

A photograph of several students in a classroom, focused on their work. They are wearing maroon polo shirts with the Nova Classical Academy logo. The background shows other students and classroom furniture.

Nova Classical School of Logic

Grades 6-8

“We learn not for school, but for life.”

Curriculum at Nova Classical Academy

Nova Classical Academy’s curriculum is developed collaboratively by the Academic Director, Curriculum Committee, and the faculty of Nova Classical. Our curriculum is both age-appropriate and accelerated; we encourage students to continually seek out and achieve higher levels of competence in their studies.

Nova Classical holds three curricular tenets that apply across all grades:

Classical emphasizes virtue instruction including Truth, Beauty, and Goodness that fit the curricular goals of each grade.

Spiraling allows students to build from a broader to a deeper understanding of subject matter from grade to grade, helping develop a clear understanding of how ideas progress over time.

Connected respects that change has a ripple effect and ensures that as individual components of the curricular tapestry change, faculty and staff are informed and empowered to calibrate their parts to stay true to the whole.

Logic-stage sources emphasize analytical thought in the author and/or in the instruction of it. Thus, students (6–8) in the **School of Logic** begin to make connections. It is critical that the themes and ideas which are the focus of student study connect together between units and subjects.

Pedagogy

The dominant pedagogical style in the School of Logic is the dialectic. Dialectic is a style of instruction whereby an answer is arrived at through the exchange of logical arguments (versus lecture which delivers ideas to another person). Whether student to teacher or peer to peer, the process of interchange remains the mechanics by which students grow.

Virtue Education

In this stage virtues are interrogated for their logical benefit to school and society; students are asked to connect their understanding of virtue, their actions, and a potential outcome. Such work is done through critical exploration of literature, history, and application of all sciences and arts.

Praxis

In the School of Logic students engage regularly in dialogues with their teachers. The substantial form of the interchange is question and answer: the teacher asks a question and the student gives as thorough an answer as possible. After the initial response, the teacher continues to ask questions. The intent is to lead the student to a (teacher-known) end by forcing the student to use logic to grow his understanding from known to new, from incomplete to more perfect ideas about topics.

CURRICULUM ESSENTIALS

Grade Six

- History: 1–1400 A.D., The Middle Ages & the Renaissance
- Literature
- Writing
- Grammar, Mechanics, Usage, & Spelling
- Science
- Mathematics
- Latin
- Study Skills
- Art
- Music
- Physical Education & Health

Grade Seven

- Early Modern History: 1000–1850 A.D.
- Literature
- Grammar
- Writing
- Science
- Mathematics
- Latin
- Study Skills
- Art
- Music
- Physical Education & Health

Grade Eight

- Modern History: 1846–1990
- Literature
- Grammar
- Writing
- Science
- Mathematics
- Latin
- Logic
- Art
- Music
- Physical Education & Health