



NOVA CLASSICAL ACADEMY™

School of Rhetoric
Course Guide

2023-2024

Nova Classical Academy Program Overview

Credits

All year-long courses which students pass earn the students one (1) credit; all courses below are year-long courses unless indicated as a semester-long course with an (S) following the name, which earn students .5 credits. Courses that earn .5 credits may be offered every day for one semester or full-year alternating days.

Honors-Level Coursework

All courses are rigorous, college-preparatory level courses, but for students who wish to specialize, there are higher level offerings available in most subjects. These are identified as Honors, Advanced Placement (AP), or College In Schools (CIS) courses throughout the Course Guide. AP and CIS courses will be specifically designated and offered in standalone classes. Separately, students interested in earning the distinction of "honors" will be given the opportunity within the curricula of most existing classes. By performing well on additional readings, extended/enriched assessments, and independent research and writing projects, students will have displayed a mastery of content the academy considers implicit in honorable work. Courses receiving the honors distinction, as well as AP and CIS classes, are weighted with a higher GPA than standard courses. Weighted and unweighted GPA calculations can be found in the Student Parent Handbook. Courses with the potential to earn Honors distinction (with weighted GPA) are denoted by the symbol ♣ through the course description section. *These courses may be subject to change prior to the start of the 2022-2023 school year.*

Schedule Changes

A schedule change must be made before the start of a semester. In rare cases schedule changes can be made within the first week of a semester; however, these schedule changes are made through the school counselor and require administrative approval. Reasons for a schedule change are limited to:

- The student is not scheduled for a course he or she originally requested.
- The student has an incomplete schedule and needs to add a course.
- The student does not meet the requirements for a course for which he or she is enrolled.
- The student is not enrolled in a course required for graduation within that academic year.
- The student wishes to drop a study session for a course that is available and has room for an additional student.
- The student needs to schedule a course that is required for admission to a specific post secondary institution or program within the following year.
- The student is recommended to move from one level to another within the same discipline.
- The schedule change is necessary as determined by Student Services.

Dropping a Course

Students should carefully plan with their parents/guardians, teachers, and counselor to avoid schedule changes and dropped courses. A course dropped after the first week of a class, for any reason not listed within the schedule change guidelines, will receive a grade of "F" without administrative approval, and students must be able to maintain full-time enrollment. Full-time students must be enrolled in at least six academic courses each semester.

Repeating a Course

Students may repeat any course for which a failing grade was earned. The previous grade of "F" will remain on transcripts along with the newly earned grade. Students may repeat some courses, with administrative approval, for which a passing grade was earned. Both grades earned may appear on the transcript. Students cannot receive credit for a course for which they previously earned credit.

PSEO (Post-Secondary Enrollment Options)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Tenth, eleventh, and twelfth grade students may take PSEO courses on a full- or part-time basis. If they earn at least a grade C in that class, they may take additional PSEO courses.

There is no charge to PSEO students for tuition, books, or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools must provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30th if they want to participate in the PSEO program for the following school year. For current information about the PSEO program, visit the Minnesota Department of Education's Postsecondary Enrollment Options (PSEO) webpage. All students considering participation in the PSEO program must meet with the school counselor for approval of courses as they relate to graduation requirements.

Students are responsible for having transcripts sent from the post-secondary institution so that comparable credits can be awarded on the high school transcript. Questions about comparable courses should be referred to Nova's school counselor before taking the course so as not to jeopardize graduation. The school counselor and the student will fill out a PSEO form that is to be signed by the parents regarding the student's coursework to ensure the student is on track to meet graduation requirements. The PSEO form can be obtained from the school counselor's office. Students may take a combination of courses at Nova Classical Academy and the post-secondary institution. Students are responsible for making sure they know Nova Classical Academy's graduation requirements and register for courses that will satisfy them.

1 credit PSEO course = 0.25 Nova credits

2 credit PSEO course = 0.5 Nova credits

3 credit PSEO course = 0.75 Nova credits

4 credit PSEO course = 1.0 Nova credit

5 credit PSEO course = 1.25 Nova credits

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons. Students with up to 1 credit remaining after completion of the second semester of their senior year may participate in the graduation ceremony. Students deficient in credits will not receive their diplomas until all graduation requirements are completed. Graduation exercises are under the control and direction of the building principal.

Volunteer hours

We believe that classical education at Nova will allow us to graduate a young adult who is a rational thinker, self-motivated learner, and has demonstrated him/herself to be a person of character. As such, we hope to graduate engaged students who are involved in their communities. This is why Nova's graduation requirements include not just class requirements and credit expectations, but service hours as well. Students in the School of Rhetoric are required to have 80 volunteer hours, 40 of which can be volunteering at Nova. Receiving any monetary form of compensation will not meet the required hours. Students may begin accumulating volunteer hours as soon as the summer prior to their 9th grade year.

Nova Classical Academy Program Overview

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English	Ancient Literature (English 9)	Medieval/Early Modern Literature (English 10)	American Literature (English 11)	Post-Enlightenment World Literature (English 12)
History	History 9: <i>Up to the year 1000</i>	History 10: <i>From 1000 to the present</i>	American History (History 11)	Civics and Economics (History 12)
Rhetoric	<i>Classical Rhetoric</i> (Rhetoric 9)	<i>Rhetoric of Style</i> (Rhetoric 10)	<i>Modern Rhetoric & Research</i> (Rhetoric 11) or <i>AP Capstone: Seminar</i>	
Math	Intermediate Algebra or Geometry	Geometry or Advanced Algebra	Advanced Algebra or Pre-Calculus	
Science	Biology	Chemistry	Science Elective	
Language*	<i>Latin or Language</i>	<i>Latin or Language</i>		
Fine Arts Health/PE	American Music or Nova Cantio Choir and Comparative Art	Physical Education and Health		
Other Required	<i>Elective courses</i> <i>80 volunteer hours to be completed throughout 9th - 12th grades</i> <i><u>Senior Thesis</u> - Students will earn 0.5 credits for completion of their Senior Thesis.</i>			

Bold meets MN state requirement for graduation

Italics indicates Nova requirement for graduation

Nova Classical Academy

Graduation Requirements and Course Overview

Below are the course offerings in the School of Rhetoric at Nova Classical Academy. All courses are full year (1 credit), unless denoted with an (S) (semester or full-year alternating days, .5 credits).

Not all electives listed below may “run” in the 2023-2024 school year - depending on several factors including number of students registered, staffing requirements, etc.

<u>Subject</u>	<u>Credits Required</u>	<u>Courses</u>										
English	4 credits	<p>Grade 9: Ancient Literature (S) or Honors Ancient Literature (S) plus one elective from the following:</p> <ul style="list-style-type: none"> ❖ *Comparative Mythology (S) ❖ *Epic Journeys (S) <p>Grade 10: *Medieval/Early Modern Literature (S) plus one elective from the following:</p> <ul style="list-style-type: none"> ❖ *Arthurian Romance (S) ❖ *Early Modern Theater (S) ❖ *Milton and Early Modern Political Philosophy (S) <p>Grade 11: *American Literature (S) or AP English Literature and Composition. Students choosing a semester course must also choose one elective from the list of upper level elective courses in the English department.</p> <p>Grade 12: *Post-Enlightenment World Literature (S). Students choosing a semester course must also choose one elective from the list of upper level elective courses in the English department.</p> <p><i>*Denotes Honors eligible courses</i></p> <p><u>Upper Level Elective Courses</u></p> <ul style="list-style-type: none"> ❖ *Contemporary Theater & Film (S) ❖ *Gothic Literature (S) ❖ *Creative Writing (S) ❖ *Short Form Story (S) ❖ *Diaspora Literature (S) ❖ *Shakespeare (S) <p><i>*Denotes Honors eligible courses</i></p>										
History	4 credits	<p>Grade 9: *History 9 Grade 10: *History 10 Grade 11: *American History Grade 12: *Civics (S), *Economics (S) or AP Microeconomics / AP Macroeconomics (S)</p> <p><u>Upper Level Elective Courses</u></p> <ul style="list-style-type: none"> ❖ AP Human Geography ❖ Collapse & Resilience of Civilizations (S) (Will be offered again in 2024-25) ❖ Classical China & India (S) (Will be offered again in 2024-25) ❖ AP Psychology (<i>taught remotely via Eagle Ridge Academy</i>) 										
<u>Subject</u>	<u>Credits Required</u>	<u>Courses</u>										
Mathematics	3 credits	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">*Intermediate Algebra</td> <td style="width: 50%; border: none;">AP Statistics</td> </tr> <tr> <td style="border: none;">*Geometry</td> <td style="border: none;">CIS Calculus I</td> </tr> <tr> <td style="border: none;">*Advanced Algebra</td> <td style="border: none;">AP Calculus II (BC)</td> </tr> <tr> <td style="border: none;">*Pre-Calculus</td> <td style="border: none;">*Math Theory</td> </tr> <tr> <td style="border: none;">*Introduction to Calculus</td> <td style="border: none;"><i>*Denotes Honors eligible courses</i></td> </tr> </table>	*Intermediate Algebra	AP Statistics	*Geometry	CIS Calculus I	*Advanced Algebra	AP Calculus II (BC)	*Pre-Calculus	*Math Theory	*Introduction to Calculus	<i>*Denotes Honors eligible courses</i>
*Intermediate Algebra	AP Statistics											
*Geometry	CIS Calculus I											
*Advanced Algebra	AP Calculus II (BC)											
*Pre-Calculus	*Math Theory											
*Introduction to Calculus	<i>*Denotes Honors eligible courses</i>											

Science	3 credits	<p>Grade 9: Pre-AP Biology or Honors Pre-AP Biology Grade 10: Pre-AP Chemistry or Honors Pre-AP Chemistry Grade 11 & 12 Science electives: One additional credit required from the following:</p> <ul style="list-style-type: none"> ❖ AP Biology ❖ AP Chemistry ❖ AP Physics C (Calculus-based) ❖ Astrophysics ❖ Anatomy and Physiology (S) ❖ Comparative Anatomy (S) ❖ *Genetics ❖ AP Computer Science (<i>taught remotely via Eagle Ridge Academy</i>)
Rhetoric	*2.5 credits	<p>Grade 9: Classical Rhetoric or Honors Classical Rhetoric Grade 10: Rhetoric of Style (S) or Honors Rhetoric of Style (S) Grade 11: Modern Rhetoric & Research, Honors Modern Rhetoric & Research, or AP Capstone: Seminar *Students enrolling at Nova Classical after 9th grade will complete a reduced sequence of Rhetoric courses and credits, aligned with their current grade level. 1.5 credits if enrolled in 10th grade, and 1.0 credits if enrolled in 11th or 12th grade.</p>
Language	2 credits	<p>SoR Latin I (Latin I and II) CIS: Greek I SoR Latin II (Latin III and IV) Spanish I Latin IV Spanish II *Latin V *Spanish III *Latin VI AP Spanish Language and Culture CIS 3003: Latin VII CIS 3004: Latin VIII *Denotes Honors eligible courses</p> <p><u>Nova's Language Requirement:</u></p> <ul style="list-style-type: none"> ❖ Students are enrolled in Latin each year through 8th grade (unless registered for Math-180 or Read-180) ❖ Students enrolling at Nova in grade 8 or later must take SoR Latin I and SoR Latin II to complete the Latin requirement. ❖ Students must successfully complete through Latin III or SoR Latin II as a graduation requirement and before moving on to other languages.
Fine Arts: Music	0.5 credit	<p>Grade 9: American Music (S) or Nova Cantio Choir (S) Grade 10: Melodia Choir (S) <u>Upper Level Elective</u> Grade 11/12: Una Voce Choir</p>
Fine Arts: Art	0.5 credit	<p>Grade 9: Comparative Art or Honors Comparative Art (S) <u>Upper Level Elective Courses</u> Drawing (S), Painting (S), Sculpture (S), Ceramics (S) AP 2-D Studio Art, AP 3-D Studio Art</p>
Health/Physical Education	0.5 Health 0.5 PE	<p>Grade 10: Physical Education (S) and Health (S) <u>Upper Level Elective Courses</u> Team Sports (S)</p>
Electives	3.0 credits	<p>Elective credits may be earned from elective courses or overflow from subjects where the credit requirement has been met (for example, taking a fourth year of math).</p>
Senior Thesis	0.5 credits	<ol style="list-style-type: none"> 1. Completed as an independent study under supervision of Thesis mentors 2. OR as part of AP Capstone: Research
Other Required	No credit	<p>80 volunteer hours, accumulated from 9th-12th grades. <i>Students in the class of 2024 who are not able to complete these hours due to Covid concerns may submit a written reflection in place of volunteer hours. Contact Mr. Shuman for details.</i></p>
TOTAL	24 credits	

College-Preparatory Course of Study at Nova Classical Academy's School of Rhetoric

	Nova Classical Academy	State of MN	University*
English	4	4	4
History	4	3.5	3 or 4
Math	3	3	3 or 4
Science	3	3	3 or 4
Rhetoric	2.5♣	-	-
Language	2	-	2, 3, or 4
Arts	1	1	1
PE/Health	1	-	-
Electives	3.5**	7	2
Total	24	21.5	18

* Universities require application along with standardized tests. The numbers here represent a general sampling of high school courses by typical University freshmen.

** Several Nova requirements count as electives by state standards (ex. Rhetoric, Language, etc.), pushing students over the required state amount. Once students complete the required amount of credits in each discipline, any additional course(s) taken in that discipline count as elective credits..

♣ Students enrolling at Nova Classical after 9th grade will complete a reduced sequence of Rhetoric courses and credits, aligned with their current grade level. 1.5 credits if enrolled in 10th grade, and 1.0 credits if enrolled in 11th or 12th grade.

College Readiness, College Admissions and Four-Year High School Course Plan

College admissions requirements vary across all colleges, but they have similar criteria that they like to see in students' high school transcripts upon their application to college. **These criteria include rigor of courses taken, a grade point average of 2.5 or higher, and academic electives.** Course performance and the rigor of the program of courses taken are the most important of these three criteria. In addition, college admissions like to see student commitment to activities, clubs, and athletics, as well as leadership positions. Our college counselor meets with each student to ensure that they are taking steps to apply to colleges that meet their aspirations.

As a high school student, if you have an idea of the types of schools you would like to go to, you can take steps now in your high school course planning. The following chart distinguishes schools by "types" and delineates for you the expectations that are typical or average for the first-year students who are admitted to their colleges.

Type of College	Admission Standards	Average ACT scores, Enrolled Freshmen, 2013-2014*	High School GPA Expectation	Typical ACT (36)/SAT in Math and Reading (1600)	AP Course/Exam Score Expectation
Highly Selective	Majority of freshmen in top 10% of their high school class	Ivy League-33 Vassar-31 Carleton-31 Davidson-30 Macalester-30	3.75	28+/1220+	4+ courses/ Score of 4 or 5 on exams
Selective	Majority of freshmen in top 25% of their high school class	UM-Twin Cities-27 Gustavus-27 St. Thomas-25 UM-Morris-25 UMD-24 UW-Eau Claire-24	3.5	24+/1110+ (ACT range 21-27)	3+ courses/ Score of 3, 4, 5 on exams
Traditional	Majority of freshmen in top 50% of their high school class	Winona State-23 Mankato State-22 UW-Stout-22 UW-River Falls-22 St. Cloud State-21 Bemidji-21	3.0	21+/990+ (ACT range 21-23)	Not Applicable
Open	All high school graduates are accepted	Century, Normandale Community College, St. Paul College, etc.	High School Diploma/GED	Accuplacer Test required for course placement (ACT/SAT scores could be substituted in some circumstances for the Accuplacer)	Not Applicable

The courses you take in high school can open doors to the types of colleges you can apply to. It is recommended that you take rigorous courses in which you can earn a B- or better and that fit a balanced schedule. Nova's school counselor can assist you with making these determinations.

Information shown above is from the State of Minnesota Office of Higher Education and Naviance.

Course Descriptions: English

Graduation Requirement: 4 credits

* is a required course

♣ denotes an Honors eligible course

Please note that the following course descriptions represent a change in requirements for literature courses. Students will be required to take the core semester class plus one elective aligned with their grade (e.g., 9th graders take the required Ancient Literature course plus one more ancient literature course of their choosing). Students may opt to engage in honors level work in their courses. Students with time in their schedule may enroll in additional electives. Students may wish to consult with current teachers regarding appropriate course selection.

English 9: Ancient Literature* ♣

.5 credit, semester

This semester-long study of ancient literature explores our earliest literary traditions. In their reading, students will examine the following themes: the creation of myths, the foundations of society, the development of history itself (as a form), the evolving notions of philosophy, and the connections between writing and living in society. Students will participate in both small-group and whole-class discussions that require them to analyze what they are reading. Each literature selection will be studied in depth using a variety of approaches including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

English 9: Ancient Literature Electives

Students will rank their preferences from among these options and the best effort will be made to place students in their first choice. However, guarantees are impossible as these choices will be weighed against other courses in which they are enrolled and enrollment numbers. Honors options will be embedded within each of these electives unless otherwise noted; the honors options include more readings, enhanced/enriched assessments, and alternative writing prompts/research projects/and presentations.

Comparative Mythology ♣

.5 credit, semester

This semester-long elective offers a focused study of comparative myth, with an exploration of what our earliest forms of narrative reveal about humanity, society, and the impulse to share stories. By examining Homer's *Odyssey* and then Ovid's *Metamorphoses* students will see how story shifts over time. Themes explored in this course include the role of the oral to written tradition, the resiliency of certain archetypal narratives across and through cultures, and how close readings of texts help us better understand the values embedded within a culture. In addition to quizzes and tests, students will write one major paper and periodic shorter ones. Seminar will play an important part in this course.

Epic Journeys ♣

.5 credit, semester

This semester-long elective anchors its work in Homer's great comic epic, *The Odyssey* and excerpts of Virgil's *Aeneid*. It examines motifs of journeys home and through the underworld, of hospitality, of encounters with the Other and of loyalty. In addition to quizzes and tests, students will write one major and several shorter papers and will participate in frequent seminar for which participation is required.

English 10: Medieval/Early Modern Literature* ♣

.5 credit, semester

The reading list for this semester-long course correlates closely with the historical time period of 1300-1800. In their reading of Dante's *Inferno*; selections from Chaucer's *The Canterbury Tales*; *Sir Gawain and the Green Knight*; lyric poetry; and the Shakespearean comedy *Twelfth Night*, students will examine the following themes: the rise in individualism and humanism, the foundations of modern society, the idea of aesthetics, and the tension between realism and idealism. Students will participate in both small-group and whole-class discussions that require them to analyze what they are reading. Each literature selection will be studied in depth using a variety of approaches, including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

English 10: Early Modern Electives

Students will rank their preferences from among these options and the best effort will be made to place students in their first choice. However, guarantees are impossible as these choices will be weighed against other courses in which they are enrolled and enrollment numbers. Honors options may be embedded within each of these electives unless otherwise noted; when embedded, the honors students should expect more and more difficult test questions, alternative writing prompts, and a presentation to the class.

Arthurian Romance ❖

.5 credit, semester

This semester-long elective studies the allegorical romance tradition so central to much of English literature. From studies of the earliest accounts of the 5th century warrior to the great flowering in Medieval romance to later examples even in contemporary narrative, this course offers students ample opportunity to explore what is perhaps the most enduring of mythic narratives. In this course students will explore the recurring and waning appeal of being bound by strong codes of behavior governing ethics, justice, courage, honor, and chivalry. In addition to quizzes and tests, students will write one major as well as shorter papers.

Early Modern Theater ❖

.5 credit, semester

This semester-long elective focuses on the remarkable flourishing in Elizabethan and Jacobean England of stage plays. Beginning with the theatrical revival in medieval cycle plays through the early works of Marlowe and Shakespeare, this course traces the arc of storytelling through theatrical enactment. Additional work explores the structure and conventions of early modern theaters, their role in early modern society, and the enduring themes they present. In addition to quizzes and tests, students will write one major and periodic shorter papers. They will be expected to memorize and recite specific passages and take part in table readings or brief, informal enactments.

Milton and Early Modern Political Philosophy ❖

.5 credit, semester

According to Nigel Smith's recent study, "When Americans hear Milton read aloud, they hear the American constitution, because it is Milton's prose that echoes originally in the voices of Adams and Jefferson" (*Is Milton More Important than Shakespeare*). While in France, Thomas Jefferson read Milton's *Paradise Lost* and was influenced by Milton's notion of "tyrant." Along with some of his earlier political tracts, Milton's epic has often been credited with inspiring early modern political philosophy, theology, gender hierarchies, and more. This semester-long course will explore notable events leading to Milton's poem as well as notable events flowing out of its creation. While students' reading will primarily be devoted to *Paradise Lost*, supplemental readings will include excerpts from Machiavelli, Hobbes, Locke, Rousseau, *Areopagitica*, the 1611 King James translation of Genesis, Virginia Woolf's *A Room of One's Own*. In addition to quizzes and tests, students will write one major as well as shorter papers. This course will function largely as a seminar course with students expected to participate in working through the themes of the course.

English 11: American Literature* ❖

.5 credit, semester

The reading list for American literature is selected to span topics relevant from Colonial America to the present day. In their reading, students will examine the following eras: Foundation, American Romanticism, Modernism, and Postmodernism. The course will seek to synthesize the American tradition in pursuit of a coherent understanding of the country's cultural past. Students will participate in both small-group and whole-class discussions that require them to analyze what they are reading. Each literature selection will be studied in depth using a variety of approaches, including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

English 12: Post-Enlightenment World Literature* ❖**.5 credit, semester**

The reading list for this course correlates closely with the historical time period of 1800-Present day, non-American. In their reading of Dostoyevsky's *Crime and Punishment*; Austen's *Pride and Prejudice*; Romantic and Modernist poetry; Kafka's *The Metamorphosis*; Camus's *The Stranger*; Shakespeare's *Hamlet* and Stoppard's *Rosencrantz and Guildenstern are Dead*, students will examine how literature develops and adapts itself to respond to the ever changing Post-Enlightenment World. Students will participate in both small-group and whole-class discussions that require them to analyze what they are reading. Each literature selection will be studied in depth using a variety of approaches, including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

Advanced Placement English Literature and Composition**1 credit, full-year**

Advanced Placement English prepares students for the AP Literature and Composition exam and success in college English. Because of the AP designation, students are expected to be capable of significantly more discipline-specific rigor than non-AP peers. The most significant terms, skills and concepts driving contemporary literary studies will guide our approach to texts. Students will be expected to read additional texts in addition to our core curricular reading and to develop a significant body of targeted writing and examination in response to these titles. Practice in the AP literature standardized testing model will prepare them for the end of course exam. This course fulfills the American and the Post-Enlightenment World Literature requirements.

Upper Level Elective Courses in the English Department

Students will rank their preferences from among these options and the best effort will be made to place students in their first choice. However, guarantees are impossible as these choices will be weighed against other courses in which they are enrolled and enrollment numbers. These offerings are dependent on each receiving an adequate number of enrollees. Honors options may be embedded within each of these electives unless otherwise noted; when embedded, the honors students should expect more and more difficult test questions, alternative writing prompts, and a presentation to the class.

Contemporary Theater and Film ❖**.5 credit, semester**

This semester-long elective explores Modern to Contemporary theater and the history of film, with special attention paid to the uniquely performative rhetoric each medium uses. In their reading and discussion of the more contemporary plays including Ibsen's *A Doll's House*; Chekov's *The Cherry Orchard*; Williams's *A Streetcar Named Desire*; Wilson's *Fences*, and Shaw's *Pygmalion*, students will consider various elements of staging, performance, lighting, costuming, and other particularly theatrical considerations. The other part of the course will focus on film through an exploration of changing cinematic techniques and their influence on visual rhetoric as well as the stories told. Questions explored include: what, in this period of Realism, seems real to audiences? How has storytelling adapted to technology? And how do modern playwrights and directors control the rhetorical aspect of performed narrative? Students will write brief critiques of certain scenes, a script analysis for each play, film mini assignments that focus on one element of film, and informal responses to discussion prompts.

Gothic Literature ❖**.5 credit, semester**

Everyone loves a good ghost story, or so the saying goes. This semester-long course surveys the recurring fascination with Gothic themes. Exploring both enduring themes and tropes in Gothic literature as well as the peculiar circumstances that give rise to an interest in the Gothic, the course examines literature since the 18th century that uses ghosts and monsters and things that go bump in the night. Topics included in this study are the nature of good and evil, the presence of external versus internal sources of evil, and literary techniques used to provide the reader a sense of horror or unease. This course moves through the genre of Gothic Literature by looking at how this genre manifests itself during different time periods including Romanticism, Realism, Modernism, and Postmodernism. Each literature selection will be studied in depth using a variety of approaches, including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

Diaspora Literature ❖

.5 credit, semester

“Diaspora” (from the Greek word for “scattering”) refers to the dispersion of a people from their homeland. A simple definition of diaspora literature, then, would be works that are written by authors who live outside their native land. The term identifies a work’s distinctive geographic origins. Originally applied to the Jewish experience in books such as Daniel or Esther, the concept has been expanded to include the expression of other “scattered” peoples. While the course will look largely at the diasporic experience of Africans in America (especially that recorded during the Great Migration or Harlem Renaissance) shorter readings will broaden the discussion to a range of ways people speak of the experience of being a “stranger in a strange land,” of the notion of home and cultural homelessness, as well as the hybrid writing that emerges as one bridges one’s homeland and one’s adopted home.

Creative Writing ❖

.5 credit, semester

Look at your Nova curriculum and find me an author that wasn’t to some degree a creative writer. Yes, they were saints and sinners, heroes, intellectuals, philosophers, recluses, and theologians perhaps, but at their core, creative writers. They moved you, insulted you, prompted you, emboldened you, inspired you, and shaved your brain—and they did so with pen, and ink, and quill, and paper, and type-set alike. They set in motion curriculum’s that transcend decades, centuries, and generations.

And now... It’s your turn. Each one of these writers had to ‘start’ somewhere. This unique language arts elective will be your start. We will have heaps of intellectual fun reading and writing across a variety of genres, while trying to unlock unique individual voices and creativity. Given the scope and length of the course, writing will focus on poetry, creative nonfiction, and shorter fiction exercises. Additionally, students will have the opportunity to ‘workshop’ original pieces and submit work for publication.

Furthermore, in tune with the Nova Curriculum, the course will seek to pursue creative writing from a perspective of self-discovery and character development, make connections to the Nova language arts curriculum, and approach creative writing as an opportunity to achieve more overall versatility as a writer. Students enrolling in this course are expected to have command of academic writing and looking for the additional challenge creative writing poses.

Shakespeare ❖

.5 credit, semester

“Every age creates its own Shakespeare,” says Marjorie Garber. This semester-long elective attempts to understand how Shakespeare’s plays speak to us. Designed for the more advanced student of literature, this course builds on knowledge from prior readings of Elizabethan plays and pushes far beyond the boundaries explored there. Topics will be more complex, and readings will be more challenging than in the sophomore courses that introduce Shakespeare’s work; deep analysis of these plays’ enduring themes demand students’ ability to move well beyond story. Students will be expected to participate in table readings, class discussion, basic brief enactments, and basic acting exercises that enhance reading of the texts. In addition to the plays themselves, discussions will explore the changing nature of Shakespeare’s plays as they pass from age to age and what those changes reveal about our understanding of the enduring themes as well as the more timely aspects of these works. Students will write critiques of certain scenes, one longer interpretive analysis, and informal responses to discussion prompts. When relevant, short clips of key scenes will provide a basis for comparative analysis between text and enactment. Students who are not comfortable reading Shakespeare’s work on their own will find this course most challenging.

Short Form Story ❖

.5 credit, semester

This semester-long course studies the short story as a distinctive narrative form. The intensity of the short form—both as a writing and reading experience—offer a unique view of the writing craft. Reading stories widely and actively from various eras and countries help us understand the conventions of form, the creation of the focused reading experience, and the pleasures of this short form fiction. In addition to close readings and analytical essays on selected stories, students will try their hand at writing an original short story using the principles embodied in one of the stories read.

Course Descriptions: History

Graduation Requirement: 4 credits

* is a required course

♣ denotes an Honors eligible course

History 9: Up to the year 1000* ♣

1 credit, full-year

History 9's examination of ancient history is the first year-long, required course in the SOR's History sequence that examines the main currents and themes of history and philosophy. An organizing theme of our investigation is the tension between self-cultivation and civilization. To this end students will explore the riparian civilizations, like Mesopotamia and Egypt, as traps demanding that humans engage in self-cultivation. We will then turn to the question of governance, politics and laws in the Globality of the Neolithic Bronze Age, the Greek Revolution, the creation of the Silk Road, the Roman Empire, and the rise of monotheism. This course will prepare students for deeper study of history in the School of Rhetoric. Timelines will be elaborated by a variety of primary source texts, including works by Enheduanna, Ptah-Hotep, Herodotus, Thucydides, Confucius, Plato, Aristotle, Aśoka, Livy, Caesar, Ban Zhao, and Muhammad. A variety of approaches will be used in this course to achieve its objectives including lectures, teacher-led class discussions, writing assignments, special projects, and seminars.

History 10: From 1000 to the present* ♣

1 credit, full-year

History 10 is the second year-long, required course in the sequence in which students will examine the main currents and themes of Western history and philosophy from the High Middle Ages (c. 1100) to the present day. Students will study major periods and movements from a variety of perspectives, including political, social, and intellectual history. Timelines will be elaborated by a variety of primary source texts from the Western canon, including Thomas Aquinas, Leonardo Bruni, Niccolo Machiavelli, Martin Luther, Jean Calvin, Galileo, Locke, Voltaire, Jean-Jacques Rousseau, Pierre Beaumarchais, Karl Marx, Woodrow Wilson, Gandhi, and Ho Chi Minh. Over the course of the year students can expect daily reading assignments, essay and multiple choice tests and quizzes, as well as two major papers. Class discussions and seminars punctuated with essays will allow students to refine their perspectives.

History 11: American History* ♣

1 credit,

full-year

Beginning in the 2021-2022 school year, students will take American History in their junior year.

This class is a year-long required course in which students will examine the main currents and themes of United States history and philosophy from 1492-1990. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. They will learn skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Themes covered include American Identity, Culture, Economic Transformations, Globalization, and Politics and Citizenship. Homework will include nightly reading and writing assignments. Class discussions and seminars punctuated with essays will allow students to refine their perspectives.

History 12: Civics* ♣

0.5 credit, semester

Beginning in the 2021-2022 school year, students will take Civics and Economics in their senior year.

In Civics, students will study government, political science, citizenship, and current events. After understanding the fundamentals of law and its origins, the first portion of this course concerns The Classical Republican Citizen. We will study the most influential model of politics, Plato's *Republic*, and the subsequent *bifurcation of duties*, and then trace the way ancient ideas inform early modern political theory. In the second portion, The Liberal Citizen, we will investigate the origins of the US Constitution and Bill of Rights as well evolution through amendments and challenges. Students will investigate the history of the two main political parties and the American ideological spectrum as well as the election process. Finally, the Global Citizen portion of the course will deal with transnational issues,

international law, and global institutions. Throughout the course students will work on writing, speaking, and critical thinking skills.

History 12: Introduction to Economics* ❖

0.5 credit, semester

Beginning in the 2021-2022 school year, students will take Civics and Economics in their senior year. This semester-long course will examine general themes of Micro and Macroeconomics through a study of economic history and various schools of economic thought. By the end of the course, students will be able to apply their understanding of these topics to evaluate the economy, as well as evaluating the effectiveness of fiscal and monetary policy in promoting economic growth and stability. This is not an AP compatible course. Students enrolled in the course can expect roughly 1 hour of homework each week.

AP Macroeconomics

0.5 credit, Semester

This college-level, semester-long course will examine the major themes and core principles of Macroeconomics. By the end of the course, students will be able to apply their understanding of these themes to evaluate the economy with regard to the aggregate demand and supply model and its application in the analysis of national income, as well as evaluating the effectiveness of fiscal and monetary policy in promoting economic growth and stability. This is an AP compatible course. Students enrolled in the course can expect roughly 1 hour of homework each week. All AP students are expected to take the AP Exam in May.

This class will be offered alternating years, starting in the 2022-2023 school year.

AP Microeconomics

0.5 credit, Semester

This college-level, semester-long course will examine the major themes and core principles Microeconomics. The microeconomic curriculum begins with an introduction to supply and demand and the basic forces that determine equilibrium in a market economy. Next, it introduces useful tools for analyzing consumer and business decisions throughout our economy. Building on the first two sections, the final section of the course uses microeconomic theory to understand business decisions within competitive and non-competitive markets. This is an AP compatible course. Students enrolled in the course can expect roughly 1 hour of homework each week. All AP students are expected to take the AP Exam in May.

This class will be offered alternating years, resuming in the 2023-2024 school year.

Elective Courses in the History Department

Note: These courses serve as general elective credits, not History credits

AP Human Geography

1 credit, full-year

AP Human Geography is a year-long course that is designed to prepare students for the Human Geography Advanced Placement Exam. This involves a more significant workload including more outside readings and writing than a traditional high school course in the subject of history. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course will encourage Nova students to engage intellectually with the past and present of the human experience in its global variety and apply the virtues to contemporary issues in and beyond our society.

Note: This is a history elective course outside of Nova's required 4 credit history sequence.

This class will be offered alternating years, beginning again in the 2023-2024 school year.

AP Psychology

1 credit, full-year

****This class is taught remotely by instructors through Eagle Ridge Academy and will follow their school calendar.*

Prerequisite: Grades 11 or 12.

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Note: This is a history elective course outside of Nova's required 4 credit history sequence.

Collapse and Resilience of Civilizations

0.5 credit, Semester

Nova Classical's curriculum emphasizes the study of Goodness, Truth, and Beauty. But life includes evil, falsehood, and the ugly. This course is about things falling apart and, ultimately, collapsing. When civilization (what we have) is aligned with culture (what we are) through diligent work, entropy is kept at bay; when culture divorces civilization, entropy increases and there is chaos. Society, and history, result from this interactive ruin interpolated by fear, stupidity, puritanism, and depletion. Students will use scientific and sociocultural interdisciplinary tools, models, and laws to study the seven illiberal arts: Entropy, Noise, Incompleteness, Propaganda, Corruption, Ugliness, and Evil. Students must be willing to keep up with the reading load, willing to lead discussion, and be willing to face unsettling, uncomfortable, and unusual topics.

Note: This is a history elective course outside of Nova's required 4 credit history sequence.

Offered fall only.

This class will be offered alternating years, beginning again in the 2024-2025 school year.

Classical China & India

0.5 credit, semester

This course examines the classical period in China and India. First, we will survey the Shísān Jīng ("Four Books and Five Classics"), focusing especially on the Lúnyǔ (Confucius' Analects), and then examine the Dàodé Jīng and excerpts from the Zhuangzi. Next, we will survey the transition from Vedic to Hindu culture in India and focus on the Rāmāyaṇam and the Upaniṣad. Third, we will study China and India connecting through Buddhism and read Samaññaphala Sutta, from the Dīgha Nikāya ("The Long Discourses"), as well as selections from Xī Yóu Jì (Journey to the West). Students will not only learn about these civilizations and philosophy in greater depth but, by comparing these classics to the more familiar Greek and Latin texts, they will have the opportunity to refine their self-cultivation. There are no prerequisites other than a healthy appetite for reading.

Note: This is a history elective course outside of Nova's required 4 credit history sequence.

Offered spring only.

This class will be offered alternating years, beginning again in the 2024-2025 school year.

Course Descriptions: Mathematics

Graduation Requirement: 3 credits

* is a required course

❖ denotes an Honors eligible course

Intermediate Algebra* ❖

1 credit, full-year

Intermediate Algebra is a rigorous and in-depth Algebra course which prepares students for future high-school mathematics classes such as honors Geometry, Advanced Algebra, and pre-Calculus. Students not only learn how to solve problems, they are also taught to think about why processes and strategies work. Students in Intermediate Algebra are expected to show in detail how they solve algebraic problems. This skill helps them to think through problems, allows them to progress from mental math to more formal representations of mathematics on paper, and teaches them to self-correct when they find errors. This course will also include some history of mathematics as relevant.

Geometry* ❖ full-year

1 credit,

Geometry at Nova Classical Academy is a rigorous, proof-based, honors-level deductive mathematics course that is ideal for the logic phase of the trivium. Rather than focusing on how (memorization of algorithms) the emphasis in Geometry is on understanding why (the underlying structure of mathematics and formal conceptual systems). Students build on their knowledge of algebra to study traditional Euclidean geometry, with its emphasis on logical thinking, careful elaboration of proofs, and mathematical precision. Students will understand the beauty of mathematics and how mathematicians think, and will develop an appreciation for “elegance” in mathematical proofs. The goal of the class is to cover all 14 chapters (every section) of the Jurgensen text.

Advanced Algebra* ❖

1 credit, full-year

Nova's Advanced Algebra course serves as a transition from basic algebra to advanced algebra with its focus on visualization and rich understanding of the connectedness between mathematics and the world. The course will cover three main areas: 1) review of basic algebra, extending each concept to more abstract ideas (such as irrational algebraic functions); 2) working with complicated, higher-order functions; 3) introduction to matrix system, sequences and series, and probability and statistics. Students will be taught how to use their knowledge from advanced algebra to solve daily problems (such as gravity, depreciation, et cetera). Emphasis will be placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and higher-order thinking. Extra-challenge and problem-solving exercises are drawn from the textbook; the history of mathematics is included where appropriate.

Pre-Calculus ❖

1 credit, full-year

Nova's Pre-Calculus course serves as a transition from reviewing a variety of basic algebraic functions and manipulations to applying these skills in Calculus, with its focus on graphing and rich understanding of the connectedness between mathematics and the world. The course will cover the following main areas: 1) Review of basic functions; 2) Intensive Trigonometry analysis; 3) Introduction to Calculus with the idea of limits of a function. Students will be taught how to apply different mathematical models in different situations, as well as the connections between the Cartesian Coordinate System and the Polar Coordinate System. Emphasis will be placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and higher-order thinking. Extra-challenge and problem-solving exercises are drawn from the textbook; the history of mathematics is included where appropriate.

Introduction to Calculus ❖

1 credit, full-year

Nova's Introduction to Calculus course introduces students to most of the concepts of Calculus I with a focus on developing and using algebraic skills and the fundamental knowledge necessary for success in a variety of mathematics and science topics. As students master the basics of limits, derivatives, and integrals, they will be focusing on how to translate the ideas of Calculus into problem-solving strategies in other areas of study as well. This course has a stronger focus on reviewing and improving algebraic and geometric skills than Calculus I, which has a stronger focus on theoretical understanding. Introduction to Calculus is best suited for the students who earned between 60% and 88% in Pre-Calculus. CIS Calculus I is best suited for the students who earned above 88% in Pre-Calculus.

Advanced Placement Statistics

1 credit, full-year

Nova's Statistics course is a college-level Statistics course primarily concerned with developing the students' understanding of the concepts of statistics and providing experience with its methods and applications. Students will not only learn the fundamentals of Statistics but will also learn how to apply what they have learned in the fields of business, economics, and probability. The course will cover the following main areas: 1) Exploring Data by describing patterns; 2) Sampling and experimentation; 3) Exploring random phenomena using simulation; 4) Statistical inference. Emphasis will be placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and data analysis. Extra-challenge and problem-solving exercises are drawn from the textbook; the history of mathematics is included where appropriate. The course will prepare all students to become successful on the AP Statistics exam in May each year. Students will participate in various Statistics related seminars and work on applying Statistical techniques to real-life situations.

CIS 1371 Calculus I (AB)

1 credit, full-year

Nova's Calculus course is a college-level Calculus course primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Students will not only learn the fundamentals of Calculus, but will also learn how to apply what they have learned in the field of physics, business, economics, biology, engineering, and probability. The course will cover the following main areas: 1) Functions, Graphs and Limits; 2) Derivatives; 3) Integrals. Emphasis will be placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and higher-order thinking. Extra-challenge and problem-solving exercises are drawn from the textbook; the history of mathematics is included where appropriate.

The course is offered for dual credit through the University of Minnesota's College in the Schools program, while also covering all topics necessary for the AP test. CIS Calculus I is best suited for the students who earned above 88% in Pre-Calculus.

Advanced Placement Calculus II (BC)

1 credit, full-year

Nova's Calculus BC course is a college-level Calculus course primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. Students will not only learn the fundamentals of Calculus, but will also learn how to apply what they have learned in the field of physics, business, economics, biology, engineering, and probability. The course will cover the following main areas: 1) Functions, Graphs and Limits; 2) Derivatives; 3) Integrals; 4) Polynomial Approximations and Series. Emphasis will be placed on the development of better understanding of mathematical concepts and their applications, as well as on proficiency in problem solving, mathematical reasoning, and higher-order thinking. Extra-challenge and problem-solving exercises are drawn from the textbook; the history of mathematics is included where appropriate. The course will prepare all students' to become successful on the AP Calculus BC exam in May each year. Students will participate in various Calculus related seminars, work on different Calculus discovering projects, and tackle multivariable Calculus after the AP exam.

Math Theory ❖**1 credit, full-year**

Nova's Math Theory is a college-level theoretical mathematics course concerned with developing the students' understanding of mathematics. Students will not only review the fundamentals of mathematics, but also will learn how to theoretically prove the fundamentals of mathematics. The course will cover these main ideas: 1) Methods of Proofs, 2) Number theory, 3) combinatorics, 4) non-Euclidean geometries, and 5) History of Math. Emphasis will be placed on intellectual discovery, as well as on proficiency in problem solving, mathematical reasoning, and higher-order thinking. The course will prepare students' to become successful in college-level mathematics courses.

Course Descriptions: Science

Graduation Requirement: 3 credits

* is a required course

♣ denotes an Honors eligible course

Pre-AP Biology* ♣

1 credit, full-year

Pre- AP biology is designed with all students in mind. The course not only meets all state standards but will prepare all students for the thinking and processing that is required to be successful in AP biology and other AP courses. In addition to the textbook Pre-AP provides extensive support videos and practice through their online platform. We will be covering traditional biology topics including ecological systems, evolution, cellular systems, and genetics. This is a way of learning and using what you are learning to communicate and defend your data and research. It is in essence a way to liberate the mind to reach true potential, the goal of a classical education.

Pre-AP Chemistry* ♣

1 credit, full-year

Pre- AP Chemistry is designed with all students in mind. The course not only meets all state standards but will prepare all students for the thinking and processing that is required to be successful in AP Chemistry and other AP courses. In addition to the textbook, Pre-AP provides extensive support videos and practice through their online platform. Pre-AP Chemistry emphasizes development of scientific reasoning skills around modeling, mathematical problem solving and analytical reading and writing. These skills are foundational both in state standards and for future success in advanced science coursework. Units are organized around big ideas of Transformations, Energy, and Structure and Properties. In addition to regular problem solving the course features regular lab work and seminars.

Elective Courses in the Science Department

Advanced Placement Biology

1 credit, full-year

Prerequisite: Successful completion of Biology and Chemistry

AP Biology is a year-long course that is designed to prepare students for the Advanced Placement Exam in Biology. The course is designed around the new AP Biology curriculum framework that focuses on the Big Ideas in biology and their connections. The curriculum provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. There is less memorization and more content in contrast to a traditional biology course.

The AP Biology curriculum is structured around four Big Ideas: Evolution, Energy Processes, Information and Interactions. These ideas encompass the core principles and theories of all living systems. To master the concepts, students will learn through modes of: tests, quizzes, labs, activities, current event articles, and scientific journals.

Advanced Placement Chemistry

1 credit, full-year

Prerequisite: Successful completion of Chemistry or Honors Chemistry

This course is lab intensive to match AP guidelines, and includes a thorough review of topics from general chemistry. New topics will be emphasized and covered in depth these include chemical kinetics, equilibrium, acid-base theory and equilibria, solubility equilibria, thermodynamics, electrochemistry, and coordination chemistry. Topics in nuclear and organic chemistry will also be covered. As an AP level course it will use their guidelines for homework (approximately 1 hour per day).

Advanced Placement Physics C (Calculus-based)

1 credit, full-year

Prerequisite: Students must be enrolled in or have successfully completed Introduction to Calculus or Calculus I (AB)

The advanced physics course is geared to prepare students for the AP Physics C mechanics test. Students will be expected to conduct a number of lab activities with written and oral presentation of results. Seminar discussions of in-depth problems and contemporary issues in physics will be drawn from short excerpts of applicable scientific articles from professional journals and magazines. While mechanics is the focus of the course students will also be introduced to a calculus based presentation of electricity & magnetism.

Advanced Placement Computer Science

1 credit, full-year

****This class is taught remotely by instructors through Eagle Ridge Academy and will follow their school calendar.*

Prerequisite: Grade 11 or 12, Students must have earned a C or better in Advanced Algebra.

AP Computer Science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to solve real-world problems in everyday life. The AP Computer Science course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems.

Astrophysics

1 credit, full-year

This course examines the fundamental ideas about Astronomy from the dawn of time, to the scientific revolution, to the space age. Topics covered include the Sun, the Earth, our Moon, the planets, other solar system components, and constellations. The origin and evolution of the solar system, stars, black holes, quasars, galaxies and the universe are covered. The possibility of space travel and extraterrestrial life is explored. Topics will be explored from a conceptual physics perspective including modern physics topics.

Genetics ♣

1 credit, full-year

Prerequisite: Successful completion of Biology or Honors Biology

The course will review Mendelian genetics followed by more in depth work with advanced topics including epistasis, genetic disorders, pedigree analysis, karyotyping, and genetic mapping. The course will end with current topics and trends in genetics including population genetics, phylogenetics, genomics, and modern molecular genetic techniques overlapping strongly with areas of molecular biology, forensics, and biotechnology. In addition to the textbook, the course will use a mixture of labs, simulations, and research papers with an emphasis on learning basic lab techniques like cloning, protein production and purification, and gel electrophoresis. Students will select one book from the Recommended Science Reading list to read and explore with the teacher.

Anatomy & Physiology

.5 credit, semester

Prerequisite: Successful completion of Biology or Honors Biology

Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. We will focus on organs and components in the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities and dissections.

Comparative Anatomy

.5 credit, semester

Prerequisite: Successful completion of Biology or Honors Biology

Comparative anatomy examines the evolutionary history of vertebrate morphology with a primary focus on structure-function relationships. We will trace the evolutionary origin of vertebrates through the diversity of animals living today. We will focus on the analysis of similarities and differences across groups using a systems-based approach to assess the significance of adaptations. Laboratory exercises will allow for greater understanding of features through dissections and activities.

Course Descriptions: Rhetoric

Graduation Requirement: 2.5 credits

*** is a required course**

♣ denotes an Honors eligible course

Rhetoric 9: Classical Rhetoric* ♣

1 credit, full-year

Classical Rhetoric commences The School of Rhetoric's multi-year study of the history, theory, and practice of Rhetoric. In it, students learn the fundamental tools needed for academic fulfillment: reading closely, thinking deeply, and arguing effectively. A substantive focus of the course is a Practicum in which students apply their knowledge of Rhetoric through development of classical speaking skills: for example, in the form of extemporaneous and prepared speeches and short classical exercises. Students draw upon a variety of resources in order to build an increasingly strenuous vocabulary and set of models to facilitate command of their own rhetorical needs. Students will both write and speak often in this class, both from prepared and impromptu topics. The primary pedagogical approach will involve the seminar.

Rhetoric 10: Rhetoric of Style* ♣

.5 credit, semester or full year on alternating days

This 0.5 credit course enhances students' writing and speaking skills through an intense focus on stylistic analysis. This course helps students develop their individual style as well as master rhetorical flexibility through the study of rhetorical tropes and devices. Enduring understandings include recognizing and practicing the components of style in written and spoken expression. Students will write often in this course, with the goal of increasing their agility in employing rhetorical style.

Rhetoric 11: Modern Rhetoric & Research* ♣

1 credit, full-year

This year-long course completes the Nova Classical student's study of rhetoric through its examination of persuasion in modern speech and writing. Focusing both on more current theories and modes of rhetoric, the course prepares the student for the rhetorical skills appropriate to a speaker and auditor in contemporary citizenship.

Much of the second semester will be devoted to research work, which will culminate in an extended research paper and presentation, which may be further developed in the required senior thesis. Preparing juniors for their college application work concludes this course's work.

AP Capstone: Seminar

1 credit, full-year

AP Capstone: Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world issues from divergent perspectives. A core component is the evaluation of evidence. Using an inquiry framework, students practice analyzing and responding to essays, articles, research studies, and literary and philosophical texts. Visual and auditory elements of rhetoric enter discussion as well. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This is a dynamic course that requires independent-minded students to work together and independently to imagine solutions to real-world problems.

At Nova, this course embeds the **AP Language and Composition** course within it. Like Seminar, the AP English Language and Composition course aligns to introductory college-level composition courses, which require students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

All students enrolled in the AP Seminar course are expected to submit a portfolio of work for the end of

course assessment. This portfolio will include written and oral work that will be uploaded for assessment in April. Students enrolled in AP Seminar may enroll in AP Research in their senior year and receive college credit for the research project, which will then stand as partial fulfillment of the required senior thesis.

Preparing juniors for their college application work concludes this course's work.

Course Descriptions: Language

Graduation Requirement: 2 credits

♣ denotes an Honors eligible course

Nova Classical Academy Language Requirement:

- ❖ Students must take Latin each year through 8th grade.
- ❖ Students enrolling in grade 8 or later must enroll in and complete Latin I-IV in SoR (below)
- ❖ Students must successfully complete through Latin III or SoR Latin II as a graduation requirement and before moving on to other languages.

Latin I

.5 credit, semester

SoR Latin I & II students will work through *Cambridge Latin Course I*. Students will read connected Latin sentences, increase their Latin vocabulary and learn English derivatives from Latin roots, compose Latin sentences, and learn about Roman history and culture. ***Students who have taken Latin in SOL are ineligible to enroll. Offered fall only.***

Latin II

.5 credit, semester

SoR Latin I & II students will work through *Cambridge Latin Course II*. Students will read connected Latin sentences, increase their Latin vocabulary and learn English derivatives from Latin roots, compose Latin sentences, and learn about Roman history and culture. ***Students who have taken Latin in SOL are ineligible to enroll. Offered spring only.***

Latin III

.5 credit, semester

SoR Latin III & IV students will work through *Cambridge Latin Course III*. Students will read connected Latin sentences, increase their Latin vocabulary and learn English derivatives from Latin roots, compose Latin sentences, and learn about Roman history and culture. ***Students who have taken Latin III in SOL are ineligible to enroll. Offered fall only.***

Latin IV

.5 credit, semester

SoR Latin III & IV students will work through *Cambridge Latin Course IV*. Students will read connected Latin sentences, increase their Latin vocabulary and learn English derivatives from Latin roots, compose Latin sentences, and learn about Roman history and culture. ***Students who have taken Latin IV in SOL are ineligible to enroll. Offered spring only. With outstanding performance and instructor approval, rising juniors and seniors may take Latin VII at the conclusion of this course.***

Latin V♣

1 credit, full-year

Instruction in Latin starting in the fifth year switches focus from grammar and language to translation of primary sources and Latin authors in part and in whole. Tests range from selections from the *Ecce Romani III* of prominent Latin authors. Seminar discussions will take place periodically in this year of Latin, covering each author studied, as well as other Latin concepts.

Latin VI♣

1 credit, full-year

Latin VI is a Latin prose course with a focus on selections from Petronius and Caesar. Students will build on the foundations of translation skills practiced in Latin V as they prepare for college-level work in the CIS courses (Honors Latin VII and VIII). As they translate, students will discuss the cultural and historical context of this well-documented period of Roman history.

CIS 3003: Latin VII

1 credit, full-year

Latin VII focuses primarily on translation of primary sources of Latin prose. The course builds on the foundation set in Latin V but delves into greater detail with two important authors: Cicero and Sallust. Seminar discussions will take place periodically, covering each author studied, as well as other Latin concepts. All this helps to prepare students for achievement on the AP Latin examination next year. ***CIS Latin course VII is open to juniors and seniors only; students can concurrently enroll in LAT 3003 at the University of Minnesota, and earn 4 college credits.***

CIS 3004: Latin VIII**1 credit, full-year**

Latin VIII focuses on epic Roman poetry. Students will learn how to scan, interpret, and analyze Virgil's *Aeneid*, with special focus on Books I, II, IV, and VI. Time permitting, an introduction to Ovid will be included. Students will present a recitation, draft a commentary of a passage of their choosing, and present on a scholarly article in the field.

CIS Latin course VIII is open to seniors only; students can concurrently enroll in LAT 3004 at the University of Minnesota, and earn 3 college credits.

CIS 1001: Greek I**1 credit, full-year**

This course is an introduction to grammar/vocabulary of classical Greek as written in Athens in 5th/4th centuries BCE. Students will learn the Greek alphabet and pronunciation of ancient Greek, simple forms and constructions, and will read simple, heavily adapted passages from ancient texts. ***Students can concurrently enroll in GRK 1001 at the University of Minnesota, and earn 5 college credits.***

CIS 1002: Greek II**1 credit, full-year**

Prerequisite: grade of at least C- in Greek I or instructor permission

Greek II is a continuation of Greek I. It will include more complex constructions, including participial clauses, and indirect discourse, and many more verb forms. Students will read adapted passages from ancient texts, and, time-permitting, some unadapted texts. ***Students can concurrently enroll in GRK 1002 at the University of Minnesota, and earn 5 college credits.***

Spanish I**1 credit, full-year**

Begin your study of this modern Romance language by delving into the grammar, vocabulary, and culture. Instruction will focus on the present tense conjugations of verbs and other basic building blocks of the language so that students can apply what they learn to meaningful, real situations and begin to gain comfort with the spoken language.

Spanish II**1 credit, full-year**

Students continue to gain comfort with the spoken and written language. Grammar instruction will focus on the past tense conjugations of verbs. Students will continue to explore the cultures of the Spanish-speaking world.

Spanish III♣**1 credit, full-year**

Students continue their study in Spanish language and begin to work through authentic works of both fiction and nonfiction. Grammar instruction will cover all verb conjugations with an emphasis on the subjunctive mood. This class is conducted almost entirely in Spanish. This is only offered as an honors course due to the expectation that students read authentic literature and discuss complex themes in Spanish.

AP Spanish Language and Culture**1 credit, full-year**

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture using authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish.

Course Descriptions: Fine Arts - Art

Graduation Requirement: .5 credits

* is a required course

Comparative Art* ❖

.5 credit, semester or full-year, alternating days

This course is based on and built around studio practice, technical skills (new and review) and art styles and art movements that the students have not yet been exposed to in the K-8 Nova curriculum. Students will keep a sketchbook, study artists and art history, review and learn new terms relating to this material and the understanding of art, why people make art and what art is. They will be expected to accurately apply the terms when they debate, discuss and write about the artists, artworks and approaches covered in class. Students will experiment with a variety of art materials, honing skills and techniques in smaller scale assignments throughout the course and complete larger final works in 2-D and 3-D (of their choosing within the realm of the course work) at the end of each unit of study. Students will be expected to complete written work, will be given tests on the material that is covered in class, and will participate in critiques and seminars.

Elective Courses in the Art Department

Note: These courses serve as general elective credits, not Art credits

Prerequisite for all art electives: Students must successfully complete Comparative Art

❖ denotes an Honors eligible course

Drawing❖

.5 credit, fall semester

During this one semester course students will be introduced to mechanics, techniques and approaches to drawing. Students will create artworks using a variety of materials, some of which include: graphite, charcoal, pastels, colored pencil, ink and mixed media. Students will be expected to complete written work, keep a sketchbook, participate in progress critiques and produce display quality drawings at the end of each unit. Students will have the chance to imitate styles and techniques as well as create their own culminating *final* project at the end of the term which represents advanced work in this artistic field. When possible the Drawing class should precede the Painting class.

Painting❖

.5 credit, spring semester

During this one semester course students will be introduced to the mechanics of painting and will study and create art using watercolor, acrylic, mixed media, traditional and experimental application techniques. Students will be expected to complete a display quality painting at the end of each unit, written work, take a test, keep a sketchbook, and participate in progress critiques and one seminar. Students will have the chance to imitate styles and techniques and be challenged to start developing their own style and voice, toward the end of the term they will develop and create their own culminating *final* projects which represent advanced work in this artistic field.

Sculpture❖

.5 credit, fall semester

Students are challenged to create original and expressive work while exploring the technical skills behind creating three-dimensional form. Emphasis is placed on studio best practices, creative problem solving and working towards technical excellence with various materials. Assignments will be created from wire, wood, plastic, clay as well as other materials. We will study works of art ranging from prehistory to contemporary working sculptors. Students will develop skills in traditional and experimental sculpture, better understand the application of the elements and principles of design in regards to sculpture, and gain a deeper appreciation of the historical context within which artists work today.

Ceramics❖

.5 credit, spring semester

Students are challenged to create original and expressive work while exploring the physical properties of clay and its potential as a medium. Emphasis is placed on learning basic hand-building and wheel throwing skills along with medium specific vocabulary and history. The expressive potential of clay will become apparent through creative experimentation with forms, ideas, tools and techniques. Assignments will provide options for clay sculpture and vessel making. Students will be introduced to basic hand and wheel tools through a variety of forming methods and surface development techniques. We will study works of art ranging from prehistory to contemporary working sculptors. When possible Sculpture class should be taken prior to Ceramics.

AP 2-D Studio Art

1 credit, full-year

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. See the note below regarding general information pertaining to all AP art portfolios.

AP 3-D Studio Art

1 credit, full-year

Demonstrate mastery through any three-dimensional approach, such as figurative or non-figurative sculpture, architectural models, wire, ceramics, installation, assemblage and 3-D fabric/fiber arts. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. See the following note regarding general information pertaining to all AP art portfolios.

General information pertaining to all AP Studio Art portfolios

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to common college foundation courses. AP courses address three major concerns that are constants in the teaching of art: (1) the student's ability to recognize quality in her or his work; (2) the student's concentration on a sustained investigation of a particular visual interest or problem (a series); and (3) a range of approaches to the formal, technical and expressive means of the artist. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

Course Descriptions: Fine Arts - Music

Graduation Requirement: .5 credits

*** is a required course**

American Music*

.5 credit, semester

In American Music students will learn how popular music in America evolved over time. We will learn about genres such as folk, ragtime, blues, jazz, swing, Broadway and early Rock 'n' Roll. In addition, students will receive weekly instruction in playing the guitar. This course is one way to fulfill the half-credit graduation requirement, and is a prerequisite for Intermediate Guitar.

Nova Cantio Choir

.5 credit, full-year, alternating days

Note: This course may replace the American Music course towards graduation

This graded class will be a performance based choir that meets the music graduation requirement. The focus will be on learning healthy vocal technique needed to perform quality choral literature. Musical literacy skills will be taught along with beginning theory elements as it applies to choral music. This choir will perform for school events, community events and give public concerts at school. The attendance at the concerts is required as it is the equivalent of a final exam.

Elective Courses in the Music Department

Note: These courses serve as general elective credits, not Music credits

Melodia Choir

.5 credit, full-year, alternating days

Prerequisite: Successful completion of American Music or Nova Cantio Choir

This graded class is a performance based choir that meets the graduation requirement and also is an elective for those who would like to continue their choral experience throughout high school. Musical literacy skills will be taught along with beginning theory elements as it applies to choral music. This choir will perform at school events, community events and give public concerts at school. Attendance is mandatory at concerts as it is the equivalent of a final exam.

Una Voce Choir

1 credit, full-year

Prerequisite: Successful completion of American Music or Nova Cantio Choir

This graded class will be a performance based choir that focuses on singing quality choral literature. The instruction will include ensemble singing, musical literacy, basic theory elements and performance techniques. This choir will perform at school events, community events and regional contests. Participation in concerts is mandatory as they are the equivalent of final exams. This choir will provide a rich background to those who would like to pursue music in college.

Course Descriptions: Physical Education/Health

Graduation Requirement: 1 credits

*** is a required course**

Physical Education*

.5 credit, semester

High School Physical Education covers physical activity. The physical activity unit helps students learn about the four components of exercise, assess their personal fitness level and create a fitness plan, see the relationship between exercise/diet and body image, and participate in a wide variety of activities (including: soccer, floor hockey, ultimate Frisbee, badminton, etc.).

Health*

.5 credit, semester

High School Health must be completed before the end of 10th grade and is a comprehensive course covering the topics of emotional and mental health, violence and injury prevention, tobacco, alcohol, and other drug prevention, reproductive health and pregnancy prevention, abstinence, HIV and STI Prevention.

Note: A packet of information covering the minimum MN state standards found in statute 121A.23 can be made available for use by parents who choose to opt-out their child from sexual education.

Elective Courses in the Physical Education/Health Department

Note: These courses serve as general elective credits, not Physical Education or Health credits

Team Sports

.5 credit, semester

Prerequisite: Successful completion of both Physical Education and Health

Team Sports is an opportunity for students to stay active and learn the fundamentals of several team sports in practice. Emphasis will be placed on understanding rules and strategies, as well as skill-building. Students are expected to participate fully in the class on a daily basis.

Course Descriptions: Additional Graduation Requirements

Senior Thesis

Under the guidance of a faculty adviser, all School of Rhetoric students are required to research and write their own senior thesis as a graduation requirement. The thesis represents a substantial piece of critical thinking and writing and refines students' abilities in the scholarly art of incorporating secondary sources into their own argument. The Senior Thesis will have an oral defense as a part of passing; exemplary theses will receive Honors designation.

Volunteer Hours

We believe that classical education at Nova will allow us to graduate a young adult who is a rational thinker, self-motivated learner, and demonstrated him/herself to be a person of character. As such, we hope to graduate engaged students who are involved in their communities. This is why Nova's graduation requirements include not just class requirements and credit expectations, but service hours as well. Students in the School of Rhetoric are required to have 80 volunteer hours, 40 of which can be volunteering at Nova. Receiving any monetary form of compensation will not meet the required hours. Students may begin accumulating volunteer hours as soon as the summer prior to their 9th grade year.

*****Special consideration for students in the classes of 2023 and 2024.**

We value service to others and the community, however, we don't want anyone to put themselves at undue risk through volunteering, given the Covid-19 pandemic that originated in 2019. If you expect you will not meet the 80-hour requirement before graduation (or the ~20 service hours each year of grades 9-11) students can complete a brief reflection regarding what service opportunities they had intended to complete or what opportunities they may be planning to do in the future, along with the importance of that service to themselves and those it benefits. Contact Mr. Shuman regarding your service hours and to request the reflection form if needed.