



Heritage Classical Study Center

Established 1999

A Homeschool Support Center

Christ Centered • Classically Oriented • Committed to Excellence

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Revised for 2024-2025



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Accredited with Quality by the Georgia Accrediting Commission, Heritage Classical Study Center is an independent and private Christian study center, providing a classical and Christian supplement to home-educators at the middle and high school levels. As a discipling and tutorial service, Heritage CSC is an extension of the family, providing them with a Biblically based, classical curriculum, in the basic academic disciplines. It is the purpose of Heritage to train young people to be learners prepared to succeed at home, at work, and in society, and to live to the glory of God.

Heritage CSC offers group tutorials in the classical liberal arts curriculum. Students and their families are involved in the study of the classical languages (Latin/Classical Vocabulary), history, literature, logic, philosophy, government, economics, and rhetoric (speaking and writing). Through the course of their studies, students are exposed to the great books (usually in their entirety) as well as the art, music, people and culture of Western Civilization.

Course Work

The course work provided at Heritage encompasses the core humanities. Subjects included are History, Literature and Composition (including vocabulary and grammar), Critical Thinking/Rhetoric (including debate, logic and apologetics), Classical Vocabulary (7th.8th) and Latin I and II. The course of study is built around a once a week, five-hour tutorial session with students in which work done at home with the family is reviewed, new ideas, concepts and facts are developed and explained, and new assignments are given. These tutorials focus on the core concepts needed for mastery of the material being studied and will include tests to determine the extent of this mastery. In addition, there will be review of written and oral assignments. Courses are offered for nine months (35 weeks, including orientation week and finals week). Tutorial hours are from 9:00 A.M. to 2:30 P.M., with a thirty-minute lunch break, although second year foreign language courses add from 30 minutes to the class day.

Math and Science courses are to be completed either at home, at another study center, with a tutor or at a local college. We can add these classes to the HCSC transcript via our Offsite Credit Transfer option.

Our locations:

- **Athens area:** Watkinsville First Baptist Church, 1610 Simonton Bridge Rd., Watkinsville, GA 30677

7/8th grades
Tuesday: Athens

High School (9-12th)
Tuesday: Athens

Finding out more:

The best way to learn more about us is to visit our website for the details, and to come visit our classes for the day. You can stay as little as an hour or two or all day. You may visit Heritage classes any class day, but we ask that you let us know when you are interested in coming so that we can make sure it's not a day when the students are taking tests, and that we are not on a break.

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From the heart of the headmaster

Mr. Peter Meents



I characterize Heritage Classical Study Center as a program of academic discipleship. Ask most Americans what they think about something and their reply will usually begin with, "Well, I *feel* that..." While emotions are God-given and not to be despised, they can be very deceptive. Unfortunately, Americans by and large are rarely taught to think any more. At Heritage we stress thinking skills, and especially how to think Biblically. Since we're going against the cultural current, it is difficult to teach students how to think in just one year. Fortunately, most of our students stay with us for several years and learn to read, listen, and think critically. These are skills that will make them more successful people, better parents, and better citizens of the United States and of the Kingdom of God. As a program of academic discipleship, I want to work my way out of a job with these young people so that when they leave Heritage, they have developed the critical thinking skills and the convictions that will carry them through life without needing our instruction anymore.

My hope and prayer is for Heritage students and graduates to be salt and light among what the Bible calls a wicked and perverse generation. To imagine that a small program like ours could make much of a difference in a nation of more than 300 million souls may seem presumptuous, or even crazy, but our God is in the business of changing societies using a small number of people who understand what they believe, why they believe it, and who are totally committed to their message. When Jesus answered Peter's confession of Jesus as the Christ, he said that upon this rock "I will build by church, and the gates of Hades will not overcome it." Of course, gates are built as a defensive measure. No one attacks anybody with gates. Yet for too long we Christians have been on the defensive when we should be assaulting the gates of Hades. It is my hope that Heritage graduates will take the battle to the enemy as they learn to communicate the Gospel with confidence and to understand that Christianity can stand tall and confidently in the marketplace of ideas. If they are to do this, they must work hard to prepare themselves. This, in large part, is why Heritage course work is so rigorous, and why I say to parents that Heritage isn't for everyone.

If all you want is help in making sure that your child gets the proper credits for high school graduation and to get into college, you should not enroll your child in our program. On the other hand, if you want them to make a difference in this world for the Kingdom of God, if you want their lives to be about more than making money, this may be the place for them.





Theological and Philosophical Foundations

THE PURPOSE of HERITAGE CLASSICAL STUDY CENTER

The purpose of Heritage Classical Study Centers is to help mold our students into thinkers - young men and women who do not simply regurgitate the information they have been fed but rather who analyze, critique, and affect the world by applying Biblical wisdom to their lives, families, and communities. Heritage offers homeschooling families a unique complement to their home study programs by providing one day per week of classroom instruction, with an emphasis on classical as well as traditional subjects taught from a distinctly Christian perspective. Each student attends one day per week, according to his or her age group.

PHILOSOPHICAL PERSPECTIVE

Heritage Classical Study Centers recognize that God has ordained parents as the agents responsible for the academic and spiritual nurturing of their children. We also acknowledge that public education, by its very nature, must necessarily fail to present a Christian world view in its educational approach; therefore, state schools cannot adequately teach children to love God with all their hearts, minds, souls, and strength. Christian emphases aside, public schools by and large have fallen far short of providing a solid foundation even in the academic areas they purport to teach. Thus, Christian academies and homeschooling have become significant alternatives for parents seeking superior academic and spiritual training for their children.

Truly Biblical training, however, whether in the Christian academy or in the home school, must be more than the teaching of subjects from a secular perspective with prayer and Bible study thrown in to sanctify the process. Truly Biblical education first will recognize the learning capacities and inclinations that God has equipped children to possess at various stages in their development, and then it will make every effort to communicate truth effectively to each child from a specifically Biblical perspective. Each area of learning can be rightly understood only when seen as an aspect of God's creation, designed and interpreted by Him. For example, the sum $2+2=4$ is true today and will be true tomorrow not just because "that's the way things are" but because the personal and rational God has revealed Himself in an orderly and rational universe. At Heritage, we seek not just knowledge, but understanding and wisdom as well. *Knowledge is "knowing the answer."* *Understanding is knowing why it's the answer.* *Wisdom is applying the understanding of truth to one's life in a godly fashion.*

It is our goal that Heritage students learn to THINK, Biblically and logically - not just to blindly memorize seemingly unrelated and irrelevant facts required to do well on tests. The Heritage student is taught to be a lifelong learner of new information, to consistently evaluate and critique relevant issues, and to always seek skillfully to communicate his thoughts. We desire for all students at Heritage to learn factual and philosophical truth, learn to evaluate the messages they are receiving from the world around them, and learn to defend their beliefs in a persuasive and winsome manner.

Practical Matters

Students are accepted on a first come, first served basis. There is a \$75 (\$150 if after May 1st) nonrefundable **application fee** per student which is to be submitted with the application. Also, an integral part of the application is a handwritten essay by the student explaining how Heritage can aid in their future goals. An application is not complete without the essay or application fee. This applies to returning students as well as new applicants.

When your student is accepted into the program, Heritage will issue a contract to you for your signature. When you return the signed contract, you will include the **registration fee** of \$250 per student regardless of when application was made. If a student withdraws after formal acceptance, registration fees will be forfeited.

Upon Acceptance, you will receive...

- ...a contract for you to sign and return to us in hardcopy format.
- ...a handbook with more information regarding our Offsite Credit Transfer program and general information about HCSC.
- ...a list of books and supplies for the schoolyear (including book ISBN and edition).

TUITION:

For HIGH SCHOOL students enrolling for the 2024-2025 academic year, the annual tuition is \$3015 (\$335 per month). After the enrollment of the first child in a family, yearly tuition for any additional students in the same family is discounted. The oldest student is always full price.

For 7th/8th grade students, the annual tuition is \$2880 (\$320 per month). After the enrollment of the first child in a family, yearly tuition for any additional students in the same family is discounted. The oldest student is always full price.

Tuition is due on the first class-day of each month from September through May, unless other arrangements are made with Heritage. Tuition is payable in either two installments (Sept. and Jan.) or in nine installments (Sept. through May). **If a student withdraws or is expelled** from the program, tuition for the year is still due as described in the enrollment contract.

See the chart below to determine the total for your family.

	First Student Monthly Tuition	Each Additional Student
HIGH SCHOOL	\$335	\$300
8 / 7	\$320	\$285

See the chart above to determine the total for your family.
(The oldest student is always considered the first student.)

- *Example #1:* one high school student and one 8/7 student \$335 plus \$285 = \$620
- *Example #2:* two high school students \$335 plus \$300 = \$635
- *Example #3:* two 8/7 students \$320 plus \$285 = \$605

Please add a **late-payment fee of \$25** to your payment if it is submitted after the end of the month it is due. If we do not receive payment by the end of the month, we will add \$25 to your balance unless arrangements have been made for a late or deferred payment.

LEGAL OBLIGATIONS

Heritage instructors are tutors. Under the law, you are still your student's teacher. Therefore, enrollment in Heritage does not release you from your obligation to file a Declaration of Intent to pursue a home study course.

While monthly attendance reports are no longer required by the state, Heritage families are strongly urged to submit their **monthly attendance records** via *Homeschool Compliance* (www.homeschoolcompliance.com). We have found that many students have needed these records. By filing with *Homeschool Compliance*, they will be at your disposal should you need them. *Homeschool Compliance* provides you with a return receipt and 12 years of offsite backup. There is a small fee (payable to *Homeschool Compliance*) of \$12 per year. If you are new to *Homeschool Compliance*, you get a 3-month free trial. You may also file your GA Declaration of Intent through Homeschool Compliance.

<https://www.homeschoolcompliance.com/faqs.php>

The state of Georgia also provides a way to file your Intent form electronically. Find it here:

<http://tinyurl.com/GaDOE-DeclarationOfIntent>

BOOKS

Parents are responsible for obtaining books for their student(s). A list of required books will be supplied to you upon acceptance. It is important that each student have his or her own copy of each book on the list even if you have two students in the same class.

In order to save money, you are welcome to buy used copies of the books, but the **ISBN must match the one on the book list.**

PARENTAL PARTICIPATION

Parents are expected to attend class from time to time. We ask that each family commit to one or two days of observing classes. There is a signup process, so you are able to choose the days that are most convenient for you. Detailed info will be sent at a later date.

Why do we institute this policy?

We live in a litigious society. Since we want Heritage to be around for a long time to come, we want to protect Heritage from frivolous, unwarranted lawsuits. This has not been a problem to date for Heritage, but similar programs have had some problems. As home school parents you have made many sacrifices and invested a great deal in your child's education. We do not want for you to lose Heritage because of an unwarranted lawsuit. By always having a parent present, there will be two adult witnesses to anything that takes place in class.

An added benefit to this policy is that you, as parent, will see classes from time to time. This will give you a better idea of what goes on in class and will help you to better support your student.

DISCIPLINE and DRESS CODE

Like education itself, a child's discipline is the responsibility of his parents. Heritage Classical Study Center, however, will discipline, as needed, the students placed in its charge *in loco parentis*. *A student who is willfully disobedient or consistently disruptive to the class will be referred to his parents. Failure to improve may result in expulsion.*

School dress will be khaki slacks or shorts (with belts) for boys and khaki slacks, skirts, or shorts for girls. All students will wear approved white or blue shirts purchased from our *uniform supplier with Heritage logos. In the winter, the student will need Heritage outerwear. (Non-Heritage hoodies/sweaters, etc. are not allowed.) Shirts, outerwear and other approved items are available at **Lands' End Uniforms**. Information will be sent over the summer.

Though parents may choose to purchase khaki pants or shorts there as well, it is not required that you purchase from our supplier. White or navy-blue Heritage outerwear should be worn in cold weather. Students may also wear navy blue pants (though NOT blue/denim jeans) with white Heritage shirts. Shoe color and style are left to the parents' discretion.

In all cases we wish for students to be modestly dressed. Therefore, please remember when specifying shirt size for polo shirts to request a size that will not be too tight. Also, it is preferred that no student wear distracting accessories/jewelry. This is, of course, a subjective matter, but an example might be girls wearing very large hoop earrings.

The dress code is not intended to suggest that a student with a tight shirt or oversized earrings is somehow unspiritual. Rather, it is intended to minimize the many distractions that students already experience in their studies so that they may focus as much as possible on their academic work.

Class Days and Annual holidays

- **ATHENS AREA: Tue/Wed** (Watkinsville First Baptist, 1610 Simonton Bridge Road)
7th – 12th on Tuesdays
- **Distance (Virtual) Learning Opportunities:** Contact us for details (404-452-9942)

Breaks:

- Fall break (October)
- Thanksgiving week
- Christmas week and following week
- Winter (February)
- Spring break (usually in April)

Please refer to the academic calendar on the website for more details:

<https://www.heritageclassical.com/calendar>

FOREIGN LANGUAGES

In our 7th/8th grade class, our students take Classical Vocabulary study in preparation for Latin in high school. Returning 8th grade students may opt to take Latin I instead.

Heritage high school students are required to take two years of Latin.

Latin classes are also open to students who are not taking the core classes at Heritage. The yearly **tuition for any of the language classes is \$675** for students not enrolled in the core Heritage classes. If your student is a full-time Heritage student, Classical Vocabulary and Latin classes are included. Spanish, when offered, is optional for the full-time Heritage student and is not included in the core yearly tuition.

MATH and SCIENCE

We offer some Math and Science courses through our affiliated Math and Science program at the Watkinsville campus. Fees for these courses are not included in the Heritage tuition but are paid directly to our affiliated programs. These courses are approved by Heritage CSC and will earn high school accreditation without the extra OCT documentation and testing.

Math and Science may be completed at home, with a tutor/class or at a college (DE).

The Board of Regents of the State of Georgia requires that all students who wish to enter a University System of Georgia school must have four high school math courses worth one credit each, with at least one math course more advanced than Algebra II. Four science courses are also required by the state of Georgia.

FINE ARTS and P.E. (FITNESS)

Fine arts and PE credit (required in GA) may also be added to the Heritage transcript when the guidelines set forth by our accrediting agency are followed. Initial and final paperwork as well proof of participation is required. Proctored testing is NOT required for fine arts and fitness credit as it is for academic subjects. (See below for more info.) Certain CTAE courses can apply to this requirement. (See *Navigating HS/OCT* manual)

TRANSFER OF ACADEMIC CREDIT:

The Georgia Accrediting Commission (GAC) allows us to transfer in grades for classes not taken at Heritage and include them on a student's transcript. Prior to the start of classes, parents must complete a form indicating which outside classes their student(s) will be taking during the upcoming school year. The form is to be submitted to Heritage together with the appropriate fee. (Attendance at Heritage for one complete year is required before any outside course can be accredited. At the end of the first year, all properly documented outside courses will receive accreditation and will be added to the student's transcript.) In addition, students must take tests in each course under our auspices at least once each quarter (that is, three times per year per course) during our regularly scheduled test times. These testing times will be posted on the Heritage web site calendar. The grades for these proctored tests are to be reported to our registrar immediately. At the end of the school year, we will need a complete list of all grades for the course for that year (including test grades, grades on quizzes, and grades on lab work), together with a cumulative average for the year.

In order to transfer in academic courses taken outside Heritage and have those grades included on a Heritage transcript, students **must take at least three tests** under our auspices. Regular testing times are made available throughout the year. Tests are to be graded by the parent or outside tutor and grades submitted to Heritage via email within a week of the testing date. At the end of the year, parents or tutors are to submit the grade sheet for the year showing a cumulative average, together with all the grades that went into arriving at the average. It is not sufficient to count **just** the three tests taken at Heritage for the final grade (excluding others), nor is it sufficient to give only three tests during the school year. The intent of the accrediting commission is that we have all test grades to compare with the three taken under our auspices. If homework or labs are included as a component in arriving at the cumulative average, **they must be graded**. It is not appropriate to give a perfect score of 100 on the assignment simply because a student turned in homework or a lab. More detailed information is available in our Offsite Credit Transfer (OCT) handbook.

Some of what you read on this page may sound redundant, but so many people have misunderstood the procedure that we are trying to explain it every way we can. The apostle Paul frequently repeated himself when he was trying to make sure his readers got the point, so we hope you will forgive us for doing the same.

2024-2025

Heritage Classical Study Center Scope and Sequence



7th/8th grade: Rotation A (American History and Literature, Gram/Comp, Intro to Formal Logic)
High School: Rotation A (European History/Philosophy, Brit Literature, Gram/Comp, Great Speeches)

8/7 *	A	American History	American Literature	Gram/Comp Year 1	Intro to Formal Logic	Pre-Latin (7th/8th) OR Latin I (8th)
	B	World Civilizations	Survey of World Literature	Gram/Comp Year 2	Analogies/ Informal Logic	

High School	A	AP US History	American Literature	Gram/Comp (Structure of Writing)	Debate and Argumentation	Latin 1 or 2
	B	AP European History and Philosophy	British Literature	AP English Language and Composition	Great Speeches	
	C	Ancient and Medieval History and Philosophy	Ancient and Medieval Literature	AP English Literature and Composition	Informal Logic	
	D	AP Government/ Politics, Economics, GA History	Survey of Modern Literature	Gram/Comp (Principles of Usage)	Apologetics / Worldview	

* 8/7 denotes 7th and 8th grades

- Pre-Latin is also referred to as Classical Vocabulary

Course Descriptions for High School

History/Philosophy

Western Civilization I: A study of Ancient and Medieval history and philosophy using *A History of the World* (J.M. Roberts) as the basic history text and *The Passion of the Western Mind* (Richard Tarnas) as the philosophy text. Students answer questions on assigned readings designed to encourage them to think critically about history and philosophy and the interplay of the two. Students also write two 8-10 page research papers using MLA standards.

AP European History: A study of modern history and philosophy from the beginning of the Renaissance to the present using *A New History of the World* (J.M. Roberts) as the basic history text and *The Passion of the Western Mind* (Richard Tarnas) as the philosophy text. Students answer questions on assigned readings designed to encourage them to think critically about history and philosophy and the interplay of the two. Students also write two 8-10 page research papers using MLA standards.

AP American History: A study of American history and philosophy using *A History of the American People* (Paul Johnson) as the basic text. Students answer questions on assigned readings designed to encourage them to think critically about history. Students also write two 8-10 page research papers using MLA standards.

Georgia History: A brief study of Georgia history from before the arrival of Europeans in 1492 to the present using *The Georgia History Book* (Lawrence R. Hepburn) and periodical resources. No research papers are written, but there is special emphasis on teaching note taking skills.

AP US Government: A semester study of U.S. Government using *American Government in Christian Perspective* (William R. Bowen, George T. Thompson, Michael R. Lowman, George C. Cochran), The Declaration of Independence, United States Constitution and other source documents. Students are required to write an 8-10 page research paper.

Literature

Ancient and Medieval Literature: A study of ancient and medieval literature with the choice of literature tied to the history being studied concurrently in Western Civilization I to give students a richer understanding of both the historical period and the literature studied. Works studied include: *Odyssey*, *Aeneid*, *The Trial and Death of Socrates*, *Poetics*, *Confessions of St. Augustine*, *Beowulf*, *selected Canterbury Tales*, *The Inferno*, *The Prince*, *Macbeth*.

Survey of World Literature: A survey of modern world literature. Works studied include: *Taming of the Shrew*, *Henry V*, *Common Sense*, *Federalist Papers*, *Anti-Federalist Papers*, *Democracy in America*, *Two Treatises on Government*, *Crime and Punishment*, and assorted poetry.

British Literature: A study of British literature with the choice of literature tied to the history being studied concurrently in Western Civilization I to give students a richer understanding of both the historical period and the literature studied. Works studied include: *King Lear*, *Paradise Lost*, *The Merchant of Venice*, *Gulliver's Travels*, *A Tale of Two Cities*, *Return of the Native*, *Pride and Prejudice*, *A Passage to India*, and *On the Beach*. Poetry studied includes works by Donne Tennyson, Keats, Blake, Owen, Sassoon, Brooke, Herbert, Marvell, Pope, Wordsworth, Coleridge, Byron, Matthew Arnold, Housman, and Kipling.

American Literature: A study of American literature with the choice of literature tied to the history being studied concurrently in American History to give students a richer understanding of both the historical period and the literature studied. Works studied include: *The Tempest*, *As I Lay Dying*, *Our Town*, *To Kill A Mockingbird*, *The Scarlet Letter*, *Moby Dick*, *Sea Wolf*, *Huckleberry Finn*, *A Farewell to Arms*, *The Great Gatsby*. Poetry studied includes works by E.A. Robinson, Emily Dickinson, Whitman, Anne Bradstreet, Edward Taylor, Phyllis Wheatley, Poe, Frost, Stevens, Eliot, and Langston Hughes.

Economics: A semester study of macro-economics using *Wealth of Nations* (Adam Smith) and *Economics in One Lesson* (Henry Hazlitt) as texts and micro-economics using exercises and assignments developed by Heritage CSC to teach students about basic home finance including balancing check books, retirement plans, loans, and budgeting.

Rhetoric

Informal Logic: A study of informal fallacies and advanced logic, using *With Good Reason: An Introduction to Informal Fallacies* (S. Morris Engel) as a basic text. Students will read and outline the text, as well as develop the skills necessary to identify various types of fallacies and respond to those fallacies with both written and spoken logic. Examples of fallacies will be taken from current events, as well as supplemental writings. Students will also study vocabulary, as related to the text.

Apologetics / Worldview: A study of the history and defense of the Christian faith, using *Evidence That Demands a Verdict by Josh McDowell as well as Jesus Among Secular Gods* by Ravi Zacarias as foundational texts. Students will read and outline the text, as well as identify and research philosophies related to the development of the Christian faith. Students will be encouraged to develop a personal testimony and to have a working knowledge of the fundamentals of Christianity, as related to agnosticism, atheism, cults, and various major world religions. Students will study vocabulary, as related to the text.

Debate and Argumentation: A study of argumentation, debate, and public speaking using *A Rulebook for Arguments* (Anthony Weston) and *Make Presentations with Confidence* (Vivian Buchan) as the basic texts. In the first semester, students will study basic debating skills, review research skills, create evidence cards, write argumentation speeches, and participate in a minimum of three individual debates. In the second semester, students will also study the skills necessary for public speaking and will be required to write and present a total of eight individual speeches of various types. Students will study vocabulary, as related to the text.

Great Speeches: A study of rhetoric from the perspective of speakers and their speeches, using *The World's Great Speeches* (edited by Lewis Copeland, Lawrence W. Lamm, and Stephen J. McKenna). Students will read, outline, and research approximately 135 speeches over the course of the year. These speeches will be divided into units according to author, subject, and time period. Using the speeches and research, students will write and edit weekly essays. Students will also memorize sections from speeches and will write and deliver original speeches.

Grammar / Composition

Fundamentals of Grammar: A comprehensive study of English Grammar and Composition, using The Stewart English Program: Book 1 / Principles Plus (Donald S. Stewart) as a text. Emphasizes the study of parts of speech, and the in-depth study of the principles of grammar and good writing to improve skills through specific composition activities, and stressing basic paragraph writing skills. Weekly writing assignments are graded for content and grammatical errors.

Principles of Usage: A comprehensive study of English Grammar and Composition, using The Stewart English Program: Book 2 / Grammar Plus (Donald S. Stewart) as a text. Emphasizes a more intensive study of the parts of speech and their usage in advanced writing, through the use of specific sentence writing activities, and stressing basic sentence writing skills, as well as paragraph writing skills. Weekly writing assignments are graded for content and grammatical errors.

Advanced Essay Writing: A comprehensive study of English Grammar and Composition, using The Stewart English Program: Book 3 / Writing Plus (Donald S. Stewart) as a text. Combines the studies of grammar and principles from the first two books and emphasizes the skills necessary to write both analytically and creatively. Students are encouraged to discover personal strengths and abilities through weekly writing assignments. Editing skills are reviewed and emphasized, and writing assignments are graded both by the instructor as well as other students.

Structure of Writing: A comprehensive study of English Grammar and Composition, which reviews and combines the skills of grammar, composition, and editing. Basic sentence structure, paragraph writing skills, and essay writing skills are reviewed. Students are expected to write, rewrite, edit, and produce weekly essays on topics related to the speeches which are being studied in Rhetoric. Students are encouraged to find a personal writing style, as well as create a portfolio of completed writing assignments.

Latin

Latin I: A first year Latin course using *Beginner's Latin* (G.D.A. Sharpley) as a basic text teaches students basic vocabulary, verb conjugations and noun declensions through the third declension. Students memorize vocabulary, learn agreement of adjectives and the nouns they modify, translate paragraphs from Latin to English and sentences from English to Latin.

Latin II: A second year Latin course that reviews the material covered in Latin I and adds the fourth and fifth declensions, and past tense verb conjugations. Using the same basic text as Latin I, Latin II students also read and translate passages of Latin ranging from *Cattus Petasatus: The Cat in the Hat in Latin* (Guenevera Tunberg, Terentio Tunberg) to writings by such ancient authors as Tacitus and Cicero to the Vulgate.

2024-2025

High School Literature Reading List

2024-2025 = European History and Brit Literature

2021 – 2022 Academic Year	2022 – 2023 Academic Year	2023 – 2024 Academic Year	2024 – 2025 Academic Year
<i>Odyssey</i> (Lattimore)	<i>Taming of the Shrew</i>	<i>The Tempest</i>	<i>King Lear</i>
<i>Aeneid</i> (Fitzgerald)	<i>The Wealth of Nations</i> (Smith)	<i>The Scarlet Letter</i>	<i>Paradise Lost</i>
<i>The Trial and Death of Socrates</i>	<i>Les Miserables</i> (Hugo)	<i>Moby Dick</i>	<i>Gulliver's Travels</i>
<i>Poetics</i>	<i>Common Sense</i> (Paine)	<i>Sea Wolf</i>	<i>A Tale of Two Cities</i>
<i>Confessions of St. Augustine</i>	<i>Federalist Papers</i>	<i>Huckleberry Finn</i>	<i>Return of the Native</i>
<i>Beowulf</i>	<i>Anti-Federalist Papers</i>	<i>A Farewell to Arms</i>	<i>Pride and Prejudice</i>
<i>Selected Canterbury Tales</i>	<i>Democracy in America</i>	<i>The Great Gatsby</i>	<i>A Passage to India</i>
<i>The Inferno</i>	<i>Two Treatises on Government</i>	<i>As I Lay Dying</i>	<i>The Merchant of Venice</i>
<i>The Prince</i>	<i>Crime and Punishment</i>	<i>Our Town</i>	<i>On the Beach</i>
<i>Macbeth</i>	<i>Henry V</i>	<i>To Kill a Mockingbird</i>	
	Assorted Poetry	Poetry: E.A. Robinson, Dickinson, Whitman, Anne Bradstreet, Edward Taylor, Phyllis Wheatley, Poe, Frost, Stevens, Eliot, Langston Hughes	Poetry: Donne, Tennyson, Keats, Blake, Owen, Sassoon, Brooke, Herbert, Marvell, Pope, Wordsworth, Coleridge, Byron, Matthew Arnold, Housman, Kipling
Other books of note	Other books of note	Other books of note	Other books of note
<i>Passion of the Western Mind</i> , Richard Tarnas (Ancient Greece to the Renaissance), <i>History of the World</i> , J.M. Roberts (Prehistory to Renaissance)	<i>Economics in One Lesson</i> , Henry Hazlitt	<i>A History of the American People</i> , Paul Johnson, A Rulebook for Arguments, Make Presentations with Confidence	<i>Passion of the Western Mind</i> , Richard Tarnas, (Late Middle Ages to Present), <i>History of the World</i> , J.M. Roberts (Late Middle Ages to Present)

8/7 Literature Reading List (2024-2025– American Studies)

8/7 Literature

American Studies Academic Year	World Studies Academic Year
Richard II, Shakespeare	<i>Iliad</i> , Homer (Lattimore)
<i>The Deerslayer</i> , Cooper	<i>Julius Caesar</i> , Shakespeare
<i>The House of Seven Gables</i> , Hawthorne	<i>Ivanhoe</i> , Scott
<i>Ethan Frome</i> , Wharton	<i>Cyrano de Bergerac</i> , Rostand
<i>Daisy Miller</i> , James	<i>Count of Monte Cristo</i> , Dumas
<i>Fahrenheit 451</i> , Bradbury	<i>Robinson Crusoe</i> , Defoe
<i>Much Ado About Nothing</i> , Shakespeare	<i>Captains Courageous</i> , Kipling
<i>Red Badge of Courage</i> , Crane	<i>The Scarlet Pimpernel</i> , Orczy
<i>The Old Man and the Sea</i> , Hemingway	<i>The War of the Worlds</i> , Wells
	<i>Romeo and Juliet</i> , Shakespeare
Poetry: Whitman, Millay, Lanier, Robinson	
Other books of note	
Short Story: Twain, Poe, Hawthorne	

HIGH SCHOOL ASSIGNMENTS

Sample

Week 8 (week of 10/10/201*)

History

Read HAP pages 230-267 and answer the following questions in writing.

1. Why do you think that Adams suspected politicians of dishonesty when they started talking about 'The People'?
2. In what ways did John Marshall's economic views differ from those of the Founding Fathers? What did he believe was required for capitalism to flourish?
3. Look up *McCulloch v. Maryland* and do some background reading on the decision. Why did the Court find against Maryland, particularly in reference to taxation? Explain their reasoning.
4. What is the Doctrine of Nullification? Who introduced the concept?
5. In what ways did Jefferson contradict himself on the subject of slavery? Why was his correspondence with Benjamin Banneker pleasing to Jefferson?
6. How did Jefferson respond to the Barbary pirates?
7. Why did Jefferson want to control New Orleans? (To fully answer this question you must also consider what he feared were the possible consequences if the U.S. did not control New Orleans. NB – look at a map!)
8. In light of Jefferson's objections to the national bank (check the index to find it), why was his purchase of the Louisiana Territory ironic?
9. How did Jefferson respond to the *Chesapeake* affair and other British provocations? What was the effect of his policy?
10. How did the U.S. get into the War of 1812? In what ways did Jefferson and Madison misunderstand the situation? How did the U.S. fare in the war militarily?
11. Describe the British attack on Washington, D.C.

Continue working on the research for your fall paper.

The paper will be due around Thanksgiving.

Next week you are to turn in your bibliography to date. You should have at least six sources by now. The bibliography must be in proper form. Since I told you how to do a working bibliography on the YouTube video, everyone's bibliography should be in the proper format.

Literature

Moby Dick is far more than a whaling story. The real significance of the novel is in its spiritual dimension. Read the introduction and pp 11-159 of the book. As you read, highlight any references to spiritual matters and note the page number on a sheet of paper, together with a brief phrase that will remind you of the import of the quotation or quotations on that page. For example, on page 112 Starbuck is described as brave but not able to "withstand those more terrific, because more spiritual terrors..." You might put just this part of the quotation to remind you of the larger quotation. Be prepared to share your findings in class.

(continues on next page)

Latin

First year students:

Test next week over units 1-3. You need to know all vocabulary, conjugations, and declensions covered in these units.

Second year students:

1. Memorize all the new vocabulary in Unit 12, including the personal pronouns on page 147.
2. Also review "Past tense: perfect" on pp 143 - 144 and memorize perfect tense endings, including any stem changes.
3. As always, review anything learned to date in Units 1-11 about which you may be uncertain.

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HIGH SCHOOL ASSIGNMENTS

Sample

Week 25 (week of 3/5/20**)

History

Read pages 747 – 785 in HAP and answer the following questions in writing:

1. According to Johnson, what four characteristics marked FDR's rise to the presidency?
2. What "splendid line" was included in FDR's 1933 inaugural address?
3. What was/is the TVA, and what did it accomplish for the southeast?
4. According to Johnson there are three ways to understand the Hoover-Roosevelt administrations and their effects upon the Great Depression. What are they?
5. List eight "able" young men who got their start in FDR's administration.
6. What did both the New Deal and the Great Society tell us about the tendency of welfare programs?
7. How and why did FDR try to "pack" the Supreme Court? How was his plan received?
8. What were the terms of the Washington Conference on naval disarmament as regards Britain, the U.S. and Japan? Can you think of a legitimate rationale for the ratio of capital ships? (think geographically)
9. What was the 'cash and carry' plan, and how did it affect Britain? What was the Lend-Lease Act?
10. What two naval battles in the Pacific began to turn the tide against Japan?
11. Identify or define the following: a) Liberty Ships, b) Enigma machine, c) Operation Ultra, d) Manhattan Project

Literature

No new reading this week. Instead, look up the "Lost Generation" of writers. (You can find out a good deal about them with a simple Google search.) Write a brief (one page) explanation of them to turn in next week.

Also, look up and read poems by at least two of the following poets. Print out or copy down two poems, one from one poet and one from another of the poets in the following list. You will be turning in your poems next week, and you may be called upon to read one of the poems you choose in class. Here's the list: **Ezra Pound, E.A. Robinson, Gertrude Stein, T.S. Eliot, Langston Hughes, Robert Frost, Wallace Stevens.** The following link may help you find the poems:

<http://www.poets.org/search.php/fs/1/prmAuthor/robinson/prmMediaTitle/+/prmKeyword/+/prmMediaTypeID/0/prmMovementID/0/prmThemeID/0>

Latin

First year students:

1. Write out an interlinear translation of "Quanti diligentiam aestimas": (pp 94-95).
2. Study Unit 8 vocabulary and future tense endings in preparation for a quiz next week.

Second year students:

1. Prepare for a quiz over present subjunctive endings (pg 202) and vocabulary in Unit 16.
2. Do an interlinear translation of "Credere est intellegere" on pp 195-196.

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Week 7

Week of September 23, 2020

Rhetoric / Great Speeches

Read the following speeches:

1. Frederick Douglass, "Oration in Memory of Abraham Lincoln" (pp. 808–814)
2. Jane Addams, "Washington's Birthday," (pp. 346–349)
3. Ralph Waldo Emerson, "The Memory of Burns," (pp. 653–655)

All grade levels: outline all three of the speeches according to the form given in class. Prepare to turn in the outlines for a grade, and complete the following additional assignments by grade level:

- **Freshmen only** Research briefly and write 3-5 facts about each of the authors we will be discussing next week: Douglass, Addams, and Emerson.
- **Sophomores and Juniors only:** Write a brief, paragraph-long (at least three sentences) summary of the speech, explaining the content in your own words. Do so for all three speeches.
- **Seniors only:** List and define at least 5 words from each speech which may be difficult in meaning. Be sure to cite the speech and page number.

Advanced Essay Writing (Grammar)

- Prepare 9 complete sentences, 1 per pronoun type.
 - Clearly mark the pronoun used in each sentence and identify its type.
 - Include at least 1 adjective per sentence, clearly marking each used.
- Write full, complex, interesting complete sentences. Stretch yourself creatively.
- *Creativity* will be a primary grade component of these sentences.

Word Within the Word (Vocabulary)

- Continue studying (Stem) List #83, including the accompanying list of vocabulary words and their brief definitions.
- Complete an amended version of Inventions #83 on page 210. Instead of creating one new word and definition (neologism) from the stems of List #83, adhere to the following parameters:
 - Provide a list of five neologisms.
 - Include the word, pronunciation, part of speech, etymology, and definition.
 - Pull only from both List #83.
 - Be creative with your neologisms; feel free to take a slantwise approach.

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High School Assignments

Week 20

Week of January 19, 202*

Sample

Rhetoric / Great Speeches

- Read the following speeches:
 1. Edmund Burke, "Conciliation with America" (pp. 157–163).
 2. Frank Knox, "We Must Fight for our Liberties" (pp. 571–573).
 3. Charles Lindbergh, "An Independent Policy" (pp. 561–564)
- Choose *one* of the three speeches to outline. There is no additional grade assignment.

Advanced Essay Writing (Grammar)

- Edit again the short, page-long speech you received feedback on in class. Prepare to turn-in (include all three drafts of the speech).
- The following English assignment(s) may be handwritten or typed:
 - Following the directions provided in class, chart the first-person-singular form of the following ten verbs for each of the twelve verb tenses gone over in class:
 1. to swim
 2. to sleep
 3. to drive
 4. to write
 5. to lend
 6. to fall
 7. to choose
 8. to sink
 9. to speak
 10. to take
 - Identify the past and past participle forms of each of the following verbs:
 11. to shake
 12. to steal
 13. to throw
 14. to come
 15. to freeze
 16. to ride
 17. to become
 18. to hang (a picture)
 19. to hang (a person)
 20. to cling

Word Within the Word (Vocabulary)

- Prepare to be tested over List 85 next week in class.

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8 / 7 ASSIGNMENTS

Week 10
Week of October 24, 20**

Sample

History

Read chapter 8 of World History, answer all the Section Quiz questions, and in the Chapter Review answer questions 2 and 5 under *How Much Do You Remember?*, and questions 1 and 4 under *What Do You Think?*

Next week you are to bring your research cards to show to Mr. Meents. You should have been doing research for some time, so this should not be a burdensome assignment.

Literature

In *Ivanhoe*, read the Introduction and chapters 1 – 9 (pp 1 – 99).

Next week in class you need to:

1. Be prepared to describe the setting of the story.
2. Tell who the main characters are and what role they play in the story so far.
3. Explain your impression of the higher-ranking churchmen.
4. In light of the research you've already done, tell whether or not you think Scott faithfully depicts the plight of Jews in Medieval England.

Bring any questions you might have so far about the story. (I suggest that, as you read, you make note of any questions that arise, and be sure to note the page or pages that are unclear to you so that we can find them promptly in class.)

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8/7 Assignment Sheet

Week 20
Week of January 23, 2018

History

Test next week over chapters 13, 14, & 15.

Literature

Read the first 12 chapters of *The Count of Monte Cristo*, and answer the following questions in writing:

1. Why did Danglars hate Dantes?
2. Why do you think Villeforte sent Dantes to prison after all?
3. Why did Dantes refuse to leave the prison when he had the chance?
4. How did he finally make his escape?

Research Paper

Start gathering sources for your research paper. The sooner you start doing research, the easier it will be to write the paper.

Latin I

1. Write out an interlinear translation of "Augustinus" from pages 66 & 67.
2. Do the work in "Testing Yourself" on pp 72-73.

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8/7 Assignments

Week 7

Week of September 22, 202*

Sample

All assignments turned in to Mr. Allen are to be neatly hand-written in complete sentences, on college-ruled loose leaf paper, with blue or black ink, and following the format that was provided.

Classical Vocabulary (Pre-Latin)

- Begin studying List #3 on page 20 of *The Word Within the Word*.

Introductory Logic

- Complete questions 19–24 of Exercise 5 on page 38 of *Introductory Logic*.
- *Be sure to always check for any amendments that may be made to Logic exercises as provided in class.*

Grammar / Composition

- Prepare 9 complete sentences, 1 per pronoun type.
- Clearly mark the pronoun used in each sentence and identify its type.
- Include at least 1 adjective per sentence, clearly marking each used.
- Write full, complex, interesting complete sentences. Stretch yourself creatively. - *Creativity* will be a primary grade component of these sentences.

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8/7 Assignments

Week 20

Sample

Week of January 20, 202*

Classical Vocabulary (Pre-Latin)

- Begin to study List #8.

Introductory Logic

- Complete Exercises 16–17 on pages 115–118. (Handwritten on separate notebook paper, not in the book.)
- Review Lessons 13–18 on the 5 Types of Relationships between Statements with the Same Subject and Predicate, which spanned exercises 12–17.
 - Bring any questions over any of this material, the lessons we've gone over this semester, to class.

Grammar / Composition

- (Part 2) The following Grammar assignment(s) may be handwritten or typed:
 - Following the directions provided in class, chart the first-person-singular form of the following five verbs for each of the twelve verb tenses gone over in class:
 1. to fall
 2. to choose
 3. to sink
 4. to speak
 5. to take
 - Identify the past and past participle forms of each of the following verbs:
 6. to ride
 7. to become
 8. to hang (a picture)
 9. to hang (a person)
 10. to cling

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2024-2025 Calendar

(pending)

2023-2024 <https://www.heritageclassical.com/calendar>