

III. Sharing the Curricular Approach—Distinctives of the Curriculum

A Greek Proverb instructs that *“a society grows great when old men plant trees whose shade they know they shall never sit in.”* – Welcome to the legacy of Western Civilization—where This Academy is **grateful** for those who planted before us.

We believe ourselves **privileged** to stand in the shade of that great stand of ideas that have endured through the ages. We considered ourselves **obligated** to nurture acorns and seedlings around us into strong oaks that will stand for generations to come!

So let's take a deeper look into this **vigorous curricular approach**

- that focuses on a Liberal Arts education that begins in wonder aiming towards wisdom.
- Where Student learns to listen, read, write, speak, understand and think.
- To learn to reckon, measure and manipulate matter,
- They learn: quantity and motion in order to predict, produce and exchange.

Why?

A Liberal Arts education= **Spans the whole life**—the development of the mind, body and soul.

The **Talmud teaches, that what we teach our sons, we teach our sons sons.** As we work together, you and your child will come to learn what is meant by the soul, state, God, beauty, truth and goodness. You will participate in a community of learning.

- **Vigorous**—Precise and formal—in tradition of west.

Chronological and ordered, not haphazard nor piecemeal, Poetry-physics, recitation to rhetoric—line upon line. Principles: Taught, reinforced, applied. Chronologically with a sweep of history, literature, art and music that spans.

- **Classical**-Ageless and Enduring—you will become acquainted w/masterpieces of your tradition. While we live rich lives materially, but are poor in intellect, moral and spiritual tone.

**When wells are dry, men will seek to drink at the mirage.
Brideshead Revisited by Evelyn Waugh**

- Using pedagogy that held favor for over 1300 years—has historical ballast
- No easier nor harder than before. Leonardo Bruni -- Thomas Jefferson, “true educ. has almost died away”

- Moves through established body of info w/specific tools—Eratosthenes, Pascal and Sayers—grammar, logic and rhetoric.
- Instills within the learner valued ideals : Students are able to recall stories of brave **Daniel** and **Jael**, wise **Eratosthenes**, handicapped **Demosthenes**, available **Cincinnatus**, articulate **Dante**, observant **Galileo**, brave **Joan de Ark**, creative **J.R.R. Tolkien** and perceptive **T.S. Eliot**. These ideals guide the liberal arts student who has worked hard, cooperated with the process and grown to love God as the source of all truth.
- Prepares students for challenges of tomorrow.

Curriculum—Scopes/sequences, books, methods, classroom environment and decorum from debate table to soccer pitch.

Goal? Not exhaustive learning of every subject but learning how to learn and connecting w/students, parents and educators from centuries past and looking to future.

Curriculum's Distinctives:

1. **Grasping the Great Ideas**-- exploring topics. How many of them. Standing on the shoulders. Seek to be custodians of this heritage—grateful heirs and stewards—not creators or cannibals

- Belief in the **supreme value of words**-and their inescapable importance for the life of the mind and the human spirit.

In a world that needs renewal, remember that the renaissance and reformation sprang from a return to the first things.

Once we see the classics lyric beauty, their aching tragedy, their probing intellectual inquiry, their profound imagination, sympathy and wisdom, we see their capacity to restore is fundamental to our continuing liberty and vitality.

- We study the classics because they have intrinsic human, cultural and spiritual worth. They are a great conversation—an ongoing discussion of the primary themes of life and death, right and wrong, triumph and tragedy which we all confront in being human.
- With the passing of the WWII generation that advocated a rediscovery of the great books, it is time for a new championing o the great literary classics of our Western civilization. We become the **Heirs** and **stewards**.
- With controversy swirling around the Western master words, Christians and the church of Christ as a whole has a responsibility **to guard, enjoy and pass them on**. Treasure the priceless heritage of this three thousand years conversation of

imagination and ideas—not the least because they are privileged to share the faith that animated the majority of these masterworks.

2. **Nurturing Christian Worldview:** Who am I, where did I come from, where am I going? Overarching plan of creation, fall and redemption. Order of providence-- Westminster shorter catechism. Mans chief end-- understanding the world in terms of Gods providence.

What is the **child's chief end**? Child center-- assumes child is in the middle of his world and is most important. Already Very obvious-- humanistic individualism. Either need therapy or express ambition. **Meta narrative.** Respect for God, myself and for others-- **we are not born for ourselves.**—**Cicero.** Ecclesiastes-- fear God and keep his commandments. Accept your lot in life vs being whatever you want to be.

3. **Organizing with Chronology**— maximum overlap, integration, amalgamation, -- history, literature, art, music, hymns, science. Covered three times amplifying the exploration of great ideas along the way. Grammar, logic, rhetoric. Child develops a cohesive mental timeline that recognizes, connects and postulates.
4. **Emphasizing the Liberal Arts helps train students to be free.** Pope John Paul. Definition Of Terms. Free their neighbors. Anticipate graduates who are thinking people who think the thoughts of god after him and are well prepared for collegiate life. Broadly educating students to become better citizens in this world.
5. **Engaging the whole Learning Community—students, teachers (write papers with them, parents)**

5. **Respecting Human Scale-- begins in wonder. . .**

Will Durant wrote, “Civilization is a stream with banks. The stream is sometimes filled with blood from people killing, stealing, shouting and doing things historians usually record, while on the banks, unnoticed, people build homes, make love, raise children, sing songs, write poetry and even whittle statues. The story of civilization is the story of what happened on the banks. Historians are pessimists because they ignore the banks for the river.”

6. **Integrating Vertically and Horizontally** in both skill and content.
7. **Stepping towards formality-- Kaitlyn-- formal but not stuffy. High culture.**
8. **Aiming high—low, middle and high drama. Man of La Mancha. The Bad seeds vs Hamlet. Expanding vocabulary—use 4th grade vocabulary.**

A lot of People talk—we want to develop students who have something to say

Summer Training 2012
Navigating the First Year

At The Academy we endeavor to prepare learners for life

Believers who aim for a life that **knows and reveres.**

Speculates and acts upon the good

That loves and reproduces the beautiful

That pursues excellence and moderation in all things.

We aim to prepare learners for life.

Lets take a look at your Academy curriculum plan.