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About Our Instructors

Monica Ashour, M.T.S., M.Hum.
With 20 years of experience in the classroom, 3 years of experience working at St. Mary’s Catholic Church at Texas A&M University as a Campus Ministers, and Master Degrees in Humanities and Theological Studies from the University of Dallas, Monica Ashour comes to us with a breadth and depth of vision solidifies and electrifies high school students. Orthodox, passionate, and pedagogically adept, Miss Ashour reaches youth especially in the Theology of the Body. Her former students come to her often with gratitude in preparing them for the various experiences they face in college. She is also an author and gifted speaker for Theology of the Body Team, Inc. (Tobet)
Miss Ashour teaches Theology and Church History.

Dayspring Brock, M.Hum.
Miss Brock has a B.A. in history with a minor in philosophy from Dallas Baptist University and a Masters of Humanities with a concentration in literature from the University of Dallas. She has been teaching middle school students for the past nine years and has a particular love for this age group. This will be her third term educating homeschoolers online. Once upon a time, she was homeschooled herself! Currently, Ms. Brock teaches reading to at an inner city charter school in Dallas. She entertains (with an almost unhealthy vigor) a love for literature, politics, history, films, fairy tales, and music. She especially loves it when students are willing to go deep into the imaginative world of a book and learn to express that world through writing and speaking.

Miss Brock teaches Middle School Writing and Literature.

Erin Brown Conroy, MA (E. B. Conroy)
Mrs. Brown Conroy has been teaching writing for 17 years, including teaching students in private colleges, universities, and online for thirteen years. She was an online professor of writing and research for Patrick Henry College (six years) and taught writing, leadership and management, and health and wellness for Cornerstone's University's Professional and Graduate Studies Division (seven years). Professor Brown Conroy is an author of several non-fiction books, including Simplified Writing 101: Top Secrets for College Success and Twenty Secrets to Success with Your Child; designs online courses (including an AP English Language and Composition course for PHC Preparatory Academy online); and speaks at conferences on education and learning, healthy living, and the teaching of writing. She has a BS and MA from Western Michigan University and is currently completing an MFA in Creative Writing/Genre Fiction at Western State College of Colorado. A member of the Society of Children’s Book Authors and Illustrators, she is also a fiction writing coach for high school and college students; has judged writing contests; and has been a freelance professional writer in marketing/web writing and ghostwriting for twenty years. Professor Brown Conroy also authored True North Reading: The Complete Mastery Reading and Spelling Program, a five-level multisensory learn-to-read program for children ages 3 to 15. Mrs. Brown Conroy, who has been homeschooling for 28 years, lives in Brighton, Michigan, and enjoys walking her dogs, playing the wooden flute, and homeschooling four of her 13 children who still live at home. Mrs. Conroy is the Master Teacher for Aquinas Writing Advantage and teaches the recorded writing, test preparation, ASL, middle school health, and life skills courses. Her live courses include fiction writing, vocabulary and writing, and life skills. Professor Brown Conroy also speaks at conferences on the teaching of writing. Mrs. Conroy is the Master Writing Instructor.
Phillip Campbell
Phillip Campbell holds a BA in European History from Ave Maria University and recently completed a certificate program in Secondary Education through Madonna University. He has a background as a Youth Director and RCIA instructor. He teaches History and Scripture for the St. Augustine Homeschool Enrichment Program. Mr. Campbell is the author of the popular fantasy-epic Tale of Manaeth. His writings have also appeared in such publications as St. Austin Review and The Distributist Review. Most recently, Mr. Campbell was elected Mayor of Howell, MI. Mr. Campbell and his wife of nine years homeschool their four children. Mr. Campbell teaches History, Logic, and Economics.

Kris Correira, PA-C, MHP
Kris Correira has a long background in medicine and teaching. She is a physician assistant who worked in a busy emergency department for sixteen years. She has been teaching in the paramedic program at Quinsigamond Community College since 1993, and now also teaches a lab in Human Biology for Non-Majors at Eastern Connecticut State University. She has over ten years experience in online teaching. She received her Bachelor of Arts degrees in Biological Sciences and Computer Science from Wellesley College, and her Physician Assistant Certificate and Masters of Health Professions degree from Northeastern University. She is currently working towards her Doctorate degree in Educational Leadership and Higher Education online from the University of Nebraska-Lincoln. Mrs. Correira teaches Biology.

Kathy Dutton, MS
Kathy Dutton holds a Bachelor of Science in Chemistry from the University of Michigan, as well as a BA in Accounting from University of Michigan. Her early career involved research, including work with catalytic convertors, neurology, and immunology. Mrs. Dutton has nearly 20 years of teaching and tutoring experience across various venues, including at the university, private tutoring, home-school group classes, and public and Catholic schools. Currently, Mrs. Dutton home schools her youngest son (a high school senior) and teaches an AP Chemistry course. She teaches Catholic religious education and Confirmation preparation classes for her parish. Additionally, Mrs. Dutton devotes time to the Flint Regional Science and Engineering Fair, an ISEF-associated fair. Mrs. Dutton; her husband, Dave; son, Alex; two cats, Taz and Tabby (or is it Tubby?); and dog, Holli, live in mid-Michigan. Her two older sons, Matt and Andy, are on their own. Mrs. Dutton teaches Chemistry.

Dan Egan
Daniel Egan received his B. S. in Geography from Northern Kentucky University, but his true love has been teaching Biblical Greek in Cincinnati since 2001 to high school and grade school children. He occasionally can be heard on EWTN’s Sunrise Morning Show on their Bible Tidbit segment. Dan loves to study the Bible to evangelize. He is happily married to Arica Egan and they have 5 children so far. He has been a student of Gary Michuta’s since 2003. Dan Egan teaches Biblical Greek.
Tom Frederick, MS
Mr. Frederick is a Physics and Mathematics teacher at Saline High School in Michigan. He has twenty-plus years of classroom experience helping young people understand and apply mathematics and physics. He holds a Master of Science in Mathematics from the University of Michigan. In addition to being a teacher, Mr. Frederick is a Cross Country Coach. He was the Coordinator of Youth Ministry and Confirmation Director for seven years at his local parish. In that time he built up the youth program from a handful of moderately committed kids to 75-100 young people packing the youth room every Sunday night! He and his wife homeschool their six children. **Mr. Frederick teaches Physics.**

Allison Gingras, M.Ed.
Allison Gingras, holds a Master’s Degree in Education from Lesley University in Cambridge, MA. She is a Catholic homeschooling mother of three. Her daughter, Faith, is adopted from China and is profoundly deaf. It is through Mrs. Gingras’s experience in learning American Sign Language (ASL), to communicate and teach her daughter, along with a desire to provide an opportunity for more people to learn this beautiful language that has prompted her to teach ASL. Mrs. Gingras has offered ASL classes in various homeschool settings including three years for her homeschool co-op. **Mrs. Gingras teaches American Sign Language (ASL).**

Robert Gotcher, Ph. D.
Dr. Gotcher is an independent educator and scholar. He has taught at a major seminary, graduate and undergraduate students, lay ministry students, diaconal candidates, and high school students. He and his wife, Kathy, are raising their seven children in Franklin, Wisconsin. Dr. Gotcher has been actively involved in the homeschooling of his children. He has taught latin, literature, physics, astronomy, and religion to homeschooled students. He has a special devotion to the classical trivium of grammar, logic, and rhetoric, especially as they pertain to the written arts. Dr. Gotcher graduated from the University of Notre Dame with a B.A. Liberal Studies. He received his M.A. in Theology of the University of St. Thomas in St. Paul and his Ph.D. from Marquette University. **Dr. Gotcher teaches Literature, Theology, Writing and Logic.**

David Harris, Ph. D.
Dr. David Harris is an Associate Professor in the Economics Department at Benedictine College in Atchison, Kansas. After obtaining his undergraduate degree from Benedictine College in 1997, he earned his M.S. from Iowa State University in 1999 and his Ph.D. from the University of Missouri-Kansas City in 2008. His areas of research interest are Catholic Social Teaching, the history of economic thought, and social economics. After spending time as a full-time volunteer working with the poor and underserved population of Milwaukee, he taught personal finance classes before coming to Benedictine. Dr. Harris and his wife, Jackie, live in Atchison with their three children. **Dr. Harris teaches Economics.**

Emily Henry
Emily Henry grew up in Michigan with her parents, two brothers, and several cats. All three children were homeschooled and graduated with a diploma from the Noah Webster Academy for homeschoolers. She attended Ave Maria College in Michigan until its closure in 2006. From there, she transferred to Hillsdale College, where she completed her BA in Classical Studies and English. Beginning in 2009, Emily taught several subjects at homeschool co-ops throughout the mid-Michigan area, including
Latin, History, English, Bible, and Earth Science. Although she enjoyed teaching all subjects, Latin will always be her first love. She now lives in the greater Washington D.C. area with her wonderful husband. Mrs. Henry has been teaching for Homeschool Connections for one year. She has enjoyed the experience and is eager for year two! Mrs. Henry teaches Latin.

Jean Hoeft, MA
Jean Hoeft has been a math and algebra teacher for 23 years. She has a BA from the University of Michigan and a MA from Marygrove University. Jean has taught the confirmation class at her Catholic parish for 28 years. She loves gardening, sudoku puzzles, raising chickens, reading, knitting, and everything Catholic. Mrs. Hoeft teaches Math.

Alexis Mausolf, MA
Mrs. Mausolf is a Catholic homeschooling mother of two. She has a Bachelors degree in Russian studies from Washington and Lee University and a Masters degree in German, with a concentration in German literature, from Florida State University. Before her marriage she lived in Germany for a year, teaching English at several colleges. She has taught German at the college level in the States for a number of years and is eager to work with homeschoolers now. Her husband is from Germany too, and they enjoy speaking German at home in Texas with their Kindern. Mrs. Mausolf teaches German.

Gary Michuta
Gary Michuta is the author of Why Catholic Bibles Are Bigger: Did the Catholic Church Add Books to the Bible? Gary’s latest book is How to Wolf-Proof Your Kids: A Practical Guide to Keeping Your Kids Catholic. This book gives Catholic parents and educator’s valuable insights, into the deceptive tactics used by anti-Catholics and concrete suggestions on how to combat these methods. Mr. Michuta was also the co-host of the radio show Hands on Apologetics Live. He is a frequent guest on various Catholic radio and television shows, and he also worked as an uncredited consultant for Steve Ray’s Footsteps of God video series. Since 2003, Mr. Michuta has developed apologetic material for the Eastern Church Re-Evangelization Commission (E.C.R.C) to aid the Chaldean Catholic Dioceses. Gary currently offers classes on Apologetics to Catholic parishes around the country. Mr. Michuta teaches Apologetics.

Jason Negri, MS, JD
Jason Negri is the Assistant Director of the Patients Rights Council, a think tank dedicated to opposing the spread of doctor-prescribed suicide and euthanasia. He earned his BA in History & French, and his MS in Education Administration from Franciscan University of Steubenville, and his JD from Ave Maria School of Law as a member of its inaugural class. Mr. Negri is a practicing attorney in Michigan, where he lives with his wife and 4 children. Mr. Negri teaches Government and Law.

Dave Palmer, MTS
Mr. Palmer received his Master in Theology degree from the University of Dallas. He has spent the last three years studying the philosophy of St. Thomas Aquinas. His specific area of interest is the restoration of Christian philosophy according to the philosophy of St. Thomas. Mr. Palmer also holds a Bachelors’ degree in
Communications/Journalism from Southern Methodist University and Masters’ in Broadcast Meteorology from Mississippi State University. He is currently the General Manager of the Guadalupe Radio Network Catholic radio station in North Texas. Dave has taught theology at Bishop Dunne Catholic High School in Dallas. Mr. Palmer teaches Philosophy.

Joseph Pearce

Joseph Pearce is the editor of the Ignatius Critical Editions of Romeo and Juliet, The Merchant of Venice, Julius Caesar, Hamlet, King Lear, and Macbeth, with more in the works. He is the author of twenty-five plus books. His most recent book is his autobiography, Race with the Devil: My Journey from Racism to Rational Love. He has hosted two 13-part seasons of The Quest for Shakespeare for EWTN. He is Director of the Center for Faith & Culture and Writer in Residence at Aquinas College in Nashville, TN. Prof. Pearce has also authored biographies on great Christian writers such as G. K. Chesterton, J. R. R. Tolkien, C. S. Lewis, and Alexander Solzhenitsyn. Professor Pearce teaches Literature.

Geralyn Rea, M.E.

Geralyn Rea was born and raised in Wichita, KS, but journeyed north to complete her B.A. in English at Hillsdale College in Michigan. After graduating summa cum laude, she ventured down south to Texas to begin her Master of English degree at the University of Dallas. While working for the university and completing her degree, Geralyn also served as a writing, literature, and standardized testing tutor for homeschoolers in the Dallas-Fort Worth area. While tutoring, she rediscovered a passion for teaching, rivaled only by her love of the written word, and she is anxious to share both of these passions with all of her students. Geralyn lives with her husband near Dallas, TX, and she is looking forward to the joys of motherhood as she and her husband welcome their first child. Geralyn teaches Writing and Test Preparation.

Carol Reynolds, Ph.D.

Dr. Carol Reynolds weaves energy, humor, and history into everything she does. After a career as a professor at Southern Methodist University, Dallas, “Professor Carol” and husband Hank moved to a ranch and began creating Fine Arts courses for students and adults. Her unprecedented Discovering Music: 300 Years of Interaction in Western Music, Arts, History, & Culture and Exploring America’s Musical Heritage reach across the world. Her new course History of Early Sacred Music will appear this summer, as well as online courses on Russian Music, Research Skills for Students Entering College, and a new series on American Music. A pianist and organist, she is a popular speaker for the Van Cliburn Series, The Dallas Symphony, opera companies, and museums. She works frequently in Eastern Europe and Russia as Study Leader for The Smithsonian. Dr. Reynolds teaches Art and Music Appreciation.

Jean Rioux, Ph.D.

Dr. Jean Rioux is a professor and chair of the philosophy department at Benedictine College in Atchison, Kansas, where he has taught for 26 years. As a graduate of Thomas Aquinas College, he completed his graduate work in philosophy at the Center for Thomistic Studies in Houston, earning his M.A. Ph.D. in 1990. Specializing in the thought of Aristotle and St. Thomas Aquinas, Dr. Rioux has published textbooks in logic and natural philosophy, as well as articles on the philosophy
of mathematics in the Thomist and the Aquinas Review. He came to Benedictine with a love for the study of primary texts, as well as a keen interest in what computers might bring to that study. His contributions to the philosophical life of Benedictine College range from Great Books Sequences in philosophy and theology to 3D software for students of logic. He and his wife, Maria have been designing their own curricula and educating their nine children at home for over 20 years. Dr. Rioux teaches Philosophy.

Ed Rivet, MPA

Ed Rivet has a B.S. in Pre-Law and Public Policy and a Master’s in Public Administration both from Michigan State University. For 23 years Mr. Rivet has served as the Right to Life of Michigan’s Legislative Director. He has written and helped enact dozens of laws, including the nation’s first complete ban on human cloning, and banning assisted suicide in the face of the assault on human life by Jack Kevorkian and Geoffrey Fieger. Mr. Rivet has done countless media interviews, appearing in the Wall Street Journal, New York Times, USA Today, plus live interviews on CNN and Good Morning America. Mr. Rivet teaches Government.

Ricardo Rodriguez, PH.D.

Ricardo Rodriguez is an assistant professor of physics at Ave Maria University. He holds a B.S.(Physics) and B.S. (Mathematics) from Universidad de Los Andes. His M.S. and PH.D. are from Iowa State University. Dr. Rodriguez lives in Ave Maria, Florida with his wife and children. Dr. Ricardo teaches Physics.

Henry Russell, Ph. D.

Dr. Henry Russell is Headmaster of the St. Augustine’s Homeschool Enrichment Program founded with his wife Crystal, which tutors more than 70 students. He is also the President of the SS Peter and Paul Educational Foundation, dedicated to founding an orthodox Catholic Liberal Arts college in southeast Michigan. A graduate of Princeton and South Carolina (M.S.), Dr. Russell completed his graduate work at Louisiana State University. Formerly the Chairman of Ave Maria College’s Department of Literature, he has also been a professor at Franciscan University of Steubenville and Wake Forest University. He is the founding faculty member of St. Robert Southwell Creative Writing Workshop held in Mahwah, New Jersey. Dr. Russell’s works include The Catholic Shakespeare Audio Series available from Kolbe Academy. He was the Associate Editor of The Formalist from 1990-2004 and his writings have been published in various journals. He was honored to edit Dr. Alice von Hildebrand’s groundbreaking volume, The Privilege of Being a Woman. Dr. Russell teaches Classical Literature.

Irma Luz Schmitt, MA

Mrs. Schmitt was born in Tamaulipas, Mexico. She graduated from the Instituto Tecnologico y de Estudios Superiores de Monterrey (Monterrey Institute of Technology) with a Bachelor’s degree in Accounting and a Master’s Degree in Education. In 2005, she earned a certification from Cambridge University in England to teach English as a second language. Mrs. Schmitt has worked as an accountant at Caterpillar, Cedel and Sorteo Tec and she worked at Universidad Virtual del Tec de Monterrey as part of a
team that initiated online courses in Accounting. Mrs. Schmitt has taught accounting, humanities, and Latin American studies at Universidad LaSalle in Ciudad Victoria. Additionally, she taught English as a second language in the Centro de Lenguas de la Universidad Autonoma de Tamaulipas. While there she also participated in a distance-learning program to train teachers who teach English in elementary public schools. Mrs. Schmitt and her husband live in Delaware where they homeschool their 7-year-old-daughter. Mrs. Schmitt teaches Spanish.

Alison Stanley, JD
Alison Stanley has a B.A. from Michigan State University and a law degree from the University of Michigan. She loves to study history, especially how it pertains to legal and political issues of today. Mrs. Stanley is a mother of five children, all who has been homeschooled at some point. Alison’s work before becoming a stay-at-home mother included work in the United States District Court for the Eastern District of Michigan, as well as at the Honigman Miller Schwartz & Cohn Law Firm. Mrs. Stanley teaches High School Government/Law and Middle School History.

Sally Thomas
Mrs. Thomas is a poet, essayist, fiction writer, and homeschooling mother of four, currently living and writing in North Carolina. Over the last two decades, Mrs. Thomas’s writing has appeared widely in publications large and small including, The New Yorker, First Things, Lay Witness, Verily, the Catholic journal Dappled Things, and the homeschooling journal Mater et Magistra. Her debut poetry collection, Brief Light: Sonnets and Other Small Poems, appeared in 2012. A new poetry chapbook, Fallen Water, is slated for release in early 2015. Her work has been shortlisted for the Tuscany Prize in Short Fiction and will appear in the forthcoming 2014 Prize Anthology. She holds a B.S. in English and secondary education from Vanderbilt University; she has done extensive graduate work as well in literature and creative writing. Her teaching background includes experience in both the high school and college classroom, where she taught literature, composition, and creative writing. A convert to Catholicism from the Anglican tradition, Mrs. Thomas serves her rural parish as First Communion catechist and chorister. Mrs. Thomas teaches Poetry.

Matt Watkins, MS
Matt Watkins is a homeschooling father of 11 children (ages 24- to 4-years-old) along with Rachel Watkins, creator of Little Flowers Girls Club. The family has been homeschooling for 18 years. His two older daughters both hold Bachelor of Arts degrees and his next two children are attending college. Matt works as an environmental policy analyst and works an advocate for the housing industry on environmental issues. He holds his Master of Science in Environmental Science and Policy from Johns Hopkins University. He is a Ph.D. candidate in Public Policy. While this is the first semester Mr. Watkins will be teaching online, he has been a student in many online courses. Mr. Watkins teaches Environmental Science.

Sharon Hamric-Weis, JD
Sharon Hamric-Weis received her undergraduate degree in Secondary English Education from the California University of Pennsylvania and taught both middle and high schools courses at the Palm Beach County School system. During her last year of teaching, Mrs. Hamric-Weis converted to the Catholic Church and was confirmed. Upon her acceptance to the Dickinson School of Law, she and her husband then relocated to her home state of Pennsylvania. Mrs. Hamric-Weis
grading support

Maureen Ryan

Mrs. Ryan has worked as an editor and writer for more than two decades, but her passion is mentoring young students—including her own three-homeschooled children—and helping them discover the joy of learning. Mrs. Ryan has a B.A. in English and studied interactive learning at Teachers College, Columbia University. As the executive editor for Scholastic’s Teacher website, she helped refine the educational publisher’s interactive teaching tools and web-based lesson plans for grades PreK-12 and re-launched the site’s online writing tutorials hosted by award-winning authors. Mrs. Ryan also helped build Scholastic’s Parent website with resources and articles to make it easier for moms and dads support learning at home. She has worked as an editor, writer, and consultant for numerous other clients including The New York Times Company, Everyday Health, and Simon and Schuster. In addition to writing freelance and for her own pleasure, Mrs. Ryan currently mentors students for Aquinas Learning’s New York Center. As part of the classical education program, she meets once a week with homeschooled children and mentors them in a range of subjects. With Homeschool Connections, Mrs. Ryan feels extremely blessed to be able to be able to combine her love for mentoring and writing with an opportunity to serve homeschool families. Mrs. Ryan grades papers for Aquinas Writing Program.
Donna Graziose, MA, MLS
Mrs. Donna Graziose is a Catholic wife and homeschooling mother of four. Donna has a background in fine arts and photography. While earning her first Masters Degree in Art, she began working in an academic art library. There, she developed a passion for archives and digital libraries and went on to earn a Masters Degree in Library Science. After working on many exciting digital projects in the library, Donna left her employment to homeschool her children. She is grateful for the homeschooling lifestyle: spending precious time with her children and focusing their education on faith and family. Donna currently works part time as an Adjunct Librarian at Farmingdale State University of New York. Mrs. Graziose grades papers for Aquinas Writing Program.
Contact Information / Fees

**Homeschool Connections’ Contact Information:**
*Email address:* info@homeschoolconnections.com  
*Toll-free phone number:* (888) 372-4757  
*Website:* www.homeschoolconnections.com  
You can also find Homeschool Connections on Facebook, Twitter, YouTube, and Pinterest.

**Unlimited Access (Recorded Courses):**
Over 150 recorded courses are available for $1 the first seven days and then only $30 per month thereafter. The monthly fee is an automatic deduction. You can cancel anytime, OR you can choose the annual option at $330 (one month FREE!). Your entire family will have **Unlimited Access**! to all of the available recorded courses and support materials (lectures, quizzes, answer keys, etc.). Live courses become available to you 3 to 6 weeks after completion, so new courses are continually added.

**Instructor Access (Optional Grading Service):**
While answer keys are provided for most courses, some parents have asked for extra help, particularly in writing. Therefore, we offer grading services for several courses at an additional fee. Fees vary; see the Table of Contents for more details.

**Course Materials:**
To help you keep expenses down, we provide materials free online or as a PDF file when possible. In the case of the literature courses, the books should be easily available from your library. A few courses do require the purchase of lab materials, workbook, and/or a textbook. In those cases, we provide information to find them inexpensively or used on the course page. See individual course listings for required course materials.

**Equipment:**
You need a computer and High Speed Internet (not dial up). That’s it. Headsets are recommended for a better listening experience. If you like to watch classes on the television, you may need to purchase a wireless connection or a simple HDMI cable to hook the computer to the television. To test your system to see if your Flashplayer version is correct and your connection is correct please click here: [http://na1cps.adobeconnect.com/common/help/en/support/meeting_test.htm](http://na1cps.adobeconnect.com/common/help/en/support/meeting_test.htm) This page will do a 4 point diagnostic to make sure your system is setup properly for class.
Instructor Access – Optional Grading Service

What is Instructor Access?
Most of our recorded courses offer free answer keys. The only time answer keys are not provided is when the answers require a unique composition, such as Latin composition or essay assignment. Parents sometimes request grading services, even with courses that supply answer keys. For these two reasons, Homeschool Connections offers Instructor Access. This optional service gives you direct access to the teacher who will grade your student’s schoolwork. The price varies based on the difficulty of grading. Below is a list of courses that currently offer Instructor Access. We are continually adding to this service, so please don’t hesitate to email us if you would like help with a course not on this list.

Which Courses Are Included? What is the Price Per Course?

**Economics**
Economics As If People Matter (Micro and Macro) with Phillip Campbell
$55 for the entire 12-week course

**Government/Law**
Government: Introduction to Law with Jason Negri, JD
$50 for the entire 9-week course

The First Amendment: Five Freedoms with Alison Stanley, JD
$50 for the entire 8-week course (extensive writing assignments)

Government: Constitutional Law; Supreme Court Jurisprudence I with Alison Stanley, JD
$30 for the entire 12-week course

The Federalist Papers with Alison Stanley, JD
$35 for the entire 12-week course

**History**
Middle School History: Revolutionary War
Middle School history: Civil War
Both with Alison Stanley, JD
$35 per course, 10 to 12 weeks.

History/Archeology: Archeological Survey of the Old and New Testaments with Phillip Campbell
$55 for entire 10-week course (research paper)

Time and Life of Ancient Romans (High School only) with Phillip Campbell
$35 for the entire 12-week course

12 Inventions That Changed the World with Phillip Campbell
$55 for 12-week course
Catholic Middle Ages
Modern American History
Both with Phillip Campbell
$35 for each 12-week course

Latin
Latin I, Part One or Latin I, Part Two
Latin II, Part One or Latin II, Part Two
All with Emily Henry
$85 for each 12-week course

Latin III/IV, Part One or Latin III/IV, Part Two
Both with Emily Henry
$105 for each 12-week course

Literature
Literature: Tolkien and Fairy Stories with Robert Gotcher, Ph.D.
$25 for all 6 classes.

Math
Saxon 6/5
Saxon 7/6
Both with Jean Hoeft, MS
$60 per 30-week course for grading
$210 per 30-week course for tutoring

Pre-Algebra Part One or Pre-Algebra Part Two (middle school)
Algebra Part One or Algebra Part Two
Algebra II Part One or Algebra II Part Two
Geometry Part One or Geometry Part Two
Advanced Math Topics (Pre-Calculus) Part One or Advanced Math Topics (Pre-Calculus) Part Two
All with Jean Hoeft, MS
$30 per 12- to 15-week course for grading
$105 per 12- to 15-week course for tutoring

Trigonometry Boot Camp with Jean Hoeft, MS
$15 for entire 6-week course for grading
$55 for entire 6-week course for tutoring

Science
Chemistry I Part 1(including Honors Chemistry)
$90.00 for entire 18-week course, which includes Tests and Labs.
$190.00 for entire 18-week course, which includes Tests, Labs, and homework assignments.

Test Prep
ACT/SAT English and Writing Test Prep
Taught by Erin Brown Conroy; Graded by Geralyn Rea
$70 for the 2-week course includes writing assignments.

Theology
Theology: Introduction to the Old Testament
Theology: Introduction to the New Testament
Both with Robert Gotcher, Ph.D.
$55 per course, each 8 lessons. Includes writing assignments.

Aquinas Writing Advantage

Middle School Writing Essentials: Excellent Sentences and Paragraphs
Taught by Erin Brown Conroy; Graded by Donna Graziose
$65 for a 6-week course

Middle School Writing II: Essays and Papers
Taught by Erin Brown Conroy; Graded by Maureen Ryan
$75 for 8-week course

Simplified Writing for Middle School
Taught by Erin Brown Conroy; Graded by Donna Graziose
$85 for entire 8-week course

Elements of Writing: Essential Punctuation and Grammar for Middle School
Taught by Erin Brown Conroy; Graded by Donna Graziose
$65 for a 6-week course

Mastering Microsoft Word
Taught by Erin Brown Conroy; Graded by Donna Graziose
$45 for a 4-week course

Simplified Writing for High School $85 for 8-week course
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing $65 for 6-week course
Both taught by Erin Brown Conroy, graded by Sharon Hamric Weis

Elements of Writing: Essential Punctuation and Grammar for High School
Taught by Erin Brown Conroy; Graded by Maureen Ryan
$65.00 for 6-week course

HS Essentials: Vocabulary and Writing; Part One
HS Essentials: Vocabulary and Writing; Part Two
Both taught by Erin Brown Conroy, graded by Maureen Ryan
$85 for each 14-week course

Advanced Writing for High School: Rhetoric, Figures of Speech, Essays, and Papers
Advanced Research Writing; Preparing for College
Both taught by Erin Brown Conroy, graded by Sharon Hamric Weis
$95 for each 10-week course

Writing for High School
Writing for College
Both with Robert Gotcher, Ph.D.
$50 for each 8-week course.

Fiction Writing: Plot and Structure
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Fiction Writing: Characters and Dialogue
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Fiction Writing: Description and Setting
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Fiction Writing: Theme, Style, and Point of View
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Fiction Writing: Conflict and the Breakout Novel
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Fiction Writing: Authoring a Book
Taught and graded by Erin Brown Conroy
$65 for a 4-week course

Advanced Fiction Writing 1: The Hero’s Journey and Mythic Structure
Taught and graded by Erin Brown Conroy
$95 for an 8-week course

Advanced Fiction Writing 2: The Hero’s Journey and Mythic Structure
Taught and graded by Erin Brown Conroy
$95 for an 8-week course

How do I sign up?
To sign up for Instructor Access, visit the course page on the Moodle website. You will see a PayPal button in the introductory module. Click on that and follow the instructions. You do not need a PayPal account, most credit cards are accepted. If you need to pay by check, please email us at homeschoolconnections@gmail.com to make arrangements.

Upon receipt of your payment for Instructor Access, the instructor will contact you to make arrangements for grading.
Spring 2015 Live, Interactive Courses

Note: As live, interactive courses are completed they are moved to Unlimited Access (recorded courses), usually within three to six weeks. All of these live, interactive courses will be available in the Summer 2015 semester as recorded courses:

Computer Programming 101 with Domenico Ruggiero
Introduction to Web Development with Sal Biondo
Introduction to Biblical Greek, Part Two with Dan Egan
Government & Politics, Part Two with Ed Rivet
Modern European History; 1789-1991 with Phillip Campbell
(Middle School) The Crusades: On A Quest for Christendom with Alison Stanley
The Crusades: Defending Christendom with Alison Stanley
Light to the Nations I: A History of Christian Civilization, Christ to 1750, Part Two with Christopher Zehnder
North American History: From Columbus to the 20th Century, Part Two with Christopher Zehnder
The Merchant of Venice with Joseph Pearce
Medieval Literature for Modern Catholics with Henry Russell
Algebra 1 (Foerster), Part Two with Jean Hoeft
Calculus with Trigonometry and Analytical Geometry (Saxon), Part Two with Jean Hoeft
Philosophy: Ethics with Jean Rioux
Kingdom Animalia (Life Science in the Catholic Tradition) with Kris Correira
Spaceflight Operations and Related Sciences with Domenico Ruggiero
Biology, Part Two with Christine Hamilton
Advanced Chemistry: College Preparatory, Part Two with Kathy Dutton
Conceptual Physics I, Part Two with Thomas Frederick
Physics I; Mechanics, Part Two with Ricardo Rodriguez
Middle School Spanish II, Part Two with Irma Luz M. Schmitt
Beginning Catholic Apologetics for Middle School II with Gary Michuta
Advanced Apologetics: Christian Apologetics I - Jesus the Messiah (Defending the Faith Series) with Gary Michuta
Poetry Writing I: Joining the Great Tradition with Sally Thomas
Aquinas Connections (Adult)

Jesus’ Journey to Jerusalem in Luke’s Gospel

Total classes: 6
Duration: 1 hour
Instructor: Fr. Mitch Pacwa, S.J.

Course description: In Luke 9:51 Jesus sets his face toward Jerusalem, and mention of his destination is repeated in 13:22, 17:11, and 18:34, with allusions to the journey in 9:57, 10:38, 11:53, 14:25. This journey links the beginning of Christ’s public ministry with its purpose in his death and resurrection. During this Year of Cycle C Readings, the Church presents readings from this unit of the Gospel, from the Thirteenth through the Thirtieth Sundays in Ordinary Time. It is easy to hear each episode during the Sunday readings, but that would miss seeing the unity of these episodes and their function within the message of the whole Gospel. This course will limit itself to examining the Journey to Jerusalem. While the individual units of the Gospel will be examined in as much detail as is possible, the focus will be on making the links between each unit and the theme of the Journey, as well as the connections with other parts of the Gospel of St. Luke.


Optional materials: Here are some popular commentaries on St. Luke recommended by Fr. Pacwa if you would like to have some aids: The Human face of Jesus: Meditation and Commentary on the Gospel of Luke (out of print but available for as little as $1 used), Luke: A Devotional Commentary (out of print but available for as little as $2.25 used), A more technical (some knowledge of Greek would be useful), yet quite excellent, commentary: John Nolland, Luke 9:21-18:34 Word Biblical Commentary (Dallas, Texas: Word Books, Publisher 1993).

Practical Catholic Apologetics

Total classes: 8
Duration: 1 hour
Instructor: Gary Michuta

Course description: This course focuses on apologetic material that has been developed in the field and proven helpful and effective. You will learn two or three lines of explanation/argument concerning such doctrines as salvation, sola Scriptura, the papacy, the Real Presence of Christ in the Eucharist, the Mass, intercession of the saints, and Mary. Upon completing the course the students will be able to give an effective defense of the most often attacked Catholic doctrines and practices. You will gain confidence in defending the Faith and have a better appreciation of how Protestants read and understand the Bible.

Course materials: No required books.

Optional materials: Recommended if you would like to expand on the course: The Gospel According to James McCarthy, Why Catholic Bibles Are Bigger, and How to Wolf-proof Your Kids, all authored by Mr. Michuta. Each book touches on points made during the course and explores them more deeply. Available from Grotto Press.

Career Search Skills

Total classes: 3
Duration: 1 hour 15 minutes
Instructor: Derek Prentice

Course description: Have you ever wondered, "How in the world did that person get that job?" or "Wow, that is the best job in the world. I would have never thought that a person could get paid to do that!" Find out how you can be that person. The mainstream media continues to tell us that the "Sky is Falling!" Well if you like to follow the "Pied Piper" and listen to the symphony of employment destruction ... be my
guest. However, if you have the "No Guts, No Glory!" attitude, then read on and seriously consider attending the "Beacon of Light in a Dark Economy" career search course.

**Course goal:** Obtaining victory in an employment world that is full of serpents and traps. This course will help you prepare for the challenge.

**Course materials:** Available FREE online.

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**Archeology**

**Archeology/History: An Archaeological Survey of the Old and New Testaments**

*Total classes:* 10  
*Duration:* 55 minutes  
*Prerequisite:* None  
*Suggested grade level:* 9th to 12th  
*Suggested high school credit:* 3/4 semester. Add reading / writing assignment for full semester.  
**Instructor:** Phillip Campbell  

**Course description:** This class uses chronology of biblical history to acquaint students with some of the most important archaeological sites of the Holy Land. The content of this class is based on four interrelated components:  

1. **Geography:** Instruction on the geography of the Holy Land and the greater Middle East  
2. **Archaeology:** An introduction to the principles of basic archaeological methodology in theory and practice  
3. **Apologetics:** Demonstrations of how archaeological research has generally confirmed the biblical narratives  
4. **History:** Using the schema of salvation history as a pattern through which to learn about geography and archaeology.

**Course materials:** FREE online sources provided by the instructor. No textbook required.  
**Homework:** Homework consists of a semester-long research project/paper with different components due at various intervals throughout the semester. **Instructor Access available for this course.**

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**American Sign Language**

**American Sign Language (ASL) I**

*Note: This is a 4-part course.*

*Total classes:* 8  
*Duration:* 1 hour  
*Prerequisite:* None  
*Suggested grade level:* 6th to 9th grade, although older students are welcomed if they have no experience in ASL and have a strong desire to take this course.  
*High school credit:* 1/2 semester ASL or Foreign Language  
**Instructor:** Allison Gingras, M.Ed.

**Course description:** This course is a beginning American Sign Language (ASL) course for those who would like a strong foundation in learning to communicate with American Sign Language. Students will learn and practice fingerspelling, identifying and signing words used in everyday life; asking questions; special structure of sentences in ASL; the role of expression (non manual markers) in communication; the foundations of ASL’s history; Deaf culture; and practice words and sentences.

**Course materials:** Everything is provided free online by the instructor.  
**Homework:** Weekly practice of the signs and conversations covered in the course, and watching videos of signing.
American Sign Language (ASL) II
Total classes: 8
Duration: 1 hour
Prerequisite: ASL I
Suggested grade level: 6th to 9th grade, although older students are welcomed if they have a strong desire to take this course.
High school credit: 1/2 semester ASL or Foreign Language
Instructor: Allison Gingras, M.Ed.
Course description: This course is a second-level American Sign Language (ASL) course for those who would like a strong foundation in learning to communicate with American Sign Language. Students will learn how to use classifiers, mouth morphemes, and quantifiers, as well as identify and sign words used in everyday life and practice conversations.
Course materials: Everything is provided free online from the instructor.
Homework: Weekly practice of the signs and conversations covered in the course and watching videos of signing.

American Sign Language (ASL) III
Total classes: 8
Duration: 1 hour
Prerequisite: ASL II
Suggested grade level: 6th to 9th, although older students are welcomed if they have a strong desire to take this course.
High school credit: 1/2 semester foreign language
Instructor: Allison Gingras, M.Ed.
Course description: This course is a third-level American Sign Language (ASL) course for those who would like a strong foundation in learning to communicate with American Sign Language.
Course materials: Everything is provided FREE online from the instructor.
Homework: Weekly practice of the signs and conversations covered in the course and watching videos of signing.

American Sign Language (ASL) IV
Total classes: 8
Duration: 1 hour
Prerequisite: ASL III
Suggested grade level: 6th to 9th grade, although older students are welcomed if they have a strong desire to take this course.
High school credit: 1/2 semester ASL or Foreign Language
Instructor: Allison Gingras, M.Ed.
Course description: This course is a fourth-level American Sign Language (ASL) course for those who would like a strong foundation in learning to communicate with American Sign Language.
Course materials: Everything is provided FREE online from the instructor.
Homework: Weekly practice of the signs and conversations covered in the course and watching videos of signing.

Art and Music Appreciation
Discovering Western Culture through Music and the Arts
Total classes: 12
Duration: 1 hour
Prerequisite: None. No musical background is necessary.
Suggested grade level: 9th to 12th
**Suggested high school credit:** 1 full semester Art/Music Appreciation  

**Instructor:** Carol Reynolds, Ph.D. (Professor Carol)  

**Course description:** Journey with Professor Carol through Western History, using music as the focal point but weaving in visual art (painting, sculpture), dance, theater, architecture, and literature. The study of music and the Fine Arts supports the understanding of history, geography, and culture. Elements of science, technology, and language are included in the course as well. Sessions will focus on the years between 1600 and World War One, but will present an overview of Medieval/Renaissance Sacred Music.  

**Course materials:**  
1. *Discovering Music* online curriculum by Professor Carol will be made available to students for half of the regular price ($30 for four months subscription).  
2. Music selections assigned by the instructor. These can be accessed in one of four ways. Choose the one that best suits your family: a) Free by searching your public library or YouTube; b) Classical Archives ($8 per month); c) Naxos ($20 per year); OR d) purchase 3-CD set from the instructor (HSC discounted price $34.95).  

**Homework:** This is not a course for the faint of heart. We’ll have a lot of fun as we discover music together, but students should expect a good amount of work outside of the classroom in that discovery. Homework will entail:  
1. Viewing recorded classes in advance to the live classes.  
2. Viewing assigned artwork and listening to music.  
3. Interactive quizzes.  
4. A midterm and a final exam (fill-in-blank, short essays, long essays, with answers/suggested answers).  
5. Unit projects to be determined. Due to the nature of the medium, we encourage students more than ever to share their learning experience and the resources used in this course with the rest of their family.

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**Economics**

**Economics Camp: Introduction to Catholic Social Teaching**  
*This is a good foundational course to precede any economic course or program.*  

**Total classes:** 4  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested grade level:** 11th to 12th grade. However any enthusiastic high school age student can succeed.  
**Suggested high school credit:** 1/3 semester  
**Instructor:** Phillip Campbell  
**Course description:** Introduction to the Church’s social teaching on man, economy and the state, studying the benefits and pitfalls of the modern economy through the lens of Catholic Tradition.  
**Course materials:** Provided free online by instructor.  
**Homework:** Light reading. Comprehensive exam at the conclusion.

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**Economics as if People Matter (Micro and Macro)**  

**Total classes:** 12  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested high school credit:** 1 semester  
**Suggested grade level:** 11th to 12th  
**Instructor:** Phillip Campbell  
**Course description:** This class is geared toward providing young people with a holistic approach towards economic principles based on six objectives:  
1. introducing students to basic economic principles such as supply and demand, competition, etc.  
2. studying the life and thought of eminent economists  
3. introducing principles of personal financial management (budgeting, frugality, etc.)  
4. looking at economic problems through a Catholic perspective  
5. critically examining current economic problems.  
**Course materials:** *The Worldly Philosophers* by Robert Heilbroner (older editions work).  
**Homework:** Consists of moderate reading (30-50 pages per week) and short essay questions, with an option of a research project on a topic of their choosing. **Instructor Access available for this course.**
Principles of Economics (Micro) and Catholic Perspectives

Total sessions: 8
Duration: 1 hour 15 minutes
Instructor: David Harris, Ph.D.
Prerequisite: None
Suggested grade level: 9th to 10th
Suggested high school credit: 2/3 of a semester credit. To receive full credit for the semester, read and complete the assignments for an additional 4 chapters in the textbook. Or add books from the supplemental reading list.
Course description: This course is intended to introduce students to fundamental concepts of economics. We will develop the use of economic reasoning to answer basic economic questions in a rational manner. It also aims to provide a thorough understanding of many economic concepts, including marginal analysis, demand and supply, and market equilibrium analysis. The class is intended to assist students in using critical thinking to solve problems. A series of applications will often accompany the course material. In addition, the class will include a brief review of Catholic Social Teaching and its role within the economic realm.
Course materials: *Microeconomics* by McConnell and Brue, 15th edition (ISBN 0072340371). This older edition is easily found online inexpensively. You’ll also use papal encyclicals, which can be found online.
Homework: Dr. Harris provides homework with answer keys.

Essential Economics

Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th grade
Suggested high school credit: 1 full semester Economics
Instructor: Alison Stanley, JD
Course description: Key microeconomic and macroeconomic terminology and principles will be explained. More specifically, the course will examine how consumer demand effects the prices and supply of goods and services, how corporate purchasing and production-related decisions coalesce. Moreover, the class will explore factors that drive the national economy, such as unemployment rates, gross domestic product (GDP), overall price levels, and inflation. American fiscal policy and the function of the Federal Reserve Bank will be also be described.
Homework: Reading, quizzes, and short essays. Homework will average 1 to 2 hours weekly.

German

German I, Parts One and Two

Total classes: 60
Duration: 55 minutes
Prerequisite: None
Suggested grade level: 8th to 12th
Suggested high school credit: 1 full semester
Instructor: Alexis Mausolf
Course description: This 16-week course will introduce students to German vocabulary, grammar, and culture with bi-weekly meetings. The program will focus on building a solid German vocabulary and developing comprehension of the written and spoken German language. Each class will feature pronunciation practice, conversation, new grammar concepts and cultural trivia. Students will complete regular homework, quizzes and chapter tests, dictations and a short presentation at the end of the
semester. To demonstrate that it is a living language, everything from nursery rhymes, songs, and proverbs to commercials and cartoons will be incorporated as learning aids.

**Course materials:** *German is Fun Book 1: Lively Lessons for Beginners* by Elsie M. Szecsy, published by Amsco. (best ordered directly from publisher – [http://amscopub.com](http://amscopub.com)) *The Everything Learning German Book with CD*, second edition, by Edward Swick, MA. Published by Adams Media. (easy to acquire from Amazon) *Both texts will be used for the second semester course as well.*

**Homework:** Learning a foreign language requires regular practice. Ideally, at least half an hour per day should be spent on German, i.e. completing the grammar drills assigned, memorizing vocabulary, reading for comprehension, taking tests or quizzes, listening to online German news broadcasts, and generally becoming familiar with the language.

**German II, Parts One and Two**

**Total classes:** 84 (3 per week for 28 weeks)

**Duration:** 1 hour

**Prerequisite:** German I

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** One full semester German or Foreign Language

**Instructor:** Alexis Mausolf, MA

**Course description:** This twenty-eight-week course will continue the progress of students who have already had a year of German by adding to their knowledge of vocabulary, grammar and culture. The class met two times per week plus the instructor filmed a third class: the first two classes covered the mechanics of the language – grammar and reading – and the third hour was devoted to conversation. The course features pronunciation practice, conversation, new grammar concepts, and cultural trivia with an emphasis on reading comprehension. Students complete regular homework, quizzes and chapter tests, dictations and two projects during the semester. We use everything from nursery rhymes, songs, and proverbs to commercials and cartoons to aid the acquisition of this modern and living European language.

**Course materials:** 1. *German Grammar Drills, Second edition*, by Ed Swick; 2. Two Klett readers from the Stadt, Land, Fluss series. These are small German chapter books to be used in addition to the grammar text. They are called Blinder Passagier and Spannende Tour im Schwarzwald, both by Andrea Maria Wagner; 3. A good German dictionary. Langenscheidt or Duden are well-known publishers, but are not required. There are also decent dictionaries on the internet if you do not choose to buy a physical dictionary; 4. If you still have *Everything Learning German* from the German I course, it could prove to be a handy supplement too.

**Homework:** At least ½ hour per day should be spent on German. When not completing grammar drills or homework assignments, students should be learning vocabulary, listening online to the German news, reading and re-reading the texts given, and studying for the quizzes and tests.

**German I for Middle School, Parts One and Two**

**Total classes:** 24

**Duration:** 1 hour

**Instructor:** Alecia Rolling

**Prerequisite:** None

**Suggested high school credit:** One full year credit.

**Suggested grade level:** 7th to 9th

**Course description:** This course covers a year’s worth of German. We use a child’s approach of learning the language through music, storytelling, and poetry. Each class consists of vigorous grammar drills, a quiz, cultural activities, and storytelling. At the end of the year, the student should be able to carry out short conversations in German and write short, simple stories. This is tested with a final exam.
**Homework**: Composition, translation, and memorization of grammar charts and rules and of various German poems and songs. Answer key provided.

**Course materials**: *German Grammar Drills* by Ed Swick and *German Made Simple* by Arnold Leitner, Ph.D.

**Government/Law**

**Pro-Life Boot Camp: Learning the Facts and Effective Communication.**

- **Total classes**: 4
- **Duration**: 90 minutes
- **Prerequisite**: None
- **Suggested grade level**: 9th to 12th
- **Instructors**: Ed Rivet, MPA & Jason Negri, JD
- **Course description**: Learn the pro-life facts and effective messaging / communication. The course will cover the legal and ethical case for the pro-life position, from conception to natural death, an assessment of the current legal and political landscape surrounding the issues, and tips on how to best present them to others.
- **Course materials**: Provided free by the instructors.
- **Homework**: Reading and automated quizzes.

**Government: Government, Democracy, and Citizenship**

- **Total classes**: 9
- **Duration**: 1 hour 15 minute
- **Instructor**: Ed Rivet, MPA
- **Prerequisite**: None
- **Suggested grade level**: 9th to 12th
- **Suggested high school credit**: This 9-week course is worth 3/4 of a semester credit. To give full credit, add a reading assignment from Mr. Rivet's supplemental reading list plus an essay on the book(s). Or follow with another government course.
- **Course description**: American government has been called the most radical experiment in self-governing in human history based on its unique system of democracy and citizen involvement. Learn how the fundamental elements of American government are supposed to work, how they actually work, and the role and responsibility each citizen has in our government and our future."
- **Course materials**: All course material is made up of primary documents available FREE online. Answer Key available.
- **Homework**: Weekly homework and research project. Answer key provided.

**Government: American Elections: Democracy in Action**

- **Prerequisite**: Basic knowledge of American government.
- **Suggested grade level**: 9th to 12th
- **Suggested high school credit**: 1/2 semester Government
- **Instructor**: Ed Rivet, MPA
- **Course description**: This 6-week course will explore the "ins and outs" of the American electoral process, with a special emphasis on the upcoming presidential election. The course began 5 weeks prior to the November 2012 presidential election, with the last class a wrap up, just 3 days after we elected a new president. Along with weekly lectures, there will be some interactive features during the class time. Perhaps we'll have a little "prognostication" contest on the outcome of certain elections.
- **Course materials**: Provided free by the instructor or online.
- **Homework**: Students will have a variety of "home"work assignments – reading, research, some essays, etc. Students are going to be STRONGLY encouraged to volunteer at least a couple hours of their time to any candidate or issue campaign of their choice during the 6-week period. Automated quizzes and answer guide provided to help parents in grading.
Government: Advanced American Government

Total classes: 9
Duration: 1 hour 15 minutes
Instructor: Ed Rivet
Prerequisite: Government, Democracy, and Citizenship or other introductory American government course.
Suggested grade level: 10th to 12th
Suggested high school credit: 3/4 of a semester credit. To give full credit, add reading assignments from Mr. Rivet’s supplemental reading list plus an essay on the book(s). Or combine with another government course.
Course description: Building on the fundamentals from the prerequisite course, this course will delve deeper into political and economic theory. There will be a deeper review of constitutional (common) law developed by our courts and a deeper exploration into the legislative process. There will be more emphasis on class participation each session, with less straight lecturing.
Course materials: Online resources, a couple books that are readily available in libraries or cheap on Amazon.
Homework: Much more essay-based assignments than prerequisite course - analysis and articulation that shows a grasping of the subject matter. Students will study specific pending legislation in detail and propose their own bills. Answer key provided.

Government/Law: Introduction to Law; Fundamentals of the American Legal System

Total classes: 9
Duration: 1 hour
Instructor: Jason Negri, MS JD
Prerequisite: American Government recommended
Suggested grade level: 11th to 12th
Suggested high school credit: 2/3 semester credit for government or law. For a full semester credit, combine with another law/government course.
Course description: An introduction to the legal system that surrounds us, governs us and influences us every day, even if we’re not aware of it. This course will give a basic understanding of some fundamental concepts of the American legal system and will review some of the different areas of law.
Course materials: Law 101 (3rd ed.) by Jay M. Feinman; various cases and other materials FREE.
Homework: Approx. 2 hours of preparatory reading & homework per week. Instructor Access available for this course.

Constitutional Law: Supreme Court Jurisprudence I

Total classes: 12
Duration: 1 hour
Prerequisite: At least one semester of American Government or equivalent.
Suggested grade level: 11th to 12th
Suggested high school credit: 1 full semester
Instructor: Alison Stanley, JD
Course description: Students will explore many different facets of America’s highest court, such as:
-- Where does the Supreme Court get its power?
-- What IS the power of the Supreme Court vis-à-vis the executive and legislative branches?
-- How does a case get to the Supreme Court?
-- What are the ways a Justice can interpret the Constitution (e.g., strict construction)?
-- How is a Justice nominated to the Supreme Court?
-- What has the Supreme Court held regarding abortion?
-- What is due process?
-- What criminal procedure rights has the Supreme Court carved out?
In answering these questions, the U.S. Constitution as well as the following cases will be examined in depth: Marbury v. Madison, Ex parte Merryman, Miranda v. Arizona and Roe v. Wade. Other cases not listed will also be explored.

**Course materials:** Provided FREE online.

**Homework:** Weekly reading of course cases and short essay questions. Answer key/guide provided.

**Instructor Access available for this course.**

### The First Amendment: Five Freedoms

**Total classes:** 8
**Duration:** 1 hour

**Prerequisite:** Basic understanding of American government

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** 2/3 semester. Combine with other government/law courses for full credit.

**Instructor:** Alison Stanley, J.D.

**Course description:** This class will explore why the First Amendment was included in the Bill of Rights and what freedoms it protects. Landmark Supreme Court cases interpreting the First Amendment will be studied to help flesh out the meaning of this critical freedom. Also, during this class, we will debate the constitutionality of the HHS Mandate.

**Course materials:** Instructor will provide free materials on a weekly basis.

**Homework:** This class does not have a significant amount of homework. Prior to each class, the student may be required to read an abridged Supreme Court opinion and answer a few questions. **Instructor Access available for this course.**

### Government: The Federalist Papers

**Total classes:** 12
**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** 1 full semester

**Instructor:** Alison Stanley, JD

**Course description:** This twelve-week course will explore, in depth, the eighty-five essays authored by Alexander Hamilton, James Madison, and John Jay. Special focus will be on Federalist Papers No. 10, 39, 51, 78, and 84. There are six topics explored in the Federalist Papers, as described by Alexander Hamilton in the Federalist No. 1: "The utility of the UNION to your political prosperity" (No. 2-14); "the insufficiency of the present Confederation to preserve that Union" (No. 15-22); "the necessity of a government at least equally energetic with the one proposed to the attainment of this object" (No. 23-36); "the conformity of the proposed constitution to the true principles of republican government"—covered in No. 37 through No. 84; "its analogy to your own state constitution" and the additional security which its adoption will afford to the preservation of that species of government, to liberty and to prosperity" (No. 85). Additionally, the class will reference Anti-Federalist papers, many written anonymously, which favored a Bill of Rights and countered the strong federal government advocated in the Federalist Papers.

**Course materials:** Primary documents and more provided free by Professor Stanley or found free online.

**Homework:** Reading the original documents and reading or watching other relevant material on the Internet. There are short answer homework questions each week and a final exam at the end of the term. **Answer key/guide provided. Instructor Access available for this course.**
U.S. Citizenship and Civics
Total classes: 12  
Duration: 1 hour  
Prerequisite: None  
Suggested grade level: 11th to 12th grade  
Suggested high school credit: 1 full semester for Government  
Instructor: Jason Negri, MS/JD  
Course description: This course is an introduction to the thing we call “civics”. Immigrants to the United States need to pass a test to become citizens - we take it for granted. The class covers a little bit of everything: history, government, politics, law, and economics. Together, they give a frame of reference for understanding this experiment in ordered liberty that we call America.  
Course materials: Provided free by the instructor.  
Homework: Almost every week – weekly current-events reports and two to three larger projects/papers. Graded by the instructor.

Government & Politics, Part One  
Total classes: 10  
Duration: 1 hour  
Prerequisite: None  
Suggested grade level: 9th to 12th grade  
Suggested high school credit: ¾ semester government. With optional self-study assignments for full credit.  
Instructor: Ed Rivet, MPA  
Course description: This course presents a broad survey on American government, the basics of political philosophy and comparisons of governing and political systems. Studies will include a review of key judicial system functions and features and a mock legislative committee process.  
Course materials: Free online and printable resources provided by instructor.  
Homework: Reading, quizzes, essay questions, and online research. Expect 1 to 3 hours each week on homework.

Greek  
(Middle School): Introduction to Biblical Greek, Part One  
Total classes: 14  
Duration: 1 hour  
Prerequisite: Basic English Grammar  
Suggested grade level: 7th grade and up.  
Suggested high school credit: 1 full semester Biblical Greek or foreign language.  
Instructor: Dan Egan  
Course description: In this course, we begin with the alphabet, which is not as frightening as might be thought. Then we will progress slowly into Nouns and adjectives. A part of the class will be given to Christian Greek symbols and their meanings. We will also focus on Greek roots found in English words to build our English vocabulary – an excellent boost for the SAT vocabulary section. There will be 10-15 minutes of homework every night and progress will be seen in a few short weeks. By the 3rd week we will be reading short passages from the Greek New Testament.  
Homework: There will be homework every day from 5 to 15 minutes in duration.
### History

**History (Middle School): Res Publica Romana**

- **Total classes:** 10
- **Duration:** 1 hour
- **Prerequisite:** None
- **Suggested grade level:** 6th to 8th grade
- **Instructor:** Alison Stanley, JD

**Course description:** "Res Publica Romana" is a middle school course exploring the history of the Roman Republic (500-27 BC). This ancient era was one of great stability and very different from the Roman monarchy that preceded it and the Roman Empire that followed it. Indeed, the government of the United States is modeled, in part, on the Roman republican government.

This course will explore following: (1) the primary historical events of the ancient Roman Republic, including Second Punic War and the ruler Julius Caesar (2) the governmental system of the Romans and its strengths and weaknesses, (3) a comparison of the Roman governmental model to the United States Constitutional government, and (4) an introduction of the Roman gods.

**Course materials:** All course materials will be provided free by the instructor.

**Homework:** Weekly assignments and reading of approx. 30 to 60 minutes. Additionally, a final project will be assigned.

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**History (Middle School): Light to the Nations I: A History of Christian Civilization, Christ to 1750, Part One**

- **Total classes:** 12
- **Duration:** 1 hour
- **Prerequisite:** None
- **Suggested high school credit:** 1 full semester History
- **Instructor:** Christopher Zehnder

**Course description:** This course examines how Christendom – the society founded on the Catholic Church and her Faith – came to be. It looks at the cultural, intellectual, historical, and religious foundations upon which Christendom was raised. It then examines the events of the Reformation through the beginnings of the 18th century – the period when the unity of Christendom in the Catholic faith was shattered. The course is divided into two parts. Part One (first semester) begins with a brief review of history before the birth of Christ and continues to the period of the Medieval Reformation in the 11th and 12th centuries. Part Two (second semester) continues the story, from the rise of nation states in the Middle Ages to about 1750.

**Course materials:** The text for the course (both Part One and Part Two) is *Light to the Nations I: The History of Christian Civilization*, published by and available from [www.catholictextbookproject.com](http://www.catholictextbookproject.com). Purchase the teacher's manual for answer keys. Both the text and the teacher's manual are available in book form or as an eBook.

**Homework:** Students read assigned portions of the text. Lectures focus on those events and ideas that are the keys for understanding the historical periods under consideration.

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**History (Middle School): Dawn of History: Mesopotamia, Egypt, China, Persia**

- **Total classes:** 12
- **Duration:** 45 minutes
- **Prerequisite:** None
- **Suggested grade level:** 6th to 8th grade
- **Instructor:** Phillip Campbell

**Course description:** This foundational course in world history will introduce students to the world's first
great civilizations. Focus will be on Mesopotamia, Egypt, China and Persia, but we will also briefly visit ancient Anatolia, Assyria, India and Palestine. Students will learn about the material culture, political history, intellectual life, religious customs and contributions of each society to the advancement of civilization. In addition, ancient religions will be critically examined in their negative elements as perversions of natural law and in their positive elements as preparatio evangeli, preparations for the Gospel.

**Homework:** Weekly automated quizzes and readings. Estimated commitment: 2-3 hours per week.

**History (Middle School): The Glory of Ancient Greece**

**Total classes:** 12  
**Duration:** 45 minutes  
**Prerequisite:** None. Recommended but not required: Middle School History: Dawn of History.  
**Suggested grade level:** 7th to 8th  
**Instructor:** Phillip Campbell  
**Course description:** This course will immerse students in the life and thought of the ancient Greeks, the founders of western civilization. The course will trace the history of the Greek peoples from their origins as Bronze Age warriors through their path to democracy and the ascendancy of the Greek empires under Athens and later Alexander. We will also focus considerably on the contributions of the Greeks to philosophy, politics and architecture and read primary sources from ancient Greek authors like Herodotus, Polybius, Plato and Euripides.  
**Course materials:** The Book of the Ancient Greeks from Memoria Press and Mythology by Edith Hamilton. Primary documents provided online free by the instructor.  
**Homework:** Weekly automated quizzes and readings. Estimated commitment: 2-3 hours per week.

**History (Middle School): The Life and Times of the Ancient Romans**

**Total classes:** 12  
**Duration:** 45 minutes  
**Suggested grade level:** 6th to 8th  
**Suggested high school credit:** 1 full semester  
**Instructor:** Phillip Campbell  
**Prerequisite:** None. "Foundations of Christian Historiography" is recommended but not required  
**Course description:** This course traces the origins and development of the Roman people from their birth as an Iron Age tribe on the banks of the Tiber to their emergence as a world empire. Besides conventional history, the course also looks at the cultural life of the Romans (religion, art, literature) as well as show how the early Church was born out of the Roman milieu of the first, second, and third centuries. Towards the last few weeks, Roman history and Church history fuse together as the world transitions from Rome to the Middle Ages.  
**Homework:** Reading and weekly automated quizzes.

**History (Middle School): The American Revolution; Liberty!**

**Total classes:** 10  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested grade level:** 6th to 8th  
**Instructor:** Alison Stanley, JD  
**Course description:** Students will explore the following:  
-- The Road to the Revolution.  
-- What makes people push for change?  
-- What was the cost of British troops in the Colonies?  
-- What was the cause and effect of the Stamp Act?  
-- The Boston Massacre
-- The Boston Tea Party
-- Declaration of Independence
-- What does it mean to be American?
-- How have society’s perceptions of liberty changed over time?
-- Colonial Leaders
-- British Heroes
-- Great Battles of the Revolutionary War
-- Daily Life of a Revolutionary War Soldier
-- The Treaty of Paris

Course materials: Provided FREE by the instructor.

Homework: Short written essays, reading assignments, and final. Answer keys provided. Instructor Access available for this course.

History (Middle School): The Civil War Years; A Nation Divided
Total classes: 10
Duration: 1 hour
Prerequisite: None
Suggested grade level: 6th to 8th
Instructor: Alison Stanley

Course description: This course will explore the political, economic and legal issues that existed during the Civil War years, including federalism, slavery, the Dred Scott decision, the suspension of the Writ of Habeas Corpus, the Emancipation Proclamation, and the Gettysburg Address. Key figures and major battles will be discussed and life as a soldier will be investigated. Moreover, there will be a brief look at the Reconstruction period. Any pertinent Catholic statements on the War will be introduced.

Course materials: Provided FREE by the instructor.

Homework: Short written essays, reading assignments and final. Answer keys provided. Instructor Access available for this course.

History (Middle School): World War I; What Price Glory
Total classes: 10
Duration: 1 hour
Prerequisite: None
Suggested grade level: 6th to 8th
Instructor: Alison Stanley, JD

Course description: World War One was known at the time as the Great War. It was the War to End All Wars. However, little was won and much was lost. We will explore the events leading up the World War I, famous generals and battles and any relevant legal issues that arose in America during this time period.

Course materials: Provided free online or by the instructor.

Homework: Original sources and legal documents will be reviewed, as well as short videos watched and analyzed. Answer key provided.

History (Middle School): World War II; Allies vs. Axis
Total classes: 10
Duration: 1 hour
Prerequisite: None. Recommended but not required: World I: What Price Glory offered Fall 2013.
Suggested grade level: 6th to 8th
Instructor: Alison Stanley, JD

Course description: We will explore the events leading up the World War II, famous generals and battles and any relevant legal issues that arose in America during this time period.
Course materials: Provided free online or by the instructor.

Homework: Original sources and legal documents will be reviewed, as well as short videos watched and analyzed. Answer key provided.

History: Making of the Modern World, Parts One and Two

Total classes: 24
Duration: 1 hour
Prerequisite: None
Suggested grade level: 8th to 10th

Suggesting high school credit: 1 full semester World History

Instructor: Christopher Zehnder, MA

Course description: This course examines how the Modern World --- our world --- came to be. It looks at the revolutionary ideas that created, first in Europe and then the entire world, an understanding of man and his relationship to God, the Church, and the state that was in many respects radically different from the understanding of these things that prevailed in the Middle Ages. Ideas influence deeds, and thus the course examines historical events, showing how they flowed from the struggle between those who held to traditional conceptions and those who embraced the new ideas. Events influence ideas, and thus we study how the events of history helped modify and develop both the new ideas and the traditional vision of the world. The course is divided into two parts. Part I (first semester) begins with the scientific revolution of the 16th and 17th centuries and concludes with the attempt steered by Prince Klemens von Metternich, to reestablish the ancient regime after the fall of Napoleon's empire. Part II (second semester) continues the story, beginning with a study of Romanticism and concluding with Vatican II and the post-conciliar world.

Course materials: The text for the course (both Part One and Part Two) is Light to the Nations II: The Making of the Modern World, published by and available from http://www.catholictextbookproject.com/. Purchase the Teacher Manual (eBook is available inexpensively) for answer key to end-of-chapter review questions.

Homework: Students read assigned portions of the text. Lectures focus on those events and ideas that are the keys for understanding the historical periods under consideration.

History: Foundations of Christian Historiography

It is recommended that high school students take this short course before taking other history courses as it lays a good foundation for all high school history studies.

Total classes: 4
Duration: 1 hour
Instructor: Phillip Campbell
Prerequisite: None
Suggested grade level: 9th to 12th

Suggested high school credit: 1/3 semester. For full credit, combine with another history course.

Course description: Foundations of Christian Historiography explores the discipline of history from a Christian worldview. This course will educate students in the various ways people have viewed history throughout the ages, discuss the importance of retaining a Christian framework in our pursuit of historical studies, and train students to see subtle (or not so subtle) anti-Christian presuppositions in popular portrayals of historic events. Students will also learn how to prepare and draft research papers on historical topics, including how to utilize source material and cite sources. This class is essential for anyone interested in studying history at the college level and will be helpful for all Catholics, for whom history, tradition and theology are so tightly interwoven.

Course materials: Available FREE by the instructor or online.

Homework: This is a lecture course with no homework. Optional homework with answer keys provided. Optional recommended reading list also supplied.
History/Theology: Church History; Trinitarian

Total classes: 4
Duration: 1 hour
Instructor: Monica Ashour, M.T.S., M.Hum.
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester credit for history or theology. For additional credit, see Dr. Gotcher’s Theology: The Trinity course

Course description: “Christ’s kenosis and appointment of apostles, evangelists, pastors, or teachers (Eph 4:7-11) illuminates the change in Christ’s life from being formed by history to forming history. All existences, both before him and after him, receive their meaning from Christ’s existence” (Von Balthasar, A Theology of History, 76). As such, in this course, the students explore the historical and transcendent aspects of the Church from its inception “in the heart of the Father” (Catechism of the Catholic Church) to its eschatological—its end of time—existence.

Course goal: The student will examine Trinitarian Theology (the Church that was “in the heart of the Father”), through the Church’s preparation in the Old Testament, to Jesus’ founding and His sending of the Holy Spirit at Pentecost. The student, moved by such knowledge of God’s love for His people, will, in turn, be devoted even more readily to the Church.

Course materials: Optional reading assignments provided.
Homework: None

History: Dawn of History: Mesopotamia, Egypt, China, Persia

Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th grade
Instructor: Phillip Campbell

Course description: This foundational course in world history will introduce students to the world's first great civilizations. Focus will be on Mesopotamia, Egypt, China and Persia, but we will also briefly visit ancient Anatolia, Assyria, India and Palestine. Students will learn about the material culture, political history, intellectual life, religious customs and contributions of each society to the advancement of civilization. In addition, ancient religions will be critically examined in their negative elements as perversions of natural law and in their positive elements as preparatio evangeli, preparations for the Gospel.

Homework: Weekly automated quizzes and readings. Estimated commitment: 2-3 hours per week.

History: The Glory of Ancient Greece

Total classes: 12
Duration: 1 hour
Prerequisite: None. Recommended but not required: Foundations of Christian Historiography (Unlimited Access!) and Dawn of History.
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester Ancient History
Instructor: Phillip Campbell

Course description: This course will immerse students in the life and thought of the ancient Greeks, the founders of western civilization. The course will trace the history of the Greek peoples from their origins as Bronze Age warriors, through their path to democracy and the ascendency of the Greek empires under Athens and later Alexander. We will also focus considerably on the contributions of the Greeks to philosophy, politics and architecture and read primary sources from ancient Greek authors like Herodotus, Polybius, Plato and Euripides.

Course materials: The Greek Way by Edith Hamilton in addition to primary documents provided online.
free by the instructor.

Homework: Weekly quizzes, weekly readings, with an essay-style Final Exam. Estimated commitment: 2-3 hours per week.

The Life and Times of the Ancient Romans
Total classes: 12
Duration: 45 (middle school) to 60 (high school) minutes

Suggested grade level: 9th to 12th grade, but more geared towards 11th-12th. 9th-10th are acceptable so long as student has mature to advanced reading comprehension.

Suggested high school credit: 1 full semester

Instructor: Phillip Campbell

Prerequisite: None. "Foundations of Christian Historiography" is recommended but not required

Course description: This course traces the origins and development of the Roman people from their birth as an Iron Age tribe on the banks of the Tiber to their emergence as a world empire. Besides conventional history, the course also looks at the cultural life of the Romans (religion, art, literature) as well as show how the early Church was born out of the Roman milieu of the first, second, and third centuries. Towards the last few weeks, Roman history and Church history fuse together as the world transitions from Rome to the Middle Ages.

Course materials: The Romans by Anthony Kamm.

Homework: Weekly automate quizzes and readings. High school version also has weekly short essay questions. Instructor Access available for the high school course.

Catholic Middle Ages
Total classes: 12
Duration: 1 hour

Instructor: Phillip Campbell

Prerequisite: None
Suggested grade level: 10th to 12th
Suggested high school credit: 1 full semester

Course description: An in depth study of the cultural, political, intellectual and artistic life of the Middle Ages with a focus on the contributions of the Catholic Church to medieval civilization.

Course materials: Evolution of the Medieval World by David Nicholas is the required textbook. It is recommended to purchase the paperback used as it can be found quite inexpensively. For students who would like to delve deeper into the study of the Middle Ages, Mr. Campbell provides an additional reading list of living books.

Homework: Homework consists of reading assignments and the completion of a series of mini-essay questions. Instructor Access available for this course.

The Rending of Christendom (1417-1648)
Total classes: 12
Duration: 55 mins

Prerequisite: None
Suggested grade level: 11th to 12th grade. 9th to 10th grade also if they have above average reading skills.

Suggested high school credit: 1 full semester of history.

Instructor: Mr. Phillip Campbell

Course description: This 12-week course will acquaint students with the pertinent people and ideologies that led directly or indirectly to the outbreak of the Protestant Revolt. Protestant ideas will be contrasted with Catholic theology throughout in order to give the course an apologetic dimension in addition to the historical. Students will see how the ideologies of Protestantism affected the various nations of Europe politically and how many of the attitudes and assumptions of modernity are rooted in 16th and 17th
History and Culture of Imperial Russia

Total classes: 24 (2 for 12 weeks)
Duration: 1 hour per class
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester history or fine arts
Instructor: Dr. Carol Reynolds (Professor Carol)

Course description: Beginning with ancient Russia and the medieval princes, we’ll study the major developments that shaped Imperial Russia through the Bolshevik Revolution. We’ll cover the roots of Russian Christianity, the effect of European influence, and the primary cultural and military development under the Riurik and Romanov tsars. We’ll examine architecture, folk art, music, and the key contributions of Russian authors Pushkin, Gogol, Dostoevsky, and Tolstoi. We will also study factors that led to the fall of the Romanov tsars and the rise of the Bolsheviks. We’ll end with a look at the arts and culture in the early Soviet period. Taught in an interactive weekly webinar, the course requires the viewing of a one-hour pre-recorded class session with Professor Carol in preparation for the webinar. The course also will feature a number of video sequences filmed by Professor Carol on location in Russia.


Homework: In addition to the required pre-recorded class session in preparation of the weekly webinar, each unit contains a homework assignment that reinforces and expands the class sessions. These assignments are rich in visual images, music, and clips from historical documentaries. Approximate time needed to devote to the assignments: 2 hours/week. Students should also allot 1-2 hours weekly for reading in Land of the Firebird.

Tests: Midterm and a final exam.

Early American History (1492 to 1763); Discovery to the Dawn of Revolution

Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Phillip Campbell

Course description: This course will take students through the formative years of our continent, beginning with the Spanish and Portuguese explorations of the New World, leading up through the settlements of Jamestown, Plymouth, and the Jesuit missions in New France, and culminating in the great war for the continent waged between France and Britain from 1755 to 1763, setting the stage for the American War of Independence one decade later, highlighting specifically the contributions made by Catholics in the settlement of North America.

Course materials: All materials provided FREE by the instructor.
Homework: Weekly reading and automated quizzes.

U.S. History: Revolution, Republic and Union (1763-1865)
Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Philip Campbell
Course description: This class will lead students from America’s War of Independence to the surrender of Lee at Appomattox, focusing on the concepts of regionalism and nationalism as the United States develops throughout the 19th century, and highlighting the contributions of Catholics to our nation’s development.
Course materials: All materials provided FREE by the instructor.
Homework: Weekly reading and automated quizzes.

History Camp: The Great Depression; 1929 to 1941
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester with supplemental reading.
Instructor: Phillip Campbell
Course description: This class helps students understand one of the most pivotal events in American history, the Great Depression. We will examine the development of banking in the United States as a backdrop to the events of 1929, study the Wall Street Crash of October 29th, 1929 and its consequences and follow the unfolding of the Depression around the world and the United States' attempt to mitigate the disaster. This class will also lead students in comparing the financial markets of 1929 to those of today and speculate on whether or not another disaster of the magnitude of the Depression could happen again.
Course materials: There is no mandatory reading for this class. As a supplement, *The Great Depression* by Robert McElvaine is recommended.
Homework: None

History Camp: Understanding the Second Vatican Council
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester with supplemental reading
Instructor: Phillip Campbell
Course description: This course guides students through the history of the tumultuous years surrounding the Second Vatican Council. Students study the important events and persons of the Conciliar years and dig into the sixteen documents promulgated by the Council, including Lumen Gentium, Sacrosanctum Concilium, Gaudium et Spes, Nostra Aetete and Dei Verbum.
Course materials: Recommended supplemental: *The Ratzinger Report* by Joseph Cardinal Ratzinger, *What Went Wrong with Vatican II* by Ralph McInerny and *The Rhine Flows into the Tiber* by Ralph Wiltgren
Homework: None
Modern American History; 1865 to 2000
Total classes: 12
Duration: 1 hour
Prerequisite: None. Any background in early American History helpful, but not required. Mr. Campbell’s Great Depression History Camp is a good addendum to this course.
Suggested grade level: 9th to 12th
Instructor: Phillip Campbell
Course description: Beginning in the ashes of the Civil War, this course will take students through the industrial revolution and into modern America, helping them to understand complex events as the rise of American industrialism, the Great Depression, the Cold War, Vietnam War, cultural revolution of the 1960’s, America’s involvement in the Middle East and much more, all from a Catholic perspective.
Course materials: Beginning in the ashes of the Civil War, this course takes students through the industrial revolution and into modern America, helping them to understand complex events as the rise of American industrialism, the Great Depression, the Cold War, Vietnam War, cultural revolution of the 1960’s, America’s involvement in the Middle East and much more, all from a Catholic perspective.
Homework: Weekly essay questions. Instructor Access available for this course.

World History; 12 Inventions That Revolutionized the World
Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested high school credit: 1 full semester
Suggested grade level: 9th to 12th
Instructor: Phillip Campbell
Course description: This class will look at the development of twelve of the world’s most revolutionary inventions, focusing not only on their mechanical development, but also on how they changed culture and altered the way man views his place in the cosmos. Man’s capacity to invent is a result of his being made in the image of God, the original Creator. This class explores the creative capacity of mankind and how man has shaped and reshaped his own self-understanding through his inventions, beginning with the alphabet and ending with the Internet.
Course materials: Online sources will be provided as needed by the instructor. No textbook required.
Homework: Homework consists of a semester-long research project/paper with different components due at various intervals throughout the course. Instructor Access available for this course.

North American History: From Columbus to the 20th Century, Part One
Total classes: 12
Duration: 1 hour
Prerequisite: No prerequisite. Recommended: History of the Modern World (Unlimited Access).
Suggested grade level: 9th to 12th grade
Suggested high school credit: 1 full semester History
Instructor: Christopher Zehnder
Course description: This course examines the history of the major civilizations of North America from the discovery of America in 1492 to the early 1970s. We will discuss the events, cultural movements, and ideas that led to the founding of the United States and contributed to its development as both a major power and influence both in North America and the world as a whole. The course examines the development of Latin America after the 18th century by examining concurrently the history of Mexico – and thus provides a counterpoint to U.S. history by looking at how the ideas that predominated in Anglo-America worked themselves out in a very different social and cultural context. In addition to the common themes discussed in standard American history courses, this course highlights the role of the Catholic Church and the Catholic faithful in U.S. and Latin American history and how Catholics adjusted themselves
to a civilization that in many respects was very different from what they had known in Europe. The course is divided into two parts. Part I (first semester) begins with Columbus’ discovery of America to the beginning of the Civil War in the United States. Part II (second semester) continues the story, beginning with the Civil War and concluding with the beginnings of our contemporary world in the early 1970s.

**Course materials:** The text for the course (both Part One and Part Two) is *Lands of Hope and Promise, A History of North America*, published by and available from [www.catholictextbookproject.com](http://www.catholictextbookproject.com). The text is available only as an eBook at this time.

**Homework:** Students read assigned portions of the text. Lectures focus on those events and ideas that are the keys for understanding the historical periods under consideration.

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**Latin**

**Latin I Boot Camp: Introduction to Latin**

- **Total classes:** 8
- **Duration:** 1 hour
- **Prerequisite:** None
- **Suggested grade level:** 7th to 12th
- **Suggested high school credit:** 2/3 semester
- **Instructor:** Catherine Alvis

**Course description:** Students new to Latin will be introduced to the fundamental forms of Latin, beginning with 1st and 2nd declension, and also present, imperfect and future tenses of verbs. We will explore Roman Culture, English derivatives of Latin and famous Romans in addition to developing a solid foundation for students looking to enter Latin I in the fall.

**Course materials:** Cassel’s Latin-English Dictionary. However, it is not required if you already have a Latin-English dictionary.

**Homework:** Up to 30 minutes a day.

**Latin II Boot Camp: Grammar Intensive**

- **Total classes:** 12
- **Duration:** 1 hour 15 minutes
- **Instructor:** Alecia Rolling

**Prerequisite:** The student who wishes to enroll in this camp has at least learned the 1st through 3rd noun and adjective declensions as well as the 1st through 4th conjugations of the present tense. If the student has not learned this, he or she is encouraged to take Latin I Camp or enroll in Latin II camp with the understanding that it will be difficult and fast-paced.

- **Suggested grade level:** 8th to 12th
- **Course description:** The focus of this camp is grammar. Each class will consist of vigorous grammar drills, a quiz, and grammar practice with the teacher, translation, and composition. The student who takes this camp is encouraged to take Latin II in the fall.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of the Ave Maria, Pater Noster, and Credo. Homework is estimated to be 1 hour per day.

**Course materials:** Latin-English dictionary. Other materials are available FREE online.

**Latin II/III Boot Camp: Cattus Petasatus**
Total classes: 8
Duration: 1 hour
Prerequisite: Latin I or equivalent.
Suggested grade level: 8th to 12th
Suggested high school credit: 2/3 semester
Instructor: Catherine Alvis
Course description: Together we will work through translating familiar fables in Latin including Dr. Seuss' The Cat in the Hat. We will work our way through a couple of other well-known stories, learn vocabulary, and explore some history of Rome.
Course materials: Cassell's Latin-English Dictionary. However, it is not required if you already have a Latin-English dictionary. Other materials will be provided by the instructor FREE. Optional: Cattus Petasatus by Dr. Suess (Cat in the Hat translated to Latin).
Homework: Up to 30 minutes a day.

Beginning Latin for Middle School, Parts One and Two
Total classes: 24
Duration: 1 hour
Prerequisite: No prerequisite.
Suggested grade level: 7th to 8th
Instructor: Christopher Zehnder
Course description: A beginner's course in Latin. Students will learn the fundamentals of the Latin language and develop the ability to translate Latin texts.
Course materials: Volume One of the Lingua Latina series in paperback. Will be used for both semesters.
Homework: Students will work on translating assigned texts, memorizing the paradigms of Latin grammar, and completing exercise assignments. Since learning a language requires frequent exercise, students should study Latin up to an hour daily on school days.

Latin I, Parts One and Two (Wheelock)
Total classes: 24
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full year
Instructor: Emily Henry
Course description: Students new to Latin will be introduced to all verb and noun forms and will translate famous Latin anecdotes from Wheelock's 'Sententiae Antiquae'. English Grammar will be emphasized in addition to discussing famous Roman speakers. Students will have a more comprehensive understanding of Latin forms than in Latin 1/2.
Course materials: The first half of Wheelock Latin. Digital answer keys available free from Wheelock's publisher.
Homework: An average of one hour per day 4 days a week. Students assigned practice sentences in class, and memorize vocabulary and new forms with each new lesson. Vocabulary and translation quizzes given periodically. Instructor Access available for this course.

Latin II, Parts One and Two (Wheelock)
Total classes: 24
Duration: 1 hour
Prerequisite: Latin I
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full year
Instructor: Emily Henry
**Course description:** Students who have completed a full year of Latin are welcome to Latin II. Students will become proficient in both English Grammar and in all Latin forms. We will also discuss Roman thinkers and their influence on the Roman Republic. From time to time we will also translate some short stories from "Wheelock's Short Stories".

**Course materials:** The second half of Wheelock Latin. Digital answer keys available free from Wheelock’s publisher.

**Homework:** An average of one to one half hour 4 days a week. Students memorize all new forms including any new vocabulary. Translation and vocabulary quizzes given periodically. **Instructor Access available for this course.**

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**Latin III/IV College Preparatory, Parts One and Two**

**Total classes:** 24  
**Duration:** 1 hour  
**Prerequisite:** Two to three years of Latin, has completed the Wheelock's textbook, or equivalent.  
**Suggested grade level:** 11th to 12th  
**Suggested high school credit:** 1 full semester Latin or Foreign Language  
**Instructor:** Emily Henry

**Course description:** This course is an advanced study of Latin for students who enjoy the language, have covered all the basic grammatical concepts, and are still eager for more! We will focus primarily on translation, with a few grammatical pointers/mini-lessons as needed. We will work through portions of Vergil's Aeneid, translating the original epic poem from Latin into English. Students will be required to prepare a certain number of lines for each class. We will cover our translations together; discuss the grammar and syntax, etc. We will also explore other ancient authors such as Augustine and will translate portions of the Latin Mass together. This course will prepare students for college level Latin.

**Course materials:** Pharr's Aeneid (http://www.amazon.com/exec/obidos/ASIN/0865164210)  
**Homework:** Students will spend 1-2 hours per day (depending on proficiency in Latin) on translations. This course will cover portions of Vergil's Aeneid, the Latin Mass, and St. Augustine. Students will gain practice with both ancient, Church, and Medieval Latin. There will be two exams. **Instructor Access available for this course.**

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**Latin I, Parts One and Two (D’ooge)**

**Total classes:** 24  
**Duration:** 1 hour  
**Instructor:** Alecia Rolling  
**Prerequisite:** None  
**Suggested grade level:** 8th to 12th  
**Suggested high school credit:** One full year credit.

**Course Description:** The course focuses on the student’s ability to compose Latin, allowing for a greater mastery of the language than what is often found with other approaches that focus on translation. Each class will consist of rigorous grammar drills, a quiz, some history, new grammar presentations, and practice. At the end of the year, the student should be able at the very least to compose a short, simple story using the present and future tenses. This will be tested with a final exam.

**Course materials:** Required Text: "Latin for Beginners" by Benjamin L. D’ooge (available FREE online); Recommended: Cassell’s Latin-English Dictionary.

**Homework:** Composition, translation, and memorization of grammar charts and rules and of various Roman speeches and Church prayers. Answer key provided.

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**Latin II, Parts One and Two (D’ooge)**

**Total classes:** 24  
**Duration:** 1 hour
Instructor: Alecia Rolling
Prerequisite: Latin I or equivalent: Students who wish to take this course should at least be able to decline nouns and adjectives of the 1st through 3rd declensions and work with verbs of the 1st through 4th conjugations in the present tense from memory. They should also be able to compose short Latin sentences.
Suggested grade level: 9th to 12th
Suggested high school credit: One full year
Course Description: The course focuses on the student’s ability to compose Latin, allowing for a greater mastery of the language than what is often found with other approaches that focus on translation. Each class will consist of rigorous grammar drills, a quiz, some history, new grammar presentations, and practice. At the end of the year, the student should be able at the very least to compose a short story, history, or poem using the entire active and passive verb tenses. This will be tested with a final exam.
Course materials: Required Text: "Latin for Beginners" by Benjamin L. D'ooge; Recommended: Cassell's Latin-English Dictionary.
Homework: Composition, translation, and memorization of grammar charts and rules and of various Roman speeches and Church prayers. Answer key provided.

Life Skills

Leadership and Interpersonal Communication
Total classes: 6
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: ½ semester
Instructor: E. B. Conroy, MA
Course description: This course teaches foundational and critical leadership and communication skills, including self-management practices for becoming a person of positive influence.
Course materials: All course materials are provided FREE online from Professor E. B. Conroy
Homework: Weekly practice of the signs and conversations covered in the course, watching videos of signing, and review within signed conversations during class time.

How to be an Excellent Student: Note Taking, Test Taking, and How to Get an A
Total classes: 4
Duration: 50 minutes
Prerequisite: None
Suggested grade level: 7th to 10th
Instructor: E. B. Conroy, MA
Course description: This course is designed to help your student become strong, confident, and able to study for any high school level course with success.
Course materials: All materials provided free from the instructor.
Homework: This is a lecture course with approximately 2 hours of outside-of-class work per week

Job Search Skills
Total classes: 4
Duration: 1 hour
Instructor: Derek Prentice
Prerequisite: None
Suggested grade level: 11th to college level
High school credit: 1/3 semester
Course description: Your parents have given you a great education in your homeschool. Some of you may
be on your way to college. Are you ready to take your education and skills to the workplace? This course will teach you how to find and get your dream job.

**Course materials:** Available FREE online.

**Homework:** Prepare a plan for your future career.

**Personal Finance**

**Total classes:** 4

**Duration:** 45-55 minutes

**Prerequisite:** None

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** 1/3 semester

**Instructor:** David Harris, Ph.D.

**Course description:** Students will gain an understanding of very basic financial literacy. The course includes discussions of concepts like spending, saving, budgeting, credit, and what financial matters should concern students as they begin to enter adulthood.

**Course materials:** Available FREE to students online.

**Homework:** None

**Literature**

**Literature/Writing: The Heroic in Arthurian Literature (Middle School)**

**Total classes:** 12

**Duration:** 1 hour

**Prerequisite:** The ability and willingness to read approximately 10-15 pages per day; write 2 page papers every 3 weeks; a fair to ample interest in fantasy or medieval romance; and a love for things knightly!

**Suggested grade level:** 8th to 9th

**Suggested high school credit:** 1 full semester

**Instructor:** Dayspring Brock

**Course description:** This course is for those who have heard of King Arthur and are intrigued by the twisting, winding tales that surround his legend. Our theme for the course will be “The Heroic.” These stories often show how the hero or the knight finds his way through a maze of temptation to find the good. The medieval times were complex and shifting times. A hero who was capable of facing the unknown and finding courage and hope through the aid of faith in God presented hope for mankind. Sound familiar? We will explore what medieval heroes do that made them heroic and what happens when heroes lose their footing.

**Course materials:**


It’s best if you use the same publications as listed here. There will be a couple of readings that are excerpts from texts. The instructor will provide them FREE as PDF files.

**Homework:** Once-a-week quizzes. Papers due every 2 to 3 weeks.

**Drama in Myth (Middle School)**

**Total classes:** 10

**Duration:** 1 hour

**Instructor:** Kenneth Rolling

**Prerequisite:** None

**Suggested grade level:** 7th to 8th

**Course description:** Orally transmitted myths were intimately involved in the advent of Greek drama. Since then myths have played a constant part in the dramatic art of Western Civilization. This course
examines what myth is and how it has been used in different times and places throughout history to create a common culture in the West.

**Course materials:** Available FREE online or provided FREE by the instructor.

**Homework:** Readings and study questions will be required to be prepared prior to each class. There will be some memorization of excerpts from plays required for home recitation.

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**Mark Twain; Friends, Fiends, and Freedom in the Adventures of Huckleberry Finn (Middle School)**

- **Total classes:** 6
- **Duration:** 1 hour
- **Instructor:** Dayspring Brock
- **Prerequisite:** Ability to read, understand, and enjoy *Huckleberry Finn* by Mark Twain
- **Suggested grade level:** 7th to 8th

**Course description:** In his lecture notes concerning his most profound work, "Huckleberry Finn," Mark Twain says, "a sound heart is a surer guide than an ill-trained conscience." One of the most beloved American novels written, this story of a young Odyssean wanderer discovers friendship and loyalty through the runaway slave, Jim, and discovers a profound lesson in trusting in the worth of another human being over and against the societal prejudice of the time. Though the work can often be taught as a study on American racism, this course will mostly focus on themes of friendship, loyalty, and the value of the human heart. Students at this age enjoy the masterful plot of this story and will be thoroughly challenged through its reading and lectures. Vocabulary and grammar will be reading based and the paper written will cover a particular theme of the work. The first three lectures will cover the work and the final three lectures will concern the writing.

**Course materials:** The *Penguin Classic of Huckleberry Finn*, ISBN-10: 0143105949. You are free to use any edition, but the student would be best served if the page numbers correspond with the teacher’s edition.

**Homework:** Vocabulary, reading quizzes, essay assignment, and a Final Exam. Answer keys provided.

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**Literature: The Hobbit**

**Note:** We offer three different courses on The Hobbit. This one is taught by Professor Joseph Pearce for 8th to 10th grade. The other two are taught by Dr. Henry Russell – one for middle school and one for high school.

- **Total classes:** 6
- **Duration:** 1 hour
- **Prerequisite:** The ability to read and enjoy the book.
- **Instructor:** Joseph Pearce
- **Suggested grade level:** 8th to 10th
- **Suggested high school credit:** ½ semester Literature

**Course description:** Professor Pearce unlocks, in two six-week courses, the Catholic meaning of The Hobbit and The Lord of the Rings.

**Course materials:** *The Hobbit* by J. R. R. Tolkien

**Homework:** Reading, weekly quizzes, and test.

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**Literature: Lord of the Rings**

- **Total classes:** 6
- **Duration:** 1 hour
- **Prerequisite:** The ability to read and enjoy the books.
- **Suggested grade level:** 8th to 10th
- **Suggested high school credit:** ½ semester Literature

**Course description:** Professor Pearce unlocks, in two six-week courses, the Catholic meaning of The Hobbit and The Lord of the Rings (see the fall semester for The Hobbit).

**Course materials:** *Lord of the Rings* by J. R. R. Tolkien. Should be completed by Week 2.

**Homework:** Reading and weekly quizzes.
**The Hobbit or There and Back Again as Gateway to J.R.R. Tolkien**

NOTE: There are two versions of this course. One for middle school and one for high school.

**Total classes:** 6

**Duration:** 1 hour

**Prerequisite:** Ability to read the book with pleasure at about 3 chapters per week.

**Suggested grade level:** 7th to 12th

**Suggested high school credit:** ½ semester. Follow with *Fellowship of the Rings* for a full semester.

**Instructor:** Henry Russell, Ph.D.

**Course description:** Tolkien’s *The Hobbit* was written as a children’s story and retains much of the clarity and light-heartedness of its kind. But Bilbo Baggins’ world is slowly made richer and deeper both by the author’s use of the Catholic elements from the great medieval saga of *Beowulf* and the background world of Tolkien’s deepest Elvish imaginings. By the end of the novel, Tolkien’s life-long themes of 1) a long-fought history that shapes the needs of every modern day; 2) the need for heroism from simple people; 3) the necessity for constant moral vigilance by those who are destined to lead; 4) the conquest of charity over greed; and 5) the sorrow and beauty created by these first four themes, have penetrated to the heart of the reader. The success of this novel convinced Tolkien and his wise and humane publishers, Allen and Unwin, that the modern world was ready to hear more of the complex moral and supernatural world, which Tolkien once thought, was of interest mostly to scholars of the ancient like himself. We will both discuss the book and welcome comments about the new movie coming out in December.

**Course materials:** *The Hobbit*, J.R.R. Tolkien

**Homework:** One to one and one-half hours per week. Weekly Quiz, Midterm, and Final. Answer keys provided for parental or self-grading.

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**The Lord of the Rings: The Fellowship of the Ring**

NOTE: There are two versions of this course. One for middle school and one for high school.

**Total classes:** 8

**Duration:** 1 hour

**Prerequisite:** Ability to read the book and ask questions. Since most students will have seen the Peter Jackson films and will want to make comparisons, it is probably a good idea to see them.

**Suggested grade level:** 7th to 12th

**Suggested high school credit:** ½ semester. Precedes with *The Hobbit* for a full semester.

**Instructor:** Henry Russell, Ph.D.

**Course description:** This trilogy of novels is too well known for any brief description to be of use here. They are the most popular books of the twentieth-century and quite likely to be among the central books of Western literature. The poet Auden thought they compare well with Milton’s *Paradise Lost*. We will discuss the volumes in their outer form of a mythologized hero struggle of the kind with which Classical Liberal Education is replete (from Homer’s *Iliad*, and Virgil’s *Aeneid* through the Norse *eddas* and Anglo-Saxon poems and Arthurian romances). At the same time we will read them in light of Tolkien’s unambiguous declaration that “The Lord of the Rings is of course a fundamentally religious and Catholic work; unconsciously so at first, but consciously in the revision.” As such they reflect an imagined world that parallels clearly with the world of suffering and redemption shown forth in a book as deep as the Bible.

*The Fellowship of the Rings* takes us from the Hobbit world of ordinary comfort into confrontation with the evil that has always plagued the created world. It asks for individual sacrifice from several creatures only to show them that they are linked into a vast body of those who strive to keep goodness alive, each on very different levels of culture and consciousness. This ancient body is full of poetry, beauty, and varied forms of virtue. The fellowship forms to do the impossible and the seemingly suicidal, and in the mines of Moria and on the banks of the river Anduin, the band is made to pay a terrible price for thoughtlessness and to fall apart from individual sin.
**Course materials:** *The Fellowship of the Ring*, J.R.R.Tolkien

**Homework:** Two hours per week. Weekly Quizzes with answer keys provided for parental or self-grading.

### The Lord of the Rings: The Two Towers

**NOTE:** There are two versions of this course. One for middle school and one for high school.

- **Total classes:** 7
- **Duration:** 1 hour
- **Prerequisite:** Ability to read the book and ask questions.
- **Suggested grade level:** 7th to 12th
- **Suggested high school credit:** ½ semester. For a full semester, follow with *The Return of the King*.
- **Instructor:** Henry Russell, Ph.D.

**Course description:** *The Two Towers* creates a clear contrast between a culture based on selflessness and regard for the common good with an anti-culture based on pure selfishness and the desire to dominate others. The anti-culture controls both the two literal towers of Saruman’s Orthanc and Cirith Ungol—both of them forced to serve the even greater tower of Sauron’s Mordor. The civilization of good offers the Mark of Rohan as its immediate heroic defender, backed by more ancient forces of the Ents and the Elves, to some degree coordinated by the towers of the city of Gondor. Yet the battles between these titanic forces are always being compared to the personal willingness of two hobbits to give everything they possess for the sake of the good that they love.

**Course materials:** *The Two Towers*. J.R.R.Tolkien.

**Homework:** Two hours per week. Weekly Quizzes with answer keys provided for parental or self-grading.

### The Lord of the Rings: The Return of the King

**NOTE:** There are two versions of this course. One for middle school and one for high school.

- **Total classes:** 7
- **Duration:** 1 hour
- **Prerequisite:** Ability to read the book and ask questions.
- **Suggested grade level:** 7th to 12th
- **Suggested high school credit:** ½ semester. For a full semester, precede with *The Two Towers*.
- **Instructor:** Henry Russell, Ph.D.

**Course description:** *The Return of the King* reaches into the realm of Arthurian Romance (which is itself based on the resurrection of the Christ), to offer a vision of Armageddon and world war where defeat means unguessed centuries of darkness, although victory means holding the darkness only at bay while creating a new civilization that will be attacked again someday. Here again, the personal *agon* and faithfulness of individual creatures is the central necessity for the victory of massive institutions and allegiances. All literature is moral in its center, and great literature reflects great moral truth. It was Tolkien’s genius to express the great truths of Christian civilization in a way, which could re-inspire and re-invigorate an age where many have lost immediate contact with those Christian roots.

**Course materials:** *The Return of the King*. J.R.R.Tolkien.

**Homework:** Two hours per week. Weekly Quizzes with answer keys for parental or self-grading.

### Beowulf and Christ

- **Total classes:** 4
- **Duration:** 1 hour 15 minutes
- **Instructor:** Henry Russell, Ph.D.
- **Prerequisite:** Ability to read, understands, and enjoys *Beowulf* translated by Charles W. Kennedy
- **Suggested grade level:** 9th to 12th
- **Suggested high school credit:** 1/3 semester. For full credit, add two of Dr. Russell’s other 4-week courses.

**Course description:** This great mini epic will be explored as an allegory that teaches the Anglo-Saxon world, how to transform pagan heroic ethos into a pattern for Christian heroism, and how to re-envision blind Fate as Godly Providence. The [Charles Kennedy translation](https://www.charleskennedy.org/beowulf.html) is suggested. Be careful not to get a web
version that cuts out the Christian elements. This is a book that lies behind J.R.R. Tolkien’s depiction of
Edoras as well as the warlike virtues of Gondor. Suitable for any high school student who can read the
poem and enjoy it. It is preferred that student have pre-read the poem before the first day of class. There
will be no homework assigned for this course.
Course materials: Beowulf: The Oldest English Epic (Paperback) translated by Charles W. Kennedy
Homework: Quizzes and answer keys are provided.

**Canterbury Tales of Geoffrey Chaucer; Trust God and Tradition**
(Second in the series Medieval Lessons for Modern Catholics. Each course can be taken alone or
consecutively.)
Total classes: 4
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Prerequisite: The ability to read, understands, and enjoy The Canterbury Tales by Geoffrey Chaucer.
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester. For a full semester, add two of Dr. Russell's other 4-week
courses.
Course description: Chaucer was the master at making nobles laugh at the failings of others until they
realized those characters were a bit too much like themselves. This great moralist, like a comic Dante, lets
his characters boast and strut until they have convicted themselves out of their own mouths. Let him
introduce you to the virtues and vices of his Canterbury Pilgrims and then see how Chaunticleer the
Rooster teaches us about predestination and the Church of God. To read Chaucer well is to see how subtly
the typological allegory can be constructed.
Course materials: Dr. Russell recommends Vincent Hopper’s Interlinear Translation from Barron Press.
That way you can read the Middle English and still see what it means right below each line. If you get
something else, please make sure it tries to be poetry and has line numbers.
Homework: Weekly quizzes and answer keys provided.

**Chesterton; Man of Letters**
Total classes: 6
Duration: 1 hour 15 minutes
Instructor: Robert Gotcher, Ph.D.
Prerequisite: The ability to read, understands, and enjoys the works of G.K. Chesterton
Suggested grade level: 11th and 12th
Suggested high school credit: 1/2 semester. For a full semester add the course Tolkien and Fairy Stories.
Course Description: G.K. Chesterton, a convert to Christianity, then to Catholicism, is one of the most
popular Christian writers of the Twentieth Century. He wrote theology, social commentary, literary
criticism, fantasy fiction, poetry, and mysteries. He was a major influence on C.S. Lewis and J.R.R. Tolkien.
In this six-week course we discussed in seminar style some of the major works of Chesterton taken from
several genres, including, for instance, The Everlasting Man or Orthodoxy, the biography of St. Francis, a
Fr. Brown mystery or two, Lepanto, and The Man Who Was Thursday.
Course materials: Links to all of the needed reading FREE online. Or, the books can be borrowed from the
library.
Homework: Weekly quizzes with answer key provided.

**The Man Who Was Thursday by Chesterton (Modern Catholic Classics
Series)**
Total classes: 6
Suggested grade level: 10th to 12th or college
Duration: 1 hour
Instructor: Henry Russell, Ph.D.
Prerequisite: Ability to enjoy reading and discussing the works.
Suggested high school credit: ½ semester; for full credit, precede with Dr. Russell's *The Screwtape Letters*.
Course description: At the turn of the 1900s, anarchy was a political fad as powerful as global warming is today. More locally destructive, anarchists murdered several heads of state (ranging from President McKinley to the Archduke Ferdinand), numerous public servants and fueled the statist revolutions of the communist era. European nations vastly increased their power by developing their secret police in response to the public panic created by these lunatic figures.
G. K. Chesterton, the great Catholic man of letters, writes one of the most startlingly original novels of the 20th century in response both to the original source of anarchism (the imitation of Satan's *non serviam*) and to the faithless response of modern man to such a threat. In the process Chesterton delineates, beautifully and entertainingly, the way that the very God who created and sustains order is so far beyond order (as puny human minds comprehend it) that He appears wild, chaotic and even threatening to our stubborn desire to reduce the cosmos to our control. Thus even as he defends the need of a conservative and humane order, Chesterton is the poet of a God wildly beyond our most soaring imaginations.

Course materials: *The Man Who Was Thursday* by G. K. Chesterton
Homework: Quizzes, essay topics, and final with answer key provided.

**The Screwtape Letters by C.S. Lewis (Modern Catholic Classics Series)**
Total classes: 6
Suggested grade level: 10th to 12th or college
Duration: 1 hour
Instructor: Henry Russell, PhD
Prerequisite: Ability to enjoy reading and discussing the works.
Suggested high school credit: ½ semester; for full credit you may follow with Dr. Russell's course on *The Man Who Was Thursday* by G.K. Chesterton.
Course description: Clive Staples Lewis quietly sought to be the Dante of the modern world. His imaginative explications of the conditions of Hell and demonic “thought” are the best of their kind in the last 700 years. In "The Screwtape Letters” the experienced tempter Uncle Screwtape seeks to educate his nephew Wormwood in the proper way to undermine a human soul. The muddled semi-thinking promoted by an educational system that ignores not only theology but basic logic proves one of the infernal world’s greatest allies. It is further aided by a selfish notion of rights with no accompanying duties and modern man’s sentimental view of his virtues based only on kind emotions that require no sacrifice. But in many ways the heights of the book are achieved as Uncle Screwtape rails against the unfairness of the God he has rejected, giving the kind of truly Christian vision of the power, beauty, wisdom, and boundless energy and love of God that the atheists want no one to remember has always been the Catholic concept of the divine. To know yourself much better, and to know God well indeed, read this book.
Course materials: *The Screwtape Letters* by C. S. Lewis
Homework: quizzes, essay topics, and final with answer key provided.

**Homer's Odyssey; The Soul of Pre-Socratic Wisdom**
Total sessions: 7
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Prerequisite: The ability to read, understand, and enjoy *The Odyssey* by Homer
Suggested grade level: 9th to 12th
Suggested high school credit: ½ semester. For a full semester, add Dr. Russell's Virgil's Aeneid.
Course description: It is easy, and incorrect, to remember Homer's Odyssey as a voyage story of great and bizarre adventures. It is instead the quest to restore the broken family and restore relations with the God(s), which have been broken by human fault. The great wanderings fill only 3 to 6 books out of 24. The other 18 are devoted to the restoration of human order in the family and the kingdom. It takes Odysseus
the same twelve chapters to get from the shore of his island Ithaka into full possession of his house in peace as it takes to get him home to Ithaka on his ten-year long quest. It is these beautiful chapters on human relations, as well as the wonders of Odysseus’ purgation through his quest, that make the epic a primary book of wisdom for all times and cultures.

Course materials: Robert Fitzgerald’s translation of the Odyssey. If you use another edition you should have one with line numbers or it will be almost impossible to follow along with frequent references to the author’s words.

Homework: Quizzes, essay topics, and final with answer key provided.

The Iliad: Glory and the Will of God

Total classes: 7
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Prerequisite: The ability to read, understands, and enjoys The Iliad
Suggested grade level: 10th to 12th
Suggested high school credit: ½ semester. Follow up with Dr. Russell’s Sophocles course for a full semester.

Course description: Homer’s Iliad, the ultimate epic of war and the warrior, examines the problem of men who seek individual glory but who must unite to fulfill the will of Zeus. How do they subordinate their own wills to a greater cause, and how much suffering will it take before they learn to do so? On an even greater level, how can a city resist God’s gift of an ultimate beauty, even when that beauty comes to them by an act of evil? But what price must even the best of men pay when the community agrees not to punish such evil?

Course materials: The Iliad
Homework: Quizzes, essay topics, and final with answer key provided.

King Arthur and Christ; Heroism and Holiness

(Third in the series Medieval Lessons for Modern Catholics. Each course can be taken alone or consecutively.)

Total classes: 4
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Prerequisite: The ability to read, understand, and enjoy Le Morte d’Arthur by Thomas Mallory
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester. For a full semester, add two of Dr. Russell’s other 4-week courses.

Course description: King Arthur attempts to build the City of God on earth, as we all must. His noble and sinful knights rise far above themselves under his Catholic kingdom’s rule of chivalry. Their fall is also our fall. In Lancelot we will see the crucial role that holiness must play in any heroism, and find that holiness—both personal and of the nation—is the purpose for which heroism is made. Their modernizers to make it a tale of merely cardinal virtues or generic Christian sentiment have drastically whitewashed most editions of this tale. Some have gone so far as to warp it into the service of paganism and witchcraft. Yet the greatest knight in the world sees Jesus and ends as a monk.

Course materials: A FREE PDF file with readings provided.
Homework: Quizzes, essay topics, and final with answer key provided.

Romeo and Juliet; The Catholic Shakespeare Series

Total classes: 6
Duration: 1 hour
Instructor: Joseph Pearce
Prerequisite: The ability to read and enjoy the play.
**Hamlet** by William Shakespeare; The Catholic Shakespeare Series

- **Total classes:** 6
- **Duration:** 1 hour
- **Prerequisite:** The ability to read and enjoy the play.
- **Suggested grade level:** 9th to 12th
- **Suggested high school credit:** ½ semester
- **Instructor:** Joseph Pearce

**Course description:** Hamlet is perhaps Shakespeare's finest play and is certainly one of the most popular. It is also one of the least understood. "To be or not to be" is the question, but the answer to this most complex of plays is beguilingly elusive. What does it mean "to be"? And is everything, as it seems to be? These are some of the questions that are asked and answered in this course by Joseph Pearce, editor of the Ignatius Critical Edition of Hamlet and author of *The Quest for Shakespeare* and *Through Shakespeare’s Eyes: Seeing the Catholic Presence in the Plays.*

**Course materials:** *Hamlet* by William Shakespeare (Ignatius Critical Edition, edited by Joseph Pearce)

**Homework:** Weekly quizzes and essay prompts. Answer keys provided for self or parental grading.

**King Lear; The Catholic Shakespeare Series**

- **Total classes:** 6
- **Duration:** 1 hour
- **Prerequisite:** The ability to read and enjoy the play.
- **Suggested grade level:** 8th to 12th grade
- **Suggested high school credit:** ½ semester Literature. Add another literature course for full credit (see Unlimited Access.)
- **Instructor:** Joseph Pearce

**Course description:** Professor Pearce, author of three books on Shakespeare and editor of the Ignatius Critical Edition of King Lear, will reveal the deep Christian meaning of one of Shakespeare’s greatest plays.


**Homework:** Weekly Reading Assignments and Quizzes (approximately one hour per week)

**Macbeth; The Catholic Shakespeare Series**

- **Total classes:** 4
- **Duration:** 1 hour 15 minutes
- **Instructor:** Henry Russell, Ph.D.
- **Prerequisite:** The ability to read, understands, and enjoys *Macbeth* by William Shakespeare.
- **Suggested grade level:** 9th to 12th
Suggested high school credit: 1/3 semester. For full semester, add 2 of Dr. Russell’s 4-week literature courses.

Course description: Explores the play on four levels: 1) What is literally happening and why that is often surprising; 2) What main Christian moral messages are being embodied in the play; 3) The Biblical references that enrich the meaning of the work; and finally, 4) How Shakespeare is presenting the challenges and duties of the Body of Christ within the Elizabethan police state.

Course materials: Dr. Russell uses David Bevington’s The Complete Works of Shakespeare, 4th edition, Harper Collins. However, we do not recommend buying this expensive book unless you are going to use it for years. What is necessary is that your edition has line numbers as well as the act and scene divisions such as the Ignatius Critical Editions. This enables students to stay together with Dr. Russell. There are so many editions that some will have minor differences in line numbers and even wording. Dr. Russell recommends against the Oxford collected plays (by Greenblatt et al) and the Dover edition. Signet, Pelican, Arden, Cambridge editions (the regular edition, not the "School" edition) are all fine.

Homework: Students should pre-read the play before the first day of class. Quizzes, essay topics, and final with answer key provided.

**Scarlet Letter**

Total classes: 7
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Suggested grade level: 10th to 12th or college
Prerequisite: Ability to enjoy reading the works.
Suggested high school credit: ½ semester.

Course description: Two main streams of thought shape the great American novels: one is the fervor of Christianity, the other is the skeptical Deism popularized in the 1700’s. In English Romanticism that deism becomes transformed into a confused doctrine of the poet as priest and prophet. Ralph Waldo Emerson transported this doctrine in a form wildly popular for Americans. Although Nathaniel Hawthorne found the idea congenial at first, he became a devastating critic of it in his portrait of Hester Prynne (America’s first anti-heroine). This novel is not a condemnation of Puritan intolerance, but rather of the destructive and bigoted God-playing of Hester and her countless American imitators. Our readings in Emerson will provide a brief but clear introduction to the ideas behind Deism and Romanticism. Then Hawthorne’s novel will provide a tightly constructed, claustrophobic response that operates like a Greek tragedy illuminated mainly by the comic ending of Pearl’s destiny.

Course materials: Dr. Russell will be using the Riverside Edition of The Scarlet Letter (isbn 0395051428).
Homework: Quizzes and answer key provided.

**Sir Gawain and the Green Knight; Chivalry, Courtesy and Chastity**

(First in the series Medieval Lessons for Modern Catholics. Each course can be taken alone or consecutively.)

Total classes: 4
Duration: 1 hour 15 minutes
Instructor: Henry Russell, Ph.D.
Prerequisite: The ability to read, understand, and enjoy Sir Gawain and the Green Knight translated by JRR Tolkien
Suggested grade level: 9th to 12th
Suggested high school credit: 1/3 semester. For a full semester, add two of Dr. Russell’s 4-week literature courses.

Course description: Gawain and the Green Knight is one of the most elegant and merry tales of a heroic Catholic age. The fate of Gawain hangs upon his courtesy and his faithfulness to his word, even in the face of the immortal Green Knight who picks up his own head after Gawain has smitten it off. But what does the Green Knight stand for? Why is he so beautiful and happy and yet so fearsome to all? How can he be
allowed in King Arthur’s court and in God’s Chapel? And why must the tale begin at Christmas but end on New Year’s Day?

**Course materials:** *Sir Gawain and the Green Knight* translated by JRR Tolkien.

**Homework:** Quizzes, essay topics, and final with answer key provided.

**Sophocles and Tragedy**

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Instructor:** Henry Russell, Ph.D.

**Prerequisite:** The ability to read, understands, and enjoys Sophocles

**Suggested grade level:** 10th to 12th

**Suggested high school credit:** 1/2 semester. For a full semester, precede with Dr. Russell’s *Iliad* course.

**Course description:** What do Aristotle and the Greek tragedians mean by tragedy? Is it closely related to the Christian concept of godly justice (and therefore to the Christian concept of comedy)? If Sophocles’ *Oedipus* is the most perfect tragedy, as Aristotle suggests, then what does that tragedy tell us? And how does *Oedipus at Colonnus*, written twenty years later, come to a completely redemptive ending 400 years before Christ?

**Course materials:** *Oedipus Rex*, *Antigone*, and *Oedipus at Colonnus*

**Homework:** Quizzes, essay topics, and final with answer key provided.

**The Space Trilogy of C. S. Lewis**

**Total classes:** 8

**Duration:** 1 hour 15 minutes

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** The ability to read, understand and enjoy The Space Trilogy by C. S. Lewis

**Suggested grade level:** 11th to 12th

**Suggested high school credit:** 2/3 semester

**Course description:** This is a seminar in which we discuss the Space Trilogy of C.S. Lewis—*Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength*.

**Course materials:** The Space Trilogy by C. S. Lewis (*Out of the Silent Planet*, *Perelandra*, and *That Hideous Strength*)

**Homework:** One literature worksheet for each of the three novels, to be completed before the class period in which they are discussed.

**Tolkien and Fairy Stories**

**Total classes:** 6

**Duration:** 1 hour 15 minutes

**Instructor:** Robert Gotcher, Ph.D.

**Prerequisite:** The ability to read, understands, and enjoys Tolkien

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** ½ semester. For a full semester adds Dr. Gotcher’s *Chesterton: Man of Letters*.

**Course Description:** In this course we discussed in seminar (discussion) format five short stories by J.R.R. Tolkien in light of his essay *On Fairy Stories*. The stories are *Smith of Wooton Major*, *Farmer Giles of Ham*, *Leaf by Niggle*, *The Adventures of Tom Bombadil*, and *Roverandom*. All five stories and the essay are available in one volume, *Tales from the Perilous Realm* by J. R. R. Tolkien. The assignment will be to write your own fantasy story by the end of the six weeks. It is preferred that students have read *Lord of the Rings* before coming to this course.

**Course materials:** The required text is the book *Tales from the Perilous Realm*, by J.R.R. Tolkien.

**Homework:** In addition to the weekly reading, the student will write his own fairy story. **Instructor Access available for this course.**
Virgil’s *Aeneid*; The Founding of Nations in the Will of God

**Total classes:** 7  
**Duration:** 1 hour 15 minutes  
**Instructor:** Henry Russell, Ph.D.  
**Prerequisite:** The ability to read, understands, and enjoys *The Aeneid* by Virgil.  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 1/2 semester. For a full semester, add Dr. Russell’s course on Homer’s *Odyssey*.

**Course description:** When we visit Washington D.C. the great buildings are not imitations of Greek but of Roman architecture. Our country was founded not as a democracy but as a Republic. George Washington was called “The Father of His Country.” Each of these three facts, and many more, are due to the enduring and worldwide influence of Virgil’s *Aeneid*.

In a Rome weakened by wealth and pleasure, then shattered by civil war, only to unite under an emperor, Virgil celebrated the subordination of individual ambition and pleasure to pietas—a triune duty to God, to the nation built under God’s will, and to the future of the family. Building on the brilliance of Homer’s *Iliad* and *Odyssey*, as well as Platonic philosophy, Virgil expanded the quest from the restoration of the family and one’s individual relation to God to the restoration of the whole nation and its relation to heavenly power. This was the original conception of our nation which our Founding Fathers honored in so many ways, and which we are in great peril as we now forget.

Dante, the greatest of all poets, chose Virgil as his heaven-sent fictional guide, not merely through Hell but Purgatory as well, signaling the seeds of vast Christian wisdom, which he found.

**Course materials:** Dr. Russell uses Robert Fitzgerald’s translation of the *Aeneid*. You are free to use any translation you like, but you should have one with line numbers or it will be almost impossible to follow along with frequent references to the author’s words.

**Homework:** Quizzes, essay topics, and final with answer key provided.

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*Death Comes for the Archbishop* (American Classics Series)

**Total Classes:** 6  
**Suggested grade level:** 10th to 12th or college  
**Duration:** One hour  
**Instructor:** Henry Russell, PhD  
**Prerequisite:** Ability to enjoy reading and discussing the works.  
**Suggested high school credit:** ½ semester; for full semester, follow with Dr. Russell’s course on “The Redemptive Comedy of Flannery O’Connor”.  

**Course description:** Willa Cather’s *Death Comes for the Archbishop* is one of the few American novels radically to appreciate and celebrate the Catholic culture of the American Southwest that long pre-dated the settling of Plymouth Massachusetts.

This is a relatively short novel built on the life of the first (French) Archbishop of New Mexico. The novel is constructed around multiple journeys: from the cultivation of the Old World to the beautiful yet primitive New World; from a region that was Indian and pagan, that becomes Spanish and Catholic, only to be forced into the United States; from the West of Kit Carson to a region of cities and towns; from being an outsider in a strange land to becoming one with the land; from a slightly skeptical view of saints and miracles to a keen sense of God’s Providence to the American world.

At all times the glowing beauty of the American Southwest and of heroic piety upholds the narrative and the reader. This is one of the great Catholic books ever written by one who did not, as far as we know, formally enter the Church in her life here on earth.

**Course materials:** *Death Comes for the Archbishop* by Willa Cather  
**Homework:** Quizzes, essay topics, and final with answer key provided.
Redemptive Comedy of Flannery O’Connor (American Classics Series)

Total classes: 6
Suggested grade level: 12th or college
Duration: 1 hour
Instructor: Henry Russell, Ph.D.
Prerequisite: Ability to enjoy reading and discussing the works.
Suggested high school credit: ½ semester; for full semester, precede with Dr. Russell’s Death Comes for the Archbishop by Willa Cather.
Course description: Flannery O’Connor is among the short list of American 20th-century novelists who may be considered great and enduring. This is especially odd since she lived most of her life in or on a farm outside the small town of Milledgeville Georgia, slowly dying, for most of her working life, of lupus. Moreover, she wrote only two novels—Wise Blood and the Violent Bear It Away. All else were finely chiseled short stories, of a power perhaps unmatched by any other author. In a largely self-satisfied America of the 1950’s, she prophetically wrote of a nation that was losing its soul by abandoning its God. Her characters—once widely criticized as unrealistic, even bizarre, and grotesque—now walk the streets of our nation and populate every level of society. O’Connor is great because she always understood that the soul is the wellspring of human action. Each of her stories is filled with characters that are trying to avoid God’s demands. Each must face a shattering moment of choice between their illusion of self-sufficiency and obedience to reality.
We will explore “A Good Man is Hard to Find”; “Greenleaf”; and “The Lame Shall Enter First.” Perhaps I can explain it best by saying that these stories will remain with you as unforgettably as the best stories Edgar Allen Poe ever wrote. But Poe’s stories are about life that has moved permanently into horror; O’Connor’s are about a power perhaps unmatched by any other author. Flannery O’Connor’s are about what offers a chance to know God and us.
Course materials: Find the two short stories. “A Good Man is Hard to Find” is in almost any competent modern American Anthology for college. “The Lame Shall Enter First” can be found in 3by O’Connor. Signet, 1983 (NOT 1962), of which there are many used copies.
Homework: Quizzes, essay topics, and final with answer key provided.

English Literature and the Question of Evil

Total classes: 11
Duration: 1 hour
Prerequisite: None
Suggested grade level: 10th to 12th
Suggested high school credit: 1 full semester
Instructor: Dayspring Brock, MA
Course description: What is the capacity for good and for evil in the human heart? Are some people more prone to evil than others? This course is not for the faint of heart but for the sincerely curious, openly inquisitive, and eagerly industrious. In this class we will read works that plummet the depths of the human heart and from our discussions we will think carefully about the capacity of the virtue and vice within it. We will look at what some of the best literature has discovered in terms of free will and its difficulties. We will begin with the catechism and some short readings by Aristotle and Augustine to look toward a definition of evil and then work our way through Iago in Othello, Kurtz from Heart of Darkness, Mr. Hyde, Ralph and Jack in Lord of the Flies, and some of O’Connor’s humorous but wicked villains in order to explore the twisted sinews of the heart, but also to contrast the hopeful characters which arise in all these works as antidotes to the villain. How does evil come about in a person? What choices give way to it? How is it endured? How is it avoided? These questions will be explored through study question activities, weekly lectures and small written responses (one 12 sentence paragraph—which will be taught throughout the course) as well as three papers devoted to a particular theme within these works. Though the paragraphs will be given some feedback, the three major papers will be used as their major grades for the course.
Course materials: Shakespeare’s Othello, Conrad’s The Heart of Darkness, Stevenson’s Dr. Jekyll and Mr. Hyde, Golding’s Lord of the Flies, variety of short stories by Faulkner and Flannery O’Connor, readings by
Aristotle, Augustine, C.S. Lewis, and Peter Kreeft.

**Inferno (Hell) by Dante**

*Total classes:* 12  
*Duration:* 1 hour  
*Prerequisite:* The ability to read and enjoy the book.  
*Suggested grade level:* 11th to 12th  
*Suggested high school credit:* 1 full semester Classical Literature  
*Course description:* Dante Alighieri is the only “secular” author in praise of whom a Pontiff of the Roman Catholic Church has written an encyclical letter. His Holiness Benedict XV’s “In Praeclara Summorum” of 1921 rightly says, “We admire in him not only supreme height of genius but also the immensity of the subject which holy religion put to his hand. If his genius was refined by meditation and long study of the great classics it was tempered even more gloriously, as We have said, by the writings of the Doctors and the Fathers which gave him the wings on which to rise to a higher atmosphere than that of restricted nature.” Simply interpreted, Dante is the greatest author of the greatest book on the greatest subject of any ever written by a man not known by the Church to be directly inspired by God. Dante teaches us what it might mean to be a Catholic in every element of our thought and culture. His work is not only sublimely beautiful, but filled with the most important truths. He was a complete Catholic in an age of political and heretical turmoils, but an age blessed with the influence--mediate or immediate--of towering saints like Bernard, Francis, Dominic, and Thomas Aquinas. His Divine Comedy intends to teach us how to harmonize the demands of Church and State, community and individual, authority and conscience, divine in him and natural knowledge, intellect and emotion. *The Comedy* provides a vision of eternity in order to teach man how to live in time, in his brief excursus before forever. *The Inferno* provides the greatest examination of our conscience as we come to see our own affinities to the souls who have chosen Hell. *The Purgatory* shows us how to turn our intellects and emotions toward the good. Finally the *Paradiso* helps liberate our emotions and our souls toward the beautiful and good. No one can lay claim to liberal arts education until he has made a serious beginning on understanding *The Divine Comedy*. Again, as Benedict XV wrote, “The more profit you draw from study of him the higher will be your culture, irradiated by the splendors of truth, and the stronger and more spontaneous your devotion to the Catholic Faith.”

*Course materials:* We will use the Dorothy Sayers edition, ISBN number 9780140440065 or www.amazon.com/exec/obidos/9780140440065/catholictreas-20  
*Homework:* One to one and one-half hours per week. Weekly Quiz, Midterm, and Final. Answer keys provided for parental or self-grading.

**Purgatorio (Purgatory) by Dante**

*Total classes:* 12  
*Duration:* 1 hour  
*Prerequisite:* The ability to read and enjoy the book. Recommended, but not required: Hell by Dante.  
*Suggested grade level:* 11th to 12th  
*Suggested high school credit:* 1 full semester Classical Literature  
*Course description:* Dante Alighieri is the only “secular” author in praise of whom a Pontiff of the Roman Catholic Church has written an encyclical letter. His Holiness Benedict XV’s “In Praeclara Summorum” of 1921 rightly says, “We admire in him not only supreme height of genius but also the immensity of the subject which holy religion put to his hand. If his genius was refined by meditation and long study of the great classics it was tempered even more gloriously, as We have said, by the writings of the Doctors and the Fathers which gave him the wings on which to rise to a higher atmosphere than that of restricted nature.” Simply interpreted, Dante is the greatest author of the greatest book on the greatest subject of any ever written by a man not known by the Church to be directly inspired by God. Dante teaches us what it might mean to be a Catholic in every element of our thought and culture. His work is not only sublimely beautiful, but filled with the most important truths. He was a complete Catholic in an age of political and heretical turmoils, but an age blessed with the influence--mediate or
immediate--of towering saints like Bernard, Francis, Dominic, and Thomas Aquinas. His Divine Comedy intends to teach us how to harmonize the demands of Church and State, community and individual, authority and conscience, divine and natural knowledge, intellect and emotion. The Comedy provides a vision of eternity in order to teach man how to live in time, in his brief excursus before forever. The Inferno provides the greatest examination of our conscience as we come to see our own affinities to the souls who have chosen Hell. The Purgatory shows us how to turn our intellects and emotions toward the good. Finally the Paradiso helps liberate our emotions and our souls toward the beautiful and good. No one can lay claim to liberal arts education until he has made a serious beginning on understanding The Divine Comedy. Again, as Benedict XV wrote, “The more profit you draw from study of him the higher will be your culture, irradiated by the splendors of truth, and the stronger and more spontaneous your devotion to the Catholic Faith.”

**Course materials:** We will use the Dorothy Sayers edition, ISBN number 0140440461 or www.amazon.com/exec/obidos/0140440461/catholictreas-20

**Homework:** One to one and one-half hours per week. Weekly Quiz, Midterm, and Final. Answer keys provided for parental or self-grading.

**Dante’s Paradiso (Heaven)**

**Total classes:** 11  
**Duration:** 55 minutes  
**Prerequisite:** Ability to read the book with some enjoyment.  
**Suggested grade level:** 11th and 12th grade or college level.  
**Suggested high school credit:** 1 full semester Classical Literature  
**Instructor:** Henry Russell, Ph.D.

**Course description:** Dante Alighieri is the only “secular” author in praise of whom a Pontiff of the Roman Catholic Church has written an encyclical letter. His Holiness Benedict XV’s “In Praeclara Summorum” of 1921 rightly says, “We admire in him not only supreme height of genius but also the immensity of the subject which holy religion put to his hand. If his genius was refined by meditation and long study of the great classics it was tempered even more gloriously, as We have said, by the writings of the Doctors and the Fathers which gave him the wings on which to rise to a higher atmosphere than that of restricted nature.” Simply interpreted, Dante is the greatest author of the greatest book on the greatest subject of any ever written by a man not known by the Church to be directly inspired by God. Dante teaches us what it means to be a Catholic in every element of our thought and culture. His work is not only sublime but also filled with the most important truths. The Comedy provides a vision of eternity in order to teach man how to live in time, in his brief excursus before forever. Outside of the writings of the Saints, the Paradiso is the most beautiful vision of the vast energy and glory of the fully achieved Christian life. It liberates our emotions and our souls toward the beautiful and good, making a mockery of the 21st-century’s slanderous view of the Christ-centered life as passive or narrow. Instead we see the armies of love gathered in all eternity, having done the work of creating all that is best in civilization here on earth. No one can lay claim to liberal education until he has made a serious beginning on understanding The Divine Comedy.

**Course materials:** We will use the Dorothy Sayers edition, ISBN number 0140440460  
**Homework:** Weekly quiz, Midterm, and Final. Answer keys provided for parental or self-grading. Expect 1 to 1.5 hours of reading each week.

**Math**

**Saxon 6/5**

**Total classes:** 30 weeks with 4 short lectures per week.  
**Duration:** varies  
**Prerequisite:** Basic math skills. Saxon 5/4 or equivalent.  
**Instructor:** Jean Hoefft, MS  
**Suggested grade level:** 5th to 6th
Course description: Building upon the principles taught in Saxon Math 5/4, the Saxon 65 textbook covers concepts such as: the order of operations; geometry and measurement; integers; divisibility concepts; ratios; statistics and probability; prime and composite numbers; patterns and sequences; and powers and roots. Students will specifically learn about making a multiplication table, adding/subtracting fractions with a common denominator, multiplying by multiples of 10 and 100, perimeter, simple probability, decimal parts of a meter, reciprocals, volume, square roots, graphing points on a coordinate plane, and more. Lessons contain a warm-up (with facts practice, mental math, & problem-solving exercises); introduction to the new concept, lesson practice exercises where the new skill is practiced, and mixed practice exercises, which includes 25-30 old and new problems. In-depth "Investigations" are provided every 10 lessons, and have their own set of questions. Math 6/5 also includes 6 in-lesson activities and 5 investigation activities.


Homework: Practice set for appropriate lesson, and then the problem set for that lesson. Please follow the recommended schedule for testing which comes with the homeschooling kit. Instructor Access available for this course.

Saxon 7/6

Total classes: 30 weeks with 4 short lectures per week.
Duration: varies
Suggested grade level: 6th to 7th
Prerequisite: Basic math skills. Saxon 6/5 or equivalent.
Instructor: Jean Hoeft, MS

Course description: Building upon the principles taught in Saxon Math 6/7, the Saxon 76 textbook introduces functions and coordinate graphing, integers, exponential expressions, and prime factorization. Students will specifically learn about the order of operations, number lines, decimal place value, how to find the percent of a number, how to round decimal numbers, attributes of geometric solids, and more.
Lessons contain a warm-up (with facts practice, mental math, & problem-solving exercises); introduction to the new concept, lesson practice exercises where the new skill is practiced, and mixed practice exercises, which includes 25-30 old and new problems. In-depth "Investigations" are provided every 10 lessons, and have their own set of questions.


Homework: Practice set for appropriate lesson, and then the problem set for that lesson. Please follow the recommended schedule for testing which comes with the homeschooling kit. Instructor Access available for this course.

Math Boot Camp: Preparing for Pre-Algebra

Total classes: 8
Duration: 1 hour
Prerequisite: Basic computation skills, adding subtracting, multiplying and dividing integers.
Suggested grade level: 6th to 9th
Suggested credit: 2/3 semester
Instructor: Jean Hoeft, MS

Course description: For students who will be taking Pre-Algebra in the fall. Students will begin the rudiments of algebra: solving simple equations, graphing lines and learning about how finding a variable changes everything!

Course materials: Provided FREE by the instructor.

Homework: At least 30 minutes every day after the class with a culmination activity on the final class. Answer key provided.
Pre-Algebra; Saxon
Total classes: 26
Duration: 1 hour 15 minutes
Prerequisite: Basic math skills, Saxon 7/8 preferred
Suggested grade level: 7th to 9th
Instructor: Jean Hoeft
Course description: Students will begin the skills needed for Algebra I. These include but are not limited to: writing equations, slope of a line, solving simple equations, numbers and their operations, linear functions, and operations with integers.
Course materials: Saxon Algebra 1/2 Homeschool Kit
Homework: Students will be assigned 4-5 homework assignments per week with testing done on Fridays. The Homeschool Kit provides answer keys. Instructor Access available for this course.

Math Boot Camp: Preparing for Algebra I
Total classes: 8
Duration: 1 hour
Prerequisite: Basic math skills, multiplication tables, and fractions a must!
Suggested grade level: 7th to 10th
Suggested high school credit: 2/3 semester
Instructor: Jean Hoeft, MS
Course description: For students who will be taking Algebra I. Students will brush up on algebra skills using more advanced problem solving and both linear and non-linear equations alike.
Course materials: Provided FREE by the instructor.
Homework: At least 30 minutes after each class with a culmination activity on the last class. Answer key provided.

Algebra I; Saxon
Total classes: 26
Duration: 45 to 60 minutes
Instructor: Jean Hoeft, MS
Prerequisite: Pre-Algebra
Suggested grade level: 8th to 10th
Suggested high school credit: 1 full year.
Course description: This course involves all concepts needed to fulfill national requirements for Algebra I. The topics to include but not be restricted to, operations with integers, rules of multiplicative identity and additive identity, equation solving, exponential function relations, quadratic function relations and their graphs, Cartesian graphing, polynomial relations and functions, radicals and their properties as well as some work with geometric properties as a background for use in Algebra II.
Course rationale: Homework is an integral part of the learning process in math. However, homework will be used to formatively assess students’ learning, not necessarily to grade. Student’s grades will be determined 20% by homework completion and 80% on test performance. This means that students must know and understand their mistakes on homework in order to succeed on tests. This insures their honesty and willingness to try things on homework of which they have not mastered. This also frees the learner to share their mistakes with others to insure their knowledge of the corrections and to help others in the learning process. Students will be asked to give feedback frequently during the class to continue their involvement and increase their participation with the instructor in their learning.
Course materials: Saxon Algebra I Homeschool Kit
Homework: Students are assigned 4-5 homework assignments per week with testing done on Fridays. The Homeschool Kit includes answer keys. Instructor Access available for this course.
Algebra 1; Foerster
Total classes: 14 live classes plus 14 recorded classes.
Duration: 1 hour 15 minutes
Prerequisite: Basic math skills / Pre-Algebra (Available through Unlimited Access)
Suggested grade level: 8th to 10th grade
Suggested high school credit: 1 full semester Math
Instructor: Jean Hoeft, MS
Course description: Students will be required to watch a recorded 30-minute lecture each week and attend class for discussions and problem solving. Algebra 1 explores all avenues of linear equations, some non-linear equations and problem solving. Students will use all of their basic math skills to solve problems, graph equations, and think using the skills we develop. The instructor is available for Skype conferencing once a week if needed.
Course materials: Foerster’s Algebra 1, Classic Edition, ISBN # 0131657089
Homework: Expect 5 to 8 hours per week on assignments and a weekly test. Instructor Access available for this course.

Math Boot Camp: Preparing for Algebra II
Total classes: 8
Duration: 1 hour each
Prerequisite: Algebra 1
Suggested grade level: 8th to 12th
Instructor: Jean Hoeft, MS
Course description: Review all of the Algebra 1 concepts in preparation for Algebra II.
Course materials: Paper, pencil, and calculator. Worksheets provided FREE by the instructor.
Homework: One worksheet per day. Corrected on the following day in the class recording.

Algebra 2; Saxon
Total Classes: 26
Duration: 75 minutes. First 15 minutes is dedicated to answering students’ homework questions.
Prerequisite: Algebra I
Suggested Grade Level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Jean Hoeft, MS
Course description: We will complete the advanced topics in Algebra beginning with linear functions and moving through quadratic, as well as other non-linear functions, radicals and finishing with an introduction to logarithmic functions. Students should have a lengthy knowledge of variable equations and their graphs.
Course materials: Saxon Algebra 2, third edition with the test and homeschool pack.
Homework: Students should spend 6-8 hours a week on homework, taking a test once a week. The Homeschool Kit includes answer keys. Instructor Access available for this course.

Geometry; Saxon
Total Classes: 26
Duration: 75 minutes. First 15 minutes is dedicated to answering students’ homework questions.
Prerequisite: Algebra I
Suggested Grade Level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Jean Hoeft, MS
Course description: Students will learn the use and application of shapes and their attributes to the world around them. This course will include proofs of angles theory as well as other triangle proofs. We will be applying our knowledge of algebra to the use and calculation of shapes, lines, angles, etc.
Course Materials: Saxon Geometry, text and homeschool pack
Homework: Students should spend 6-8 hours a week on homework with a test each week. The Homeschool Kit includes answer keys. Instructor Access available for this course.

Advanced Topics in Mathematics (Pre-Calculus)
Total Classes: 56 (2 per week for 28 weeks)
Duration: 60 to 75 minutes
Prerequisite: Algebra II and Geometry
Suggested Grade Level: 10th to 12th
Suggested high school credit: 1 full semester Math
Instructor: Jean Hoeft, MS
Course description: We will explore all the algebraic & trigonometric concepts; both linear and nonlinear plus functions, complex numbers, and concepts involving trigonometry & polar coordinates. This course will fulfill requirements for Pre-calculus and ready students for High School and college advanced topics math including Calculus.
Course materials: Saxon Advanced Mathematics and Incremental Development, Edition 2, with the test and homeschool pack, a scientific calculator (Ti 30X or the like), graph paper, ruler, protractor, compass, and pencil. Graphing calculators are useful, but not necessary. Instructor will provide a free weekly lecture in addition to the live, interactive classes.
Homework: Students should spend 6-8 hours a week on homework, taking a test once a week. Instructor Access available for this course.

Introduction to Trigonometry
Number of classes: 6
Prerequisites: Algebra II
Suggested high school credit: ½ semester Math.
Instructor: Jean Hoeft, MS
Course description: This course will polish students' algebra II skills and prepare them for pre-calculus / advanced mathematics and/or physics. We will study the trigonometric functions and their inverses, polar and rectangular coordinates, the calculations of a triangle, vectors and more. Students are expected to do homework sets, which are provided free by the instructor. There is no textbook necessary, reference tables and notes will be provided. Students will have a working knowledge of trigonometric functions and their properties at the conclusion of the course.
Course materials: None, all course materials provided free by the instructor.
Topics covered: Trigonometric functions, changing degrees to radians, reciprocal identities, arc lengths, writing the equations of sine and cosine functions of sinusoid graphs, graphs of secant and cosecant, simplifying trig identities, solving equations involving trigonometric identities, reference triangles, solving triangles for their angles and side lengths, and complex numbers with the complex coordinate plane.
Homework: Students should expect to spend 3-4 hours on homework a week to complete the assigned work. Answer key provided. Instructor Access available for this course.

Calculus with Trigonometry and Analytical Geometry; Saxon
Total classes: 14 live classes plus 14 recorded classes
Duration: 1 hour 15 minutes
Prerequisite: Advanced Mathematics / Pre-Calculus
Suggested grade level: 12th grade
Suggested high school credit: 1 full semester Math
Instructor: Jean Hoeft, MS
Course description: A beginning calculus class including trigonometry and analytical geometry. We will be exploring differential equations, differentiation and integral calculation. Students will be required to
watch a recorded lecture of 30 minutes each week, and attend class for discussions and problem solving. I am also available for Skype conferencing once a week if needed.

**Course materials:** Saxon Calculus Second Edition (Homeschool Kit), ISBN #9781600329746

**Homework:** Expect 5 to 8 hours per week on assignments and a weekly test. The instructor will provide grading.

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**Philosophy / Logic**

**Introduction to Formal Logic: Thinking with Excellence**

- **Total classes:** 14
- **Duration:** 1 hour
- **Instructor:** Phillip Campbell
- **Prerequisite:** None
- **Suggested grade level:** 7th to 9th grade, but anyone who has never had any formal logic training is welcome
- **Suggested high school credit:** 1 full semester Logic
- **Course description:** This intensive 14-week course will introduce students to the principles of formal logic as presented in the book Traditional Logic: Introduction to Formal Logic by Memoria Press. The aim of formal logic is to teach students how to think properly, focusing on the consistency and process of argumentation (the content of argumentation will be covered in material logic).
- **Course materials:** Traditional Logic: Introduction to Formal Logic by Memoria Press and Traditional Logic Answer Key, also by Memoria Press
- **Homework:** 5-6 pages of reading per week coupled with completing exercises provided in the text (parents can grade using the answer key); periodic quizzes available online through Moodle with a Final Exam also provided via Moodle. Workload is approx. 3-4 hours per week.

**Formal Logic I; Introduction to Logic**

- **Total classes:** 12
- **Duration:** 1 hour
- **Instructor:** Robert Gotcher, Ph.D.
- **Prerequisite:** None
- **Suggested grade level:** 9th to 12th
- **Suggested high school credit:** 1 full semester
- **Course Description:** The emphasis on feelings and de-emphasis on proper, logical thinking has left many Americans prey to advertisers and demagogues. A training in logic can help a reader or listener see the truth and falsehood of statements made on the editorial page or on talk radio shows, so he can make proper judgments about important matters. This twelve-week course establishes the rudiments of formal logic—the construction and detection of valid syllogism and formal and informal fallacies. The emphasis will be on examples taken from popular media.
- **Course materials:** Traditional Logic: Introduction to Formal Logic by Martin Cothran (Memoria Press).
- **Homework:** Logic exercises each week. Final assignment to analyze a paragraph taken from a source for logic. Answer keys available from Memoria Press.

**Logic II: Advanced Formal Logic**

- **Total classes:** 12
- **Duration:** 1 hour
- **Prerequisite:** Logic I: Introduction to Formal Logic (Unlimited Access!) or equivalent.
- **Suggested grade level:** 10th to 12th
- **Suggested high school credit:** 1 full semester
- **Instructor:** Robert F. Gotcher, Ph.D.
- **Course description:** This course continues the exploration of formal logic begun in the "Introduction to
Formal Logic" course. It looks closely at a wide variety of syllogism, such as Enthymemes, conditional, disjunctive, conjunctive, polysyllogisms, sorites, and dilemmas. Examples are taken from famous philosophers, such as Plato, Aristotle, Aquinas, Descartes, and Hume.

**Course materials:** *Traditional Logic, Book II: Advanced Formal Logic (Classical Trivium Core Series)* by Martin Cothran (Jun 1, 2000) and *Traditional Logic II, Key* by Martin Cothran (Jun 1, 2008)

**Homework:** Workbook exercises. Answers found in the workbook key (above) from Memoria Press.

### Fallacies and Paradoxes

**Total classes:** 6  
**Duration:** 1 hour 15 minutes each class.  
**Instructor:** Jean Rioux, Ph.D.  
**Prerequisite:** *Introduction to Formal Logic.*  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 1/2 semester.

**Course description:** This course is devoted to learning about, and identifying, examples of flawed reasoning. One sort of logical mistake, the fallacy, can arise on account of the subject matter about which one reasons (language-based, or linguistic, fallacies), or through being inattentive to the structure (or form) of one's reasoning (non-linguistic, or formal, fallacies). There is also a class of logical error called paradoxes, in which reason finds itself trapped between two, apparently sound, but incompatible lines of reasoning; something is wrong here, but what, exactly? Analyzing paradoxes, and their solutions, helps us better to understand the nature of human reasoning itself, and how best to assure that we arrive at the truth (and not falsity) through its use.

**Course materials:** The text is provided FREE by Dr. Rioux.  
**Homework:** There is no written homework for this course. However, there is assigned reading.

### Philosophy 101: What Do Philosophers Do and How Do They Do It?

**Total classes:** 8  
**Duration:** 1 hour 15 minute  
**Instructor:** Jean Rioux, Ph.D.  
**Prerequisite:** None  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 2/3 semester

**Course description:** Aristotle famously said, "all men by nature desire to know". For over 2600 years philosophers have grappled with life's profound questions. Seeking answers, they left their conclusions behind, along with the arguments supporting them. In this course we will be studying some of the better-known philosophical arguments in light of the issues they have addressed. From the allegory of the cave to the 5 ways of St. Thomas Aquinas to Pascal's wager, these arguments can serve as a brief introduction to the life and work of philosophers to anyone who would like to discover more about the "examined life".

**Course materials:** Reading materials are provided FREE in the form of a pdf file. References to the readings made during the course will be to this version. Students are expected to read the short selections (about 2 pages, on avg.) carefully before each session.

**Homework:** Apart from the reading for an upcoming class, students are expected to respond to a few questions from the previous class. Answer key provided.

### Thomistic Christian Philosophy: The Summa Theologica

**Total classes:** 12  
**Duration:** 75 minutes (1 hour 15 minutes)  
**Prerequisite:** None  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 1 full semester
Instructor: Dave Palmer, Master of Theology
Course description: An overview of the philosophy of Thomas Aquinas based on his masterpiece, the Summa Theologica. Blessed Pope John Paul said ‘What is owed to man is the truth about man.’ This course aims to provide an introduction to Thomistic philosophy, in common language, so that beginners can better understand the principals of Christian philosophy that have been largely abandoned by our modern culture. They will learn the truth about man, how we relate to God, the angels and other creatures and most importantly to God, and how through a life based on virtue, we can achieve our ultimate end, union with God forever in heaven.
Course materials: Summa Theologica can be accessed FREE on line or borrowed from the library, so no need to purchase the Summa unless you so desire.
Homework: Reading plus assignments. Estimate 2 hours per week. Answer key provided.

Introduction to Early Modern Philosophy
Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 11th to 12th
Suggested high school credit: 1 full semester
Instructor: Jean Rioux, Ph.D.
Course description: The Early Modern period of philosophy has had a profound effect upon contemporary thought and life. Beginning with the intensely reflective musings of French mathematician René Descartes, European philosophers of the 17th and 18th centuries saw the possibility and scope of human knowledge as the foremost problem facing us: can we know, and, if so, what? On the Continent, the rationalists saw reason itself as the sole judge of truth. They were opposed in turn by the British empiricists, who insisted that sensation is the fundamental criterion for human knowing. This course presents a review of some of the main figures of the period: among the rationalists, Descartes, Spinoza, and Leibniz, and among the empiricists, Locke, Berkeley, and Hume. We will begin with a brief review of the history of philosophy immediately prior to the period, and end with the synthesis of Immanuel Kant and the beginnings of German Idealism.
Course materials: Readings for each session will be made available in the form of a pdf file (FREE). Students can expect readings to average 15-25 pages for each session.
Homework: Assignments include close readings of portions of the works of the main philosophers studied. All of the readings are of above-average difficulty. Students should expect to set aside two or three hours each week to carefully prepare for class by reading these materials. Students will also respond to one or two questions following each session in the form of brief written essays. Answer key provided.

Natural Theology (Philosophy of God)
Total classes: 12
Instructor: Jean Rioux, Ph.D.
Prerequisite: none
Suggested grade level: 12th grade or advanced high school student
Suggested high school credit: 1 full semester philosophy or theology.
Course description: Natural Theology (also called Philosophy of God or Philosophical Theology) is that part of philosophy, which addresses what we can know of divine things using unaided reason. Learning what we can of the existence and attributes of God is our primary objective. To do that well, however, we must first acquaint ourselves with the method of natural theology, especially insofar as it differs from that of revealed theology. While the focus of this course is upon coming to know God and His attributes, we will be looking at some arguments against the existence of God (atheism) or against our capacity to know
God through reason (agnosticism|fideism). There is a good amount of fairly difficult reading required for this class. Weekly homework will consist of your careful responses to one or two summative essay questions on material covered in a previous class.

**Course materials:** Thomas Aquinas, Summa Contra Gentiles, Book I: God, University of Notre Dame Press 026801678X  Selected Readings in Natural Theology (freely downloadable pdf)

**Homework:** Weekly homework will consist of students’ careful responses to one or two summative essay questions on material covered in a previous class. Most of students’ out-of-class time will be devoted to a careful reading of the assigned material, but they should expect to spend an hour or so writing up their weekly essays.

### What is Beauty?

**Total classes:** 10  
**Duration:** 1 hour  
**Instructor:** Kenneth Rolling, MA  
**Prerequisite:** None  
**Suggested grade level:** 10th to 12th  
**Suggested high school credit:** 3/4 semester  
**Course description:** This course provides a survey of various authors’ attempts to answer the questions, “What is beauty?” and, “What is the meaning of the beautiful?” Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and St. Bonaventure will be read and considered, among others.

**Course materials:** Available FREE online or provided by instructor.  
**Homework:** Students will be expected to read excerpts from various authors and to complete written responses to study questions for each class.

### Science

**Health, Fitness, and Wellness for Middle School Students**

**Total classes:** 6  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested grade level:** 6th to 8th  
**Instructor:** E. B. Conroy, MA  
**Course description:** This course is designed as a foundational for understanding personal health and wellness in the areas of physical, mental, and emotional health. The interrelationships between the body, mind, and soul will be emphasized as students learn foundational life habits and the ways to create healthy lifelong habits.

**Course materials:** Everything is provided FREE online from Professor Brown Conroy  
**Homework:** Weekly reading assignments and quiz, with an estimated three to four hours per week for homework, outside of class time. Answer key provided.

### Middle School Life Science: Topics in Life Science I; The Cell

**Total classes:** 12  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested grade level:** 6th to 8th  
**Instructor:** Kris Correira, PA-C, MHP  
**Course description:** The cell is the basic unit of all Life. This 12-week course introduces middle school kids to what a living organism is; the structure, functions, and processes of cells; and genetics.
Course materials: All reference materials will be provided free by the instructor. A list of required lab supplies will be distributed at the beginning of the semester. Access to a microscope is helpful but not required.

Homework: Labs to be completed each week of varying length.

Heart and Lungs; the Cardiovascular and Respiratory Systems (Anatomy & Physiology)
Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Instructor: Kris Correira, PA-C, MHP
Course description: Your heart beats around 100,000 times, and your lungs take 18,000 breaths in a day. How do these amazing organs work? Learn about the beauty and precision of the cardiovascular and respiratory systems as only God could design. We will also look at some of the more common diseases that can afflict these systems.
Course materials: A pdf textbook from the author ($5.50) is required. FREE online resources are also provided.
Homework: The course will consist of 10 lectures, a midterm, and a final exam. Homework will be assigned throughout the semester. Students will take a quiz each week before the lecture starts. Answer key provided.

Blood and Immunity; Hematology and Immune System (Anatomy & Physiology)
Total classes: 12
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Instructor: Kris Correira, PA-C, MHP
Course description: We may have only three types of blood cells, yet blood carries our oxygen, repairs our injuries, stops our bleeding, and it fights off infections and more. Explore Hematology and Immunology in this twelve-week course.
Course materials: Students must have access to a compound light microscope with 400x magnification, 1000x preferable. The following supplies need to be ordered from Home Science Tools or other biological supply company:
BE-BLDTEST Blood Test Kit
MS-ANEMIA Human blood slide, anemia, smear
MS-HUBLOOD Human blood slide, Wright’s stain, smear
Homework: Students will have written homework assigned most weeks. Each week there is an open-book quiz to complete before viewing the lecture and there are two open-book exams during the semester. Answer key provided.

Musculoskeletal System and Nervous System (Human Biology in the Catholic Tradition)
Total classes: 10 lectures plus 2 exam dates.
Duration: 1 hour (plus 15 minutes before most classes for weekly quiz)
Prerequisite: none
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Kris Correira, PA-C, MHP
Course description: Anatomy and physiology focusing on the musculoskeletal system and nervous system infused with Catholic thought and history.
Course materials: A FREE electronic book will be provided.
Homework: Students will have weekly quizzes and two exams as well as weekly labs to complete. Answer key provided.

Digestive and Urinary Systems (Human Biology in the Catholic Tradition)
Total classes: 10 lectures plus 2 exam dates
Duration: 1 hour (plus 15 minutes for quiz)
Prerequisite: None
Suggested grade level: 9th to 12th grade
Suggested high school credit: 1 full semester Biology
Instructor: Kris Correira, PA-C, MHP
Course description: Another course in the Human Biology in the Catholic Tradition series, this one focusing on the structure, function, and diseases of the digestive and urinary systems. Course materials: a free companion e-book will be provided.
Course materials: A free electronic book will be provided by the instructor.
Homework: Labs to be completed each week of varying lengths.

Biology, Part One
Total classes: 14
Duration: 75 - 90 min
Prerequisite: none
Suggested grade level: 9th - 12th grade
Suggested high school credit: 1/2
Instructor: Christine Hamilton
Course description: Prepares the student for ACT/SAT biology. Students are expected to take notes during class and ask questions. Notes will help with weekly quizzes, quizzes are open book. This Biology class is a general overview of high school Biology presented from a Catholic perspective. Students should have access to a microphone for the Q&A game at the end of class, as time permits. NOTE : This is a two part course, students are expected to register for Part 2 in the Spring.
Course materials: Prentice-Hall Biology [link]
Homework: Students should expect to spend 4 hours per week outside of class time.

Environmental Science
Total classes: 13
Duration: 1 hour (45 minute lecture with 15 minutes for Q&A)
Prerequisite: Earth Science and/or Biology
Suggested grade level: 11th to 12th (ages 16 to 18)
Suggested high school credit: 1 full semester
Instructor: Matt Watkins, MS
Course description: The course will be a combination of several scientific topics including ecology, geology, physical geography (oceanic and atmospheric processes), and hydrology. It will keep to scientific theory and the laws of nature. The course will culminate with an investigation and discussion of the current environmental issues.
Course materials: [link] plus Vatican documents.
Homework: Student should expect to spend 4 hours per week outside of class time.
Chemistry/Honors Chemistry, Parts One and Two

Total classes: 60 (2 per week for 30 weeks)
Duration: 1.25 hours (75 minutes) per class.
Prerequisite: Algebra I (previous or concurrent).
Suggested grade level: 10th to 12th
Suggested high school credit: 1 full semester Chemistry
Instructor: Kathy Dutton

Course description: We will study God’s creation at the atomic level and discover how marvelous it is. This college-prep Chemistry class will cover a wide range of topics, from What is an atom? to How and why do atoms react? We will also consider how Chemistry is important for our day-to-day life. Weekly assignments will include homework, lab, and a quiz. There will be 3 to 4 tests per term.

Honors Chemistry Track: There is an optional Honors Chemistry track available for this class. All students will attend the same twice-weekly class. Honors students will be expected to complete more-involved assignments (homework, quizzes, and tests) and additional lab work. Honor students should have a solid background in science and be strong in math, as this option will be more mathematically based. This course meets the prerequisite for an AP Chemistry that is planned for next year. It is suggested, but not mandatory, that if you plan to take AP Chemistry next year you follow the Honors Chemistry track this year.


Homework: 4-5 hours on class work and 1-hour lab outside of class. Instructor Access Available for Chemistry Part 1.

Advanced Chemistry: College Level, Part One

Total classes: 30
Duration: 1 hour 15 minutes (75 minutes), plus optional 30 minute Q&A immediately after class.
Prerequisite: 1 year of high school chemistry, Algebra II previous or concurrent (Available through Unlimited Access)
Suggested grade level: 11th or 12th grade (younger student only with permission of instructor)
Suggested high school credit: 1 full semester Advanced Chemistry.
Instructor: Kathy Dutton

Course description: We will continue studying God’s creation at the atomic level and discovering how marvelous it is. This is a college level chemistry class intended to prepare students for AP Chemistry exam. We will delve deeper into topic such as the Structure of Matter, Bonding and Intermolecular Forces, Chemical Reactions, Kinetics, Thermodynamics, and Chemical Equilibrium. There will be a substantial lab component to this course.

Course materials: *Subject to change. Email us for final confirmation before making a purchase.
(Note: Answers to the odd problems can be found both in the back of the textbook and the answer key. The answer key shows how the problems are worked out. The back of the text gives just the answer.)
4. Calculator with log (log) and natural log (ln) functions
5. Access to a scanner with pdf capabilities
Homework: There will be weekly homework, chapter quizzes, 3 to 4 tests per semester test and a final exam. There will also be a substantial lab requirement. A well-prepared student, with good math skills should expect to spend about 10 hours per week on Chemistry.

Conceptual Physics I, Part One
Total classes: 15
Duration: 75 minutes
Prerequisite: Algebra I and some exposure to Geometry (Geometry can be concurrent)
Suggested grade level: 9th to 10th grade
Suggested high school credit: 1 full semester
Instructor: Thomas Frederick, MS
Course description: This is the first course in a two course series in introductory Physics concepts. The title of “conceptual” means we will not rely too much on mathematical calculations. Instead, we will stick to concepts and major ideas. Students will view pre-recorded online lessons and have live instruction once a week. Topics covered will include:
- Scientific Methods
- Linear Motion and Projectile Motion
- Forces and Newton’s Laws
- Work, Energy, and Linear Momentum
- Circular Motion, Gravitational Interactions, and Satellites
- Stability and Rotational Mechanics
- Waves, Sound, & Light

The goal of the course is to investigate Physical Science concepts without the need for complicated mathematics. Students will build in their natural intuition—and break some commonly held misconceptions. Students will learn how the cosmos that God created works and apply the laws of physics to every day examples in their lives. Students will learn that physics is phun! Students will be expected to read ahead and complete weekly homework assignments.


Homework: Weekly reading and homework will be assigned. Individual assignments will be provided in a class Moodle along with solutions for checking progress. Each unit will have a test at the end.

Physics I; Mechanics, Part One
Total classes: 30
Duration: 30 to 60 minutes
Prerequisite: Algebra II and Trigonometry (Trigonometry can be concurrent)
Suggested grade level: 11th to 12th grade
Suggested high school credit: 1 full semester credit
Instructor: Ricardo Rodriguez, PH.D.
Course description: This is the first part of a two-semester course. It is expected that students also enroll in Physics II – in the spring semester. This course is an algebra-based, college prep survey course in Physics. Topics covered will include:
- Scientific Tools and Measurements
- Linear Motion
- Projectile Motion
- Force and Newton’s Laws
- Equilibrium and non-Equilibrium Applications
- Universal Gravitation
- Uniform Circular Motion & Satellites
- Torque and Rotational Dynamics
Students will investigate the inner workings of the universe, created by a loving God. The goal of the course is to build on previous knowledge of Physical Science principals, to break common misconceptions based on false intuition. Students will learn problem-solving strategies as they apply the laws of physics to every day examples in our lives. Of course, students will learn that “physics is phun” as we learn what makes the universe tick!

**Course materials:** Physics 8e ([http://www.amazon.com/gp/offer-listing/0470475447/ref=tmm_other_meta_binding_used_olp_sr?ie=UTF8&sr=1-2&qid=1402805522](http://www.amazon.com/gp/offer-listing/0470475447/ref=tmm_other_meta_binding_used_olp_sr?ie=UTF8&sr=1-2&qid=1402805522)).

**Homework:** This is an algebra-based course but it is fairly rigorous. Weekly reading and completion of homework is expected. Thirty to sixty minutes of reading/homework a day is a reasonable expectation. Individual assignments will be provided in a class Moodle with homework solutions posted so students can evaluate their understanding.

### Spanish

**Middle School Spanish ½; Beginning Spanish, Parts One and Two**

**Total classes:** 24  
**Duration:** 1 hour  
**Prerequisite:** None  
**Suggested grade level:** 7th to 8th grade. Older students up to 12th grade will do well if they have no experience in foreign language and understand that this is a basic course.  
**Special Note:** Spanish I is available this school year as a recorded course through the Unlimited Access! Spanish I is designed for older students or students who have had some Spanish but not enough for Spanish II.  
**Instructor:** Irma Luz Schmitt, M.A.  
**Course description:** This is an introductory course for younger students who are taking Spanish for the first time. We will practice pronunciation, learn vocabulary, and memorize many of the most common and useful phrases used in the everyday speech in Spanish as well as our Catholic prayers. We will also learn some of the basics of Spanish grammar. All of this serves as a solid foundation for Spanish I.  
**Course materials:** [Spanish (100 Series)](http://www.amazon.com/gp/offer-listing/0470475447/ref=tmm_other_meta_binding_used_olp_sr?ie=UTF8&sr=1-2&qid=1402805522).  
**Homework:** It is suggested that the student practice at least 1 hour each school day. Answers found in the workbook.

**Middle School Spanish I; Beginning Spanish, Parts One and Two**

**Total classes:** 48 (2 per week for 24 weeks)  
**Duration:** 1 hour per class  
**Prerequisite:** Spanish ½, Introduction to Spanish or equivalent. Students taking Middle School Spanish I should know the Spanish concept of articles, nouns and adjectives, the conjugation of verbs “ser and estar” in the present tense, possessive adjectives and being able to use basic vocabulary in Spanish.  
**Suggested grade level:** 7th - 9th  
**Instructor:** Irma Luz Schmitt, MA  
**Course description:** In Spanish 1, students learn to conjugate regular, irregular and stem-changing verbs in present time. In addition, students learn other grammar concepts, such as comparisons, superlatives, a personal, etc. As a complement to the class in real time, students will have opportunity to view a recorded class each week that includes exercises in new vocabulary and pronunciation practice.  
**Course materials:** [Spanish (100 Series)](http://www.amazon.com/gp/offer-listing/0470475447/ref=tmm_other_meta_binding_used_olp_sr?ie=UTF8&sr=1-2&qid=1402805522).  
**Homework:** In order to help students practice the Spanish Language every day, each week they will be required to view a video reviewing vocabulary, complete a vocabulary quiz and write in Spanish. Answers found in the workbook.
Middle School Spanish II, Part One

Total classes: 12
Duration: 75 minutes (15 minutes of vocabulary and conversation time and 1 hour of grammar class)
Prerequisite: Middle School Spanish I or equivalent.
Suggested grade level: 7th to 9th grade
Suggested high school credit: 1 full semester Spanish
Instructor: Irma Luz M. Schmitt, MA
Course description: During one-hour grammar class, the students will practice the conjugation in present tense of the regular -ar, -er, -ir verbs and stem-change verbs; they will also learn the use of new verbs such as pensar, conocer, poder, saber and other common grammar structures such as present progressive, acabar de.
In an additional 15 minutes vocabulary and conversation time previous to the grammar class, the students will have opportunity to review and practice new vocabulary and say words and phrases learned previously in order to practice guided pronunciation and conversation.
Course materials: Exercises in Spanish Grammar, Book 1, HS701R (www.amazon.com/exec/obidos/ASIN/0883139715/catholictreas-20). Students need to have a functioning headset with a microphone.
Homework: To practice Spanish grammar, the students will be asked to write sentences using the grammar structures they learned during the previous grammar class and complete pages in a workbook. They will learn a list of new vocabulary words every week and will make a recording of phrases and words in Spanish. The new vocabulary and phrases in Spanish will be reviewed during the 15 minutes conversation time each week. It is recommended that the student spent ½ - 1 hour practicing Spanish every day.

Spanish I; High School, Parts One and Two

Total classes: 24
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Instructor: Irma Luz Schmitt
Course description: Students learn grammar and ARE given the foundation to speak the language. In first year Spanish you will learn basic words, verb tenses, how to speak basic sentences, etc.
Course materials: Spanish: Middle / High School (Skills for Success)
Homework: Weekly assignments. Answer keys provided in the back of the workbook.

Spanish II; Intermediate Spanish, Parts One and Two

Total classes: 24
Duration: 1 hour per class.
Prerequisite: Spanish I. Students should come to class knowing the basics of Spanish grammar: conjugations of ar, er, ir verbs in present tense, subject pronouns, the concept of articles, nouns, adjectives, question words, comparisons, possessive adjectives, verbs ser and estar, and basic vocabulary.
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester
Instructor: Irma Luz Schmitt, M.A.
Course description: This is a course with intense grammar. You will learn the present tense of stem-changing verbs, the preterit of ar, er, ir verbs, the present tense of some irregular verbs, direct object pronouns, indirect objects pronouns, demonstrative adjectives, and more. You will have the opportunity to increase your vocabulary and to practice listening, speaking, reading, and writing in Spanish.
Homework: It is expected that students will practice Spanish at least one hour each school day. Answer key provided with book.
Spanish III; Advanced Spanish, Parts One and Two
Total classes: 48 (2 classes per week for 24 weeks)
Duration: 1 hour
Prerequisite: Spanish II (Intermediate Spanish) or equivalent. Students taking Spanish III must know how to conjugate in present and past tense regular ar, er and ir verbs as well as common irregular verbs such as ser, estar, ir and stem-changing verbs such as jugar, pensar, querer and preferir. They must also know proper use of “a” personal, demonstrative adjectives, direct object pronouns, indirect object pronouns, present progressive tense, tú commands, acabar de, etc.
Suggested grade level: 9th to 12th
Suggested high school credit: 1 full semester Spanish or Foreign Language
Instructor: Irma Luz Schmitt, MA
Course description: In this course, students will learn the past tense of irregular verbs, the imperfect tense of regular and irregular verbs and reflexive verbs along with grammar concepts such as the use of por and para, prepositions, the infinitive, etc. As a complement to the class in real time, students will have the opportunity to view a recorded class that will include exercises in new vocabulary and pronunciation practice. Also, students will have the opportunity to listen to and read writings in Spanish.
Course materials:
Homework: In order to help students practice the Spanish Language every day, each week they will be required to view a video reviewing vocabulary, complete a vocabulary quiz, and write in Spanish.

Test Prep (ACT/SAT)

Math ACT/SAT Test Prep
Total classes: 8
Duration: 1 hour each
Prerequisite: Algebra II and Geometry
Suggested grade level: 10th to 12th
Instructor: Jean Hoeft, MS
Course description: This course will provide practice tests for the ACT and SAT. The instructor will then review the tests in class to assist students with problems and difficult concepts. Students will be expected to work on the practice tests between classes, and be ready with questions during class.
Course materials: All will be provided for free by the instructor.
Homework: Practice tests.

SAT Quick Test Prep
Total classes: 2
Duration: 1 hour each
Prerequisite: none
Suggested grade level: 10th to 12th
Instructor: Erin Brown Conroy, MA
Course description: In this SAT Quick Test Prep Course, your student will learn information in two critical areas that will allow for success in taking the SAT: 1) About the test itself: what happens in an SAT testing situation, what is on the test, how long the testing sections last, what students are and are not allowed to do, and how the test is scored, and 2) How to study for the SAT: how to approach questions, tricks and tips to score well, and what to do to the week before testing, be fully prepared for the test.
Course outline:
Session 1: about the test itself: what happens in an SAT testing situation, what is on the test, how long the testing sections last, what students are and are not allowed to do, and how the test is scored
Session 2: how to study for the SAT: how to approach questions, tricks and tips to score well, and what to do to be fully prepared for the test
Course materials: Paper and pencil.
**Homework:** None

**ACT Test Prep**

*Total classes:* 4  
*Duration:* 1 hour  
*Prerequisite:* none  
**Suggested grade level:** 9th to 12th  
**Instructor:** Erin Brown Conroy, MA  
**Course description:** In this ACT Test Prep Course, your student will learn information in two critical areas that will allow for success with the ACT: 1) about the test itself: what happens in an ACT testing situation, what is on the test, how long the testing sections last, what students are and are not allowed to do, and how the test is scored, and 2) how to study for the ACT: how to approach questions, tricks and tips to score well, and what to do to be fully prepared for the test.

**Course outline:**

*Session 1:* about the test itself: what happens in an ACT testing situation, what is on the test, how long the testing sections last, what students are and are not allowed to do, and how the test is scored, and general preparation  
*Session 2:* Math and Science: how to study, how to approach questions, tricks and tips to score well, and what to do to be fully prepared for the math and science portions of the test  
*Session 3:* Reading and English: how to study, how to approach questions, tricks and tips to score well, and what to do to be fully prepared for the reading and English portions of the test  
*Session 4:* Writing: how to approach the essays, tricks and tips to score well, and what to do to be fully prepared for the writing portion of the test

**Course materials:** Paper and pencil.

**Homework:** Assignments each day.

**ACT English and Writing Test Prep**

*Total classes:* 2  
*Duration:* 2 hours each class  
*Prerequisite:* none  
**Suggested grade level:** 9th to 12th  
**Instructor:** Erin Brown Conroy  
**Course description:** In this ACT English and Writing Test Prep Course, your student will get personal help with his or her English writing skills in a way that enhances their ability to score well on the ACT English and Writing portions of the exam. Students will view actual ACT English and Writing test questions, analyze the questions, and learn how to approach the questions for success. Students will also learn how to analyze a writing prompt, sculpt a good essay, and use their writing time to produce a high-scoring essay.

**Course outline:**

*Session 1:* The English Section: types of questions on the English portion of the test; how to analyze questions; how to read the questions for hints regarding the answers; practice test questions; introduction to the writing portion of the test  
*Session 2:* The Writing Section of the test: analyzing numerous prompts; analyzing well-written essays; creating essays together, live; words and phrases to avoid/words and phrases to use; “diamond words” and their use in writing an essay; and what to do to be fully prepared for the writing portion of the test

**Course materials:** Paper and pencil.

**Homework:** There will be homework for this Test Prep Course that will take your student approximately one hour to complete. **Instructor Access available for this course.**
Theology

Apologetics (Middle School): Beginning Catholic Apologetics (Defending Our Faith Series)

Total classes: 6  
Duration: 1 hour  
Prerequisite: None  
Suggested grade level: 6th to 8th  
Instructor: Gary Michuta  
Course description: This course will provide the first steps into the field of apologetics. The students will learn how to spot faulty arguments, how to find important passages in the Bible, and the basic steps on how to defend the Faith.  
Course materials: All course materials supplied for free by the instructor.  
Homework: The students will receive a brief practice worksheet (5 to 10 review questions per class).

Apologetics for Catholics (Middle School)

Total classes: 12  
Duration: 1 hour  
Prerequisite: None  
Suggested grade level: 8th to 9th  
Instructor: Gary Michuta  
Course description: We will cover many of the anti-Catholic viewpoints that a young person may encounter, including Atheism, the unique claims of Christianity, the reliability of the Gospels, common Protestant objections, and an overview of the larger pseudo-Christians groups (i.e. Mormons, Jehovah’s Witnesses, New Age).  
Homework: Each week the student will be given one or two pages of questions that will cover that day’s lesson. Answer key provided.

Christian Anthropology—Who Am I? (Theology for Living Series)

Total classes: 8  
Duration: 1 hour  
Course Instructor: Monica Ashour, MTS; M Hum  
Prerequisite: None.  
Suggested grade level: 11th to 12th  
Suggested high school credit: 1/2 semester  
Course Rationale: The student will study the foundational aspects of Christian Anthropology (the Catholic vision of what it means to be human). With this understanding, the student in this course will be challenged to apply such principles to being “in the world, not of the world,” with a critical mind of recognizing distortions regarding the human person that the world holds. Furthermore, the student will delve deeply into Trinitarian and Soteriological (how we are saved) theology in that we are made in the image and likeness of the Trinitarian God and in that Jesus’ death on the Cross gives the highest and deepest revelation of what it means to be human.  
Course Goal: The student, through his/her embracing of this theological perspective, will be invited to grow in his/her humanity to become “St. Me,” the person he/she was made to be and whom he/she co-creates with God.
Moral Theology—How Shall I Live? (Theology for Living Series)

Total classes: 8
Duration: 1 hour
Course Instructor: Monica Ashour, MTS; M Hum
Prerequisite: None.
Suggested grade level: 10th to 12th
Suggested high school credit: 1/2 semester

Course Rationale: Every human person is called to the perfection of charity (cf. LG #40). This vocation has been revealed through Jesus Christ and can be accomplished only in and with Jesus Christ, whose Paschal Mystery is made present in the Church’s liturgy—the “great work in which God is perfectly glorified and men are sanctified” (SC #7). To further man’s sanctification, the Second Vatican Council has asked that “special care should be given to the perfecting of moral theology. Its scientific presentation should draw more fully on the teaching of Holy Scripture and should throw light upon the exalted vocation of the faith in Christ and their obligation to bring forth fruit in charity for the life of the world” (OT #16). Therefore, this course will attempt to focus upon the moral life, first of all, within the context of man’s vocation in Christ, the model of holiness, who took the form of a slave, emptied himself, and learned obedience through suffering; secondly, within the context of man’s natural endowments, his capacity for virtue; and finally, within the context of charity as the form of the virtues and the goal of all man’s strivings since “God is love” (1Jn 4:8). The course will investigate concretely those challenges to the Catholic Church’s teachings and respond with solid, pastoral answers.

Course Goal: Each student, having been challenged intellectually with various doctrinal teachings, will be challenged to be open to ongoing conversion so as to offer himself along with Jesus, the Sacrificial Victim, to the Father in the love of the Holy Spirit both now and for all eternity. Concretely, this will manifest itself in life in Christ through virtuous living and a deeper understanding of and participation in the Liturgy.

Course Reading: The reading will assist the student in delving into a deep understanding of the human person and how (s)he is to act, along with its application to one’s relationship with Jesus and the Church.
1. The Bible 2. The Catechism of the Catholic Church; 3. The Documents of Vatican II; 4. Veritatis Splendor (Pope John Paul’s encyclical on morality) 5. Peter Kreeft’s Moral Relativism, Ignatius Press 6. The Weight of Glory and “Man or Rabbit”, both by CS Lewis. For those who want more of a challenge/more credit earned: CS Lewis’ The Abolition of Man; Thomas Howard’s Chance or the Dance; J. Budziszewski’s What We Can’t Not Know (Part I); Dr. Joyce Little’s The Catholic Church and the Culture War (esp. the part about egalitarianism).

Homework: Weekly Quizzes, Major Project, & Final Exam: Answer key provided, with reference to powerpoint.

Ecclesiology & Sacramental Theology—How Shall I Glorify God? (Theology for Living Series)
Theology of the Body

Father’s biographer, George Wiegel, called it a “time bomb” set to go off sometime after the Pope’s death. Angelo Cardinal Scola remarks that every area of Catholic thought can be undergirded by the Theology of the Body; thus, this course will not only offer an opportunity for ongoing renewal for the...
student but also a basis to explore other areas of his/her faith with TOB as a foundation. Pope John Paul himself said that his Theology of the Body is the “best method of educating man.”

**Course Description:** This 8-week overview of Pope John Paul’s *Theology of the Body* will give a “bird’s eye” perspective of the whole of TOB. Far from relegating TOB to the area of sex and sexuality, TOB provides meaningful tools to see one’s life in the context of Jesus’ love for His Church and the life and love of the Blessed Trinity. A special emphasis will be made regarding the vocational call to the priesthood, religious life, and married life, and how both “celibacy for the Kingdom” (JPll’s words) and marriage mirror and inform each other.


**Optional reading:** Fr. Michael Scanlon’s *Discernment*, Franciscan Press. For parents: Monica Ashour’s *Parent’s Guide to The Theology of the Body for Teens*, Ascension Press. To form the imagination regarding body and soul as a composite: Dostoevsky’s *The Devils*; Flannery O’Connor’s “Parker’s Back.”

**Homework:** Weekly Quizzes, Major Project, & Final Exam: Answer keys provided, with reference to the Power Points.

**Apologetics Boot Camp (Defending Our Faith Series)**

- **Total classes:** 8
- **Duration:** 1 hour
- **Instructor:** Gary Michuta
- **Prerequisite:** None
- **Suggested grade level:** 9th to 12th
- **Suggested high school credit:** 2/3 semester

**Course description:** Many Protestants attack the Faith of Catholics because they believe the Church is a false system leading people away from Christ. This class is a training session to help students learn, explain, defend, and share their Catholic Faith in a loving and effective way. The students will learn what to say and most of all how to say it. It will include, if the students are willing, mock-dialogues and other exercises so that they can practice putting the lesson plans into action. Students will learn how to engage in dialogues on: Salvation / Eternal Security, Sola Scripture [the Bible Alone], The Papacy, The Eucharist / The Sacrifice of the Mass, and Marian doctrines

**Course materials:** Provided FREE by instructor.

**Homework:** No written homework. Reading assignments are required for preparing for class.

**Introduction to Catholic Apologetics (Defending the Faith Series)**

- **Total classes:** 9
- **Duration:** 1 hour per class
- **Prerequisite:** None
- **Suggested grade level:** 9th to 12th grade (enthusiastic middle school student could also do well).
- **Instructor:** Gary Michuta

**Course description:** This is beginners course on apologetics. The focus will become familiar with all the basic prooftexts for common disputed Catholic doctrines and how to answer the most common objections posed against Catholic doctrine. The student will also learn how to read Scripture in context to answer objections and how to use Catholic resources to find answers. **Course materials:** Recommended (but not required): *Where’s That in the Bible*, by Patrick Madrid (Book or DVD).
150 Bible Verses Every Catholic Should Know by Patrick Madrid.
Other course materials provided free by the instructor.

Homework: The students will receive a worksheet with 10 to 20 review questions.

Advanced Catholic Apologetics (Defending the Faith Series)

Total classes: 10
Duration: 1 hour 30 minutes
Prerequisite: Defending the Bible in the Modern World (Live, Fall 2012), Introduction to Apologetics (Unlimited Access!), Apologetics Boot Camp (Unlimited Access!), OR equivalent.
Suggested grade level: 9th to 11th
Suggested high school credit: 1 full semester with extra reading.
Instructor: Gary Michuta
Course description: Learn how the Protestant Reformation happened in Europe and England, the major divisions within Protestantism, what are their major objections to Catholicism and how to answer them.
Course materials: Provided by the instructor.
Homework: Weekly quizzes.

Christ's Real Presence in the Eucharist (Defending the Faith Series)

Total classes: 8
Duration: 1 hour
Prerequisite: Completed either the Beginning Apologetics courses or one of the Defending the Faith Series, or equivalent. (All are available through Unlimited Access)
Suggested grade level: 9th to 11th grade
Suggested high school credit: ½ semester Theology. For a full credit, add another theology course.
Instructor: Gary Michuta
Course description: The student will learn the main Protestant issues concerning Christ's Real Presence in the Eucharist, an in-depth study of all the relevant Scripture and patristic texts, as well as an overview other evidences, such as Eucharistic miracles, that lend support for Catholic doctrine.
Course materials: Course materials supplied for free by the instructor. Students need to make sure they have a functioning headset with a microphone, as Mr. Michuta will provide practice apologetics discussions during live classes.
Homework: Weekly multiple-choice worksheet, which will be corrected, but not graded. Student should expect to spend half hour on each worksheet.

Apologetics: Peter and the Papacy (Defending Our Faith Series)

Total classes: 8
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: ½ semester Theology.
Instructor: Gary Michuta
Course description: With the election of our new pope, it is more important than ever to be able to explain the papacy to non-Catholics and clear up many of the misunderstanding and misinformation offered on the Internet and mainstream media. In this class, we will go through the Old Testament background concerning the government of God's People, the New Testament evidence for the primacy of Peter, the papacy, and the often misunderstood teaching of Papal Infallibility. We will also learn how to address and answer many of the most common objections raise against the Papacy from a biblical and a historical perspective.
**Course materials:** Recommended (not required): *Upon this Rock: St. Peter and the Primacy of Rome in Scripture and the Early Church* (Modern Apologetics Library) [Ignatius Press, 1999].

*Peter: Keeper of the Keys* (DVD) [Ignatius Press].

Other course materials provided free by the instructor.

** Homework:** The students will receive a worksheet with 10 to 20 review questions plus short reading assignments.

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**Apologetics: Defending the Bible in the Modern World (Defending Our Faith Series)**

- **Total classes:** 10
- **Duration:** 1 hour
- **Prerequisite:** None
- **Suggested grade level:** 8th to 10th
- **Suggested high school credit:** 1 semester credit with extra reading assigned

**Instructor:** Gary Michuta

**Course description:** Learn how the Bible came to be (OT and NT canons), how to explain and defend Sacred Tradition, and why the Bible Alone (Sola Scriptura) is unbiblical and unworkable.

**Course materials:** Free online resources.

** Homework:** Weekly quizzes with answer key provided.

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**Making Sense of Mary: Biblical Background for Marian Apologetics (Defending Our Faith Series)**

- **Total classes:** 10
- **Duration:** 1 hour
- **Prerequisite:** None
- **Suggested grade level:** 10th to 12th
- **Suggested high school credit:** 1 semester credit with extra reading

**Instructor:** Gary Michuta

**Course description:** Making Sense of Mary is not your average apologetics class. Instead of memorizing proof-texts, we are going to uncover how Scripture and the early Christians understood Mary’s role in God’s perfect plan of redemption beginning in Genesis with Adam, Eve, and the Serpent and tracing the prophetic echoes of that event all the way to the Book of Revelation. We’ll see why Mary plays such an important and indispensable role in God’s plan. How the Kingdom of David sheds light on Mary’s mission both on earth and in Heaven. How being members of the Body of Christ affects our relationship to Mary and finally what the “Woman clothed with the sun” in Revelation 12 tells us about Mary and our battle against the Evil One. The class will be based on Gary Michuta’s upcoming book, *Making Sense of Mary.

**Course materials:** *Making Sense of Mary* by Gary Michuta (Grotto Press)

** Homework:** Weekly reading assignments.

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**Catholic Spiritual Writers**

- **Total sessions:** 6
- **Duration:** 1 hour 15 minutes
- **Instructor:** Robert Gotcher, Ph.D.
- **Prerequisite:** None
- **Suggested grade level:** 10th to 12th
- **Suggested high school credit:** 1/2 semester credit.

**Course Description:** A look at the basic principles of Catholic spirituality as they are explained by some of the great spiritual writers, such as St. Augustine, St. Francis of Assisi, Thomas a Kempis, St. Ignatius of Loyola, St. Francis de Sales, and St. Therese of Lisieux. We especially emphasize their application to the life of the young laity.
**Course materials:** The text is *The Classics of Catholic Spirituality* by Fr. Peter John Cameron, O.P. (editor of the English language edition of Magnificat magazine). It is very inexpensive ($7). The rest of the texts from the great spiritual writers are available FREE online.

**Homework:** The assignment is to pick one of the great spiritual classics, read the entire book over the six weeks of the course, and keep a journal of reflections as you read.

### Introduction to the Bible; New Testament

**Total classes:** 8  
**Duration:** 1 hour  
**Instructor:** Robert Gotcher, Ph.D.  
**Prerequisite:** none  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 2/3 semester  
**Course description:** The New Testament is the record of God’s final and definitive saving intervention in the history of mankind through His Incarnate Son and the Holy Spirit in the Church. This course will focus on the meaning of the life of Jesus, the history and destiny of the Early Church as related in the Gospels, as recorded in Acts, Epistles, and Revelation. We will emphasize methods for reading passage so as to more fully grasp God’s intent for us.

**Course materials:** A Catholic Bible.  
**Homework:** Online readings from Bible. There will be a short on-line quiz after each class period based on reading and class material. Final exam. **Instructor Access available for this course.**

### Introduction to the Bible; Old Testament

**Total classes:** 8  
**Duration:** 1 hour  
**Instructor:** Robert Gotcher, Ph.D.  
**Prerequisite:** none  
**Suggested grade level:** 9th to 12th  
**Suggested high school credit:** 2/3 semester  
**Course description:** The Old Testament is the record of God’s initial interaction with His Creation and the human race and His preparation the People of God for the coming of the Messiah. This course will focus on the historical development of Israel from the patriarchs to the Maccabees. We will emphasize methods for reading a passage so as to more fully grasp God’s message for us.

**Course materials:** A Catholic Bible.  
**Homework:** Online readings from Bible. There will be a short on-line quiz after each class period based on reading and class material. Final exam. **Instructor Access available for this course.**

### The Trinity Explained (Understanding Our Faith Series)

**Total classes:** 6  
**Duration:** 1 hour  
**Instructor:** Robert Gotcher, Ph.D.  
**Prerequisite:** none  
**Suggested grade level:** 11th to 12th  
**Suggested high school credit:** 1/2 semester  
**Course description:** The reality of the Trinity, whom we worship, permeates all reality, including all human history. We are destined to spend eternity sharing the life of the Trinity. In order to love God more fully, this class will help you know who God is as Trinity. What is the content of the Church’s teaching? How did the Church receive it? What does it mean for me in my life?  

**Course materials:** Catechism of the Catholic Church, Bible, and a Missal. Other readings available FREE online.
Homework: Online readings from CCC, Bible, Church Fathers, Aquinas, the Liturgy of the Mass. There will be a short online quiz (automatically graded by the computer) after each class period based on reading and class material. Final exam.

The Mass Explained (Understanding Our Faith Series)
Total sessions: 6
Duration: 1 hour
Instructor: Robert Gotcher, Ph.D.
Prerequisite: None
Suggested grade level: 9th to 12th
Suggested high school credit: 1/2 semester credit.
Course Description: In order to participate fully in the Mass, we need to understand it better. The Bible provides many images and ideas that are the basis for the structure and prayers of the Mass. This course looks at these Biblical ideas and explains how they are realized and fulfilled in the celebration of the Mass. Some of the images include the Trinity; temple, priest and sacrifice; the Passover and the Exodus; and the bridegroom/bride. In this course we will look closely at the prayers and structure of the Mass in light of these images and ideas. This course will not require written assignments. It will involve reading from the Bible.
Course materials: Any missal with the ordinary of the 1969 Missal and any Catholic edition of the Bible. Both are also available online, but it is if you have a hard copy, rather than clicking back and forth. You may also want a copy of the 1962 Missal on hand, since Dr. Gotcher refers to it occasionally.
Homework: No written homework assigned but there are weekly reading assignments.

Writing
Writing Camp: Mastering Microsoft Word: Skills for Success; Level I (Middle School)
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 6th to 9th grade. Highly recommended for middle school students but open to older students or parents who need instruction in this area.
Course description: This is an essential skills course for all students. For all future education, your student will need a strong knowledge and skill level in Microsoft Word. Give your student confidence and the ability to use all of the basic functions of Word before the school year begins. Instruction will be in Word version 7 and above.
Course outline:
Class 1: The keyboard and using functions on the HOME tab: cut, paste, copy; font type and size, color, highlighting; centering, bullets, numbers; spelling and grammar check
Class 2: Page layout, margins, and columns; indenting and spacing; inserting headers and footers, page numbers; sizing and view;
Class 3: References: inserting citations, footnotes and endnotes, and comments
Class 4: inserting pictures, shapes, clipart, and charts; borders and color
Course materials: You will need Microsoft Word version 7 or above. Everything else is provided FREE online from Professor Brown Conroy.
Homework: Daily practice assignments of approximately ½ to 1 hour, for the four days.

Elements of Writing: Essential Punctuation and Grammar for Middle School
Total classes: 6
Duration: 45 minutes
**Prerequisite:** none

**Suggested grade level:** 6th to 8th

**Instructor:** EB Conroy, MA

**Course description:** This is an essential writing course for all middle school students. If you want to give your middle school student confidence and the ability to use punctuation and grammar well, then this is the course for you. Don’t let your student struggle with commas or wonder, which tense to use. Make sure that your middle school student completely understands how to correctly use a semicolon, colon, and grammar.

**Course materials:** eBook: Simplified Writing 101 by Erin Brown Conroy.

**Homework:** Weekly assignments, with an estimated two to three hours per week for homework outside of class time. Automated graded quizzes.

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**Simplified Writing for Middle School; Your All-Encompassing Foundational Middle School Writing Course**

**Total classes:** 8

**Duration:** 45 minutes

**Prerequisite:** Elements of Writing: Essential Punctuation and Grammar for Middle School

**Suggested grade level:** 6th to 8th

**Suggested credit:** 2/3 semester

**Instructor:** Erin Brown Conroy, MA (E.B. Conroy)

**Course description:** This course is designed as a first writing course, to introduce students in middle school to the skills and habits that create a strong and clear writing foundation for high school writing from a Christian worldview. Students will learn how to write effective sentences and paragraphs, including the use of topic sentences, linear writing, and transitions; the purposes of writing, including expression, informing, and persuading; the effect of audience on writing; how to sculpt a piece of writing with direction, including the characteristics of an effective introduction, body, and conclusion; and practice writing with specific feedback from the instructor that leads to an increase in skill through rewriting.

**Course materials:** eBook: Simplified Writing 101 by Erin Brown Conroy.

**Homework:** Weekly writing assignments, with an estimated three to four hours per week for homework, outside of class time. **Instructor Access available for this course.**

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**Middle School Writing Essentials: Excellent Sentence and Paragraph Writing**

**Total classes:** 6

**Duration:** 45 minutes

**Prerequisite:** None

**Suggested grade level:** 6th to 8th

**Instructor:** Erin Brown Conroy, MA

**Course description:** This is an essential writing course for all middle school students to make sure that your student has strong middle school writing foundations in place. Give your middle school student exactly what’s needed for writing well-crafted sentences and paragraphs—including the absolute “must-have” knowledge and practice for the use of nouns, verbs, adjectives, adverbs, prepositions and prepositional phrases, and compound sentence structures, as well as capitalization, end punctuation, and the use of quoted material. Even if your student has learned the composition of a sentence and paragraph before (in elementary materials), the approach for this class is to use middle school vocabulary and structures that are more complex. Help your child finally master the details that are holding him or her back from writing well. Sentence constructions are designed to prepare your student for upper level middle school writing.

**Course materials:** eBook: *Simplified Writing Foundations: Sentences and Paragraphs for Middle School Students* by EB Conroy. The publisher has not yet released this book so Prof. Conroy supplies PDF and
Middle School Writing II: Essays and Papers
Total classes: 8
Duration: 45 minutes
Prerequisite: Simplified Writing for Middle School or equivalent.
Suggested grade level: 6th to 8th
Instructor: E.B. Conroy, MA
Course description: This is a writing course for middle school students who have taken the Simplified Writing for Middle School Students course and want to put the foundational writing skills into critical practice, with specific feedback and coaching regarding how your student’s writing can improve. Students will craft an essay and a short paper during the course. Attention will be given to writing with a Christian worldview.
Course materials: Everything is provided free online from Professor Brown Conroy at this time.
Homework: Weekly writing assignments, with an estimated three to four hours per week for homework outside of class time (depending on the student’s individual processing, creating, and writing speed).

Elements of Writing: Essential Punctuation and Grammar for High School
Total classes: 6
Duration: 1 hour
Prerequisite: none
Suggested grade level: 9th to 12th
Instructor: E.B. Conroy, MA
Course description: This is an essential writing course for all high school students. Give your high school student exactly what’s needed for high school and college writing—including the confidence and the ability to use punctuation and grammar well. Don’t let your student struggle—master commas, tense, colons, semi-colons, dashes, ellipses, and more. This class will give your student the strong foundation needed to finally master the details that are holding him or her back from writing well. Sentence constructions in the course are upper level, meant to challenge and prepare your student for upper-high school and college courses.
Course materials: eBook: Simplified Writing 101 by Erin Brown Conroy.
Homework: Weekly assignments, with an estimated two to three hours per week for homework outside of class time. Automated graded quizzes.

Simplified Writing for High School; Your All-Encompassing Foundational High School Writing Course
Total classes: 8
Duration: 1 hour
Prerequisite: Elements of Writing for High School; Essential Punctuation and Grammar
Suggested grade level: 9th to 11th
Suggested credit: 2/3 semester. Parents can assign the completion of an additional writing assignment, for a total of one semester credit for the course
Instructor: Erin Brown Conroy, MA (E.B. Conroy)
Course description: This course is designed to give the teen skills that make writing strong and clear, lacking nothing—able to articulate ideas well in writing for all high-school level work. Students will learn how to perfect strong sentences and paragraphs; learn nine basic forms of rhetoric; focus on linear
academic writing for a purpose; practice transitions and connectives, parallelism, paraphrasing, and summary; review punctuation as it influences excellence in writing (comma, semicolon, colon, and dash use); recognizing and correcting common grammar struggles; understand the characteristics of an effective introduction, body, and conclusion; learn prewriting, drafting, and editing skills; and practice sculpting a piece of writing with direction that receives specific feedback from the instructor.

**Course materials:** eBook: Simplified Writing 101 by Erin Brown Conroy.

**Homework:** Students will have weekly writing assignments, with an estimated five hours per week for homework (outside of class time) that includes reading and writing. **Instructor Access available for this course.**

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**High School Writing Essentials: Excellent Paragraph and Essay/Test**

**Writing**

**Total classes:** 6

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 9th to 11th

**Instructor:** Erin Brown Conroy, MA

**Course description:** This is an essential writing course for all high school students, to make sure that your student has critical high school writing foundations in place. Give your high school student exactly what’s needed for writing well-crafted sentences and paragraphs—including the absolute “must-have” knowledge, review, and practice for the use of nouns, verbs, adjectives, adverbs, prepositions and prepositional phrases, and compound sentence structures, as well as transitions and connectives, the use of quoted material, summary, and paraphrase. Even if your student has learned foundational concepts before, the approach in his class is to use high school vocabulary and structures that are more complex and needed for upper-level writing. From mastering the details that are holding your student back from writing well to providing much-needed practice, help your student perfect the essential tools for high school writing.

**Course materials:** eBook: Simplified Writing 101 by Erin Brown Conroy.

**Homework:** Approximately one hour per day, reading and completing coursework. **Instructor Access available for this course.**

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**High School Essentials: Vocabulary and Writing, Part 1 and 2**

**Total classes:** 28

**Duration:** 45 minutes

**Prerequisite:** None

**Suggested grade level:** 9th to 12th

**Suggested high school credit:** 1 full year Writing.

**Instructor:** EB Conroy, MA

**Course description:** In this course, your student will learn to use all of the upper-level vocabulary words related to writing that are needed for high school advanced writing, Advanced Placement (AP) English Language and Composition courses, the ACT and SAT, advanced writing courses, and all of college writing—and an introduction of the concepts associated with the terms. Over 350 words will be learned and practiced this semester. Course work will be simple yet critical for your student’s future success. Because vocabulary is the #1 indicator of success on college entrance testing, if you want your student to not only score well on testing but also be able to be prepared for college writing and vocabulary, this course is for you.

**Course materials:** eBook: **EB Conroy’s Simplified Vocabulary Guide.** (Not yet available from the publisher. Will be provided free as PDFs until published.)

**Homework:** Studying for quizzes and tests on the vocabulary identification and use. **Instructor Access available for this course.**
Advanced High School Writing; Rhetoric, Figures of Speech, Essays, & Papers
Total classes: 10
Duration: 1 hour
Prerequisite: Simplified Writing for High School Students, Elements of Writing: Essential Punctuation and Grammar for High School Students, or equivalent.
Suggested grade level: 10th to 12th
Instructor: E. B. Conroy, MA
Course description: This course content is known as a prerequisite for many colleges for college-bound students. Designed to give the teen skills that make writing strong and clear, your student will learn methods of rhetoric and how to use the skills in all of the main conventions of writing used in college—including in-depth use of nine basic forms of rhetoric (rhetorical modes); be able to identify and use major rhetorical strategies and figures of speech; and pre-write, draft, and edit a comparison and contrast paper, including use of the hook, thesis, introduction construction, conclusions, and rewriting with specific, individual feedback from the instructor. Vocabulary related to upper-level writing will be introduced and integrated into the learning. Specific class time will be used to show how to edit and revise upper-level work.
Course materials: The Essential English Language and Composition Vocabulary Guide (by E. B. Conroy) currently provided free by the instructor as multiple PDF or Word files. Once the publisher releases it, it will available online through Amazon as an eBook; all other materials provided FREE by the instructor.
Homework: Students will have weekly writing assignments with an estimated four to five hours per week for homework. Instructor Access available for this course.

Advanced Research Writing: Preparing for College
Total classes: 10
Duration: 1 hour
Prerequisite: Simplified Writing for High School.
Suggested grade level: 10th to 12th
Instructor: E. B. Conroy, MA
Course description: This course will cover advanced research and writing methods for argumentative research writing, how to craft an advanced research paper, and understanding style guides (APA, CMS/Turabian, MLA, AP). A bibliography and research paper will be written during the course.
Course materials: Simplified Writing 101 (by E. B. Conroy), available online as an eBook on Amazon. Amazon also offers the Kindle Reader App free for your computer or mobile device. All other materials provided FREE by the instructor.
Homework: Students will have weekly writing assignments, with an estimated four to five hours per week for homework (outside of class time) that includes researching, reading, writing, and responding to parent’s feedback. Instructor Access available for this course.

Writing Boot Camp: How to Create Attractive and Effective Professional Correspondence
Total classes: 4
Duration: 1 hour
Prerequisite: Any high school writing curriculum
Suggested grade level: 11th to 12th
Suggested high school credit: 1/3 semester
Instructor: Robert Gotcher, Ph.D.
Course description: How do you write an effective letter of application? How do I correspond with a company concerning a complaint? How do I write my congressman to encourage him to vote for a bill? In our professional, consumer, and public life we are called upon to write many e-mails, letters, and fill out forms. This workshop can help develop the proper approach to such writings so you can gain a respectful
hearing. We will learn formatting, proper word choice, developing an adult, professional "voice," and a handy treatment of "do's" and "don'ts."

**Course materials:** FREE online resources.

**Homework:** Daily practice writing e-mails, letters, and other types of professional correspondence.

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**Writing for High School**

Total classes: 8  
Duration: 1 hour  
Instructor: Robert Gotcher, Ph.D. 
Prerequisite: none  
Suggested grade level: 9th to 10th  
Suggested high school credit: 2/3 semester. Follow with Writing for College with Dr. Gotcher for a full year.

**Course description:** This course is designed to help the student develop the skills and habits that make for good writing at the high school level. The emphasis will be on creating good paragraphs, introductions and conclusions, organizing the paragraphs, and outlining.

**Course materials:** Provided FREE by the instructor. **Instructor Access available for this course.**

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**Writing for College**

Total classes: 8  
Duration: 1 hour  
Instructor: Robert Gotcher, Ph.D. 
Prerequisite: *Writing for High School* or equivalent.  
Suggested grade level: 11th to 12th  
Suggested high school credit: 2/3 semester. Precede with Writing for High School with Dr. Gotcher for a full year.

**Course description:** What are the characteristics of excellent writing in the eyes of college professors? This course will use the rhetorical arts to help turn competent writing into impressive writing. What are the essential components of an excellent piece of nonfiction writing? How does one write a compelling introduction and conclusion? How does one argue effectively for one’s position? What are important mistakes to avoid? The course will work with previous writing samples of the students, as well as composition exercises, culminating in the writing of a short argumentative essay.

**Course materials:** Everything provided FREE online or by the instructor. 

**Homework:** Two types of homework assignments. Student will apply the material to previous written work and also compose a five- to seven-page paper as the course develops. **Instructor Access available for this course.**

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**Fiction Writing; Plot and Structure**

One of six mini-courses in the *Write Your Own Fiction Book* Series. Note: Courses in this series can be taken in any order.

Total classes: 4  
Duration: 1 hour  
Prerequisite: none  
Suggested grade level: 8th to 12th  
Suggested credit: 1/3 semester (three courses in the Write Your Fiction Book Series equals one semester credit)

Instructor: Erin Brown Conroy, MA (E.B. Conroy)

**Course description:** This course teaches key components of writing a gripping plot for fiction books of any genre. Designed for writing fiction for middle grade, young adult, and adult plots, the course covers great
openings (the opening line, hook, drop into action, and inciting incident); development (doors of no return, peaks, and the rising plot line); creating tension and intrigue; and the climax and finish.

**Series description:** There are a total six parts to the Write Your Own Fiction Book Series. We will continue the series in the fall and into next spring and start all over again. Students can jump into the series at any time. Once you have completed all 6 mini-courses, you can have a completed book!

**Course materials:** All materials provided FREE by the instructor.

**Homework:** Weekly writing assignments, with an estimated five hours per week for homework, outside of class time.

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**Fiction Writing; Description and Setting**

One of six mini-courses in the Write Your Own Fiction Book Series. Courses in this series can be taken in any order.

**Total classes:** 4

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8th to 12th

**Suggested credit:** 1/3 semester (three courses in the Write Your Fiction Book series equals one semester credit)

**Instructor:** Erin Brown Conroy, MA (E.B. Conroy)

**Course description:** This course teaches key components of using excellent description and crafting a strong and memorable setting for your fiction book. The course covers when a good writer uses description and setting (timing and amount of use); types of description (sensory, metaphor and simile, figures of speech, and literary techniques); principles and techniques of memorable settings; and how to integrate description and setting into plot, structure, and character development.

**Series description:** There are a total six parts to the Write Your Own Fiction Book Series. We will continue the series in the fall and into next spring and start all over again. Students can jump into the series at any time. Once you have completed all 6 mini-courses, you can have a completed book!

**Course materials:** All materials provided FREE by the instructor.

**Homework:** Weekly writing assignments, with an estimated five hours per week for homework outside of class time.

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**Characters and Dialogue (Write Your Own Book Fiction Writing Series)**

**Series description:** There are a total six parts to the Write Your Own Fiction Book Series. Students can jump into this continuing series at any time. Once you have completed all 6 mini-courses, you can have a completed book!

**Total classes:** 4

**Duration:** 1 hour

**Prerequisite:** None

**Suggested grade level:** 8th to 12th

**Suggested credit:** 1/3 semester (three courses in the Write Your Fiction Book series equals one semester credit)

**Instructor:** E. B. Conroy, MA

**Course description:** This course teaches the key components of creating dynamic characters and dialogue for fiction books of any genre. Designed for writing fiction for middle grade, young adult, and adult plots, the course covers how to develop characters, the character arc, how do develop dialogue, and how to weave dialogue into character development and action. The course will also center on how to implement your Catholic worldview into your characters and dialogue.

**Course materials:** All materials are provided FREE via the instructor.

**Homework:** Weekly writing assignments, with an estimated three to four hours per week for homework outside of class time.
Theme, Style, and Point of View (Write Your Own Book Fiction Writing Series)

Series description: There are a total six parts to the Write Your Own Fiction Book Series. Students can jump into this continuing series at any time. Once you have completed all 6 mini-courses, you can have a completed book!
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 8th to 12th
Suggested credit: 1/3 semester (three courses in the Write Your Own Fiction Book series equals one semester credit)
Instructor: E. B. Conroy, MA
Course description: This course teaches the key components of creating dynamic theme, style, and point of view for fiction books of any genre. Designed for writing fiction for middle grade, young adult, and adult plots, the course covers types of theme, how to develop theme, developing your style of writing, and all of the major fiction writing points of view. The course will also center on how to implement the Christian worldview into your theme.
Course materials: All materials are provided FREE via the instructor.
Homework: Weekly writing assignments, with an estimated three to four hours per week for homework outside of class time.

Conflict and Creating the Breakout Novel (Write Your Own Book Fiction Writing Series)

Series description: There are a total six parts to the Write Your Own Fiction Book Series. Students can jump into this continuing series at any time. Once you have completed all 6 mini-courses, you can have a completed book!
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 8th to 12th
Suggested credit: 1/3 semester (three courses in the Write Your Own Fiction Book series equals one full semester)
Instructor: E. B. Conroy, MA
Course description: This course teaches the key components of creating conflict that gives us the breakout novel. The course will also center on how to implement the Christian worldview into your conflict.
Course materials: All materials are provided FREE via the instructor.
Homework: Weekly writing assignments, with an estimated three to four hours per week for homework outside of class time.

Authoring a Book: How it Works, What it Takes, and How to Succeed (Write Your Own Book Fiction Writing Series)

Series description: There are a total six parts to the Write Your Own Fiction Book Series. Students can jump into this continuing series at any time. Once you have completed all 6 mini-courses, you can have a completed book!
Total classes: 4
Duration: 1 hour
Prerequisite: None
Suggested grade level: 8th to 12th
Suggested credit: 1/3 semester (three courses in the Write Your Own Fiction Book series equals one full semester)
Instructor: E. B. Conroy, MA

Course description: This course teaches what it takes to be an author, from personal practices to the publishing world. The course will also discuss what it’s like to be a Catholic author today.
Course materials: All materials are provided FREE via the instructor.
Homework: Weekly writing assignments, with an estimated three to four hours per week for homework outside of class time that includes reading, writing, and responding to parent feedback.

Advanced Fiction Writing 1: The Hero’s Journey and Mythic Structure for Writers
Total classes: 16
Duration: 50 minutes each class
Prerequisite: None
Suggested grade level: 8th to 12th
Suggested high school credit: 1 semester Creative Writing.
Instructor: EB Conroy, MA

Course description: This is an advanced fiction writing course that delves into the use of archetypes in what is called "the hero's journey," the mythic structure that many claim all stories follow. This course will cover the different kinds of typological characters who appear in stories, to apply that knowledge to the crafting of your own fiction book. The course can be taken in conjunction with any of the other fiction writing courses offered with Homeschool Connections. Whether you plan on going into fiction writing (books, screenwriting, poetry) or simply want to expand your ability to write in advanced styles, this course is for you.
Homework: Approximately 1 ½ to three hours per week reading and completing coursework.

Introduction to Poetry
Total classes: 14
Duration: 1 hour
Prerequisite: None
Suggested grade level: 9th to 12th grade
Suggested high school credit: 1 full semester Poetry or Literature/ Creative Writing. For a full year of poetry, see Poetry Writing I in the spring.
Instructor: Sally Thomas

Course description: An introduction to reading and writing poetry, covering such literary devices as rhyme, meter, and figurative language, and the relationship of those elements to the overall meaning of a poem. Students will practice the art of close, critical reading, as well as experimenting with elements of poetry in their own writing. Introduction to Poetry plays a crucial function in the whole scheme of high-school literature, providing the student with a heightened understanding of this most mysterious literary form, as well as sharpening overall writing and critical-reading skills. Introduction to Poetry serves as prerequisite for more advanced and specialized poetry-writing courses, including Creative Writing: Poetry and Introduction to Poetic Forms.
Course materials: Sound and Sense, 8th Edition, Lawrence Perrine. Out of print, but readily available used for as little as $0.99 plus s/h. (http://www.amazon.com/exec/obidos/ASIN/0155074946/catholicreasures-20)
Homework: One chapter per week in Perrine, with assigned poems. One poetry-writing exercise each week. (Approximately 4 hours total homework per week.) Instructor Access available for this course.
Advanced Fiction Writing 2: The Hero’s Journey and Mythic Structure for Writers

Total classes: 8  
Duration: 50 minutes  
Prerequisite: None  
Suggested grade level: 8th to 12th grade  
Suggested high school credit: ½ semester Creative Writing. For full semester credit, add other fiction-writing courses.

Instructor: In order for the students in this course to get the highest benefit and value in a fiction writing course online today, this fiction course has TWO instructors. Erin Brown Conroy, MA, MFA, (published author, speaker, and fiction workshop presenter) and Andrew Schmiedicke (professional fiction editor). Professor Brown Conroy will teach the live courses, and Mr. Schmiedicke will provide written feedback for all course assignments.

Course description: This is an advanced fiction writing course that delves into the use of archetypes in what is called “the hero's journey,” the mythic structure that many claim all stories follow. This course will cover the different kinds of typological characters who appear in stories, to apply that knowledge to the crafting of your own fiction book. The course can be taken in conjunction with any of the other fiction writing courses offered with Homeschool Connections. Whether you plan on going into fiction writing (books, screenwriting, poetry) or simply want to expand your ability to write in advanced styles, this course is for you.


Homework: Approximately 1 ½ to three hours per week reading and completing coursework. All homework is graded by and commented on by the instructor.
Courses by Instructor

This alphabetical list sorts our recorded courses by instructor. If you have a favorite Homeschool Connections instructor, this is an easy way to check out his or her other courses.

Alvis, Catherine
Language: Latin I Boot Camp: Introduction to Latin
Language: Latin II Readiness Boot Camp
Language: Latin II/III Boot Camp: Cattus Petasatus

Ashour, Monica
History/Theology: Church History; Trinitarian
Theology: Christian Anthropology—Who Am I?
Theology: Moral Theology—How Shall I Live?
Theology: Ecclesiology & Sacramental Theology—How Shall I Glorify God?
Theology: Theology of the Body: “The Best Method of Educating Man”

Biondo, Sal
Computer Programming: Introduction to Web Development (Summer 2015)

Brock, Dayspring
Literature/Writing (Middle School): The Heroic in Arthurian Literature
Literature (Middle School): Mark Twain; Adventures of Huckleberry Finn
Literature (High School): English Literature and the Question of Evil

Campbell, Phillip
Archeology/History: An Archaeological Survey of the Old and New Testaments
Economics: Economics as if People Matter (Micro and Macro)
Logic: Logic I; Introduction to Formal Logic
History: Foundations of Christian Historiography
History: The Dawn of History; Dawn of History: Mesopotamia, Egypt, China, Persia
History (Middle School): The Dawn of History; Dawn of History: Mesopotamia, Egypt, China, Persia
History: The Glory of Ancient Greece
History (Middle School): The Glory of Ancient Greece
History: The Life and Times of the Ancient Romans
History (Middle School): The Life and Times of the Ancient Romans
History: Catholic Middle Ages
History: Rending of Christendom, 1417-1648
History: World History; 12 Inventions That Revolutionized the World
History: Early American History, 1492-1763
History: U. S. History, 1763-1865
History: Modern European History: 1789-1991 (Summer 2015)
History: Modern American History; 1865 to 2000
History: The Great Depression; 1929 to 1941
History: Understanding the Second Vatican Council

Conroy, Erin Brown (EB)
Science: Health, Fitness, and Wellness for Middle School Students
Test Prep: SAT Quick Test Prep
Test Prep: ACT Test Prep
Test Prep: ACT English and Writing Test Prep
Life Skills: Leadership and Interpersonal Communications Skills
Life Skills: How to Be an Excellent Student: Note Taking, Test Taking, and Getting an A+
Henry, Emily
Language: Latin I (Wheelock)
Language: Latin II (Wheelock)
Language: Latin III/IV; College Preparatory Latin

Hoeft, Jean
Math: Saxon 6/5
Math: Saxon 7/6
Math Boot Camp: Preparing for Pre-Algebra
Math Boot Camp: Preparing for Algebra
Math Boot Camp: Preparing for Algebra II
Math: Pre-Algebra; Saxon
Math: Algebra I; Saxon
Math: Algebra I; Foerester
Math: Algebra II; Saxon
Math: Geometry; Saxon
Math: Introduction to Trigonometry
Math: Advanced Topics in Math (Pre-Calculus); Saxon
Math: Calculus; Saxon

Mausolf, Alexis, MA
Language: German I
Language: German II

Michuta, Gary
Aquinas Connections (Adult): Practical Catholic Apologetics
Theology (Middle School): Apologetics for Catholics
Theology: Apologetics Boot Camp
Theology: Making Sense of Mary
Theology: Defending the Bible in Modern Times
Theology: Apologetics; Peter and the Papacy
Theology: Apologetics: Christ and the Eucharist
Theology: Advanced Catholic Apologetics
Theology: Advanced Apologetics: Christian Apologetics I - Jesus the Messiah (Summer 2015)

Negri, Jason
Government/Law: Introduction to Law; Fundamentals of the American Legal System
Government/Law: U.S. Citizenship and Civics

Pacwa SJ, Mitch

Palmer, Dave
Philosophy: The Summa Theologica by St. Thomas Aquinas

Pearce, Joseph
Literature: Romeo and Juliet; Catholic Shakespeare Series
Literature: Hamlet; Catholic Shakespeare Series
Literature: King Lear; Catholic Shakespeare Series
Literature: The Merchant of Venice; Catholic Shakespeare Series (Summer 2015)
Literature: The Hobbit
Literature: Lord of the Rings
Prentice, Derek
Aquinas Connections (Adult): Career Search Skills
Life Skills: Job Search Skills for Teens

Reynolds, Carol (Professor Carol)
Art and Music Appreciation: Discovering Western Culture through Music and the Arts
Art and Music Appreciation: Early Sacred Music (Summer 2015)
History: Imperial Russia

Rioux, Jean
Logic/Philosophy: Fallacies and Paradoxes
Philosophy: What Do Philosophers Do and How Do They Do It?
Philosophy: Introduction to Early Modern Philosophy
Philosophy: Philosophy of God: Natural Theology
Philosophy: Ethics (Summer 2015)

Rivet, Ed
Government: Government, Democracy, and Citizenship
Government: Advanced American Government
Government: Government and Politics

Rodriguez, Ricardo
Physics 1: Mechanics Part 1

Ruggiero, Domenico
Computer Programming: Computer Programming 101 (Summer 2015)
Science: Spaceflight Operations and Related Sciences (Summer 2015)

Rolling, Alecia
Language: German 1/2
Language: Latin I (D’ooge)
Language: Latin II (D’ooge)

Rolling, Kenneth
Literature (Middle School): Drama in Myth
Philosophy: What is Beauty?

Russell, Henry
Literature: Homer’s Odyssey; The Soul of Pre-Socratic Wisdom
Literature: The Iliad: Glory and the Will of God
Literature: Sophocles and Tragedy
Literature: Virgil’s Aeneid; The Founding of Nations in the Will of God
Literature: Beowulf and Christ
Literature: Canterbury Tales of Geoffrey Chaucer; Trust God and Tradition
Literature: King Arthur and Christ; Heroism and Holiness
Literature: Macbeth; The Catholic Shakespeare
Literature: Sir Gawain and the Green Knight; Chivalry, Courtesy and Chastity
Literature: Scarlet Letter
Literature: Death Comes for the Archbishop (American Classics Series)
Literature: The Man Who Was Thursday by G. K. Chesterton (Modern Catholic Classics Series)
Literature: The Screwtape Letters by C.S. Lewis (Modern Catholic Classics Series)
Literature: Redemptive Comedy of Flannery O’Connor (American Classics Series)
Literature: The Hobbit
Literature: The Lord of the Rings; The Fellowship of the Ring
Literature: *The Lord of the Rings; The Two Towers*
Literature: *The Lord of the Rings: The Return of the King*
Literature: Dante's *Inferno*
Literature: Dante's *Purgatory*
Literature: Dante's *Paradise*
Literature: Medieval Literature for Modern Catholics (Summer 2015)

**Schneider, Karan**
Art and Music Appreciation: Survey of Western Art II (Summer 2015)

**Schmitt, Irma**
Language: Spanish ½ (Middle School)
Language: Spanish I (Middle School)
Language: Spanish II (Middle School)
Language: Spanish I
Language: Spanish II
Language: Spanish III

**Stanley, Alison**
History (Middle School): The Crusades: On A Quest for Christendom (Summer 2015)
History (Middle School): The Civil War Years; A Nation Divided
History (Middle School): The Revolutionary War
History (Middle School): World War I; What Price Glory
History (Middle School): World War II
History (Middle School): Res Publica Romana
History: The Crusades: Defending Christendom (Summer 2015)
Gov./Law: Constitutional Law: Supreme Court Jurisprudence I
Gov./Law: The First Amendment; The Five Freedoms
Gov./Law: The Federalist Papers
Economics: Essential Economics

**Thomas, Sally**
Writing: Introduction to Poetry
Writing: Poetry Writing I: Joining the Great Tradition (Summer 2015)

**Watkins, Matt**
Science: Environmental Science

**Christopher Zehnder**
History: Making of the Modern World
History: Light to the Nations I: A History of Christian Civilization, Christ to 1750
History: North American History: From Columbus to the 20th Century
How to Get the Most Out of Unlimited Access!

Here are some tips to help your student prepare for recorded classes and get the most out of them. These come from our personal experience using Unlimited Access with our own children in our own homeschools.

- Set aside a regular day and time for your recorded classes.
- Unlimited Access is an independent learning program, so self discipline and parental follow up is important.
- Consider taking courses as a family. Plug the computer into the television and watch together.
- Begin with courses that peak your children’s interest.
- If you do not like the first course you take, don’t give up. Try another course with a different instructor. You may find that another instructor’s teaching style better fits your child’s learning style.
- Once you’ve chosen a course, click on the course title at the Moodle website to enter the course page.
- Read the course description and directions carefully. Order the textbook if applicable.
- Purchase course materials.
- Prepare a notebook for the course to write notes while watching the recorded lectures. Also use the notebook for homework. Review as needed.
- Find a comfortable place and make sure you have everything you need for class before you start: pencil, paper, textbook, water, etc.
- Make sure distractions are kept to a minimum during class time.
- If you are taking the course alone, use a headset to help block outside noises.
- If review is needed, class recordings can be watched multiple times. You can fast forward or backup as you watch.
- Take advantage of additional support materials if offered. These can include websites, reading materials, videos, etc.
- Most courses offer answer keys. Parents can print these off to keep in a file. Students are on their honor not to cheat.
- Some courses offer Instructor Access (optional grading service) for an additional fee if you would like extra help. See the Table of Contents for a list of courses and instructions.
- All courses have a Course Completion Certificate at the end. Once your child completes the course to your satisfaction, print out the certificate and complete it. Then file for your records.
- For free transcript and diploma forms, visit www.donnayoung.org.
- One resource for online planning is www.scholaric.com
- Email us at homeschoolconnections@gmail.com if you have any questions or ever need help.
Frequently Asked Questions

Q: Are your courses Catholic?
A: Yes, all of our courses are taught with a strong Catholic ethos.

Q: How are high school credits applied?
A: Parents are the ultimate authority on their children’s work. We give a Suggested High School Credit for each course. This suggestion is based on the student who participates fully in class, completes all assignments, and spends time outside of class reading, researching, and writing.

Q: Is Homeschool Connections an accredited school?
A: No. For the purpose of high school transcripts this should not be an issue. College admissions departments are use to accepting credits from homeschool families, who are of course entirely unaccredited, as well as from private Christian schools, many of which are also unaccredited. See the Table of Contents for more information on accreditation and homeschool students.

Q: Are you a full home study school?
A: No, we do not provide record keeping or counseling services. Homeschool Connections was created to supplement what parents are already doing. We have families take advantage of our courses that are enrolled in Seton, Kolbe, Mother of Divine Grace, etc. We also have many families who design their own curriculum using classical, unit studies, Charlotte Mason, and other pedagogical models. We’re here to help families, from those who consider themselves unschoolers to those who follow a very strict scope and sequence. Our goal is to meet parents where they are and help them get the most out of their resources.

Q: How much does Unlimited Access cost?
A: Our 150+ recorded courses and content are available for $1 for the first seven days and only $30 per month thereafter. You can subscribe for as long or as short as you need. You also have the option to pay for one year in advance and get one month free ($330).

Q: How do I subscribe?
A: Visit our website, www.homeschoolconnections.com and look for Unlimited Access. There is detailed information there as well as a Subscribe button. Payment is made via credit card or PayPal. If you prefer to pay by check, you can pay for one year in advance at $330 ($30 savings).

Q: How do I unsubscribe?
A: Drop an email to us and we'll cancel your payments for you. You'll receive a confirmation email.

Q: Is there a long-term commitment?
A: No. You can cancel anytime. Once you subscribe, the subscription fee will renew automatically each month until you cancel.

Q: What should I expect once I subscribe?
A: Once you have subscribed, you will receive a welcome email from homeschoolconnections@gmail.com within a few hours with your unique user name and password. You will then have unlimited access to the available recorded courses 24/7.

Q: Before I subscribe, I'd like to know exactly what you offer. How do I know what courses are available?
A: All of our current recorded courses are listed in this catalog. Our live courses are converted to recorded courses within 3 to 6 weeks upon completion.

Q: What all comes with the recorded courses (Unlimited Access)?
A: You get the lectures (class recordings) plus related materials, which can include:

- Related links
- PDF files
- Homework assignments
- Answer keys
- Automated quizzes
- Certificate of Course Completion

Q: How quickly are the live courses converted to recorded courses?
A: Live courses without graded homework usually become available to subscribers within 3 weeks of the last class. Live courses with graded homework usually become available within 6 weeks of the last class.

Q: Do you grade homework for the recorded courses?
A: No, grading is to be done by the parents. Answer keys are provided where possible. A few instructors make themselves available for grading in their recorded courses for an additional fee (Instructor Access). See the Table of Contents for more information on Instructor Access.

Q: How does Instructor Access work?
A: When you open the course page, you will see a PayPal button with instructions. After receipt of payment, the instructor will contact you to begin the process. Students email homework to the instructor and the instructor returns it graded and with comments. The instructor is also available to answer questions.

Q: How do I know which courses have Instructor Access?
A: Check the Table of Contents in this catalog for the list of courses with Instructor Access (optional grading service).

Q: Do I need to buy an Unlimited Access for each individual child?
A: No. The subscription service is for your entire immediate family. So, even if you have multiple middle and high school children you only need to purchase one subscription service. If you are using the Unlimited Access as part of a co-op made up of several families then each family is required to purchase their own Unlimited Access. User names and passwords are not to be shared outside of your immediate family.

Q: We’re going out of town but want to keep up on schoolwork as much as possible. Can I do that with Unlimited Access?
A: As long as you have access to a computer (or a mobile device) and Internet, you have access to our classes. We’ve had students take classes on the beach, at Grandma’s house, in the library, and more.

Q: Can I use Unlimited Access for my full curriculum?
A: Our recorded courses can be used to supplement your current curriculum or it can be used as a full set of courses.

Q: Do you have a scope and sequence to help me plan for my child’s high school years?
A: Please see the Table of Contents for a series of scope and sequences.

Q: My high school student is no longer homeschooled. Can she use the Unlimited Access?
A: Yes. The recorded courses are available to anyone. They are a great way to supplement private or public education and bring Catholic understanding to a student’s core subjects whether it be during the school year or during summer break. University students find the Unlimited Access is a good supplement to their college studies. We’ve also had parents sign up for the service to re-educate themselves either for their own edification or to prepare themselves to homeschool their children.

Q: How do I plan with Unlimited Access?
A: Here are some steps to help you:

- Review your student’s coursework to date. Determine what courses are needed for the future.
- Ask your student about future goals. A student who wants to be a programmer will take different courses than a student who wants to be a chemist.
- Determine your student’s strengths and weaknesses. For example a student who struggles with language, but learns well using a multi-sensory methods (dyslexic children often fall into this category), may do better with American Sign Language than Spanish.
- Take into consideration your student’s loves. An example here is a student who loves to write stories. That student should take more of our fiction-writing courses. They will still learn important writing skills in addition to learning literary analysis. The bonus is that they will enjoy learning it more in a creative-writing atmosphere.
- Once you have taken the above steps, you will have a strong idea of where you want to go in the future. Now open and save the Recorded Course Catalog and review all the options available to you.
- Here is help to get you started: Basic Scope and Sequence for College-Bound Catholic Students.
- Free planning forms can be found at www.donnayoung.org.
Aquinas Writing Advantage: What is it?

Homeschool Connections has taken our separate writing courses and put them together to create a full program for you and your children:
- Designed by Professor Erin Brown Conroy
- Complete, progressive, and thorough
- Gives your student all the skills needed—foundations, development, advanced, and creative writing
- Leaves no gaps and prepares your student for college and the workplace
- Designed as a skills-based program—your student will advance and increase writing skills faster than a grade-based program

MIDDLE SCHOOL LEVEL
Foundations
- Middle School Elements of Writing: Essential Punctuation and Grammar (6 weeks)
- MS Excellent Sentence and Paragraph Writing (6 weeks)
- Simplified Writing for Middle School Students (8 weeks)

Development
- Middle School Writing II: Essays and Papers (8 weeks)

HIGH SCHOOL LEVEL
Foundations
- How to be an Excellent Student (4 weeks)
- Elements of Writing: Essential Punctuation and Grammar (6 weeks)
- Simplified Writing (8 weeks)

Development
- Excellent Paragraph and Essay/Test Writing (6 weeks)
- Vocabulary and Writing 1 (14 weeks)
- Vocabulary and Writing 2 (14 weeks)

Advanced
- Advanced Writing and Rhetoric (10 weeks)
- Advanced Research Writing (10 weeks)

Creative (Middle and High School)
- Fiction: Description and Setting (4 weeks)
- Fiction: Character and Dialogue (4 weeks)
- Fiction: Plot and Structure (4 weeks)
- Fiction: Theme, Style, and Point of View (4 weeks)
- Fiction: Conflict (4 weeks)
- Fiction: Authoring a Book (4 weeks)
- The Hero’s Journey and Mythic Structure for Writers 1: Archetypes (8 weeks)
- The Hero’s Journey and Mythic Structure for Writers 2: Form (8 weeks)
- Introduction to Poetry (Available Spring 2015)
Suggested Scope and Sequences

Aquinas Writing Advantage
Parents often asked us, "Where do I start in writing?" To answer that question, we offer the following scope and sequence, based on your student's grade level in the fall. Whether your child is starting with Homeschool Connections in 7th grade or 12th grade, we can help you. Note that the following is only our suggestion, based on our general experience. Every child and every homeschool is different. You know your child best, so you always have the final say in your child's education at HSC.

For the Student Beginning in the 12th Grade
12th GRADE
Fall
How to Be an Excellent Student
Elements of Writing for High School: Punctuation and Grammar / Simplified Writing for High School
Vocabulary and Writing I
Spring
Advance Writing and Rhetoric
Advanced Research Writing
Vocabulary and Writing II

For the Student Beginning in the 11th Grade
11th GRADE
Fall
Elements of Writing for High School: Punctuation and Grammar / Simplified Writing for High School
Vocabulary and Writing I
Spring
How to Be an Excellent Student (short course)
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing
Vocabulary and Writing II

12th GRADE
Fall
Advanced Writing and Rhetoric
The Hero’s Journey and Mythic Structure for Writers 1: Archetypes
Spring
Advanced Research Writing
The Hero’s Journey and Mythic Structure for Writers 2: Form

For the Student Beginning in the 10th Grade
10th GRADE
Fall
How to Be an Excellent Student (short course)
Elements of Writing for High School: Punctuation and Grammar / Simplified Writing for High School
Vocabulary and Writing I
Spring
Vocabulary and Writing II
Fiction Writing Series

11th GRADE
Fall
The Hero’s Journey and Mythic Structure for Writers 1: Archetypes
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing

Spring
The Hero’s Journey and Mythic Structure for Writers 2: Form

12th GRADE
Fall
Advanced Writing and Rhetoric
Spring
Advanced Research Writing

For the Student Beginning in the 9th Grade

9th GRADE
Fall
How to Be an Excellent Student (or in the spring)
Fiction Writing Series
Spring
Fiction Writing Series

10th GRADE
Fall
Elements of Writing for High School: Punctuation and Grammar/Simplified Writing for High School
Vocabulary and Writing I
Spring
Vocabulary and Writing II

11th GRADE
Fall
The Hero’s Journey and Mythic Structure for Writers 1: Archetypes
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing
Spring
The Hero’s Journey and Mythic Structure for Writers 2: Form

12th GRADE
Fall
Advanced Writing and Rhetoric
Spring
Advanced Research Writing

For the Student Beginning in the 8th Grade

8th GRADE
Fall
Elements of Writing for Middle School: Essential Punctuation and Grammar / Simplified Writing for Middle School
Spring
Middle School Writing Essentials: Excellent Sentence and Paragraph Writing
Fiction Writing Series

9th GRADE
Fall
How to Be an Excellent Student
Middle School Writing II
Spring
Fiction Writing Series

10th GRADE
Fall
Elements of Writing for High School: Punctuation and Grammar / Simplified Writing for High School
Vocabulary and Writing I
Spring
Vocabulary and Writing II

11th GRADE
Fall
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing
The Hero’s Journey and Mythic Structure for Writers 1: Archetypes
Spring
The Hero’s Journey and Mythic Structure for Writers 2: Form

12th GRADE
Fall
Advanced Writing and Rhetoric
Spring
Advanced Research Writing

For the Student Beginning in the 7th Grade
7th GRADE
Fall
Elements of Writing for Middle School: Essential Punctuation and Grammar / Simplified Writing for Middle School
Spring
Middle School Writing Essentials: Excellent Sentence and Paragraph Writing

8th GRADE
Fall
Middle School Writing II
Spring
Fiction Writing Series (3 4-week courses)

9th GRADE
Fall
How to Be an Excellent Student
Fiction Writing Series
Spring
Elements of Writing for High School: Punctuation and Grammar / Simplified Writing for High School

10th GRADE
Fall
Vocabulary and Writing I
Spring
Vocabulary and Writing II

11th GRADE
Fall
High School Writing Essentials: Excellent Paragraph and Essay/Test Writing
The Hero’s Journey and Mythic Structure for Writers 1: Archetypes
**Spring**
The Hero’s Journey and Mythic Structure for Writers 2: Form

**12th GRADE**

**Fall**
Advanced Writing and Rhetoric

**Spring**
Advanced Research Writing
Basic Scope and Sequence for High School

Here is a very basic scope and sequence for high school. It is followed on the next page by a more detailed scope and sequence using Unlimited Access.

Basic Scope and Sequence for the College-Bound High School Student

GRADE 9
Theology
Ancient Literature
Ancient History
Grammar and Composition
Algebra I
Earth Science or Physical Science
Latin I or other language

GRADE 10
Theology
Classic Literature
European History
Creative Writing
Geometry
Biology
Latin II or other language

GRADE 11
Theology
Modern / American Literature
American History
Vocabulary and Writing
Chemistry or elective
Algebra II or elective
Economics / Personal Finance

GRADE 12
Advanced Theology
Advanced Literature
World History
Advanced Writing
Physics or Elective
Pre-Calculus or Elective
U.S. Government / Law
Basic Scope and Sequence in Action
Here is one way a parent could plan their high school student's coursework using the above scope and sequence with Homeschool Connections' online courses (Unlimited Access). This can easily be adjusted to your student's needs by adding, subtracting, or substituting courses.

GRADE 9
Fall
Theology: Introduction to Catholic Apologetics
Ancient Literature: Homer's *Odyssey*; and *Iliad*
Ancient History: Ancient Greece
Grammar and Composition: Elements of Writing; and Paragraphs & Essays
Algebra: Algebra I, Part One (Saxon)
Earth Science or Physical Science: Available 2015
Latin I or other language: Latin I, Part One (Spanish and German also available)

Winter/Spring
Theology: Defending the Bible in Modern Times; or Making Sense of Mary
Ancient Literature: Sophocles; and Virgil's *Aeneid*
Ancient History: Ancient Rome
Grammar and Composition: Simplified Writing
Algebra I: Algebra I, Part Two (Saxon)
Earth Science or Physical Science: Available 2015
Latin I or other language: Latin I, Part Two (Spanish and German also available)

GRADE 10
Fall
Theology: Peter and the Papacy
Classic Literature: *Beowulf; Canterbury Tales; and King Arthur*
European History: Catholic Middle Ages
Creative Writing: Fiction Writing Series
Geometry: Geometry I, Part One (Saxon)
Biology: Human Biology in the Catholic Tradition series
Latin II or other language: Latin II, Part One (Spanish and German also available)

Winter/Spring
Theology: Advanced Catholic Apologetics
Classic Literature: *MacBeth; Romeo and Juliet; and Hamlet*
European History: Roots of the Revolt; and Age of Religious Wars
Creative Writing: Fiction Writing Series
Geometry: Geometry, Part Two (Saxon)
Biology: Human Biology in the Catholic Tradition series
Latin II or other language: Latin II, Part Two (Spanish and German also available)

GRADE 11
Fall
Theology: Introduction to the Bible (Old and New Testament)
Modern Literature: *Screwtape Letters* by C. S. Lewis; *The Man Who Was Thursday* by G. K. Chesterton
American History: Early American History
Vocabulary and Writing: Vocabulary and Writing; Part 1
Chemistry or elective: Chemistry I, Part One (with optional honors track); or Thomistic Philosophy, Part One
Algebra II or elective: Algebra II, Part One (Saxon); or Logic I
Economics: Economics As If People Matter
**Winter/Spring**  
Theology: Understanding the Mass; and Understanding the Trinity  
American Literature: The Scarlet Letter; and Death Comes for the Archbishop  
American History: U.S. History  
Vocabulary and Writing: Vocabulary and Writing, Part 2  
Chemistry or elective: Chemistry I, Part Two (with optional honors track); or Thomistic Philosophy, Part Two  
Algebra II or elective: Algebra II, Part Two (Saxon); or Logic II  
Economics / Personal Finance: Catholic Social Teaching; and Personal Finance for Teens

**GRADE 12**  
**Fall**  
Advanced Theology: Theology of the Body; and Ecclesiology & Sacramental Theology  
Advanced Literature: Dante's Divine Comedy  
World History: 12 Inventions that Changed the World  
Advanced Writing: Advanced Rhetoric  
Physics or Elective: Physics available in 2015; or Environmental Science; or Early Modern Philosophers  
Pre-Calculus or Elective: Advanced Topic in Mathematics, Part One; or elective  
U.S. Government: Government, Democracy, and Citizenship; and Advanced Government

**Winter/Spring**  
Advanced Theology: Moral Theology; and Christian Anthropology  
Advanced Literature: Dante's Divine Comedy continued  
World History: Modern World History  
Advanced Writing: Advanced Report Writing  
Physics or Elective: Physics available in 2015; or Philosophy of God  
Pre-Calculus or Elective: Advanced Topics in Mathematics, Part Two; or elective  
U.S. Government / Law: Constitutional Law; or The First Amendment

By following this scope and sequence, parents can be assured of a well-rounded education for their homeschooled student that will prepare them for life after high school.
History Scope and Sequence: Sixth to Twelfth Grade

Parents sometimes ask us about the order in which our courses should be taken. We answer these inquiries by focusing on the needs of that particular family. Based on recent questions from parents, we offer you two different history scope and sequences here.

The first was developed for a family who wanted to begin 7th grade with Ancient History and move chronologically, ending with World History in the 12th grade.

The second (on the next page) was developed for a family who wanted to learn American History beginning in 6th grade and then cover other eras in high school.

Note the order of these courses is only a suggestion and can be adjusted to suit a family's specific needs and interests.

Chronological History Scope and Sequence

7th Grade
Dawn of History: Mesopotamia, Egypt, China, Persia (12 weeks)
The Glory of Ancient Greece (12 Weeks)

8th Grade
The Life and Time of the Ancient Romans (12 weeks)
Making of the Modern World, Part One (12 weeks)

9th Grade
Making of the Modern World, Part Two (12 weeks)
Foundations of Christian Historiography (4 weeks)
An Archaeological Survey of the Old and New Testaments (10 weeks)

10th Grade
Catholic Middle Ages (12 weeks)
Roots of the Revolt (1417-1560) (6 weeks)
The Age of the Religious Wars (1560-1648) (6 weeks)

11th Grade
Early American History (1492 to 1763); Discovery to the Dawn of Revolution (12 weeks)
U.S. History: Revolution, Republic and Union (1763-1865) (12 weeks)

12th Grade
Modern American History; 1865 - 2000 (12 weeks)
World History; 12 Inventions That Revolutionized the World (12 weeks)
World History Scope and Sequence

6th Grade
The American Revolution; Liberty! (10 weeks)
The Civil War; A Nation Divided (10 weeks)

7th Grade
World War I; What Price Glory? (10 weeks)
World War II; Allies and Axis (10 weeks)

8th Grade
Making of the Modern World (24 weeks)

9th Grade
Foundations of Christian Historiography (4 weeks)
Dawn of History: Mesopotamia, Egypt, China, Persia (12 weeks)
The Glory of Ancient Greece (12 Weeks)

10th Grade
The Life and Times of the Ancient Romans (12 weeks)
Catholic Middle Ages (12 weeks)

11th Grade
Roots of the Revolt (1417-1560) (6 weeks)
The Age of the Religious Wars (1560-1648) (6 weeks)
Early American History (1492 to 1763); Discovery to the Dawn of Revolution (12 weeks)

12th Grade
Modern History; 1865 - 2000 (12 weeks)
World History; 12 Inventions That Revolutionized the World (12 weeks)
Build Your Teen's College Skill Set: Suggested Scope and Sequence

Are you and your high school student(s) planning for college? If so, there are certain skill sets that are particularly important to acquire.

**Study Skills:** Students need to know how to manage their time and meet deadlines. The brightest student can still flounder if these skills are not learned. The successful college student also needs good note taking and basic study skills so that they can get the most out of their classes and homework. After completing HSC’s Study Skills and Note Taking course, students will put these skills into practice through their high school years and will therefore be better prepared for college.

**Communication Skills:** Strong communication skills will greatly benefit your student in any college major or career field. HSC offers a course to help students learn and practice good communications. In the Leadership and Communications Skills course, students learn speaking skills, listening skills, conflict management, and more.

**Leadership Skills:** The most successful students are often the ones who are also leaders. As Catholics, it is important that our students become people who are a positive influence at school and in the world. HSC’s Leadership and Communications Skills course will encourage them to be people of service, show them how to be a faith-filled leader, and more.

**Writing Skills:** It's not enough to learn lessons taught in school, students need to be able to communicate the lessons learned in writing. Strong writing skills are vital for college success. HSC offers a strong writing program (Aquinas Writing Advantage) that will take your student from the basics (grammar, punctuation, vocabulary) to the advanced (rhetoric, research, academic papers). Your student will be ready for college writing after successfully completing these writing courses.

**Critical Thinking Skills:** Education should not be about cramming facts into children’s heads. It should be about giving them a love for learning and the ability to think. We highly recommend formal logic and philosophy to help your student think critically and therefore succeed in all their school subjects. Logic and Philosophy are not electives -- they are vital to a core curriculum. HSC offers a variety of courses that teach your student critical thinking skills, while at the same time raising their hearts to God and finding the beauty of their Catholic faith.

**ACT/SAT Test Skills:** To help your student get into the college of his choice, and get the best scholarship possible, we offer courses on preparing for the ACT and SAT tests. Your student will learn how to prepare for the test, what to expect, manage time, and more for success. Latin studies should also be considered, for a variety of reasons including the evidence that Latin studies increase ACT and SAT scores.

**Most Importantly -- How to Evaluate Ideas through a Catholic Lens:**
In college your student will encounter many new ideas and assumptions. Some of them will be potentially damaging. We want to give your student the necessary tools to recognize and understand the worldviews they encounter and know how to articulate their own beliefs effectively and convincingly. All of HSC instructors are Catholic and teach their courses through a Catholic lens, thus demonstrating to your student how God is evident in everything. Our theology courses will specifically prepare your student to defend his faith when he goes out into the world, as well as help him build a solid foundation of faith for his life.

There is one more skill set to mention...

**How to Use Technology in Education:**
In HSC’s online courses students become familiar with the same, or similar, technology they’ll encounter in college. They learn how to be engaged participants in a live, interactive webinar and gain experience
using online tools to collaborate with their instructor and fellow students from all across the country and the world. This is a skill set that will help them advance in higher education as well as the business place.

**Recommended Homeschool Connections College Skill Set Courses**

*Note: We offer a wide variety of courses and this recommend scope and sequence can easily be adjusted to fit your student's needs. Of course, you'll also want to include history, science, literature, and math, as well as government and economics.*

**9th Grade**
- How to be an Excellent Student: Note Taking, Test Taking, and How to Get an A (4 weeks)
- Elements of Writing: Essential Punctuation and Grammar (6 weeks)
- Simplified Writing (8 weeks)
- Excellent Paragraph and Essay/Test Writing (6 weeks)
- Introduction to Formal Logic (12 weeks)
- Latin I (24 weeks)
- Catholic Apologetics (12 to 24 weeks)

**10th Grade**
- Vocabulary and Writing 1 (14 weeks)
- Vocabulary and Writing 2 (14 weeks)
- Advance Formal Logic (12 weeks)
- Latin II (24 weeks)
- Philosophy 101: What Do Philosophers Do and How (8 weeks)
- Advanced Catholic Apologetics (12 weeks)

**11th Grade**
- Creative (Fiction) Writing (16 to 24 weeks)
- Latin III/IV (24 weeks)
- ACT/SAT Prep (4 weeks)
- Thomistic Philosophy (12 to 24 weeks)
- Understanding Our Faith series (8 to 16 weeks)

**12th Grade**
- Leadership and Communications (6 weeks)
- Advanced Writing and Rhetoric (10 weeks)
- Advanced Research Writing (10 weeks)
- Theology of the Body series (24 weeks)
- Early Modern Philosophy (12 weeks)
- Philosophy of God: Natural Theology (12 weeks)
FAQ: Accreditation

Q. What is accreditation?
   • Accreditation is a voluntary process, performed by private, nongovernmental agencies.
   • There is no central control or authority.
   • There are good accrediting agencies and bad ones.
   • One accrediting organization is not legally designated as being superior over another.

Q. What does accreditation have to do with learning?
   • Nothing directly. It measures standards and does not develop educational programs.
   • Some of the worst public schools and private schools are accredited.
   • Some of the best are not.

Q. What is the purpose of accreditation?
   • The main function is to weed out diploma mills and other education scams.
   • Gives assurance that the educational institution being reviewed is legitimate and meets minimum standards.

Q. What is the usefulness of accreditation for homeschool families?
   • Educationally, there is little usefulness for students and their families.
   • Does provide a comfort factor for parents, giving them assurance by a 3rd party that the program meets minimum standards. However, parents must still determine if the accrediting body is legitimate.
   • Useful to schools for marketing and recruiting.
   • May be helpful in some case if putting children into a public or private high school after homeschooling partway through high school.
   • Possible requirement for NCAA scholarships.

Q. What if I want to design my own curriculum or use a non-accredited program, but am one of the rare cases where accreditation is necessary?
   • There are several accredited agencies that will review your course of study and issue an accredited diploma for a fee. These programs include, but are not limited to:
     - Clonlara
     - NARHS
     - West River Academy
   We have not used these programs personally, so cannot recommend one over the other. As always, do your research.

Q. Is Homeschool Connections accredited?
   • No. Our policy is that parents are the ultimate authority in their child’s education.
   • Non-accreditation allows us more flexibility.
   • Non-accreditation keeps our classes inexpensive.
   • Home education does not involve attending a school.
   • We are not a school, but an online curriculum provider.
   • Our focus is providing the best online curriculum for use at home, not accreditation.
   • As private homeschoolers, parents are the ones who provide “accreditation” for their child’s education.
   • The quality of home education is assured by parents, not a 3rd party or accrediting body.
   • Students using our program are educated at home by themselves and their parents. We merely assist the students and parents with online classes and other services.

Q. What about transferring to a public or private high school after homeschooling? Will lack of accreditation affect my student?
   • Some high schools will require an accredited transcript.
   • If the school will not accept a student’s transcript, they will likely evaluate the student using standardized testing, whether the homeschool program is accredited or not.
   • If you have plans to put your child into a local site-based school, check their policy on transfer students.
Q. Is it necessary to have attended an accredited high school or program to be accepted to a college or university?

• No. The high school’s accreditation or non-accreditation status is not a factor in the evaluation of a high school student’s eligibility for college admission, except in rare cases. Check with perspective colleges if you are unsure.

• A school’s accredited status from any accrediting organization does not provide a legal guarantee that a student will be accepted into any private or public institution.

• The majority of students are accepted into colleges based on an evaluation of their application, the results of their Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores, and their high school Grade Point Average (GPA).
# Sample Transcript

See [www.donnayoung.org](http://www.donnayoung.org) for more homeschool forms.

**Name:** Ignatius Smith  **Gender:** M  **Birth Date:** 01/04/1997  
**Address:** 2306 Marion Lane  
**Big Town, State, Zip**  
**School Name:** Smith Family Academy  **Graduation Date:** 5/2015  
**Phone:** 111-555-3333  **Person to Contact:** Dad or Moms Name

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Credits and Grading Scale: A 90-100; B 80-89; C 70-79; D 60-69; F below 60  
Weight for one-credit courses (120 hours): A=4; B=3; C=2; D=1; F=0  
AP Courses: A=5; B=4; C=3  
Activities: Library Volunteer, Debate Club, Art Guild Member, Museum Volunteer  
[enter test scores such as ACT/SAT etc.]  
Signed: [Your signature here]  **Date:** [date here]