Video</li> <li>• Trinity: Holy Spirit, Heresies, Councils solving Questions</li> </ul>
<b>Sacraments</b>	<ul style="list-style-type: none"> <li>• What is a sacrament?</li> <li>• Sacraments in Catholic, Protestant, Orthodox churches</li> <li>• Sacraments Chart by Fr. Felix Just: know names, central actions of the sacraments, signs, effects, ministers</li> </ul>
<b>Liturgy</b>	<ul style="list-style-type: none"> <li>• What is the Liturgy? Why Study?</li> <li>• Importance of Public Prayer</li> <li>• Major Classifications of Liturgy: Mass, Divine Office, Sacraments, other Rites</li> <li>• Types of Masses; history of the Mass</li> <li>• Divine Office: structure, hours, psalms, antiphons</li> <li>• History of Liturgy, especially Councils of Trent, Vatican II</li> </ul>
<b>Spirituality</b>	<ul style="list-style-type: none"> <li>• Varieties of Catholic Spirituality: French School of Spirituality,             <ul style="list-style-type: none"> <li>○ Augustinian, Benedictine, Carmelite, Carthusian, Charismatic, Cistercian, <i>Devotio Moderna</i>, Franciscan, Ignatian, Irish Monasticism, Italian</li> </ul> </li> </ul>
<b>Church Governance</b>	<ul style="list-style-type: none"> <li>• Church Authority, Magisterium</li> <li>• Hierarchy, Roles of Bishops, Priests, Deacons, Religious Orders</li> <li>• Role of Pope, how Pope is elected</li> <li>• Roman Curia, offices, Canon Law</li> <li>• Diocesan structure, the Parish, the Laity</li> </ul>

<b>Evil</b>	<ul style="list-style-type: none"> <li>• 3 Kinds of Evil: personal, ethnic, cosmic</li> <li>• Eschatology in the Creeds--can you locate sections?</li> <li>• Biblical Expressions for Last Day (4 Examples; know paraousia)</li> <li>• Know difference between Particular Judgment and General Judgment</li> <li>• Know Synonyms for salvation: Redemption, Justification, Deliverance, vindication, liberation, Eternal Life</li> <li>• Life after Death—vocabulary: Resurrection, resuscitation, reanimation, reincarnation</li> <li>• Sheol and Hades</li> <li>• Heaven and Hell, Purgatory, Limbo</li> <li>• Know Fundamental Ideas: Rapture, Tribulation</li> <li>• “No Salvation Outside the Church”--we noted 6 explanations</li> <li>• Notes: <u>3 kinds of evil</u>--metaphysical, physical, moral</li> <li>• Kreeft article. <u>If we know God is good, why does He allow evil?</u></li> <li>• Fr. Just: <u>Evil in Scripture</u>--examples in OT, NT--know how to locate, then explain</li> </ul>
<b>Eschatology</b>	<ul style="list-style-type: none"> <li>• The Four Last Things</li> <li>• Funeral Reflection...the issue of confronting personal death</li> <li>• 2 Funeral Homilies--memorable points</li> <li>• Catechism on Heaven, Hell, Purgatory, Judgment</li> <li>• Canon Law on Funerals</li> <li>• Questions from Kreeft, <i>Fundamentals of Faith</i> 4 Last Things</li> </ul>
<b>Catholic Social Teaching</b>	<ul style="list-style-type: none"> <li>• The five themes of CST</li> <li>• Profiles of people who live out CST</li> <li>• Human Dignity</li> <li>• Rights and Responsibility</li> <li>• Solidarity with the Poor</li> <li>• Faithful citizenship</li> </ul>
<b>Sacred Music, Art, and Architecture</b>	<ul style="list-style-type: none"> <li>• Music: what is sacred music?</li> <li>• Gregorian Chant</li> <li>• Church furnishings: being able to name and tell the purpose of all the elements of a Catholic church</li> <li>• Art and Architecture types, illustrating basic elements from each era: Early Christian, Byzantine, Romanesque, Gothic, Renaissance, Baroque, Modern</li> </ul>
<b>Holy Week &amp; Easter</b> (Benedict XVI)	<ul style="list-style-type: none"> <li>• Second volume of "Jesus of Nazareth: Holy Week" read with study guide.</li> <li>• Entrance to Jerusalem, Eschatological Discourse, Washing of the Feet, Jesus' High Priestly Prayer, Last Supper, Trial, Crucifixion, Death, Burial, Resurrection</li> </ul>
<b>Living the Catholic Faith</b> (Chaput)	<ul style="list-style-type: none"> <li>• What does it mean to be a Catholic in the twenty-first century?</li> <li>• Understanding the teachings of the Church</li> <li>• How to live them out with a spirit of love and obedience</li> <li>• How can you experience a fresh, active spiritual life?</li> </ul>

## Learning Objectives: Church History (High School)

<b>Texts, Resources</b>	<ul style="list-style-type: none"> <li>• <i>The Catholic Church. The First 2000 Years</i> is our main text by Martha Rasmussen</li> <li>• <i>Great Teachers.</i> Pope Benedict XVI</li> <li>• <i>The Rule.</i> St. Benedict</li> <li>• <i>The Roots of the Reformation.</i> Karl Adams</li> </ul>
<b>Subject</b>	<b>Objectives</b>
<b>Introduction to Course</b>	<ul style="list-style-type: none"> <li>• Importance of studying Church History</li> <li>• Main Eras of Church History</li> </ul>
<b>1. The New Testament Era</b>	<ul style="list-style-type: none"> <li>• What is the Church?</li> <li>• The People of God in the Old Testament</li> <li>• The Church Jesus Founded</li> <li>• The Church in the Acts of the Apostles</li> <li>• Featured Saint: Paul</li> </ul>
<b>2. The Persecuted Church</b>	<ul style="list-style-type: none"> <li>• The Apostolic Fathers</li> <li>• Roman Government and Culture related to Christianity</li> <li>• Expansion and Persecution of the Church in Roman Empire</li> <li>• Apologetics: explaining Christianity correctly</li> <li>• Featured Saints: Perpetua and Felicity</li> </ul>
<b>3. Christian Rome</b>	<ul style="list-style-type: none"> <li>• Constantine</li> <li>• Council of Nicea; Arian conflict</li> <li>• Athanasius, Ambrose</li> <li>• Life in Christian Rome</li> <li>• Featured Saint: Athanasius</li> </ul>
<b>4. Augustine and the Decline of Rome</b>	<ul style="list-style-type: none"> <li>• Biography of St. Augustine, his work as a bishop</li> <li>• The Fall of Rome, <i>The City of God</i>, Vandals invade Africa</li> <li>• Monasticism, St. Benedict's <i>Rule</i></li> <li>• Featured Saint: Benedict</li> </ul>
<b>5. Christianity in the East</b>	<ul style="list-style-type: none"> <li>• Conflict in the Eastern Church</li> <li>• What is the heresy of Monophysitism?</li> <li>• Positives and negatives of Justinian and Theodora</li> <li>• Challenges to the Eastern Empire and Muhammad</li> <li>• Featured Saint: John Chrystosom</li> </ul>
<b>6. Clovis to Charlemagne: the Early Middle Ages</b>	<ul style="list-style-type: none"> <li>• How did the barbarians covert to Christianity?</li> <li>• Pope Gregory the Great</li> <li>• Charlemagne: Protector of the Church</li> <li>• The Iconoclast and <i>Filioque</i> Controversies</li> <li>• Featured Saint: Bede</li> </ul>
<b>7. Christendom</b>	<ul style="list-style-type: none"> <li>• How did medieval society influence the medieval church?</li> <li>• the scope of the Crusades--outcome?</li> <li>• The Eastern Schism (1054)</li> <li>• Featured Saint: Francis of Assisi</li> </ul>

<b>8. Exile, Plague, and Following Christ</b>	<ul style="list-style-type: none"> <li>• Secular challenges to the late medieval church</li> <li>• The Plague, Wars</li> <li>• Avignon Papacy and the Conciliar Crises</li> <li>• A Kempis' <i>The Imitation of Christ</i></li> <li>• Featured Saint: Catherine of Siena</li> </ul>
<b>9. Renaissance, Reformation</b>	<ul style="list-style-type: none"> <li>• Karl Adams. <i>The Roots of the Reformation</i></li> <li>• The Renaissance; Problems with the Church</li> <li>• The Church in Spain</li> <li>• Martin Luther</li> <li>• Featured Saint: Thomas More</li> </ul>
<b>10. Catholic Reform and the Council of Trent</b>	<ul style="list-style-type: none"> <li>• Early Catholic Reforms</li> <li>• Protestant Churches</li> <li>• The Council of Trent</li> <li>• The Catholic Church in England</li> <li>• Featured Saint: Ignatius of Loyola</li> </ul>
<b>11. The Church and World Empires</b>	<ul style="list-style-type: none"> <li>• Early Missionary Activities in Spain &amp; Portugal</li> <li>• St. Francis Xavier and Asia</li> <li>• The Church after Trent</li> <li>• The Church in France</li> <li>• Featured Saint: Margaret Mary</li> </ul>
<b>12. Christianity, Revolution and Secularization</b>	<ul style="list-style-type: none"> <li>• Absolute Monarchies and England</li> <li>• The French Revolution</li> <li>• Society and the church after the Revolution</li> <li>• Pius IX, Leo XIII, and Catholic Spiritual Life</li> <li>• Featured Saint: John Vianney</li> </ul>
<b>13. The Modern Church</b>	<ul style="list-style-type: none"> <li>• The Nature of the Church, Modern Miracles</li> <li>• Modern Errors and Wars</li> <li>• The Second Vatican Council and after</li> <li>• Featured Saint: Maximilian Kolbe</li> </ul>

If time: The Church in the USA



### Learning Objectives: Morality (High School)

<b>Texts, Resources</b>	<p><i>New American Bible</i>, USCCB  <i>Catechism of the Catholic Church</i>. Latest editions.          Peter Kreeft          Aristotle, <i>Nichomachean Ethics</i>, and Aquinas selections</p>
<b>Topic</b>	<b>Objectives</b>
	<ul style="list-style-type: none"> <li>• The basis for Morality and Moral Theology</li> <li>• Selections from Aristotle: the 11 virtues: courage, temperance, generosity, magnificence, magnanimity, right ambition, good temper, friendliness, truthfulness, wit, and justice</li> </ul>
	<ul style="list-style-type: none"> <li>• Aquinas on moral decision making and happiness, holiness</li> </ul>
	<ul style="list-style-type: none"> <li>• Freedom and Conscience</li> <li>• Moral Decision Making</li> </ul>
	<ul style="list-style-type: none"> <li>• Morality in Law and Action</li> <li>• Canon Law, Introduction</li> </ul>
	<ul style="list-style-type: none"> <li>• Sin and Virtue--know 7 deadly sins and contrasting virtues</li> </ul>
	<ul style="list-style-type: none"> <li>• 10 Commandments—Obligations to God</li> </ul>
	<ul style="list-style-type: none"> <li>• Morality: Choosing the Person you will become</li> </ul>
	<ul style="list-style-type: none"> <li>• Jesus as the Vision of Morality</li> <li>• What is compassion?</li> </ul>
	<ul style="list-style-type: none"> <li>• Morality as Journey with others, rather than rugged individualism</li> </ul>

### Learning Objectives: Western Civilization (Ancient) (High School)

<b>Texts, Resources</b>	Macmillan <i>Mainstreams of Civilization</i> 3-volume set, 1968 <ul style="list-style-type: none"> <li>• <i>Ancient Civilizations</i></li> <li>• <i>Oedipus the King</i> – Sophocles</li> <li>• Documents on the Fall of Rome for the Document Based Essay (DBQ)</li> </ul>
<b>Topic</b>	<b>Objectives</b>
<b>Intro to Course</b>	<ul style="list-style-type: none"> <li>• Procedures, Syllabus</li> <li>• The Study of History; why is "Western Civilization" a certain perspective, and why is studying it essential?</li> <li>• Types of History writing: the Identification, the Essay, the DBQ</li> <li>• What is "Primitive?" and what is "Civilization?"</li> <li>• Pre History, eras</li> </ul>
<b>Chapter 9: Persians</b>	<ul style="list-style-type: none"> <li>• Understand the 4 prominent Persian kings</li> <li>• Identify bodies of water on a Map of Persian Empire</li> <li>• Explain the Battle of Marathon--what happened &amp; historical significance</li> <li>• Know what a Hoplite was--be able to define hoplite, name their 2 main weapons, describe phalanx</li> <li>• Know the Persian religion of Zoroastrianism: main beliefs, rituals</li> </ul>
<b>Chapter 10: City States</b>	<ul style="list-style-type: none"> <li>• Who are the sea peoples? Etruscans, Carthaginians, Hellenes)</li> <li>• Know Greece geography--main city/states, bodies of water</li> <li>• Know main characteristics of city-states--government, city layout, rights of citizens and non citizens, slaves;</li> <li>• Know the military innovations of the Greeks</li> </ul>
<b>Chapter 11: Hellas</b>	<ul style="list-style-type: none"> <li>• Characteristics of Athens, Sparta, Thebes rivalries</li> <li>• Sketch the Growth of Democracy in Athens</li> <li>• Peloponnesian Wars--know cause, three periods of war to 404 BC</li> </ul>
<b>Chapter 12: Hellenic Mind</b>	<ul style="list-style-type: none"> <li>• Explain how Athens was the center of creative writing, drama, art</li> <li>• Know Sophocles, Euripides, Aristophanes</li> <li>• Herodotus = father of history, explain</li> <li>• Art, Sculpture, Architecture of the era</li> </ul>
<b><i>Oedipus Rex</i></b>	<i>Oedipus Rex</i> by Sophocles <ul style="list-style-type: none"> <li>• Read; write an essay on this play. Why important to Western Civilization?</li> </ul>
<b>Chapter 15: Truth, Justice</b>	<ul style="list-style-type: none"> <li>• Characterize ancient religious thinking. What were changes taking place?</li> <li>• Describe Zoroaster and the religion of the Persians</li> <li>• Be able to identify and relate the historical significance of Socrates, Aristotle, and Plato</li> </ul>

<b>Chapter 16: Alexander Great</b>	<ul style="list-style-type: none"> <li>• How did Philip II of Macedonia pave way for his son Alexander?</li> <li>• Alexander's background, personality, fame as a general</li> <li>• Conquests: Persia, Asia Minor, Egypt, Central Asia, India</li> <li>• Identify Alexander's conquests on a map</li> <li>• Legacy, historical impact of Alexander the Great</li> </ul>
<b>Chapter 18: Rome to 133</b>	<ul style="list-style-type: none"> <li>• Early Rome--consolidating Italian territories (Identify Italian tribes, cities, seas on a map)</li> <li>• Roman improvements</li> <li>• Rome vs. Carthage--the Punic Wars, Hannibal</li> <li>• Roman Expansion in Mediterranean, confederacy consolidated loyalty</li> </ul>
<b>Chapter 19: Rome to 30 BC</b>	<ul style="list-style-type: none"> <li>• Importance of Roman city-state Government--how did the Gracchi inaugurate agricultural reform?</li> <li>• Identify Gaius, Marius, Sulla and tell how they contributed to governing</li> <li>• What characterized the civil war between Marius and Sulla? What did the resultant dictatorship of Sulla establish in Rome?</li> <li>• Who was Pompey? How did he fight with Crassus?</li> <li>• Who is Cicero? What is his legacy?</li> <li>• Identify Julius Caesar and explain his historical significance. Include his reforms of Rome. Who were his successors?</li> </ul>
<b>Chapter 21: Rome to 180</b>	<ul style="list-style-type: none"> <li>• How did Augustus reorganize Rome? How did a standing army contribute to world power?</li> <li>• Differentiate the following rulers and their salient characteristics: Tiberius, Caligula, Claudius, Nero, Vespasian, Titus, Domitian, Trajan, Hadrian, Antoninus Pius, Marcus Aurelius, Commodus.</li> <li>• Be able to identify the territory of Rome at its height on a map</li> </ul>
<b>Chapter 22: Med'n to 180</b>	<ul style="list-style-type: none"> <li>• Know the reasons the Roman Army was so successful. Describe Legionnaires.</li> <li>• How did Hadrian's Wall and complex fortifications work?</li> <li>• What was the <i>Pax Romana</i>? Why was it successful?</li> <li>• How were the provinces governed? The Municipalities?</li> <li>• What was trade and commerce like? Describe Roman Law, the Twelve Tables, the <i>jus civile</i>, Justinians Code.</li> <li>• Describe Roman lifestyle--living, food, entertainments, baths, education, literature, art.</li> </ul>
<b>Chapter 25: Crisis and Collapse</b>	<ul style="list-style-type: none"> <li>• Why did Rome fall? Use the chapter as background</li> <li>• Follow directions for the Document Based Question (DBQ)--the Fall of Rome</li> </ul>

## Learning Objectives: Western Civilization (Middle Ages) (High School)

<b>Texts, Resources</b>	Macmillan <i>Mainstreams of Civilization</i> 3-volume set, 1968 <ul style="list-style-type: none"> <li>• <i>Medieval and Early Modern Times</i></li> <li>• <i>Medieval Feudalism</i> – Carl Stephenson</li> <li>• Documents on Absolutism (DBQ)</li> </ul>
<b>Topic</b>	<b>Objectives</b>
<b>Intro to Course</b>	<ul style="list-style-type: none"> <li>• Syllabus, classroom procedures, grades</li> <li>• Refreshing the study of history, historiography, purpose of our course in Western Civilization</li> <li>• Reminding students of the 3 types of history writing in which they will become proficient: the history ID, essay, and DBQ</li> </ul>
<b>Chapter 1 Roman Collapse; Barbarians</b>	<ul style="list-style-type: none"> <li>• Recall the decline of Rome, reasons</li> <li>• The growth of the Christian Church</li> </ul>
<b>Chapter 2: Germanic Kingdoms</b>	<ul style="list-style-type: none"> <li>• Germanic western tribes, growth</li> <li>• The Eastern Roman Empire under Justinian</li> </ul>
<b>Chapter 3: Beginning of the Middle Ages</b>	<ul style="list-style-type: none"> <li>• What is European life like in the 6th C?</li> <li>• Who are the patristic writers? Influence?--Ambrose Jerome, Augustine, Gregory</li> <li>• Art and Architecture of this era: the basilica, art, mosaics</li> </ul>
<b>Chapter 4 Byzantium</b>	<ul style="list-style-type: none"> <li>• who were the invaders of Byzantium?</li> <li>• What characterized byzantine government?</li> <li>• How did Roman and Byzantine churches separate, why?</li> </ul>
<b>Chapter 5: Islam</b>	<ul style="list-style-type: none"> <li>• Arab background to Islamic faith</li> <li>• Muhammad and growth of Islam</li> <li>• Five pillars of faith, decline of Islam</li> </ul>
<b>Chapter 6: Charlemagne</b>	<ul style="list-style-type: none"> <li>• Organization, geography of Frankish Empire</li> <li>• Charlemagne, biography, contributions</li> <li>• Invasions, local governments</li> </ul>
<b>Chapter 7: Feudalism, Chivalry</b>	<ul style="list-style-type: none"> <li>• Read and answer questions on <i>Medieval Feudalism</i> – Carl Stephenson</li> <li>• Personal loyalties, fiefs, knights</li> <li>• Knightly code of behavior</li> </ul>
<b>Chapter 8-9: The Manor and the Town; the Medieval Church</b>	<ul style="list-style-type: none"> <li>• The manorial system; the growth of Commerce</li> <li>• The Medieval Town</li> <li>• Sources of power and influence in the church</li> <li>• Monasticism; heretics, Inquisition</li> <li>• Ups and downs of papal authority</li> </ul>
<b>Chapter 10: Medieval Learning and Art</b>	<ul style="list-style-type: none"> <li>• Scholasticism, main features</li> <li>• Medieval philosophy and education</li> <li>• Romanesque, Gothic architecture</li> </ul>
<b>Chapter 11: The Medieval Holy Roman Empire</b>	<ul style="list-style-type: none"> <li>• Germany, Italy in 10th C</li> <li>• Empire at its peak: Frederick of Barbarossa</li> <li>• Decline of Empire</li> </ul>

<b>Chapter 12: Medieval France</b>	<ul style="list-style-type: none"> <li>• Capetian France--the great kings</li> </ul>
<b>Chapter 13: Medieval England</b>	<ul style="list-style-type: none"> <li>• The Norman Conquest, William</li> <li>• Henry II, Common Law</li> <li>• King John and Magna Carta</li> <li>• Parliament and English way of life</li> </ul>
<b>Chapter 14: The Crusades</b>	<ul style="list-style-type: none"> <li>• Background, reasons; Chart of most important 12</li> <li>• First 3 Crusades; setting up Crusade Kingdoms</li> <li>• Decline of Crusades, failures</li> </ul>
<b>Chapter 16: The Decline of Medieval Civilization</b>	<ul style="list-style-type: none"> <li>• Decline of papal power</li> <li>• end of Feudalism</li> <li>• The 100 Years' War</li> </ul>
<b>Chapter 17: The National Monarchies</b>	<ul style="list-style-type: none"> <li>• England, rise of monarchs</li> <li>• France, esp. Loui XI</li> <li>• Rise and fall of Portugal; Unification of Spain</li> <li>• The Holy Roman Empire; rivalries</li> </ul>
<b>Chapter 18: Modern Economy</b>	<ul style="list-style-type: none"> <li>• Commerce and Banking</li> <li>• Growth of Cities</li> <li>• Rise of Middle Class</li> <li>• Changes in Government and Society</li> </ul>
<b>Chapter 19: The Italian Renaissance; Chapter 20: The Northern Renaissance</b>	<ul style="list-style-type: none"> <li>• Background, factors causing Renaissance</li> <li>• Humanism, Art, printing, Literature, science</li> </ul>
<b>Chapters 21-22: The Reformation</b>	<ul style="list-style-type: none"> <li>• Catholic Reform; Early Religious Wars</li> <li>• The 30 Years War</li> </ul>
<b>Chapter 23: Exploration</b>	<ul style="list-style-type: none"> <li>• Background; Portuguese Voyages, Discoveries</li> <li>• Europe and the Far East</li> </ul>
<b>Chapter 25-25: Absolutism in Spain and France</b>	<ul style="list-style-type: none"> <li>• Document Based Question (DBQ) on Absolutism</li> <li>• The Golden Ages of France and Spain</li> </ul>
<b>Chapter 27: England and the Elizabethan Era</b>	<ul style="list-style-type: none"> <li>• The Elizabethan Age--government, religion, life</li> <li>• Stuarts and the English Revolution, 1688</li> </ul>
<b>Chapter 32: Science and the Enlightenment</b>	<ul style="list-style-type: none"> <li>• Reaction against the Reformation; beginnings of modern Science</li> <li>• Newton, discoveries</li> <li>• Enlightenment thinkers, esp. Montesquieu, Rousseau, Locke, the Economists</li> <li>• Art Literature, Music</li> </ul>

## Learning Objectives: Western Civilization (Modern Times) (High School)

<b>Texts, Resources</b>	<p>Macmillan <i>Mainstreams of Civilization</i> 3-volume set, 1968</p> <ul style="list-style-type: none"> <li>• <i>Modern Times. French Revolution to the Present.</i> By Carlton J.H.Hayes and Margareta Faissler</li> <li>• <i>All Quiet on the Western Front</i> – Erich Marie Remarque</li> <li>• Documents on French Revolution (DBQ)</li> </ul>
<b>Topic</b>	<b>Objectives</b>
<b>Intro to Course</b>	<ul style="list-style-type: none"> <li>• Syllabus, classroom procedures, grades</li> <li>• Refreshing the study of history, historiography, purpose of our course in Western Civilization</li> <li>• Reminding students of the 3 types of history writing in which they will become proficient: the history ID, essay, and DBQ</li> <li>• Refreshing the idea of causation; linking events from the past, discerning trends and developments</li> </ul>
<b>Chapters 1-3 Ancien Regime French Revolution</b>	<ul style="list-style-type: none"> <li>• Aspects of the old regime; new forces challenging it</li> <li>• Bourgeoisie, taxation, the King, the National Assembly</li> <li>• Timeline of the French Revolution: early causes, first phase</li> <li>• DBQ: Causes of the French Revolution</li> <li>• Popular Revolution, Constitution of 1791, Fall of Monarchy</li> <li>• Violence, Jacobins, Directory, Foreign wars</li> <li>• 1st French Republic</li> </ul>
<b>Chapters 4-5: Napoleon, the Congress of Vienna</b>	<ul style="list-style-type: none"> <li>• Rise of Napoleon, his Reorganization of France</li> <li>• Wars 1803-1807, The Continental System</li> <li>• Collapse of Empire; Congress of Vienna 1815</li> </ul>
<b>Chapter 5 &amp; 7</b>	<ul style="list-style-type: none"> <li>• The Conservative Restoration</li> <li>• Liberalism and Nationalism</li> </ul>
<b>Chapter 8: Industrial Revolution</b>	<ul style="list-style-type: none"> <li>• Cotton, Coal, Iron, Manufacturing</li> <li>• Railroads, Steamboats, innovations in Agriculture</li> <li>• Changes in living</li> </ul>
<b>Document Based Question</b>	<ul style="list-style-type: none"> <li>• Was the Industrial Revolution more harmful or more beneficial to society?</li> </ul>
<b>Chapter 9: Literature, Art, Science, Religion</b>	<ul style="list-style-type: none"> <li>• The Romantic movement</li> <li>• Science, Art and Religion--changes</li> </ul>
<b>Chapter 10: 1848</b>	<ul style="list-style-type: none"> <li>• French Revolution of 1848</li> <li>• Germany, Frankfurt Parliament, Austria</li> </ul>
<b>Chapter 11: The Second Napoleonic Empire</b>	<ul style="list-style-type: none"> <li>• Napoleon III, Colonial and Foreign policies</li> </ul>
<b>Chapters 15 &amp; 16: Industrialism and Marx</b>	<ul style="list-style-type: none"> <li>• Industrial society, developments</li> <li>• Marxian socialism</li> <li>• Great Britain and the Third French Republic</li> </ul>
<b>Chapters 17 &amp; 18; Italy, Germany, A-H, Russia</b>	<ul style="list-style-type: none"> <li>• The German Empire; the kingdom of Italy, A-Hungary till WWI</li> </ul>
<b>Chapter 19 &amp; 20: Bismarck, US Imperialism</b>	<ul style="list-style-type: none"> <li>• The Age of Bismarck, 1871-1890</li> <li>• The Triple Entente; Peace movement</li> </ul>

<b>Chapter 22-24: Imperialism</b>	<ul style="list-style-type: none"> <li>• Islam, Middle East and North Africa (and map)</li> <li>• Africa--scramble for colonies</li> <li>• Asia: Opening of China</li> </ul>
<b>Chapter 25-26: World War I</b>	<ul style="list-style-type: none"> <li>• Causes of WWI, the Alliances, the Outbreak of war</li> <li>• The armed conflict, major battles, military innovation</li> <li>• Terms of the peace</li> </ul>
<b><i>All Quiet on the Western Front</i></b>	<ul style="list-style-type: none"> <li>• Read, analyze the novel</li> <li>• Symbols, themes</li> </ul>
<b>Chapter 27: 1917 to Soviet Union</b>	<ul style="list-style-type: none"> <li>• Russian Revolution</li> <li>• Civil war 1917-1921</li> </ul>
<b>Chapter 31: World War II</b>	<ul style="list-style-type: none"> <li>• Depression 1929 ; Fascism; Crises of the 1930s</li> <li>• Causes Allies, Axis powers</li> <li>• Major land and naval battles</li> <li>• Peace; mapping WWII</li> </ul>
<b>Chapter 32: Cold War to 1960s</b>	<ul style="list-style-type: none"> <li>• 1945-1960--Causes, main issues</li> </ul>

## Learning Objectives: Human Geography (High School)

<b>Texts, Resources</b>	<p><i>An Introduction to Human Geography. The Cultural Landscape.</i> James M. Rubenstein. Pearson/ Prentice Hall.</p> <ul style="list-style-type: none"> <li>• Teacher created materials</li> </ul>
<b>Topic</b>	<b>Objectives</b>
<b>Intro to Course</b>	<ul style="list-style-type: none"> <li>• Syllabus, classroom procedures, grades</li> <li>• Introducing the academic discipline of geography; 1) as a social science; 2) as both a physical and social science; 3) topical versus regional approach; 4) Descriptive vs. systematic methods</li> <li>• First unit on "Thinking Geographically"--questions on each topic based on concepts and themes ; students learn to apply geographic concepts to explore human issues</li> </ul>
<b>1. Thinking Geographically</b>	<ul style="list-style-type: none"> <li>• Introducing human geography: The Big Mac Index (purchasing parity)</li> <li>• The science of place--maps, GIS, GPS</li> <li>• Why is each point on earth unique--place, regions</li> <li>• Why are different places similar? (scale, space, connections)</li> </ul>
<b>2. Population</b>	<ul style="list-style-type: none"> <li>• Where is the world's population distributed--less/ more developed countries</li> <li>• Where has the world's population increased? (Natural increase, fertility, mortality)</li> <li>• Why is population increasing at different rates in different countries? (the demographic transition, population pyramids, growth)</li> <li>• Is there an overpopulation problem? (Malthus, birth rates, world health)</li> <li>• Film: <i>The Demographic Winter</i> (also Catholic perspective)</li> </ul>
<b>3. Migration</b>	<ul style="list-style-type: none"> <li>• Why do people migrate? (push/ pull characteristics, distance and characteristics of migrants)</li> <li>• Where are migrants distributed? (Migration patterns, US history)</li> <li>• Why do migrants face obstacles? (problems of host countries)</li> <li>• Why do people migrate within a country (regions)</li> </ul>
<b>4. Folk and Popular Culture</b>	<ul style="list-style-type: none"> <li>• Where do folk and popular culture originate and diffuse?</li> <li>• Why is folk culture clustered? (Isolation, the physical environment)</li> <li>• Why is popular culture widely distributed? (housing, clothing, food; role of TV, internet in diffusing popular culture)</li> </ul>
<b>5. Language</b>	<ul style="list-style-type: none"> <li>• Where are English language speakers distributed?</li> <li>• Why is English related to other languages?</li> <li>• Where are other language families distributed?</li> <li>• Why do People Preserve local languages?</li> </ul>



<b>6. Ethnicity</b>	<ul style="list-style-type: none"> <li>• Where are ethnicities distributed?</li> <li>• Why have ethnicities been transformed into nationalities?</li> <li>• Why do ethnicities clash?</li> <li>• What is ethnic cleansing (Yugoslavia, central Africa)</li> </ul>
<p><i>As this is a one semester class, the teacher will choose from other topics to complete the course:</i></p> <p><b>8. Political Geography</b></p> <p><b>9. Agriculture</b></p> <p><b>10. Urban Patterns</b></p>	<ul style="list-style-type: none"> <li>• Political: <ul style="list-style-type: none"> <li>○ Where are states located? (development of the state concept)</li> <li>○ Why do boundaries cause problems?</li> <li>○ Why do states cooperate with each other?</li> <li>○ Why has terrorism increased?</li> </ul> </li> <li>• Agricultural: <ul style="list-style-type: none"> <li>○ Where did agriculture originate?</li> <li>○ where are agricultural regions in less developed countries?</li> <li>○ where are agricultural regions in more developed countries? (Mixed crop and livestock farming, dairy, grain, ranching, etc.)</li> <li>○ Why do farmers face economic difficulties?</li> </ul> </li> <li>• Urban Patterns: <ul style="list-style-type: none"> <li>○ Where have urban areas grown?</li> <li>○ Where are people distributed within urban areas?</li> <li>○ Why do inner cities have distinctive problems?</li> <li>○ Why do suburbs have distinctive problems?</li> </ul> </li> </ul>

## Learning Objectives: United States History (High School)

Grade Level	Objectives
11-12	Trace the background of the American colonies and the rights of colonists to their English/European origins
	Analyze the issues that led to the American Revolution; demonstrate familiarity with the Declaration of Independence
	Explain how the American colonists were able to defeat England in the War for Independence
	Analyze the U.S. Constitution in terms of the challenges the Framers faced, their philosophical and political beliefs, the governmental structure they created, and the debate over ratification, including <i>The Federalist Papers</i>
	Compare and contrast how Washington, Jefferson, and Jackson acted as President and dealt with key issues in their administrations
	Describe American society in the early 1800s and apply observations from de Tocqueville's <i>Democracy in America</i>
	Analyze the slavery issue in the United States and trace how divisions over slavery led to Civil War
	Explain the advantages of the North and South in the Civil War and trace the key strategies and battles that led to Union victory
	Describe the growth of the territory and economy of the United States in the 1800s, including the idea of Manifest Destiny and the effect of the frontier
	Analyze the rise of imperialism and Progressivism in the late 1800s and early 1900s
	Analyze the possible causes of the Great Depression and explain the New Deal policies adopted to deal with it
	Trace the growing engagement of the U.S. in the rise of dictators in the 1930s and U.S. strategy in World War II.
	Explain the origins, issues and flashpoints of the Cold War, 1945-1990.
	Be familiar with key themes, events, and leaders of the 60s, 70s, and 80s.
	Analyze original historical sources and defend a historical thesis supported by primary and secondary sources
	Research and write an extensive paper that defends a meaningful thesis and correctly cites historical sources

### Learning Objectives: U.S. Government (High School)

<b>Grade Level</b>	<b>Objectives</b>
11-12	Identify types of government: democratic, republican, totalitarian, authoritarian
	Explain the US federal system, its purpose, and how power is shared
	Name the branches of government and explain the structure and powers of each as defined by the Constitution
	Distinguish enumerated, implied, and concurrent powers of Congress
	Explain how a bill becomes a law
	Analyze how checks and balances and separation of powers limit the concentration of power in the US government
	Know the key rights guaranteed by the Constitution and Bill of Rights and be able to apply them to real-world situations
	Analyze political issues in light of Constitutional principles and practical problems and be able to support a political position
	Analyze political strategies and messages in light of the US political system
	Compare and contrast Presidential leadership styles and performance
	Compare politics and government in the US with other countries, and evaluate alternative government forms

### Learning Objectives: Economics (High School)

Grade Level	Objectives
11/12	Explain the basic problem of scarcity and the key questions that economic systems must answer
	Compare the approaches, goals, and values of market, centrally planned, and mixed economic systems in answering basic economic questions
	Evaluate the role of government in a market-based economic system
	Understand basic elements of supply and demand, including causes of shifts in supply or demand, and factors in elasticity
	Analyze basic economic problems in terms of supply, demand, and equilibrium, using simple math and graphing
	Distinguish market structures: perfect competition, monopolistic competition, oligopoly, monopoly
	Distinguish forms of business organization: proprietorships, partnerships, and corporations
	Compare alternative financial assets, including stock, bonds, and bank accounts
	Evaluate national economic performance in terms of per capita gross domestic product
	Evaluate fiscal policy levers – taxing and spending, surplus and deficit – to promote stable economic growth
	Explain how the central bank uses monetary policy levers to promote a stable money supply and economic growth
	Analyze economic policy to address basic issues of inflation, unemployment, and poverty
	Explain international trade and evaluate trade agreements in terms of comparative advantage

## Learning Objectives: 11<sup>th</sup> Grade English – American Literature

Grade Level	Objectives
11	<ul style="list-style-type: none"> <li>• Identify the settlement period of American Literature</li> <li>• Demonstrate knowledge of characteristics of the Settlement period (Christian Attitude toward the world, God’s providential care as a theme, Detailed accounts of surviving in the New World)</li> <li>• Identify the works, and content of said works, of settlement writers John Smith, William Byrd, William Bradford, and Mary Rowlandson</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify the literature of “religious experience” in American Literature</li> <li>• Identify the works, and content of said works, of early religious writers Bay Psalm Book, Roger Williams, Anne Bradstreet, Edward Taylor, Jonathan Edwards, Andrew White, St. Isaac Jogues, Claude Chauchetiere</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify the literature of the American Revolution</li> <li>• Demonstrate knowledge of the characteristics of the American Revolutionary writing (Focus on the rights of man, the definition of government, creation propaganda, non-religious)</li> <li>• Identify the works, and content of said works, of American Revolutionary writers, Benjamin Franklin, Thomas Jefferson, George Washington, Thomas Paine</li> </ul>

## Learning Objectives: 12th Grade English – British Literature

<b>Texts, Resources</b>	<ul style="list-style-type: none"> <li>• Lumen Christi Catholic School Anthology of readings</li> <li>• Lumen Christi teaching materials</li> <li>• <i>Beowulf</i>. Translated by Seamus Heaney</li> <li>• <i>Anglo Saxon England: A Very Short Introduction</i> (Oxford)</li> <li>• <i>Canterbury Tales</i>. Chaucer</li> <li>• <i>Paradise Lost</i>. Milton</li> <li>• <i>Frankenstein</i>. Shelley</li> <li>• <i>Pride and Prejudice</i>. Austen</li> <li>• <i>Poetry of World War I</i>.</li> </ul>
<b>Subject</b>	<b>Objectives</b>
<b>Introduction to Course, <i>Purgatorio</i></b>	<ul style="list-style-type: none"> <li>• Course syllabus, introduction, <i>Purgatorio</i> Review (Our summer assignment)</li> <li>• Test on main understanding of <i>Purgatorio</i></li> <li>• Know a brief history of the English language</li> </ul>
<b>Anglo Saxon Era</b>	<ul style="list-style-type: none"> <li>• Identify a sample text (Pater Noster) in Latin, Old English, and Modern English</li> <li>• Comprehend Anglo Saxon history: Bede, <i>A-S Chronicle</i>, Vikings, Christianity, 3 Maps</li> <li>• Read and comprehend the <i>Anglo Saxon Chronicle</i>; tell of its importance in the language</li> <li>• Interpret the Dream of the Rood and tell of its significance</li> <li>• Demonstrate ability to interpret Anglo Saxon poetry:             <ul style="list-style-type: none"> <li>○ Cynewulf</li> <li>○ The Seafarer</li> <li>○ The Wanderer</li> <li>○ The Wife's Lament</li> <li>○ Maxims, Riddles</li> </ul> </li> <li>• Show understanding of <i>The Ecclesiastical History of the English Speaking People</i>, specifically:             <ul style="list-style-type: none"> <li>○ Synod of Whitby</li> <li>○ conversion of Northumbria/ Edwin</li> <li>○ Caedman's Hymn</li> </ul> </li> <li>• Read and analyze Seamus Heaney's translation of <i>Beowulf</i></li> </ul>
<b>Middle Ages</b>	<ul style="list-style-type: none"> <li>• Sketch accurately a history of English in the Middle Ages:             <ul style="list-style-type: none"> <li>○ Biography and significance of William the Conqueror</li> <li>○ Explain the Medieval Mindset</li> <li>○ French and Norman history, kings</li> <li>○ Importance of the Magna Carta, 1215</li> </ul> </li> <li>• Demonstrate knowledge of the <i>Ancrene Wisse</i> and Julian of Norwich's <i>Showings</i></li> <li>• Summarize and detail the significance of <i>The York Mystery Play</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Know the biography of Chaucer</li> <li>• Understand <i>The Canterbury Tales</i>--plot, symbolism, characters</li> <li>• Analyze Chaucer's <i>The Nun's Priest's Tale</i></li> <li>• Know Thomas Malory's contribution to literature</li> <li>• Know the basic plot of <i>Morte d' Arthur</i>; lessons on gentility vs. the Common Man</li> <li>• Understand the meaning of Ballads and their place in English literature:             <ul style="list-style-type: none"> <li>○ <i>Sir Patrick Spens</i></li> <li>○ <i>The Twa Corbies</i></li> <li>○ <i>The Wife of Usher's Well</i></li> <li>○ <i>Robin Hood and the Widow's Three Sons</i></li> <li>○ <i>Get up and Bar the Door</i></li> </ul> </li> </ul>
<p><b>Tudor Era</b></p>	<ul style="list-style-type: none"> <li>• Know the History of the Tudor Period 1485-1603 :             <ul style="list-style-type: none"> <li>○ Tudor Family Tree; Who were the Tudors?</li> </ul> </li> <li>• Understand biography of Sir/ Saint Thomas More and <i>A Dialogue Concerning Heresies</i></li> <li>• Appreciate the English translation of the Bible in this era:             <ul style="list-style-type: none"> <li>○ Be able to differentiate six major English translations and their history</li> <li>○ Read <i>The Beatitudes</i>—(Matthew 5:1-12)—in several translations: text comparisons, including the <i>King James Version</i></li> <li>○ Know the Catholic context of Bible translations into English and significance</li> <li>○ Read <b><i>The Book of Common Prayer</i></b>: Marriage Ceremony</li> </ul> </li> <li>• <b>Read and analyze John Foxe: <i>The Book of Martyrs</i>, especially <i>Acts and Monuments</i></b> <ul style="list-style-type: none"> <li>○ Tyndale</li> <li>○ Hugh Latimer and Nicholas Ridley</li> <li>○ Thomas Cranmer</li> <li>○ What is the Catholic Response?</li> </ul> </li> <li>• What is a Sonnet? Be able to define, differentiate between English vs. Italian. Know / Recognize Two famous Sonnet examples:             <ul style="list-style-type: none"> <li>• Sonnet 18, Shakespeare</li> <li>• How do I Love Thee? by Elizabeth Barrett Browning</li> </ul> </li> <li>• Sir Thomas Wyatt and Henry Howard, Earl of Surrey: know the biographical information of the authors; analyze their poetry; Know definitions and applications for the literary forms of Apostrophe &amp; Conceit</li> <li>• Sir Philip Sidney : know background and the Sonnets from <i>Astrophil and Stella</i>:</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Leave Me, O Love</i></li> <li>○ <i>An Apology for Poetry</i></li> <li>● Sir Walter Raleigh: know the life story and death information of author; Analyze his two poems:             <ul style="list-style-type: none"> <li>○ <i>The Pilgrimage</i> and</li> <li>○ <i>What is Our Life?</i></li> </ul> </li> <li>● Edmund Spenser : know author bio; why is <i>Faerie Queen</i> important and symbolic? and analyze:             <ul style="list-style-type: none"> <li>○ <i>Amoretti: Sonnet 68, Sonnet 75</i></li> <li>○ <i>The Faerie Queene (selection)</i></li> <li>○ <i>The Hermitage of Hypocrisy</i></li> <li>○ <i>The House of Pride</i></li> </ul> </li> </ul>
<p><b>Stuart Era</b></p>	<ul style="list-style-type: none"> <li>● Know elements of Stuart history, including the Stuart family tree and the history and significance of James I, Renaissance mindset, Guy Fawkes, Great fire of London, etc.</li> <li>● Sir Francis Bacon: know bio, what is the Inductive Method,             <ul style="list-style-type: none"> <li>○ <i>Of Studies</i></li> <li>○ <i>Of Great Place</i></li> </ul> </li> <li>● John Donne: know biography and:             <ul style="list-style-type: none"> <li>○ <i>Songs and Sonnets</i></li> <li>○ <i>A Lecture upon Shadow</i></li> <li>○ <i>The Anniversary</i></li> <li>○ <i>Epigrams</i></li> <li>○ <i>Holy Sonnet 7</i></li> <li>○ <i>Hymn to God the Father</i></li> </ul> </li> <li>● Ben Jonson: know biography and             <ul style="list-style-type: none"> <li>○ <i>Song to Celia</i></li> <li>○ <i>Still to be neat</i></li> <li>○ <i>On my first Son</i></li> </ul> </li> <li>● George Herbert : know biography and             <ul style="list-style-type: none"> <li>○ <i>Redemption</i></li> <li>○ <i>Love, Aaron</i></li> <li>○ <i>Denial, Virtue</i></li> </ul> </li> <li>● Samuel Pepys: know biography and             <ul style="list-style-type: none"> <li>○ <i>Diary (Selections)</i>--Essay done on Pepys</li> </ul> </li> <li>● John Milton--Biography and             <ul style="list-style-type: none"> <li>○ <i>Paradise Lost</i> Chronology</li> <li>○ <i>Paradise Lost: Books I, IX</i></li> </ul> </li> <li>● Know and analyze Stuart Literary Devices--en media res, puns, elegy, epigrams</li> </ul>
<p><b>Neoclassical Era 1688-1789</b></p>	<ul style="list-style-type: none"> <li>● Know the different characteristics of the neoclassical vs. romantic eras</li> <li>● Highlight the main features of this age from the History handout</li> <li>● Author Daniel Defoe: know biography and read / analyze</li> </ul>



	<p>selections from <i>Robinson Crusoe</i></p> <ul style="list-style-type: none"> <li>• Jonathan Swift: know biography and read / analyze selections from <i>Gulliver's Travels</i></li> <li>• Poets Pope, Burns, know biographies and read / analyze selections from their poetry selections</li> </ul>
<b>Romantic Era 1789-1832</b>	<ul style="list-style-type: none"> <li>• Know the different characteristics of the neoclassical vs. romantic eras</li> <li>• Outline the history of the Romantic Era, and be able to explain the main influences--anti-religion, skepticism, emotions, nature.</li> <li>• William Blake: know biography and read/analyze these pieces: <ul style="list-style-type: none"> <li>• "The Lamb"</li> <li>• "The Tiger"</li> </ul> </li> <li>• Wordsworth; know biography and read/analyze these pieces: <ul style="list-style-type: none"> <li>○ "Expostulation and Reply"</li> <li>○ "The Tables Turned"</li> </ul> </li> <li>• Lord Byron: know biography and read/analyze these pieces: <ul style="list-style-type: none"> <li>○ "On this Day..."</li> <li>○ "She Walks to Beauty"</li> </ul> </li> <li>• Percy Shelley: know biography and read/analyze this piece: <ul style="list-style-type: none"> <li>○ "Ode on the West Wind"</li> </ul> </li> <li>• John Keats: know biography and read/analyze this piece: <ul style="list-style-type: none"> <li>○ Ode on a Grecian Urn</li> </ul> </li> </ul>
<b>Period Novels</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the texts. Define unfamiliar vocabulary. Use your knowledge of literary devices to analyze the novel: <ul style="list-style-type: none"> <li>○ Mary Shelley: <i>Frankenstein</i>.</li> <li>○ Jane Austen <i>Pride and Prejudice</i>.</li> </ul> </li> </ul>
<b>Victorian Era</b>	<ul style="list-style-type: none"> <li>• What does the term Victorian mean? Read <i>Victorian Age in Literature</i> by Dale Ahlquist and complete notes following directions.</li> <li>• Thomas Carlyle: know biography and read/analyze this piece: <ul style="list-style-type: none"> <li>○ <i>On Heroes, Hero-Worship, and the Heroic in History</i></li> </ul> </li> <li>• Charles Dickens: know biography and read/analyze these selections: <ul style="list-style-type: none"> <li>○ <i>Hard Times</i></li> <li>○ <i>Great Expectations</i></li> </ul> </li> <li>• Complete Dickens Descriptive Writing Exercise</li> <li>• Saint John Henry Newman: know biography and read/analyze these selections: <ul style="list-style-type: none"> <li>○ <i>Tract 90, Oxford Tracts</i></li> <li>○ <i>Lead Kindly Light</i></li> </ul> </li> <li>• Elizabeth Barrett Browning : know biography and read/analyze this piece: <ul style="list-style-type: none"> <li>○ <i>How do I Love Thee?</i></li> </ul> </li> <li>• Robert Browning : know biography and read/analyze these selections:</li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Prospice</i></li> <li>○ <i>Home Thoughts from Abroad</i></li> <li>● Matthew Arnold : know biography and read/analyze this piece:             <ul style="list-style-type: none"> <li>○ Dover Beach</li> </ul> </li> <li>● Lewis Carroll: know biography and read/analyze these selections             <ul style="list-style-type: none"> <li>○ From <i>Alice in Wonderland</i> <ul style="list-style-type: none"> <li>▪ <i>The Mad Hatter’s Song</i></li> <li>▪ <i>The Mock Turtle’s Song</i></li> <li>▪ <i>Alice’s’ Recitation to Herself</i></li> </ul> </li> </ul> </li> <li>● Alfred Lord Tennyson:: know biography and read/analyze these selections:             <ul style="list-style-type: none"> <li>○ <i>In Memoriam</i></li> <li>○ <i>Tears, Idle Tears</i></li> </ul> </li> <li>● Gerard Manley Hopkins: know biography and read/analyze these selections--             <ul style="list-style-type: none"> <li>○ <i>Pied Beauty</i></li> <li>○ <i>God’s Grandeur</i></li> </ul> </li> <li>● A. E. Housman: know biography and read/analyze these selections             <ul style="list-style-type: none"> <li>○ <i>When I was One and Twenty</i></li> <li>○ <i>To an Athlete Dying Young</i></li> <li>○ <i>Eight O’clock</i></li> <li>○ <i>They say my Verse is Sad</i></li> </ul> </li> </ul>
<p><b>Edwardian and World War I Eras</b></p>	<ul style="list-style-type: none"> <li>● Be able to define “Edwardian” era</li> <li>● Know brief history of England's participation in World War I</li> <li>● Read and analyze these representative Poets             <ul style="list-style-type: none"> <li>○ Rupert Brooke</li> <li>○ John McCrae</li> <li>○ Wilfred Owen</li> <li>○ Siegfried Sassoon</li> <li>○ W.B. Yeats</li> <li>○ Charles H. Sorely</li> <li>○ Robert Graves</li> <li>○ Edward Thomas</li> <li>○ Isaac Rosenberg</li> <li>○ Rudyard Kipling</li> <li>○ G.K. Chesterton</li> </ul> </li> </ul>
<p><b>Modern Era</b></p>	<p>If time allows, a Twentieth Century novel.</p>

**Learning Objectives: Geometry (High School)**

<b>Text</b>	<b>Geometry.</b> Ray Jurgensen, Richard G. Brown, John W. Jurgensen. McDougal Little publishers, 2000.
Student(s):	1. will be able to calculate the area and volume of plane figures and solids
	2. will be able to write proofs
	3. will be able to explain and use definitions, theorems and postulates
	4. will make use of deductive reasoning to explicitly solve problems
	5. will create constructions using only a ruler and a protractor
	6. will use various techniques to prove congruency and / or similarity of triangles, quadrilaterals and polygons
	7. will demonstrate understanding of the properties of circles and apply this information to solve problems

**Learning Objectives: Calculus (High School)**

<b>Text</b>	<i>Calculus</i> , Larson and Battaglia
1.1	Students will demonstrate understanding of the derivative as the limit of the slope of a curve at a point.
1.2	Students will be able to evaluate one sided and two sided limits at specific values and to infinity.
2.1	Students will find derivatives of constants, polynomials, trigonometric functions, exponential functions, logarithms, natural logarithms and e.
2.2	Students will apply derivatives to problems involving tangents, lines, normal lines, velocity, acceleration, and many other real world situations.
3.1	Students will demonstrate an understanding of a definite integral as the antiderivative of a function and its application to finding the area under a curve.
3.2	Students will apply integrals to a variety of problems involving area, volume, the length of curves and various applications to science and statistics.

**Learning Objectives: Chemistry (Grades 11-12)**

<b>Text</b>	<b><i>Modern Chemistry</i></b> , Davis, Metcalfe, Williams, and Catska. Holt, Rhinehart, Winston.
Student(s):	Understands scientific concepts
	Defines the various fields of chemical inquiry
	Perceives the value of the scientific method
	Identifies elements on the Periodic Table
	Identifies modern Theory of the Atom
	Understands chemical bonding
	Writes balanced chemical equations
	Manages algebraic expression of chemical reactions
	Demonstrates laboratory safety
	Conducts laboratory experiments skillfully
	Understands physical states of matter
	Recognizes chemical compound nomenclature
	Applies the Gas law to chemical reactions
	Interprets data in scientific reports