

Course Descriptions and Goals

Classical Conversations Challenge I

The purpose of Challenge I is to encourage students to think deeply and critically while improving their writing and research skills. This Challenge, along with Challenge II, has the largest volume of reading and writing. Most students in these Challenges are not driving, working, interviewing with colleges, or writing scholarship essays; therefore, they have more time to concentrate on their academics. This is a good time to intensify homeschooling academics because as soon as students are sixteen years old, a lot more opportunities become available to educate and distract them.

LATIN I

(First and Second Semesters)

The classical model emphasizes language skills. This year the students study Latin. The student's job is to study each week's assigned unit. The parent's job is to ensure that the student completes and understands the assignment. It is very important for your student to memorize the vocabulary and paradigms (lists of noun and verb endings).

Grammar

TEXT — *Henle Latin First Year Text; Henle Latin First Year Key; Henle Latin Grammar*

Optional: *Trivium Tables: Latin*

In addition, CC Connected has several helpful tutorials that explain Latin grammar.



Study Guide

Divide the pages up so that the student has daily work and completes all the assigned material. Please drill every day when the student has memory work (paradigms, vocabulary, etc.). REVIEW the memory work often. We will not emphasize the accent marks.

Day 1	Day 2	Day 3	Day 4	In Seminar
<p>Tips for Success in Language Studies</p> <ol style="list-style-type: none"> 1. Keep a dictionary of all new words, either organized alphabetically or using a Rolodex-style or index card system. (Parents, make sure the student is comfortable with it so it will be used.) 2. Ask yourself how the ending letters of each word let you know the part of speech. 3. Memorize the table of ending letters for the nouns, verbs, and adjectives in first semester. During the second semester, you will learn more verb endings and the endings for other parts of speech. 4. GO SLOWLY through the unit as you study, saying everything in Latin aloud. 				<p>The tutor will answer student questions, work on parsing and translation, explain grammar, and encourage students to self-assess, and to do the memory work.</p>

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Exposition and Composition

AMERICAN LITERATURE

(First and Second Semesters)

The purpose of this seminar is for the student to learn to read any work of literature and understand and express the author's points in light of Christ's teachings.

This seminar involves considerably more reading and writing than the average high school literature course. Also, this is not a traditional literature class in which students read abridgements of longer pieces and discuss in which literary realm they fall. Instead, we will read complete works of progressively challenging authors in the attempt to increase the students' reading ranges and thinking abilities.

The composition components are more traditional in that students will learn different exposition skills within essay writing, but we will do a lot more work than the average high school class.

The books and writing assignments have been carefully and prayerfully chosen to complement one another and other course work from the rhetorical Challenge I seminars. The variety of reading, most of it based on fact, actually lends itself to a good review of American history and philosophy. Because you are homeschooling, there is flexibility in the amount of work each student does; therefore, feel free to eliminate an assignment if the student or your family has a more pressing need that week.

The student should earn a credit in Literature and Composition if he or she does the majority of the assignments. The

student will be assigned more than 20 novels, short stories, sermons, and speeches from famous American authors about which to read, discuss, and write essays. Usually, just the volume of writing required helps the students improve their writing skills.

TEXTS — "I Have a Dream" speech by M. L. King (available online); "The Gift of the Magi" and "Ransom of Red Chief" by O. Henry; "If" by R. Kipling; "If, for Girls" by J. P. McEvoy; *The Sign of the Beaver* OR *The Witch of Blackbird Pond* by E. Speare; *Johnny Tremain* by E. Forbes; *The Call of the Wild* by J. London; *The Adventures of Tom Sawyer* by M. Twain OR *An Old-Fashioned Girl* by L. M. Alcott; *Billy Budd* by H. Melville; *The Scarlet Letter* by N. Hawthorne; *The Red Badge of Courage* by S. Crane; "The Pit and the Pendulum" by E. A. Poe; three selected sermons; *Through Gates of Splendor* by E. Elliot; *The Best Christmas Pageant Ever* by B. Robinson; *Born Again* by C. Colson; *Starship Troopers* by R. Heinlein; *Up From Slavery* by B. T. Washington; autobiography of F. Douglass; *The Glass Menagerie* by T. Williams; "Paul Revere's Ride" and "Hiawatha" by H. W. Longfellow; *To Kill a Mockingbird* by H. Lee; "On Self-Reliance" by R. W. Emerson; *Walden* by H. D. Thoreau; *The Old Man and the Sea* by E. Hemingway; *Words Aptly Spoken: American Literature*, 2nd edition by J. Greenholt

Optional, but highly recommended: *Trivium Tables: Rhetoric*

Parents, use the WAS: *American Literature* study guide to discuss the book with your student and check for comprehension.

Students, please answer the Review Questions in the companion text WAS: *American Literature* for each article or book assigned in your program guide. These questions will help you to stay focused as you read and will help you prepare to write your essay. Consider using the Thought Questions in order to be prepared for class discussion.

Tutors, use the WAS: *American Literature* Review Questions as a source for specific questioning to test for comprehension and/or the Thought Questions for class discussion or Socratic circles.

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

AMERICAN LITERATURE (continued)

Study Guide

Day 1	Day 2	Day 3	Day 4	In Seminar
Parents are expected to make sure their child has all the books, suggest ways to work on the assigned topic, and help edit the final draft of the paper.				During seminar, students will share the ideas that they have thought of during the homework, discuss ways to improve their essays, discuss intriguing ideas about the literature, and share their finished essays with each other. Tutors will lead book discussions and suggest ways that students can improve their papers.
Discuss the assignment with your child(ren) and make them think about what it requires before they read the book. Also, be sure the student COMPLETELY reads the book so he or she can discuss the book in class.				
Read classic American literature.	Encourage your student to take notes when he or she comes to a pertinent passage in the reading.			
Analyze the literature.				
Write an outline of your essay.	Outlines are assigned with every paper. Students generally do not like this idea as it seems like extra work. If done correctly, however, it should save a lot of work. Emphasize that it is easier to write a short outline of key points and check the flow of the paper than to write a whole paper and have your parent read it and say, "Write it over, you didn't really answer the assigned question."			
Write your essay, aiming for 500 words.	Always have the student write a rough draft. It helps immensely to have them read their paper aloud to catch their grammatical errors. Double-check spelling and punctuation, then write the final copy. This will take a long time at the beginning of the seminar, but students will gain proficiency as they progress through the assignments. Make sure your student reads the assignment and sticks to the instructions. It is easy to fall into the habit of writing book reports rather than answering assignments.			
Grade the paper. Each essay can be graded for a composition grade. Check that the student read the book, wrote an outline, and participated in the book discussion during seminar for the literature credit.	Review "Grading Written Papers and Reports," p. 127 in this guide. This gives the student concrete steps for which to aim in writing and should help you correct and grade each paper by assigning up to 10 points for each of the ten criteria. If your student is a new writer, work on one criterion at a time until all are attainable in everything the student writes. Then the student should begin to work on making his or her papers inspiring and memorable. How is this achieved without a specific writing course? First, by reading great works before writing about them; second, by working on writing each week; third, by hearing, thinking about, and commenting on the work of other students; and finally, while completing the assignments, the student should consider the five canons of rhetoric, and the tools of Invention, Arrangement, and Style, which they will study as part of the writing process. <i>Trivium Tables: Rhetoric</i> will be a valuable resource to help your student improve his/her writing. No student should be expected to incorporate all of the ideas in these Trivium Tables at the beginning. However, as the school year progresses, students should endeavor to add more of the elements of style to his or her writing, and will gain proficiency over time. You can be as large or small a part of this process as your student needs, especially in the mechanics of writing (spelling, grammar, topic sentences, flow of paragraph).			

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Debate

FREE MARKET ECONOMICS

(First Semester)

This seminar requires the students to read and be ready to discuss various books and current events articles related to the free market. A variety of projects related to the texts will help the students gain a better understanding of economics in the context of real-life situations.

TEXT — *Bluestocking Economics Guide, Whatever Happened to Penny Candy?, The Money Mystery*

HISTORY OF AMERICAN GOVERNMENT

(Second Semester)

The text we use for this seminar is *Words Aptly Spoken: American Documents*. The text includes original documents written to address many social and political events from our country's birth to events of the 1990s. Your student may be familiar with the events of American history but never encountered the thoughts and ideas that were the impetus that propelled the events forward. Some of these ideas and even the language used to express these ideas may be challenging for your student to read. At first you may need to read these documents along with your student until familiarity develops.

The students will be asked to summarize various documents in their own words to aid in deep thinking and re-presentation of the ideas expressed in the original American documents. This seminar, in particular, along with Free Market Economics and Philosophy, will present topics for you and your student to engage in many rich discussions.

TEXT — *Words Aptly Spoken: American Documents* 2nd edition, Jen Greenholt

DEBATE

(First and Second Semesters)

This seminar is designed to provide the students with skills in research, argumentation, critical thinking, public speaking, and logic. Specifically, the students will take the principles learned in economics and government and apply them to public policy debates. These debates will follow the format of the National Christian Forensics and Communications Association (NCFCA). Students will also be able to participate in individual events (IEs), ranging from impromptu speaking to interpretative speeches from literature.

TEXT — Optional: *An Introduction to Policy Debate* by C. Shipe; various research sources (library, Internet, newspapers, etc.)

Optional: *An Introduction to Policy Debate with Christy Shipe*, 3-DVD set

To Parents:

Your students will learn to debate several event topics this year. Encourage them to get their research done early to allow ample time for practicing the delivery of their debates.

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Research

PHYSICAL SCIENCE

(First and Second Semesters)

The purpose of physical science is to spend two semesters using the classical approach of reading, researching, recording, and relating the material.

Subsequent school years will be more textbook-driven, as most parents need a text to guide their child in the higher sciences. Generally, physical science classes don't have a lab, so this seminar provides an unusual amount of hands-on experience. In addition, the students will do three formal lab write-ups per semester. During the second semester, students will also learn how to write a science research paper.

The tutor will bring all the supplies to class for the phys-

ical science lab. Supplies are paid for with the lab fee collected from each student. The tutor may add to the labs at his or her discretion. The physical science text lists all supplies for the labs.

TEXT — Apologia's *Exploring Creation with Physical Science*

Study Guide

Day 1	Day 2	Day 3	Day 4	In Seminar
<p>Parents can make this class as easy or difficult as they feel is appropriate for their student, depending on how much research they require from their students. This is generally taught as a high school course. If the parents want to ensure it qualifies as a high school level course, they can add vocabulary tests and require in-depth research.</p> <p>Encourage your students to do their assigned reading and write up the next week's assigned experiment in their lab journal before going to class. This will ensure they are prepared to participate in class experiments and discussions.</p>				<p>The tutor will facilitate discussion of the concepts by conducting simple, related experiments with the students and reviewing the concepts in the modules.</p>

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Rhetoric

DRAMA

(First Semester)

The purpose of this seminar is to give the students a chance to read a play together in radio fashion while studying Shakespeare.

This course is the students' opportunity to learn to read Shakespearean English well. This will prepare them to read a lot of Shakespeare in Challenge III. By going over one play many times, the students should become familiar with Shakespearean dialogue and culture. This will enable them to apply their knowledge to any work of Shakespeare.

The Taming of the Shrew is very funny and slightly romantic and contains mild slang, which the students are allowed to leave out if they are uncomfortable repeating it. (*Dam* means *dame* and is acceptable to say.)

The Taming of the Shrew was chosen because it is very fun to read and discusses a topic on young peoples' minds — courting. The story is basically about parents choosing spouses for their children and the ins and outs of romance. The basic premise of a parent choosing a

spouse is foreign to most modern students, and the idea of a woman being "tamed" by a man "violates" the feminist mores of today. Actually our method of dating is the aberration, not just from the past but even now, when compared to most non-western cultures. A recording by Ravi Zacharias called "I, Isaac, Take Thee, Rebekah" addresses these issues. Students will listen to this recording at the end of the course.

Charles Lamb's *The Taming of the Shrew* is available online at many different sites.

BBC version of *The Taming of the Shrew* (1980) with John Cleese is the best, truest version, though it is difficult to find. Be aware that the UK format version might not play on your DVD player.

Ravi Zacharias' "I, Isaac, Take Thee, Rebekah" free download at Challenge I section at the CC bookstore.

TEXT — *The Taming of the Shrew* from Folger Shakespeare Library, recommended

Study Guide

Day 1	Day 2	Day 3	Day 4	In Seminar
Ask your students some of the questions based on the five common topics of rhetoric to get them talking about what Shakespeare is trying to say. Was he really against feminism? Keep in mind that Bianca marries the man she loves behind her father's back, and Katherine finally falls in love with a man equal to her intelligence and wit. The students themselves will have reactions to the humor and sexual innuendo that should generate opportunities to discuss the role of marriage and how God describes it in the Bible.				Students watch a version of the play and read the play in radio format. With the tutor's assistance, the students should be able to read the Elizabethan language and understand the play.
Students will complete a project related to the play and begin presenting Week 13.				

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Rhetoric

PHILOSOPHY

(Second Semester)

The novel *Sophie's World* is not particularly difficult to read, but some of the thoughts are deep. Besides budgeting time for your students to read the book and complete any assignments, ask them to explain each chapter to you in just a few sentences. Then share with them what you know about each of the philosophies they are learning about.

TEXT — *Sophie's World* by J. Gaardner

Study Guide

Day 1	Day 2	Day 3	Day 4	In Seminar
Each week, the students will be assigned three chapters of the novel <i>Sophie's World</i> to read at home.				Students will discuss the philosophers and philosophies introduced in those chapters. The tutor will also facilitate class discussions with the goal of examining these ideas from a Christ-centered worldview.
At the end of the semester, each of the students will be required to give a presentation on any philosophy or religion he or she has learned more about.				

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Logic

ALGEBRA

(First and Second Semesters)

The goals of each algebra seminar are to review the material that students have studied that week, go over any previous difficulties students are having, and provide a chance to discuss math with other students.

At the beginning of each seminar, students need to tell the tutor which problems are challenging them, otherwise the tutor can't help. The class will engage in a math conversation, working at the board so both the tutor and students can see how they approach the problem. Quite often one student will clarify a problem another student has. Math can be more interesting when students work with other students, hear their questions, and get explanations from a different perspective.

Saxon math texts are popular among homeschool families because their incremental explanations and practice sets allow most parents and students to teach themselves algebra. Classical Conversations uses Saxon's 3rd edition texts. **Most students cannot learn algebra in a class setting in only an hour a week. To excel, they must work daily at good study habits, completing the problem sets while a parent at home keeps up with their work. There are more problem sets in Saxon than can be discussed in 30 weeks, so expect your child to do math during Christmas break and even after the seminars are completed in the second semester if he or she still needs time.**

By following the math of their eldest child, most parents can relearn while their child learns, and then they will have a much easier time teaching math with subsequent children. Homeschooling is work for the parent as well as the child. If you couldn't read, you would need to learn how to read in order to teach your child how to read. The same idea applies to math. Being innumerate is as dangerous as being illiterate in our culture. Christians, especially, have no excuse to give up on the entire language of God's Creation (mathematics). It is currently fashionable to be innumerate in America. Please, pray not to pass this attitude on to your children.

Algebra students must work on good study habits. Students who have always been good at math start to have

difficulty at this point for two reasons. First, they are often accustomed to doing math in their heads. When they encounter multi-step problems, they may lose track of the steps if they do not write them down. Second, the number of steps increases opportunities for careless errors. To help overcome these problems, insist that problems with more than one step be written down. Also, insist that only a few problems be completed per page. Many students attempt to do 25 problems on the front of one sheet of paper. This leads to a lot of small numbers per page, which are difficult to check quickly. We suggest dividing a page into four quadrants for four problems. It may seem like wasted space now, but it is a habit that will pay off as the number of steps increases in higher math.

Now is also a good time to have your student(s) use the table of contents or index to look up previous lessons instead of asking you how to do the problem again. This is a very important study skill for any subject. If your students need to review a previous lesson, help them find where it was originally explained. Have them read it and attempt to do the new problem again. If they still don't get it, go over the original explanation with the child reading it aloud to you and explaining each step. By discussing it aloud with their leadership, you are making them think without trying to tell them just how you would do it, avoiding parent/child battles. This should also reveal to you where their error is because they may explain something incorrectly to you. A good rule of thumb in all subjects is to realize that if students can't explain a concept clearly, they really don't understand the concept.

If your children need to be shown another method that you think will help them, ask permission to show them how. It is very frustrating to be a student with a mental block and have someone offer up an easy explanation that may have nothing to do with the actual struggle. Allow the student to reveal the difficulty first. Then if they are just being lazy or hard headed, take disciplinary action, which usually means putting the book away for a few minutes, having a hug, and starting over when emotional walls have melted. It may also mean you need

Course Descriptions and Goals (continued)

Classical Conversations Challenge I

Logic

to demonstrate good study skills by teaching yourself a concept so you can explain it properly to your child.

We suggest you give a math test after every ten lessons. Additional testing is only necessary if the parent wants to assign it or if the student requires it for motivation. By checking daily assignments, parents should be able to see if their child is progressing.

A last tip to prevent Algebra struggles is to be sure your child has memorized the multiplication tables beyond the standard $10 \times 10 = 100$. Students need to spend time on Algebra, not figuring out 15×15 or the square root of 625. They should also know the 11s and 12s tables, plus the common squares and cubes encountered in Algebra. For assistance in memorizing all the tables needed for Algebra, we recommend *Tables, Squares & Cubes*, which can be purchased through Classical Conversations.

All the above tips should help you and your student get ready for Algebra 1 through Calculus. Saxon has done a great job of hand-holding through the Algebra 1 text. In the later texts, Saxon expects the student to be able to look up previously taught information and to study the steps presented. They also make the assumption that

students understand basic algebraic principles and do not always show every detail when solving a problem.

We have included information from Saxon explaining the credits earned in their Algebra series on the next page.

Please feel free to call your child's tutor to discuss any problems your student is having, either with the tutor or with the material. The sooner problems are caught and dealt with, the better. Please note when registering whether your child will be in Saxon Algebra 1 or Algebra 2.

TEXT — Saxon Algebra 1 or Algebra 2 — Third edition. Solutions Manual is also helpful.

Optional: Saxon Algebra 1 or 2 DVDs by Teaching Tape Technology.

Optional: *Trivium Tables: Math*

Study Guide

Day 1	Day 2	Day 3	Day 4	In Seminar
Complete problem set.	Complete problem set.	Complete problem set.	Complete problem set.	The tutor will spend class time facilitating a conversation in Math and answering students' questions from the previous weeks assignments.
Students are expected to complete all problems and check them. Parents will make a note of any problems they can't help their student with and instruct their child to ask for help from the tutor. Parents will also administer and score all tests.				
Please make a note of the problems that you are unable to teach your child so they can promptly ask their tutor for help.				

About Saxon Math in High School

How can a high school student receive a geometry credit on his or her transcript when they use Saxon books?

Geometry concepts are introduced in Saxon's early textbooks, but the heart of the geometry course is embedded in Algebra 2 and Advanced Math. Students who complete Algebra 2 have taken the equivalent of one semester in geometry, but they will need to complete Advanced Math in order to complete one full year of Euclidean geometry. Because Advanced Math is a rigorous book, it is most often completed in three or four semesters. Students completing Advanced Math will have taken the equivalent of one year of geometry and one year of trigonometry and advanced algebra.

The upper level Saxon Homeschool programs have geometry integrated into them. Geometry is easily integrated into algebra because the topics are strongly interrelated, and this approach has proven to be very effective. Rather than spend an entire year on geometry, Saxon introduces geometry concepts into the math series at the appropriate times.

How does this work out with the geometry that is included in the Algebra courses?

The geometry included in the Algebra books as well as the Advanced Mathematics book will remain. This means that students may continue to earn their geometry credit after successful completion of Algebra 2 and Advanced Mathematics.

What does this mean for the Saxon Algebra/Geometry relationship as taught in the text books?

The algebra/geometry relationship will remain the same in the Saxon Homeschool books.

How should transcript credits be assigned?

Students will continue to earn their geometry credit after successful completion of Algebra 2 and Advanced Mathematics.

For more information, visit the Saxon Math website at:

http://saxonhomeschool.hmhco.com/en/homeschool_faq.htm

Challenge I Homework

SEMESTER: _____

WEEK: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
LATIN This week:						
AMERICAN LIT This week:						
PHYSICAL SCIENCE This week:						
SHAKESPEARE/ PHILOSOPHY/ This week:						
ECONOMICS/ GOVERNMENT This week:						
DEBATE This week:						
ALGEBRA This week:						