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# WESTMINSTER ACADEMY

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## *Catalog*

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*Academic Year 2022-2023*

### **Mission Statement**

At Westminster Academy, what we believe informs all that we do. Our name reflects our belief that the chief end of man is to glorify God, and to enjoy Him forever. Further, we believe that parents are responsible for the education and character development of their children.

Therefore, at Westminster Academy we seek:

- **academic excellence** under the Lordship of Christ
- an **administrative structure** that enables parents to direct their child's education
- a **community** in which everyone treats one another with the utmost respect

### **Statement of Faith**

1. We believe there is one eternal God existing in three persons: Father, Son and Holy Spirit.
2. We believe the Bible is the Word of God, verbally inspired and inerrant, and is the supreme and final authority in faith and life.
3. We believe God created the Heavens and the Earth and created man in His image.
4. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God.
5. We believe that humankind, by disobedience, fell from a sinless state at the suggestion of Satan. This fall plunged humankind into a state of sin and spiritual death and brought upon all humanity the sentence of eternal death. From this condition, regeneration by the Holy Spirit is absolutely necessary for salvation. By God's grace only, through faith alone, are we saved from our sin.
6. We believe Jesus Christ is God manifested in the flesh, born of a virgin; He lived a sinless life, suffered and died on our behalf, and He arose bodily from the grave, ascended to the right hand of the Father and is coming again in power and glory.

7. We believe faith without works is dead. The present ministry of the Holy Spirit is to indwell (live within) the Christian, enabling him to live a godly life.
8. We believe that God's design for marriage is the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other.
9. We believe there will be a bodily resurrection of the saved to life and of the lost to damnation.
10. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

## **Philosophy of Education and Statement of Purpose**

Westminster Academy believes that the goal of education is to see, know, and understand God's sovereign purpose for man and His providential work throughout history. Westminster believes that:

- History displays God's providence.
- Mathematics manifests the order and symmetry of God's creation.
- Language arts provide students with the tools necessary to learn, express, and convey the knowledge and understanding that will ultimately extend Christ's kingdom.
- Science testifies of God's actions and methods.
- The study of the arts reveals God's work and creativity within each individual.

Therefore, Westminster embraces an integrated approach to education: combining faith, knowledge, and reason in order to develop a thorough and thoughtful Biblical worldview that will prepare and enable students to fulfill God's purpose for their lives.

Westminster Academy provides support to homeschooling families who desire a classroom setting with non-traditional learning strategies emphasizing the disciplines and culture of Western civilization. This support occurs within an environment of mutual respect and dignity where the instruction, course content, and materials reflect our primary goal to provide students with a sound academic base from a Biblical worldview.

Westminster Academy is committed to partnering with homeschooling parents to help fulfill their God-given responsibility to train their children. We recognize that parents are the directors of each child's education. It is therefore our purpose to support--not hinder or replace--the family as parents strive to raise their children under the direction of our Lord Jesus Christ.

### **Location**

Westminster Academy  
at West End Assembly of God  
401 N. Parham Road  
Richmond, Virginia 23229  
Phone: (804) 285-4523  
Email address: [office@westminsteracad.org](mailto:office@westminsteracad.org)  
Website: [www.westminsteracad.org](http://www.westminsteracad.org)

**MAILING ADDRESS:**  
Westminster Academy  
500 Forest Avenue  
Richmond, VA. 23229

Director: Mary Ann Easterling  
Office Manager: Tara Cahoon

### **Registration**

Betsy Logan  
Phone: (804) 283-1623  
Email address: [betsy.logan@westminsteracad.org](mailto:betsy.logan@westminsteracad.org)

### **Facilities**

West End Assembly of God has granted us the use of classrooms in their education building. Tables, chairs, and blackboards are provided in each classroom. A study hall is available for students between classes.

### **Class Cancellations**

Cancellations for snow or other reasons will be announced on WWBT-TV (Channel 12) and via email.

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# Academic Calendar

## Academic Year 2022-2023

### Spring-Summer

Catalog online at website	Saturday, March 5
Current student registration	Thursday, March 24
Showcase / Science Fair	Wednesday, April 13
New Family Registration	Thursday, April 14
Iowa Testing	April 28, 29
Placement tests	April 22, June 8, July 20
Regular registration ends	July 1 (\$25 late fee if received after July 1)
First payment due	Monday, August 1
Class commitment	Monday, August 1
	Enrollment packet must be returned to WA

### Fall Term

Convocation	Tuesday, September 6
Classes begin	Wednesday, September 7
Second payment due	Wednesday, October 12
End of first quarter	Monday, October 31
Second quarter begins	Wednesday, November 2
Thanksgiving holiday begins	Wednesday, November 23
Classes resume after holiday	Monday, November 28
HS Exams	Monday, December 12 - Friday, December 16
Last day Elem/MS classes before holiday	Wednesday, December 14
Classes resume after holiday	Wednesday, January 4
Third Payment due	Wednesday, January 11
Second quarter ends	Monday, January 16

### Spring Term

Third quarter begins	Wednesday, January 18
Catalog online at website	Saturday, March 4
Third quarter ends	Monday, March 13
Fourth payment due	Wednesday, March 15
Fourth quarter begins	Wednesday, March 15
Current student registration	Thursday, March 23
Spring Break	April 3-6
Last Day of HS classes	Thursday, May 11
HS Exams begin	Monday-Friday, May 15-19
Last day of Elem/MS classes	Wednesday, May 17

# General Information

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## Registration

- **Registration Fee is non-refundable.** See below for exception.

### **Important registration information:**

- There will be no classes dropped after August 1, except by teacher recommendation.
- If payment is not received by August 1, students will be dropped from the class roster.
- After August 1, parents are obligated for the entire year's payment for each class in which their child is enrolled unless an appeal is accepted by the Board.
- For academic class changes per a parent's request made after September 9th, a \$50 Change Class Fee per class will be charged.

### **Registration requirements:**

Registration deadline for the Fall 2022 term: July 1. **Register early!** All decisions regarding classes that “make” (attract the minimum enrollment) and those that do not “make” will be made using data from registration forms received by July 1.

- Due to limited class sizes, we expect many classes to fill up early. After July 1, a late registration fee of \$25 must be included with all applications.
- For classes that fill early, parents are asked to deposit \$50 to hold their student's place. This deposit must be received by the deadline that is determined by the registrar. This deposit is simply tuition paid in advance and will be applied toward tuition for that class. If your student is taking a placement test for this class and does not place in the class, the deposit can be applied towards another class. However, once the deposit is paid, should you drop the class at any time, the deposit is non-refundable.
- Certain classes have been labeled A and B. Westminster reserves the right to direct students to specific class sessions (A or B) in order to accommodate all the Westminster students. (A or B designates time.)

Courses which do not “make” will not be held unless other arrangements can be made which are satisfactory to the teacher.

- If **all** classes for which a student registers do not “make,” the registration fee will be refunded.

A confirmation will be mailed in July. FACTS allows parents to see student schedules after June 1.

- Parents must mail back a confirmation agreement of their child's schedules along with the first quarter's payment by August 1 to keep their places in the classes for which they are registered. After August 1, their reserved spots will be forfeited.

We are making every effort to ensure the following core classes are held each year at Westminster:

Algebra 1, Algebra 2, Geometry, Middle School Science, Middle School Math, Biology, Chemistry, Middle and High School History, Middle and High School Literature and Writing, French 1 and 2, Spanish 1 and 2, Latin 1 and 2

### **General information:**

- Registration fee: This fee is **non-refundable** and calculated on a per-student basis.
- Forms received by July 1:

Elementary grade classes	\$50 for 1 class/\$80 for two or more
Grades 6-12 for existing families	\$60 for 1 class/\$90 for two or more
Grades 6-12 for new families	\$80 for 1 class/\$110 for two or more
- Make checks payable to: **Westminster Academy**.
- On June 1 each family will have access to their own school account through the internet (FACTS). Families can access their child's schedule, quarterly bills, and quarterly grades.
- **There is an administrative fee of \$200 per family.**
- A \$25 late fee is added for forms received after July 1.
- Each family is responsible for keeping their internet account and Westminster's office up to date on any email address changes.
- Registration fees must accompany all new application and registration forms. All registrations after September 1 require two quarters' tuition payment.
- For academic class changes per a parent's request made after September 9th, a \$50 Change Class Fee per class will be charged.
- There will be a \$50.00 charge for all returned checks. All payments afterward must be paid with cash or money order.
- **We will not be holding classes virtually. All students are expected to attend on-site.**
- Westminster does not offer benevolence or scholarships to families in financial need.



## Tuition and Fees

### Tuition payment requirement:

The first tuition payment will be due August 1. This is one-quarter of the total balance.

*Required for initial tuition payments after September 1: one-half of the total balance.*

- Westminster will administer a quarterly bill totaling all fees, including study hall and lunch. **Payments are made twice a semester, due on the following dates: August 1, October 12, January 11, and March 15. Checks for fees should be made payable to Westminster Academy. Students will be held out of class if tuition is 15 days past due.**
- Tuition fees are calculated on a per-course basis and are not subject to pro-ration for missed days due to inclement weather.
- Parents who have not paid their tuition or registration fees to Westminster Academy for any previous school year will not be permitted to register for any classes for the 2022-2023 school year.
- **At any time during the school year, should a family request a payment arrangement other than the quarterly due dates stated above (and agreed to by signing the Class Confirmation and Parent Agreement), a one-time administrative fee of \$50 will be assessed for an agreed payment plan. If no alternative payment schedule is arranged and a payment is received more than 14 days past the due date, a fee of \$25.00 will be assessed per late payment.**
- Westminster does not offer benevolence or scholarships to families in financial need.

## Parent Confirmation

In order to guarantee a student's place in a class, parents are required to complete the "Parent Confirmation" that will be mailed to them in a July packet. This confirmation is a commitment from the parent to Westminster Academy that the parent will pay the tuition for their student's classes to completion. This is necessary in order for Westminster Academy to guarantee a definite income for each of our teachers and enable us to retain excellent teachers who love their students and our Lord Jesus.

## New Students

- Parents of new students must fill out a family application, a student application, a faith statement and a class registration form for entrance into Westminster. Recent grades or test scores and the registration fee are required for registration. Forms may be obtained in the office and copied as needed.
- New student and family applications will be forwarded to our Admissions Committee for review. Our office administrator will schedule an interview with parents, student

and admissions committee. After the interview, parents will be notified by mail of the status of their child's application.

## Current Students

- Parents of returning students will fill out a form updating student and family information along with their registration form and faith statement.
- 2022-2023 academic year sign up for registration for current students begins online at 12:00 pm on Monday, March 21th.
- Teacher recommendations will be used for placement of current students at the proper level of courses they desire to take. The Director reserves the right to place students based on the teacher's recommendation.
- Any current student who chronically misses classes, comes to class unprepared, or is a discipline problem may be denied re-admission.

## Placement Testing

- Students registering for Math, English, Biology, Chemistry or Physics classes who are not currently taking Math, English or Science at Westminster Academy must pass a placement test.
- If new to Westminster Academy, students registering for foreign language at Level 2 or above must take the Level 1 or above exam on a designated test day. There will be a \$15 test fee. A follow-up meeting with the student may be necessary.
- Writing requirement for high school: If the student is new to English at Westminster or has failed the writing portion of the placement test, then the student is required to take the writing review course (there is a fee) offered the first week of August.
- Placement tests will be administered by Westminster Academy on Friday, April 22, Wednesday, June 8, and Wednesday, July 20.
- Students who cannot sit for placement tests on these days must contact the Director for other arrangements. **The parent will pay \$30 to the test administrator for each test that must be taken since they are not taking placement tests on the dates Westminster organized.**
- Students who have registered for a class with a waiting list must pass the next placement test or be put on the waiting list.

## Exams

- Students taking high school courses will have two semester exams: one in December, one in May.
- High school courses include all foreign languages starting with Level 1, all math classes starting with Algebra 1, all science classes starting with Biology, History 9 and up, and Literature/Writing 9 and up.
- The exam will cover one semester's material.
- All students are expected to be present for the exams **on the date they are given**. If an exception is required, the parent must notify the director and the teacher **as soon as possible**. The parent must pay the teacher \$60 for proctoring the exam at a different time.
- If the student is very ill on the day of the exam the parent must notify the Director within 24 hours of the exam. The student must take the exam within 7 days of its scheduled day.
- If a declared senior has maintained an "A" average at 3 quarters and 4 weeks, he/she may be exempt from the 2<sup>nd</sup> semester exam.

## Final Grades

- Parents may dispute final grades during a two-week grace period ending June 1.
- Please note that a 'D' (60-69) does not qualify a student to pass to the next level of a subject area. A 'D' does not indicate mastery of the subject. Please see the course description for entrance requirements.

## Audit Policy

- Full tuition payment is required for an auditing student.
- The parent must confer with the teacher of the class to agree upon the parameters of the audit before classes start.

## Private Tutoring

When employing our teachers for private tutoring beyond periodic, non-scheduled help, the rate for tutoring is a minimum of \$30 per hour (the rate for public school tutors is \$50).

## **Inclement Weather Policy**

Days or classes missed due to inclement weather will not be made up. Instead, students will work on assignments at home on the missed day. Students and parents are expected to check FACTS or their email for these assignments and/or tests.

## Of Special Interest

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Westminster Academy is a discipleship-based academy, with classes taught from a Christian worldview by Christian teachers. The term discipleship means that students admitted to Westminster will be from Christian homes. Westminster will support (not take the place of) the parents' role in discipling students in their walks with Christ.

### Special Announcements

Email: In order to communicate more efficiently with Westminster families, we require that you provide us with your email address. We will be sending the newsletter throughout the summer. The President of the Board may use the email list throughout the new school year to inform WA families about the latest developments. We may solicit your opinion on important issues. **It is essential that you check your email and FACTS daily.**

- Because Westminster classes meet only two to three times per week, and Westminster is a parent-managed educational model, parents are expected to play a major role in the educational process. We have listed a description of parental expectations with each course. Parental expectations are divided into three categories according to the age of the child:
  - **Private Tutor** - 3rd through 6th grade students taking academic classes. Teachers will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with the child to ensure successful completion of each assignment. In addition, some of the tests for these classes will be taken at home under parent supervision. Parents bear the responsibility for ensuring that their child comes prepared for class.
  - **Educational Supervisor** - 7th through 10th grade students. Parents will guide their children by assuming the role of supervisor, which means setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.
  - **Educational Counselor** - 11th and 12th grade students. Courses offered by WA at this level will mimic that of a Junior College program where independent study skills and disciplined planning for completing homework assignments are necessary. Parents are expected to be available for guidance when questions arise, but the responsibility for time management, preparation for class and academic success falls on the student.

## Academics

- We will make every effort to limit classes to a span of two grade levels. Our groupings for classes will be as follows: grades 3-4, 5-6, 7-8, 9-10, and 11-12. Exceptions to the two-year age span for accelerated students will be only in cases of teacher recommendation or exceptional student testing results. Students who have missed a course offering and are older than the grades listed as appropriate in the catalog are welcome to sign up for the course, with the understanding that the class will be taught at the grade level advertised.
- Spanish 1 and 2, French 1 and 2, Pre-Algebra, Algebra 1 and 2, Geometry and Trig/Pre-Calculus will meet three days per week to allow for maximum teacher interaction. After completing Algebra 1 a student may enroll in either Algebra 2 or Geometry, although we highly recommend that Geometry follow Algebra 1. Private tutoring is available for upper level Latin classes. All other high school courses are offered on a two-day-per-week schedule.
- Our 11th and 12th grade science and math courses are designed to be "college preparatory." Trig/Pre-Calculus, Chemistry Physics, and Anatomy & Physiology are for the advanced student. These courses will be fast-paced and will be designed to help students prepare for the rigors of college coursework.
- Westminster is equipped to supply our high school students with a transcript listing all courses taken at the Academy to aid students when applying to colleges. If a transcript is to be sent to colleges, make requests via email ([betsy.logan@westminsteracad.org](mailto:betsy.logan@westminsteracad.org)), listing the student and addresses of colleges. **Please allow two weeks' processing time.**
- Class attendance is very important at Westminster Academy. Chronic absenteeism does not foster mastery of a subject. Therefore, the Academic Committee of the Academy has determined that a student who misses a month of classes in any particular subject could lose credit for that class. For classes that meet once per week, four absences would be the maximum allowed. For classes that meet twice per week, eight absences would be the maximum allowed. For classes that meet three times per week, twelve absences would be the maximum allowed.
- A 'D' (60-69) does not indicate mastery of a subject.
- Please be advised that if your student has learning difficulties or issues, the Director reserves the right to ask for an independent assessment (at the parent's expense) of the student's ability to function in Westminster Academy's academic atmosphere.
- If a student with learning disabilities is admitted to Westminster, their status could be reevaluated during the academic year if their presence in the classroom is problematic.

## Communication

- A monthly emailed newsletter and weekly broadcast emails will strengthen communication between Westminster Academy and parents.

## **Discipline Policy**

- Christian discipleship and character building are at the heart of what we believe in at Westminster. For this reason, all policies in the Westminster handbook are strictly enforced. Conduct slips are given by teachers, the Director, or any adult on the premises observing poor behavior. In extreme circumstances, students may be suspended or expelled. We will not tolerate persistent discipline problems. A complete guide to student behavior is outlined in the *Parent/Student Handbook*.

## **Part-Time Help**

- Study hall monitors must be able to keep a study hall quiet and have a dependable schedule. Lunch monitors are also needed for lunches from 10 am to 2 pm. Monitors are hired for specific time slots for the year. We have monitors in study hall, lounge and halls from 8 am to 4 pm on Mondays and Wednesdays. Please indicate on your registration form if you are interested in serving as a monitor.
- We hire students to set up the classrooms for teachers at Westminster. Students must be able to set up by 7:45 am on Monday and Wednesday mornings. Call the office for details.

## **Social Gatherings**

- Social gatherings are organized several times during the year to create community among the families of Westminster. The highlight of the school year is Westminster's Showcase and Science Fair. Parents, grandparents, other family members and friends are invited to see all that has been accomplished during the year in the various courses at our Academy.
- The Student Activities Committee (SAC) encourages student leadership, integrity, and commitment while promoting fun activities for all ages at Westminster Academy.
- Please consult the calendar on FACTS for timely information.
- Field trips coinciding with classroom study are held throughout the year. In the past several years students and their families have gone to Yorktown, Williamsburg, London, Washington, D.C., Swift Creek Mill Playhouse, Theatre IV, the Science Museum of Virginia, and the Virginia Museum.

## **Study Halls**

- Westminster offers monitored study halls for a nominal fee (\$2.00 per half hour). Each study hall meets Monday, Wednesday, and Thursday at a specific time.
- Please sign up your child only if he/she is willing to use the time to study, as we will be enforcing quiet study halls.
- Disruptive students will lose the privilege of having a study hall. Students who are not in study hall or in class should not be on the church's property.

## **High School Lounge**

- Students, 9th grade and above, may sign up to use the high school lounge on Monday and Wednesday instead of a study hall. Under adult supervision, high school students are allowed to talk quietly and study together. This privilege is given to cooperative students who maintain at least a 2.5 GPA. The charge is the same as the study hall fee (\$2.00 per half hour).
- Students who receive a blue conduct slip for any reason will lose the privilege of using the high school lounge and must attend study hall instead of the high school lounge for a probation period.

## **Lunch Playground Time**

- Lunchtime is offered for a nominal fee (\$2.00 per half hour) to all students on Monday and Wednesday for socializing and down time. With adult monitoring, the students can opt to play basketball and sit outside. In the event of inclement weather the students will have lunch in the Fellowship Hall.
- Parents should always assume that students will need coats for lunchtime.

## **Volunteer Requirements**

As an Academy dedicated to supporting the family's role in education, Westminster requires each family to volunteer for one major role (coordinator, organizer) or three minor roles for events at Westminster Academy such as the Science Fair, helping with pizza lunches, baking for teacher breakfasts, or assisting in the office, etc. Each family will be assessed a parent volunteer service fee of \$60 at the beginning of the year, which will be reduced to \$0 as one major or three minor volunteer commitments are fulfilled. Any volunteer service fee balance remaining after commitments are met is recorded to FACTS prior to the 4<sup>th</sup> quarter and due with the family balance. Sign-up sheets will be included in the July packet.



## **FAQs**

### **Is Westminster Academy a full-time school?**

No. Our students attend some classes on Monday/Wednesday and some on Monday/Wednesday/Thursday. The students gain experience with the same kind of in-class schedule and out-of-class study pattern they will find in college. This schedule allows students to spend less time in class and more purposeful time at home.

### **Do I still need to register my student as a homeschooler with my county?**

Yes. You would file a “Letter of Intent to Home School” with your county or city of residence. For further information on how to complete the form, please contact our Director.

### **Does Westminster Academy produce transcripts?**

Yes. We will give students a transcript for all grades earned at Westminster Academy.

### **Does a homeschooled student need to take the GED?**

No. Colleges will accept parental documentation (including Westminster Academy transcripts) to meet the requirement of completion of Carnegie Units for a high school diploma.

### **How successful are homeschoolers in obtaining admission to college?**

On average, 95% of our seniors gained admission to their first choice in colleges.

### **Does WA offer standardized testing required by the state?**

Yes. We administer the Iowa Standardized Tests for a fee.

### **Does WA provide private testing services?**

No. However, we have several private, qualified test administrators we recommend.

### **Does WA offer private tutoring?**

Our teachers offer private tutoring to registered students at our primary site, West End Assembly of God.

# Guide to Academic Work and Documentation

## How much homework should my child have?

Expectations will vary from class to class and each teacher will make these expectations clear. One and a half to two hours of homework per class meeting for high schoolers is fairly standard. Middle schoolers should expect to spend an hour at home for every hour in class. Parents are responsible for seeing that their children are prepared for class.

## Is there a uniform grading scale at Westminster?

The following uniform grading scale has been adopted:

A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0

Anything below 60 is considered Failing

## How should I document my child's work?

- Westminster Academy will post a quarterly report card every eight weeks documenting course work, credit, and grades on FACTS.
- Keep your own transcript of your child's course work, time spent, grades, etc. Keep letters and portfolios as a back-up for your transcript. If you need a transcript of Westminster classes, contact our Registrar, Betsy Logan, [betsy.logan@westminsteracad.org](mailto:betsy.logan@westminsteracad.org)

## What is a good overall guide for homeschooling high schoolers?

*Homeschooling High School* by Jeanne Gowen Dennis, [www.everyday-education.com](http://www.everyday-education.com).

## What is a high school unit of credit?

A high school credit refers to the successful completion of a course or, if ambiguous, approximately 4 hours per week for 36 weeks, which equals approximately 150 hours per year.

## What credits should my child have upon completion of high school?

### Minimum Requirements:

4 credits of English

2 credits of lab science (usually Biology and Chemistry)

2 credits of history (usually including U.S. History and U.S. Government/Econ dual credit)

2 credits of math (Algebra 1, Geometry or Algebra 2)

1 credit of physical education

1 credit of art

6 credits in elective courses

This is only a guide. Check with your college of choice to see what their requirements are. As a parent, it is up to you to set appropriate educational goals for your child.

### Recommended for College Preparation

4 credits of English

3-4 credits of science, including 2 lab sciences (usually Biology, Chemistry, Physics, and Anatomy & Physiology)

3-4 credits of history (including U.S. History and U.S. Government/Econ dual credit)

4 credits of math (through Algebra 2 or Pre-Calculus depending on choice of major; new SAT tests math through Algebra 2)

2-3 credits in one foreign language, i.e. French, German, Latin, Russian or Spanish (at least 2 years of one language)

1 credit of physical education

1-2 credits of fine arts

3 or 4 credits in elective courses (especially additional history, math, English, foreign language and science)

### **What other resources, in addition to Westminster Academy and my own home instruction, might help me satisfy these expectations?**

You may want to investigate:

- Correspondence courses
- Community colleges
- Private tutors
- Online courses

VCU, UR and Union Seminary are good sources for undergraduate and graduate college students who tutor languages, advanced math, and the like, at reasonable rates.

### **When should my child take Scholastic Achievement Tests (SAT) or American College Testing (ACT)?**

The SAT should be taken at least once in the junior year, and repeated as often as necessary in the senior year. Visit [www.collegeboard.com](http://www.collegeboard.com) for more information.

### **What sort of SAT scores does my child need?**

With the new SAT there are no hard and fast rules for what is a “good” score. Based on observation, scoring over 1200 on SAT, accompanied by a strong GPA, might qualify a student for entrance into most schools. More selective schools, such as the University of Virginia or the College of William and Mary, typically admit a freshman class with a median score of around 1400. There are, however, many schools whose incoming freshman class has a median SAT score below 1200. Most schools provide their testing requirements online.

# Electives

## High School Art

**Kathy Hutton**

9<sup>th</sup>-12<sup>th</sup> grades

Meets: Thursdays for 1.5 hours

Class size: 8-12

Course Fee: \$390.00

H.S. Credit: 1

**Course Description:** This course will direct the high school student in the creative process, teaching a strong foundation in art through the fundamentals of drawing, painting, and sculpture. We will cover line drawing, shading, color theory, acrylic painting, design, printmaking, sculpture, and more. Students will develop their skills by keeping an artistic journal throughout the year. To enrich the student's appreciation of the visual arts, the course will include some art history, focusing on individual artists' contributions to the development of art through the ages. Each student will have the opportunity to display his/her finished artwork at the spring Showcase.

**Skills Needed:**

Must be able to follow verbal instructions.

Must be able to concentrate and focus on a task in a classroom setting.

**Materials:** Supply fee will be charged, and the teacher will buy the art supplies. Supply fee due August 10; will not exceed \$80.

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class, and academic success falls on the student.

## Journalism

**Jessica Pilson**

8<sup>th</sup> grade and above

Meets Monday and Wednesday

Class size: 8-15

Course fee for the year: \$510.00

H.S. Credit: 1

**Course Description:** The journalism class will work together to brainstorm, edit, compose, and print the school newspaper. Through lessons on journalism, style and writing, investigation into different types of print media, professional journalist speakers, and a possible field trip, the journalism students will deepen their understanding of the field of journalism. The students will also work on their own skill of communication through print media. The grades will be derived from quizzes, articles, and deadlines for articles. This class is available for eighth graders and above.

**Skills Needed:** The ability to take notes, work within deadlines, and write close to grade-level are required.

**Copy Fee:** \$20

**Parental Role: Educational Supervisor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class, and academic success falls on the student.

## Get Fit, Go Play! Physical Education

**Amos Miles**

3<sup>rd</sup> – 8<sup>th</sup> grade

Meets: Wednesday for 1 hour

Class Size: 20

Course Fee: \$260.00

**Course Description:** Did you know that playing a game of tag can be just as effective as running a mile? Both activities get the heart pumping and burn calories. This course is designed with that concept in mind. Through physical play, student will have the opportunity to get their blood flowing and heart rate going. Various exercises and stretches will be used to teach students about the different aspects of the human body. Team sports along with team building activities will give students the opportunity to work together as a team. The goal for this course is for each student to challenge themselves mentally, strengthen themselves physically, and understand themselves spiritually so that they can have an all-around healthy life.

**Skills Needed:** The only skill needed is to TRY YOUR BEST in EVERYTHING!

## Foreign Language

### Latin

#### Latin 1A

**Magistra Bruce**

6<sup>th</sup> - 8<sup>th</sup> grade

Meets: 1:30 pm Wednesday

Course fee: \$260.00

**Prerequisite:** Strong English grammar background.

**Course Description:** The goal of this level of middle school Latin is to introduce the language and its unique characteristics (inflection/impact on English grammar/etc.) to students who may have no past language experience or to those who may have had extensive practice in foreign languages. For either group, Latin is both fascinating and different enough that it takes a great deal of teaching the “vocabulary of the language” (declension/conjugation/parse/etc.) before students begin to feel confident using the vocabulary. As students realize how much Latin impacts English grammatically as well as the extensive vocabulary they begin to recognize the importance and value of the study of Latin. Removing the “stumbling blocks” of Latin grammatical phrases/titles helps students focus on the other aspects of Latin that are so very important (endings, etc.)

For this level, students will be trained in declensions (most likely 1<sup>st</sup> – 3<sup>rd</sup>; certainly 1<sup>st</sup> and 2<sup>nd</sup>), conjugations (1<sup>st</sup> – 2<sup>nd</sup>) adjectives, adverbs, vocabulary of each declension and conjugation, as well as lots of derivatives and Roman cultural exploration of the 1<sup>st</sup> centuries (B.C. & A.D.) using *Ecce Romani* as a reader and Memoria Press’ *First Form Latin* (and likely *2<sup>nd</sup> Form*) as the grammar book. Students will master the declension patterns and processes so they can decline and noun of each declension and the conjugation patterns and processes so they can conjugate any verb of the conjugations enabling them to begin the read and translate Latin passages. At the 1A level, students will focus on mastery of the patterns and being able to navigate any noun/verb of each declension/conjugation being taught with ease. Students will complete the 1A course being confident and ready to “finish” Latin 1 grammar/translation in the 1B course the following year.

**Skills Needed:** A clear understanding of basic English grammar, especially parts of speech, good auditory skills for listening comprehension in the target language as well as mimicking correct pronunciation, ability to memorize new vocabulary, willingness to speak the target language, openness to learning new ways of sentence structure that are different from English, and strong spelling ability are required.

**Materials:**

*First Form Latin*

*Ecce Romani*

**Copy and Materials Fee:**

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor in setting up a study schedule with their child, checking that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility of ensuring that their child comes prepared for class.

## Latin 1

### Magistra Bruce

8th grade and above

Meets: Monday/Wednesday 10:00 am

Course fee: \$510.00

H.S. Credit: 1

**Prerequisite:** Please see “Placement Testing” on page 9. A grade of ‘B’ or better in Latin 1. New students who have not taken Latin 1 at Westminster will be required to take a test for placement.

**Course Description:** For this course, students will be on an accelerated pace, learning all 5 declensions and conjugations as well as adjectives (1<sup>st</sup> – 3<sup>rd</sup> declension) and adverbs and various pronouns. For this class, students will utilize *Latin Alive* and *Ecce Romani* as their primary texts, supplemented with handouts from the teacher. Due to its fast pacing, students must be strong language scholars and it is recommended they be at least 8<sup>th</sup> graders. Students will discover the influence and impact of Roman life on our modern laws, languages, and lifestyles. Cultural Latin will be shared and students will be encouraged to draw parallels to today, seeking to understand how history teaches us well the pitfalls and paths forward without having to learn them over again. We have much indebtedness to the Romans and our class will deepen the students’ understanding of that concept as well as enable them to participate in our political and social arenas with knowledge and the tools to share the wisdom of the ancients.

**Skills Needed:** A clear understanding of basic English grammar, especially parts of speech, good auditory skills for listening comprehension in the target language as well as mimicking correct pronunciation, ability to memorize new vocabulary, willingness to speak the target language, openness to learning new ways of sentence structure that are different from English, and strong spelling ability are required.

**Materials:**

*Latin Alive*

*Ecce Romani*

**Copy and Materials Fee:**

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor in setting up a study schedule with their child, checking that assignments are completed, and helping with time

management for successful completion of long-term assignments. Parents bear the responsibility of ensuring that their child comes prepared for class.

## Spanish

### Spanish 1

#### Stephanie Layton

Strong 7<sup>th</sup> graders and above

Meets Monday, Wednesday, and Thursday

Class size 6-15

Course fee for the year: \$745.00

H.S. Credit: 1

**Prerequisite:** Strong English grammar background.

**Course Description:** Spanish 1 is a high school course in which students will learn the foundations of the Spanish language. There is a heavy emphasis on grammar including subject pronouns, adjective agreement, gender, the present tense, and verb conjugation. Students will also learn a variety of vocabulary words in contextual situations. Students will be required to work several hours a week outside of class in order to master these concepts, which form the foundation for future language study. Students will need access to the internet to utilize the technology component of the course.

**Skills Needed:** A clear understanding of basic English grammar, especially parts of speech, good auditory skills for listening comprehension in the target language as well as mimicking correct pronunciation, ability to memorize new vocabulary, willingness to speak the target language, openness to learning new ways of sentence structure that are different from English, and strong spelling ability are required.

**Materials:** Holt McDougal *¡Avancemos!/ Uno* (ISBN10:0-618-59406X or ISBN-13:978-0-618-59406-1), *Cuaderno Workbook* level 1 (ISBN10:0-618-76593-X or ISBN-13:978-0-618-76593-5)

**Copy and Materials Fee:** \$20

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child and checking that assignments are completed. There are many online activities at Classzone.com that parents may assign to their children. Parents bear the responsibility for ensuring that their child comes prepared for class.

### Spanish 2

#### Stephanie Layton

8th grade and above

Meets Monday, Wednesday, and Thursday

Class size: 6-15

Course fee for the year: \$745.00

H.S. Credit: 1

**Prerequisite:** Please see “Placement Testing” on page 9. Students must have at least a 75% in Spanish 1 or they cannot advance without teacher permission.

**Course Description:** Spanish 2 is a high school course in which students will build on the language basics they mastered in Level 1. The course starts with a short review of Level 1 and then jumps right to the preterite tense. Level 2 is very fast-paced and includes advanced verb tenses and grammatical concepts. A variety of vocabulary is taught in contextual situations. Students will be required to work several hours a week outside of class in order to advance in their language study. Students will need access to the internet to utilize the technology component of the course.

**Skills Needed:** A clear understanding of basic English grammar, especially parts of speech, good auditory skills for listening comprehension in the target language as well as mimicking correct pronunciation, ability to memorize new vocabulary, willingness to speak the target language, openness to learning new ways of sentence structure that are different from English, and strong spelling ability are required.

**Materials:** *¡Avancemos! Dos* (ISBN-13:978-0-554-02532-2 or ISBN10:0-554-02532-9), *Cuaderno Workbook level 2*(ISBN-10:0-618-76594-8 or ISBN-13:978-0-618-76594-2)

**Copy and Materials Fee:** \$20

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor in setting up a study schedule with their child, checking that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility of ensuring that their child comes prepared for class.

## Spanish 3 or 4

**Stephanie Layton**

9th grade and above

TBD

Class size: 6-15

Course fee for the year: \$745.00

H.S. Credit: 1

**Prerequisite:** Please see “Placement Testing” on page 9. "B" or higher in Spanish 2 or teacher recommendation.

**Course Description:** Spanish 3 is an advanced study of the language. Students will learn complex verb tenses and sentence structure. Students will be expected to express themselves in Spanish not only in their writing but also verbally. The class is fast-paced and requires several hours a week of preparation outside of class to be successful.

Special focus will be placed on the practical application of Spanish in conversation and culture. To boost confidence in speaking, a variety of sources will be used, including games, songs, poetry, jokes, and newspaper articles.

**Skills Needed:** A clear understanding of basic English grammar, especially parts of speech, good auditory skills for listening comprehension in the target language as well as mimicking correct pronunciation, ability to memorize new vocabulary, willingness to speak the target language, openness to learning new ways of sentence structure that are different from English, and strong spelling ability are required.

**Materials:** *¡Avancemos! Level 3* (ISBN: 9780547871929), *Cuaderno Level 3* (Student Workbook (ISBN-9780618782208))

**Copy and Materials Fee:** \$20



**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor in setting up a study schedule with their child, checking that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility of ensuring that their child comes prepared for class.

## History

### Elementary School Level

History classes for the 3rd - 5th grader at Westminster lay a wonderful foundation for understanding history in a hands-on, fun way. When students begin a formal study of history in middle school, it will give them a base knowledge to pull from when required both to use facts and exercise critical thinking skills. In elementary school, students will go through a four-year rotation studying Ancient Civilizations, Middle Ages-Renaissance-Reformation, Early Modern American History and Modern History in successive years.

All parents of students in elementary grades are considered private tutors; teachers will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with the child to ensure successful completion of each assignment. In addition, some of the tests for these classes will be taken at home under parent supervision. Parents bear the responsibility for ensuring that their child comes prepared for class.

### Elementary History $\frac{3}{4}$

**Shauna Olson**

3<sup>rd</sup>-4<sup>th</sup> grades

Meets Monday and Wednesday

Course Fee: \$510.00

#### **Course Description:** The Modern Age

As described on WellTrainedMind.com, "The Modern Age (1850-1994) – Introduce your child to the marvelous story of world civilizations with the final volume of this best-selling history series. Where was the Crystal Palace? Who was the Sick Man of Europe? And how did cow fat start a revolution? Susan Wise Bauer leads you on a fascinating journey through the cultures, conflicts, and ideas that continue to shape our world.

Now is your chance to come on board for a year of historical exploration! Join us for adventures around the world as we take ourselves back in time to experience world events of the 1850's through 1994. This class will be fast paced and fun as we march through the fascinating time period that is The Modern Age.

We will do weekly map work, quarterly presentations, and cultural celebrations along with written summaries or "choose your own adventure" projects. These projects should reflect your child's unique talents, abilities, and interests. The sky is the limit! Do you have an artist? Let them create! Is there a young politician/debater in your home? Then they shall speak as a great orator! Are you surrounded by the work of an apprentice master craftsman? Wow us with their creation! This class will give each child an opportunity to shine for who God created them to be. Not sure of their specialty yet? Let them explore and try a variety of options. This is their time to investigate further and delve into all the possibilities as they dig into the history of the world.

#### **Materials:**

- *The Story of the World, Volume 4: The Modern Age* by Susan Wise Bauer
- *The Story of the World Activity Book, Volume 4: The Modern Age* by Susan Wise Bauer
- Two 3-ring binders, sheet protectors, loose leaf paper

**Prerequisite:** Children wanting to take this class need to be able to:

- Sit and listen to the teacher without distracting their peers
- Follow at least a 3-step instruction, i.e. stand up, go to your desk and take out your green binder
- Reading and writing skills must be grade appropriate as determined by a standardized test

**Activity & Copy Fee:** \$45

**Expectations:** Homework will take from 1-3 hours each week, depending on your child’s work style and homework choices, and will consist of reading, writing, map work, and project-based activities.

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation of review needed for their child’s next class. It is the parent’s role to set up a time management schedule with their child to ensure successful completion of each assignment.

## Elementary History 5

**Shauna Olson**

5<sup>th</sup> grade

Meets Monday and Wednesday

Course Fee: \$510.00

*Although similar to History 3/4, this class will not only dig more deeply into the facts but also include longer written requirements, map quizzes, and testing.*

**Course Description:** The Modern Age

As described on WellTrainedMind.com, “The Modern Age (1850-1994) – Introduce your child to the marvelous story of world civilizations with the final volume of this best-selling history series. Where was the Crystal Palace? Who was the Sick Man of Europe? And how did cow fat start a revolution? Susan Wise Bauer leads you on a fascinating journey through the cultures, conflicts, and ideas that continue to shape our world.

Now is your chance to come on board for a year of historical exploration! Join us for adventures around the world as we take ourselves back in time to experience world events of the 1850’s through 1994. This class will be fast paced and fun as we march through the fascinating time period that is The Modern Age.

WE will do weekly map work, quarterly presentations, and cultural celebrations along with written summaries or “choose your own adventure” projects. These projects should reflect your child’s unique talents, abilities, and interests. The sky is the limit! Do you have an artist? Let them create! Is there a young politician/debater in your home? Then they shall speak as a great orator! Are you surrounded by the work of an apprentice master craftsman? Wow us with their creation! This class will give each child an opportunity to shine for who God created them to be. Not sure of their specialty yet? Let them explore and try a variety of options. This is their time to investigate further and delve into all the possibilities as they dig into the history of the world.

**Materials:**

- *The Story of the World, Volume 4: The Modern Age* by Susan Wise Bauer

- *The Story of the World Activity Book, Volume 4: The Modern Age* by Susan Wise Bauer
- *The Story of the World, Volume 4: The Modern Age Test and Answer Key*
- Two 3-ring binders, sheet protectors, loose leaf paper

**Prerequisite:** Children wanting to take this class need to be able to:

- Sit and listen to the teacher without distracting their peers
- Follow at least a 3-step instruction, i.e. stand up, go to your desk and take out your green binder
- Reading and writing skills must be grade appropriate as determined by a standardized test

**Activity & Copy Fee:** \$45

**Expectations:** Homework will take from 1-3 hours each week, depending on your child's work style and homework choices, and will consist of reading, writing, map work, and project-based activities.

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation of review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment.

## **Middle School Level**

History classes for the 6<sup>th</sup>-8<sup>th</sup> grader at Westminster lay a wonderful foundation for understanding history in a hands-on, fun way. When students begin a formal study of history in high school, these classes will give them a base of knowledge from which to pull when required both to use facts and exercise critical thinking skills. In middle school, students will go through a four-year rotation studying Ancient Civilizations, Middle Ages, Early Modern, and Modern in successive years.

### **Middle School History 6— "Modern History: 1700 - Present"**

**Rebekah DeRoco**

Meets Monday and Wednesday

Class size 8-15

Course fee: \$510.00

#### **Course Description:**

The story of Modern History from 1700 to the present day cannot be told without explaining the struggles of modernity from the Wars of Independence—in America, France, Mexico, and Greece—to the Wars of Ideology, including the American Civil War. But wars aren't the only noteworthy events! Breathtaking music compositions, astonishing Impressionistic painters, and thoughtful activists built the landscape of the world in the 1800's. Then the 20<sup>th</sup> century dawned with inventors and explorers promising an exciting new era. Yet the complexity of politics and the ideologies of fascism and communism caused an entirely new dilemma: World Wars, economic depressions, and a Cold War. The history of the second half of the 20<sup>th</sup> century has shaped the world in which we live today, and the study of it prepares students to understand the world events they read in today's news.

Middle School History classes will use engaging presentations, student projects and presentations, geography lessons, debates, and field trips. Geography quizzes will focus on the countries of the world. We will use a notecard system to help organize information and streamline studying. Attention is paid to developing skills that over the years will help students acclimate to middle school in the 6<sup>th</sup> grade and prepare for high school in the 8<sup>th</sup> grade.

**Skills Needed:** In order to complete this curriculum in a year, students will be expected to complete homework activities. The students will be assigned reading, writing, and creative project activities. Students should have the use of a computer for research. The students will need to be able to sit and listen to the teacher without distracting their peers, follow 3-step instructions, complete homework, and take notes in class. Students should work on forming good note-taking and organizational habits as well as time-management skills.

**Activity and Copy fee:** \$25

**Materials:**

*The Mystery of History, Vol. IV: Modern History 1700 – Present* by Linda Lacour Hobar, 2008.  
ISBN: 1892427087 ISBN-13: 978-1892427083

**Parental Role: Private Tutor**—The majority of communication between the teacher and the parents will be via email. The teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments via Renweb and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment.

## **Middle School History 7- "Modern History 1700 to Present"**

### **Rebekah DeRoco**

Meets Monday and Wednesday\  
Class size 8-15  
Course fee: \$510.00

**Course Description:**

The story of Modern History from 1700 to the present day cannot be told without explaining the struggles of modernity from the Wars of Independence—in America, France, Mexico, and Greece—to the Wars of Ideology, including the American Civil War. But wars aren't the only noteworthy events! Breathtaking music compositions, astonishing Impressionistic painters, and thoughtful activists built the landscape of the world in the 1800's. Then the 20<sup>th</sup> century dawned with inventors and explorers promising an exciting new era. Yet the complexity of politics and the ideologies of fascism and communism caused an entirely new dilemma: World Wars, economic depressions, and a Cold War. The history of the second half of the 20<sup>th</sup> century has shaped the world in which we live today, and the study of it prepares students to understand the world events they read in today's news.

Middle School History classes will use engaging presentations, student projects and presentations, geography lessons, debates, and field trips. Geography quizzes will focus on the countries of the world. We will use a notecard system to help organize information and streamline studying. Attention is paid to developing skills that over the years will help students acclimate to middle school in the 6<sup>th</sup> grade and prepare for high school in the 8<sup>th</sup> grade.

**Skills Needed:** In order to complete this curriculum in a year, students will be expected to complete homework activities. The students will be assigned reading, writing, and creative project activities. Students should have the use of a computer for research. The students will need to be able to sit and listen to the teacher without distracting their peers, follow 3-step instructions, complete homework and take notes in class. Students should work on forming good note-taking and organizational habits as well as time-management skills.

**Activity and Copy fee:** \$25

**Materials:**

*The Mystery of History, Vol. IV: The Modern History 1700 to Present* by Linda Lacour Hobar, 2008.  
ISBN: 1892427087 ISBN-13: 978-1892427083

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## **Middle School History 8- "Modern History: 1700 - Present"**

### **Rebekah DeRoco**

Meets Monday and Wednesday

Class size 8-15

Course fee: \$510.00

**Course Description:** The story of Modern History from 1700 to the present day cannot be told without explaining the struggles of modernity from the Wars of Independence—in America, France, Mexico, and Greece—to the Wars of Ideology, including the American Civil War. But wars aren't the only noteworthy events! Breathtaking music compositions, astonishing Impressionistic painters, and thoughtful activists built the landscape of the world in the 1800's. Then the 20<sup>th</sup> century dawned with inventors and explorers promising an exciting new era. Yet the complexity of politics and the ideologies of fascism and communism caused an entirely new dilemma: World Wars, economic depressions, and a Cold War. The history of the second half of the 20<sup>th</sup> century has shaped the world in which we live today, and the study of it prepares students to understand the world events they read in today's news.

Middle School History classes will use engaging presentations, student projects and presentations, geography lessons, debates, and field trips. Geography quizzes will focus on the countries of the world. We will use a notecard system to help organize information and streamline studying. Attention is paid to developing skills that over the years will help students acclimate to middle school in the 6<sup>th</sup> grade and prepare for high school in the 8<sup>th</sup> grade.

**Skills Needed:** In order to complete this curriculum in a year, students will be expected to complete homework activities. The students will be assigned reading, writing, and creative project activities. Students should have the use of a computer for research. The students will need to be able to sit and listen to the teacher without distracting their peers, follow 3-step instructions, complete homework and take notes in class. Students should work on forming good note-taking and organizational habits as well as time-management skills.

**Activity and Copy fee:** \$25

*The Mystery of History, Vol. IV: Modern History: 1700 – Present* by Linda Lacour Hobar, 2008.  
ISBN: 1892427087 ISBN-13: 978-1892427083

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## **High School Level**

**High School Rotation:** Westminster offers a 2-year rotation to give parents the most flexibility when selecting English and history classes for their high school student. World History 1 (Creation through 1500s) and 2 (1600s through present), corresponding with World Literature, will alternate each year for 9<sup>th</sup> and 10<sup>th</sup> graders. Eleventh and 12<sup>th</sup> graders will take American History/American Literature alternating with Government and

Economics/British Literature. Special permission will be needed to take the 11<sup>th</sup> and 12<sup>th</sup> grade history and English courses earlier than 11<sup>th</sup> and 12<sup>th</sup> grade.

## **High School History 9/10: World History II: Enlightenment through the Modern Era**

**Margaret Clikeman**

9th and 10th grades

Meets Monday and Wednesday

Class size: 8-15

Course fee for the year: \$745.00

H.S. Credit: 1

**Prerequisite:** Students need to have a C or higher in History 8

**Course Description** – World History II examines modern world history from the late 1500's during the Age of Exploration and continues forward to yesterday's headlines.

The class will start off with an examination of Enlightenment ideas and legacy, studying absolutism, the Scientific Revolution, spiritual movements and revivals, and eminent deist philosophers of the time. Next, we will move on to an extended study of revolution and independence, comparing the American Revolution to the French Revolution in order to discover the fundamental difference between the two.

Moving on to the Industrial Revolution, we will examine the developments in the fields of technology, communication, and transportation, as well as trace the rise of socialism and communism during the Industrial Age and how some of these movements provided a challenge to traditional Christianity. Next comes Post-Industrial Revolution expansion and imperialism, to include the expansions in America, Asia, South American, and Africa.

Students will focus on World War I, World War II, and the Russian Revolution, meeting monarchs, presidents, prime ministers, and totalitarian dictators including Czar Nicholas Romanov II, Vladimir Lenin, Joseph Stalin, Winston Churchill, Franklin Roosevelt, Benito Mussolini, and Adolph Hitler.

Excerpts from original work by Benjamin Franklin, Francis Bacon, Napoleon Bonaparte, Alfred Lord Tennyson, Karl Marx, Charles Darwin, Frederick Douglas, J. Hudson Taylor, Adolph Hitler, Ernie Pyle, Alexander Solzhenitsyn, Winston Churchill, Franklin Delano Roosevelt, Margaret Thatcher, Ronald Reagan, and other will be read and discussed. Additionally, students will also study world geography and be able to label most countries and bodies of water by the end of the course.

**Skills Needed:** Students must be committed to reading and annotating the textbook and *Sourcebook*, since their self-study is vital to success in this class. Additionally, students must be able to process lectures, take detailed notes, think analytically, read and comprehend at grade-level, contribute meaningfully to class conversation, and write well-crafted paragraphs and essays. Students are expected to meet deadlines promptly and take tests independently within an allotted time frame. Each student will be required to research and prepare essays as well as oral and PowerPoint presentations.

**Materials:**

*World History*, Student Text, 5th Edition, ISBN 978-1-62856-344-3

(You do NOT need the Student Activities book.)  
This text is used for both years of World History  
*World History Sourcebook*, compiled by instructor and provided at Convocation

**Copy and Materials Fee:** \$40 (Includes published Sourcebook)

**Parental Role:** Educational Counselor—Parents have the opportunity to monitor the independent school work performed by their children while providing additional guidance if needed. At home discussion of the source materials as well as current events is also strongly encouraged. The student will have the responsibility of managing their time wisely and preparing for class.

## **High School History 11/12**

### **United States History**

**Erin Bouknight**

11<sup>th</sup> – 12<sup>th</sup> grades

Meets Monday and Wednesday

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Students need to have a C or higher in History 9/10

**Course Description:** Come learn about your country from its beginnings through the present. This course starts with the Age of Exploration and proceeds to the current day. The goals of this course are for students to exercise critical thinking skills, to see the “big picture” of United States history through the lens of a Christian worldview, to recognize themes in history, and to master factual information. Social studies skills that we will learn include: analyzing graphs and political cartoons, understanding primary sources and historical documents, determining cause and effect, recognizing bias, and understanding various types of maps.

**Materials:** A History of the American People, Paul Johnson, 1999, ISBN-13 : 978-0060930348  
Students should also have a binder, access to the Internet and a printer (as needed).

**Skills Needed:** The student should be comfortable listening to lecture and taking notes independently; organizational skills are essential for recalling information for tests; the ability to internalize readings and to stay on top of deadlines is also essential.

**Copy fee:** \$25

**Parental Role: Educational Counselor** - Parents have the opportunity to monitor the independent schoolwork performed by their children, while providing additional guidance if needed. The student will have the responsibility of managing their time wisely and preparing for class.

**Government and Economics 11/12 will be offered during the 2023/2024 School Year**

# Literature and Writing

## Westminster Academy Writing Approach

Language and the ability to communicate are awesome gifts from our Creator. As our understanding grows, so should our ability to communicate with one another. This includes hearing and understanding what others have said through literature as well as speaking and writing so others can understand us.

Westminster Academy has chosen the writing materials from the Institute for Excellence in Writing (IEW) to provide the structure for our instruction. Beginning in 6<sup>th</sup> grade, students will write both narrative and expository compositions with the goal of learning how to organize their ideas, add variety to sentences, and use an expressive vocabulary. Proofreading and analyzing one's own work will be an important part of learning to write well.

At the high school level, the focus of writing will be more on research and analytical writing. **High school students should already be able to write an essay that is free from sentence fragments or run-ons.** Proofreading and revising should be a habit for the college-bound high schooler. The research requirements will increase as will the frequency of writing assignments. In the context of literature studies, students will be encouraged to develop a strong Christian worldview, recognize and critique other worldviews, and improve their ability to articulate a coherent and persuasive Christian response to the many great themes in literature.



These are the *goals* of each grade level:

	Paper Length	Skill/Type of Paragraph or Essay	Type of Paper	Outlining/ Note Taking
3 <sup>rd</sup> – 4 <sup>th</sup>	1 paragraph (5-7 sentences)	Intro sentence, conclusion sentence	Creative and/or factual paragraph	History facts
5 <sup>th</sup>	1-3 paragraphs	Narrative, research, creative, book reports, restaurant reviews, poetry & more. Documentation (bibliography)		Key word (outline), Summarizing
6 <sup>th</sup>	1-5 paragraphs	One paragraph, narratives (3-par.) mini-research, biography, research (2 sources), introduction, compare/contrast, creative writing, news writing, poetry, understanding documentation, and avoiding plagiarism	Biography, research, creative, narrative, book report	Key word (outline)
7 <sup>th</sup> – 8 <sup>th</sup>	5 paragraphs; 2-3 pages	Persuasive, informative, research, thesis statement, compare or contrast, cohesion and depth, proofing, editing and drafting, citing, understanding documentation and avoiding plagiarism	Literature and history based, limited research/sources	Key word and guided note taking
9 <sup>th</sup> – 10 <sup>th</sup>	5 paragraphs; 4-6 pages	Research process, plagiarism, extracting information from sources, thesis statement, introduction and conclusion, avoiding repetition, citing, descriptive, process or definition, informative, compare and contrast, persuasive essays	Opinion backed up by research, book report, timed essays, essays on tests, research paper, MLA documentation	Key word, take notes from reading and overhead, formal outlining
11 <sup>th</sup> – 12 <sup>th</sup>	More than 5 paragraphs; 7 pages or more	Proofread and edit effectively, use transitions, research various sources, use proper citation, track multiple ideas in the context of one essay, respond to a writing prompt, clearly articulate thesis statement, organize ideas swiftly, annotate properly	3-point academic thesis statement, book and movie critique, literary analysis, MLA documentation	Should be able to take notes from lecture, grasp main ideas and appropriate subordinating points, note cards and outlining

# Literature and Writing Courses

**Prerequisite:** All students new to Westminster or new to a Westminster English class who desires to enter 7<sup>th</sup> grade or higher English classes must be tested in writing, grammar, and punctuation skills to demonstrate proficiency.

**Every year in the spring, students in our Literature and Writing classes will be tested in grammar to determine whether they will be able to continue on in these classes to the next level.**

Since class time at Westminster is limited, students are advised to consult the “Summer Reading List” at our website and to read extensively from that list in order to have the broadest possible exposure to the standard classics for a college prep education.

Parents of 3<sup>rd</sup> - 5<sup>th</sup> graders are considered private tutors; teachers will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child’s next class. It is the parent’s role to set up a time management schedule with the child to ensure successful completion of each assignment. In addition, some of the tests for these classes will be taken at home under parent supervision. Parents bear the responsibility for ensuring that their child comes prepared for class.

## Literature 3/4

**Shauna Olson**

3rd & 4th Grade

Meets Monday and Wednesday

Course Fee: \$510.00

**Course Description:** This non-traditional course is framed around four literature-based unit studies. The weekly reading, journal writing, and vocabulary will be paired with a “choose your won adventure” approach which allows for children to engage in a multitude of ways as they dig into each book. There will be something for everyone! Art, drama, read aloud, science, cooking, discussion, history, geography, even a Bible based character study. There is a certain richness that unit studies hold, which deeply fosters a love of learning.

Through the year in literature, we will meet the man who traveled through space to take a giant leap for mankind. We will also be introduced to two young boys who, through extraordinary circumstance, learn that war makes answering the question of who is our friend and who is our foe a confusing thing. Get ready to become acquainted with a few new fictional friends: a cricket named Chester who is an unlikely tourist in New York City and the delightful Melendy children who decide that they are tired of wasting Saturdays. Join us this year for the wonderful experience of literature-based studies!

### **MATERIALS:**

- *The Saturdays* by Elizabeth Enright
- *Who Was Neil Armstrong?* by Roberta Edwards
- *The Cricket in Times Square* by George Selden
- *Friend of Foe* by Michael Morpurgo
- Two 3-ring binders, page protectors, loose leaf paper

**Prerequisite:** Children wanting to take this class need to be able to:

- Sit and listen to the teacher without distracting their peers
- Follow at least a 3-step instruction, i.e. stand up, go to your desk and take out your green binder
- Reading and writing skills must be grade appropriate as determined by a standardized test

**Activity & Copy Fee:** \$45

**Expectations:** Homework will take from 1-3 hours each week and will consist of reading, writing, and project-based activities.

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation of review needed for their child’s next class. It is the parent’s role to set up a time management schedule with their child to ensure successful completion of each assignment.

## Writing / Literature 5

**Shauna Olson**

5<sup>th</sup> Grade

Meets Monday and Wednesday for 60 minutes

Course Fee: \$510.00

**Course Description:** This non-traditional course is framed around four literature-based unit studies. The weekly reading, journal writing, and vocabulary will be paired with a “choose your won adventure” approach which allows for children to engage in a multitude of ways as they dig into each book. There will be something for everyone! Art, drama, read aloud, science, cooking, discussion, history, geography, even a Bible based character study. There is a certain richness that unit studies hold, which deeply fosters a love of learning.

Through the year in literature, we will mee the man who traveled through space to take a giant leap for mankind. We will also be introduced to two young boys who, through extraordinary circumstance, learn that war makes answering the question of who is our friend and who is our foe a confusing thing. Get ready to become acquainted with a few new fictional friends: a cricket named Chester who is an unlikely tourist in New York City and the delightful Melendy children who decide that they are tired of wasting Saturdays. Join us this year for the wonderful experience of literature-based studies!

### **MATERIALS:**

- *The Saturdays* by Elizabeth Enright
- *Who Was Neil Armstrong?* by Roberta Edwards
- *The Cricket in Times Square* by George Selden
- *Friend of Foe* by Michael Morpurgo
- Two 3-ring binders, page protectors, loose leaf paper

**Prerequisite:** Children wanting to take this class need to be able to:

- Sit and listen to the teacher without distracting their peers
- Follow at least a 3-step instruction, i.e. stand up, go to your desk and take out your green binder
- Reading and writing skills must be grade appropriate as determined by a standardized test

**Activity & Copy Fee: \$50**

**Expectations:** Homework will take from 1-3 hours each week and will consist of reading, writing and project-based activities.

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments, and help with any preparation of review needed for their child’s next class. It is the parent’s role to set up a time management schedule with their child to ensure successful completion of each assignment.

## Writing / Literature 6

### Renee Boswell

6th grade

Meets Monday and Wednesdays

Class size: 8-16

Course fee: \$510.00

**Prerequisite:** As a diagnostic for the teacher, the student will take the grammar placement test.

**Course Description:** The writing portion of this class closely follows the Institute for Excellence in Writing: Teaching Structure and Style. It is a wonderful way to help sixth graders organize their thoughts and begin to prepare for upper level research papers. The class will cover how to break a subject into paragraphs and how to organize a paper by topic. Students will learn how to write a solid paragraph with a topic sentence, supporting details, and a closer. Then we will put paragraphs together and write multi paragraph essays on several topics. For literature, we will look at various forms of poetry and read three novels. There will be unit tests on the novels as well as literary terms. As time permits, stories from the time period will also be read aloud and discussed in class. Grammar will be taught as needed in this class.

**Possible Literature:** *Shades of Gray, A Wrinkle in Time*

**Copy and Materials Fee:** \$20 - \$30

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class. **It is strongly suggested that the student continue to study grammar outside of the classroom. For curriculum suggestions, please consult the Director.**

## Middle School Literature and Writing 7

### Jessica Pilson

7<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-15

Course fee: \$745.00

**Prerequisite:** Satisfactory score on WA's placement test. The grammar portion will require mastery of the following: capitalization, periods, question marks, quotation marks, commas, apostrophes, colons, simple subject, verb, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and fragments/sentences. Also, they should have received an 85 or above in Writing 6.

**Course Description:** The goal of Middle School Literature and Writing 7 is to encourage the students to look analytically at literature, to explore it from a Biblical worldview, and to learn to communicate their thoughts effectively in writing and orally. The literature will include a combination of books, short stories, a play, and poetry. The short stories will be used to enhance the students' reading skills thus making them more able to read larger works. The students will work on some literary analysis with the short stories and poetry. The students will also do some projects and speeches throughout the year. Although other forms of writing are incorporated, class writing will focus mainly on the mastery of paragraph writing. They will write two five-paragraph persuasive essays by the end of the year and possibly some small narratives and poetry. The students will also learn the basics of research. The students will need to keep a journal for the reading in which they will write a short summary of the reading and an analytical response to it. The vocabulary will be taken from the literature. The grammar will be generated from the writing, and we will also do a warm-up each day that will include editing, sentence combinations, and comma usage. Because this is a three-hour class, there is a rigorous workload at all times.

**Skills Needed:** Ability to process auditory information, read board, take notes, think analytically, read close to grade level, write coherent sentences and paragraphs, identify parts of speech, take tests in allotted time frame.

**Possible Literature:** *The Book of Virtues* (poetry/short stories), *The Taming of the Shrew*, *The Adventures of Tom Sawyer*, *God's Smuggler*, *The Magician's Nephew*. *The Hiding Place* Note: these books are subject to change.

**Copy Fee:** \$20

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class. **It is strongly suggested that the student continue to study grammar outside of the classroom. For curriculum suggestions, please consult the Director.**

## Middle School Literature and Writing 8

**Jessica Pilson**

8<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-15

Course fee: \$745.00

**Prerequisite:** Satisfactory score on WA's placement test. The grammar test will cover the following areas (which are minimal expectations for this grade level): capitalization, periods, question marks, quotation marks, commas, apostrophes, colons, simple subject, verb, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and fragments/sentences. Also, they should have received an 85 or above in English 7.

**Course Description:** The goal of Middle School Literature and Writing 8 is to encourage the students to look analytically at literature, to explore it from a Biblical worldview and to learn to communicate their thoughts effectively in writing and orally. The literature will include a combination of books, short stories, a play, and poetry. The short stories will be used to enhance the students' reading skills thus making them more able to read larger works. The students will work on some literary analysis with the short stories and poetry. The students will also do some projects and speeches throughout the year. The students will write paragraphs to demonstrate mastery of the skill; however, the focus will be on larger pieces of writing. The paragraph will be used as a stepping stone to the larger pieces. The students will write two five-paragraph persuasive essays and possibly some short narratives and poetry by the end of the year. The students will also learn how to do a basic research paper. The students will need to keep a journal for the reading in which they will write a short summary of the reading and an analytical response to it. The vocabulary will be taken from the literature. The grammar will be generated from the writing, and we will also do a warm-up each day that will include editing, sentence combinations, and comma usage. Because this is a three-hour class, there is a rigorous workload at all times.

**Skills Needed:** Ability to process auditory information, read board, take notes, think analytically, read close to grade level, write coherent sentences and paragraphs, identify parts of speech, take tests in allotted time frame.

**Possible Literature:** *The Book of Virtues* (poetry/short stories), *The Taming of the Shrew*, *The Adventures of Tom Sawyer*, *God's Smuggler*, *The Magician's Nephew*. *The Hiding Place* Note: these books are subject to change.

**Copy Fee:** \$20

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for

ensuring that their child comes prepared for class. **It is strongly suggested that the student continue to study grammar outside of the classroom. For curriculum suggestions, please consult the Director.**

## High School Literature and Writing 9/10

### World Literature—Part II

**Jessica Wade**

9th-10th grade

Meets Monday and Wednesday

Class size: 8-15

Course fee for the year: \$745.00

H.S. Credit: 1

*Students new to Westminster must pass the placement test and attend the August Writing class.*

**Prerequisite:** Students must pass English 8 with a “B” or higher, in addition to passing the Westminster placement test for grammar and writing. The areas covered (which are minimal expectations for this grade level) are capitalization, comma and semi colon use, pronoun/antecedent agreement, subject/verb agreement, sentence types, parts of speech, and title punctuation. Students will be required to write a brief essay which will be evaluated for organization, development, and correct structure.

**Course Description:** World Literature is a course that allows students to read and discuss literature from the Modern Era. Students will learn to analyze literature, including themes, characterizations, conflict, and other elements, from a Christian perspective. Reading discussions, writing and oral presentations will be used to help students grow in their abilities to think deeply and communicate effectively about literature. We will read from modern novels and short stories, as well as a play.

**Goals:** A goal of this class will be for students to better understand how to read, interpret, and discuss world literature. Engaging with the text should strengthen their abilities to interpret a variety of literary forms, themes, and styles of writing and communicate effectively with classmates about those interpretations. Another goal of this course will be to walk students through the process of producing a sound research paper. This will include proper style and documentation. Also, we will continue to work on writing different types of essays based on what we are reading in class. This will help enhance the student’s ability to write and analyze literature.

**Skills Needed:** Ability to follow FACTS for homework due dates, process (and note-take) visual and auditory information, think analytically, read the required classic novels in the time required, highlight key words and take notes on assigned reading, write complex sentences, organize information into essay format, identify and understand grade level grammar (rules for punctuation, capitalization, formulating complex sentences, using verbals, using parts of speech), research from internet and print resources, take tests and write essays in allotted time frame, turn in homework on time, proactively plan for long-term assignments. **High school students should be able to keep up with short-term and long-term assignments without frequent parent and teacher supervision.**

**Materials: Novels:** *To Kill a Mockingbird* by Harper Lee, *Murder on the Orient Express* by Agatha Christie, *The Count of Monte Cristo* by Alexandre Dumas (abridged), *All Quiet on the Western Front* by Erich Maria Remarque, *Animal Farm* by George Orwell **Plays:** *Romeo and Juliet* by William Shakespeare

**Copy Fee:** \$40 to cover handouts and testing materials.

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class. Parents need to provide computer and internet access, as well as access to the public library. **It is strongly suggested that the student continue to study grammar outside of the classroom. For curriculum suggestions, please consult the Director.**

## Accelerated High School Literature and Writing 9/10 World Literature—Part II

**Janelle Howard**

9th-10th grade

Meets Monday and Wednesday

Class size: 8-15

Course fee for the year: \$745.00

H.S. Credit: 1

*Students new to Westminster must pass the placement test and attend the August Writing class.*

**Prerequisite:** Current Westminster students can gain admittance into this accelerated paced class by teacher recommendation only. New Westminster students must take a placement test prior to entry that will demonstrate a strong grammar background and an ability to keep up with a fast-paced literature and writing curriculum. Included in this placement test are minimal grammar requirements which include capitalization, comma and semi-colon use, pronoun/antecedent agreement, subject/verb agreement, sentence types, parts of speech, and title punctuation. Students will be required to write a brief essay which will be evaluated for organization, development, and correct structure.

**Course Description:** Spanning the 1500's to Modern Times, this accelerated literature and writing course will cover some of the timeless classics that influence why we think as we do. From Shakespeare to C.S. Lewis, students will wrestle with fundamental ideas and arguments that promise to form their readers intellectually, virtuously, and spiritually. Critical thinking, thoughtful listening, and literary analysis will be encouraged and honed through rich and stimulating discussion using the Socratic method under the umbrella of a biblical worldview. By reading great books with beautiful writing, students' love for literature will also be fostered in an encouraging environment.

The second part of the class will focus on communicating effectively, analytically, and beautifully through writing. Knowing that the best way to teach critical thinking is through writing, there will be a strong focus on learning the tools necessary for excellent writing, as well as consistent practice and feedback. Writing will include expository, persuasive, compare & contrast, and descriptive essays, as well as a research paper in the second semester.

**Book List:** *Don Quixote* excerpts by Miguel de Cervantes, *Romeo and Juliet* by William Shakespeare, *Jane Eyre* by Charlotte Bronte, *My Antonia* by Willa Cather, *Animal Farm* by George Orwell, *All Quiet on the Western Front* by Erich Maria Remarque, *The Screwtape Letters* by C.S. Lewis, other short stories : Book list is not final and subject to changes.

**Copy Fee:** \$50

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class. Parents need to provide computer and internet access, as well as access to the public library. **It is strongly suggested that the student continue to study grammar outside of the classroom. For curriculum suggestions, please consult the Director.**

## High School Literature and Writing 11/12

### American Literature 11/12

#### Sue Schlesman

Meets Monday and Wednesday 2:30-4:00 pm

Class size: 15+

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Students new to Westminster must pass the placement test for grammar and writing and achieve an 80% or higher in Literature/Writing 9/10.

**Course description:** In this class students will explore American literature from our country's origins to the 20<sup>th</sup> century, examining the different literary periods as well as various genres. The focus of the literature portion of the class will be a literary and worldview analysis of each work, while exploring the unique styles and themes of various prominent writers. The writing portion will focus on improving the students' skills in organization, research, and critical thinking. Students will write a term paper in the spring, which will reflect instruction in MLA formatting, analytical writing, and paper research and organization. Authors included in our study may include Nathaniel Hawthorne, Mark Twain, F. Scott Fitzgerald, among others. We will read a Shakespearean play. Additional essays, stories, and poems (provided by the teacher) will expose students to important authors and poets of America's 18<sup>th</sup> and 19<sup>th</sup> centuries.

**Skills Needed:** Ability to follow FACTS and Google Classroom for homework assignments and due dates. Students must be able to read literature in the allotted time, use complex sentences and paragraphs, organize thoughts into correct essay format, research from internet and print resources without plagiarizing, proactively plan for long-term assignments and make-up work.

#### Possible Texts:

- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Adventures of Huckleberry Finn* by Mark Twain
- *Fahrenheit 451* by Ray Bradbury
- *The Old Man and the Sea* by Ernest Hemingway
- *The Great Gatsby* by F. Scott Fitzgerald
- *Macbeth* by William Shakespeare
- Sourcebook of American literature supplied by the teacher

**Fees:** \$30 to cover handouts and testing; \$25 to cover *Sourcebook* (provided by instructor at Convocation)

**Summer Reading Assignment:** The instructor will email students in June with their summer reading assignment.



# Mathematics

## Math Concepts 1

**Emily Morgan**

**5<sup>th</sup> grade and above**

Meets Monday and Wednesday

Class size: 8-12

Course fee: \$510.00

**Prerequisite:** Satisfactory achievement on Math Placement Test.

**Course Description:** This is a differentiated upper elementary school math course which introduces alternate methods for students' amenable access to the fundamental concepts of math. The fundamentals of adding, subtracting, multiplying, and dividing will be reviewed. Number sense, theory, graphing, and operations are taught from a student-centered perspective. Students must have internet and web access to e-mail for personal tutoring and homework help outside of class.

**Skills Needed:** Students must quickly recall basic operational facts with the understanding of order and the number line. Recognition of simple geometric and spatial figures and directional sense are also required.

**Materials:** *MCP Mathematics Level E* ISBN: 0-7652-6064-6, *Saxon Drill Book 6/5* ISBN: 1-59141-322-2

**Copy Fee:** \$30

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. Parents bear the responsibility for ensuring that their child comes prepared for class. Organization of notebook should take place at home.

## Math Concepts 2

**Emily Morgan**

**6<sup>th</sup> grade and above (advanced 5<sup>th</sup> grade)**

Meets Monday and Wednesday

Class size: 8-12

Course fee: \$510.00

**Prerequisite:** Satisfactory achievement on Math Placement Test or Math Concepts I Teacher recommendation. The text is designated as 6<sup>th</sup> grade.

**Course Description:** Math Concepts 2 is a challenging middle school math course that emphasizes thinking mathematically rather than pure manipulation of numbers. The fundamentals of adding, subtracting, multiplying, dividing, fractions, decimals, ratios, and rate are reviewed and intensified with an emphasis on understanding and problem solving. Basic geometry involving lines, angles, area, perimeter, and volume is taught with preparation for high school Geometry in mind. Powers and integers will be introduced to prepare for pre-algebra.

**Skills Needed:** Students must be able to quickly recall basic addition, subtraction, multiplication, and division facts in order to understand the advanced concepts. Students should be proficient in long division, multiplication, and place values in addition to having a basic understanding of fractions, decimals and multiplying and dividing by powers of 10.

**Materials:** *Fundamentals of Math 2<sup>nd</sup> Edition Bob Jones* ISBN: 978-1-62856-072-5

**Copy Fee:** \$30

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child’s next class. It is the parent’s role to set up a time management schedule with their child to ensure successful completion of each assignment. Parents bear the responsibility for ensuring that their child comes prepared for class. Since this course meets only twice a week, students are expected to complete much of the coursework at home.

## **Pre-Algebra**

**Michelle Matsumoto**

7<sup>th</sup> grade and above

Meets Monday, Wednesday, and Thursday

Class size: 8-15

Course fee: \$745.00

**Prerequisite:** Satisfactory achievement on Math placement test, teacher recommendation or a “B” or above in Math Concepts.

**Course Description:** Emphasizes math understanding. The shift from manipulating numbers to conceptual thinking continues from Math Concepts 2 and is expanded to basic algebra concepts. Decimals, fractions, ratios, graphs, percentages, number sense and geometry are reviewed and taught at a higher level. Probability, basic statistics, algebraic expressions, integers, patterns, functions, equation solving, and graphing lines are introduced. Word problems and problem-solving in the topic areas are emphasized so that application of mathematical concepts occurs and higher learning takes place.

**Skills Needed:** Ability to review previously covered teaching independently. Students must be able to recall basic addition, subtraction, multiplication, and division facts automatically in order to understand the advanced concepts. Students also need an understanding of decimals and fractions.

**Materials:** *Pre-Algebra*, McDougal Littell, 2005 by Ron Larson ISBN-10: 0618250034 ISBN-13: 978-0618250035

**Copy Fee:** \$30

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and assisting with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## **High School Mathematics**

High school mathematics courses will be held three days per week in order to allow maximum teacher interaction and instruction.

### **Algebra 1**

**Michelle Matsumoto**

8<sup>th</sup> grade

Meets Monday, Wednesday, and Thursday

Class size: 8-15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Satisfactory achievement on Math placement test, teacher recommendation, or a 'B' or above in Pre-Algebra.

**Course Description:** Full-year course of Algebra 1. This includes evaluation of expressions, operations on polynomials, simplifying square and cube roots, solving single variable multi-step linear equations, quadratic equations and literal equations and inequalities, graphing linear equations in two variables, solving systems of equations algebraically and graphically, analyzing linear and quadratic functions, writing linear equations, factoring, Cartesian coordinate plane graphing, rational expressions and equations, statistics, and line of best fit.

**Skills Needed:** Ability to follow directions, maintain orderly notes, think analytically, and observe classroom behavior are required. As this is a high school math class, students should expect to be challenged. The ability to study math beyond the completion of assignments is vital for success.

**Materials:** *Larson Algebra 1*, Holt McDougal ISBN 13 is 9780547315157 (ISBN 10 is 0547315155).

Graphing Calculator: TI-83 or TI-84

**Copy Fee:** \$30

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and assisting with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## Geometry

**Jill Smith**

9th grade and above

Meets Monday, Wednesday, and Thursday

Class size: 8-15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Mastery of Algebra 1; students can take this course before or after Algebra 2, although it is recommended that Geometry be taken first. New students who have not taken Algebra 1 at Westminster will be required to take a test for placement. Satisfactory achievement on the math placement test or a "C" or above in Algebra 1 is required. Taking this course is strongly recommended for SAT prep. For strong math students, with teacher approval, Algebra 2 and Geometry may be taken concurrently.

**Course Description:** This course will use deductive reasoning to construct and judge the validity of a logical argument consisting of a set of premises and a conclusion; use relationships between angles formed by two lines intersected by a transversal; solve problems involving symmetry and transformation; construct and justify constructions; solve problems, including practical problems, given lengths or sides and/or measures of angles in triangles; will prove two triangles are congruent and/or similar; solve practical problems applying properties of circles, quadrilaterals, and polygons; apply concepts of similarity in two- or three- dimensional geometric figures; and solve practical problems to find surface area and volume of three-dimensional objects. Algebra review will be layered throughout the course. In addition, logical thinking skills and formal proofing are taught and will be utilized throughout the course.

**Skills Needed:** Students should expect to be challenged and participate in the course with a willingness to approach math in a different manner. The ability to study math beyond completion of assignments is vital for success. At the end of the year the students will have an excellent resource notebook for SAT prep.

**Materials:** McDougal Littell *Geometry* by Larson, Boswell, Kanold, and Stiff, ISBN 13: 978-0-618-59540-2; ISBN 10: 0-618-59540-6

**Copy Fee:** \$35

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## **Algebra 2**

**Jill Smith**

9<sup>th</sup> grade and above

Meets Monday, Wednesday, and Thursday

Class size: 8-15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Mastery of Algebra 1; students can take this course before or after Geometry, although it is recommended that Geometry be taken first. New students who have not taken Algebra 1 at Westminster will be required to take a test for placement. Satisfactory achievement on the math placement test or a ‘C’ or above in Algebra 1 is required. For strong math students, with teacher approval, Algebra 2 and Geometry may be taken concurrently.

**Course Description:** A graphing approach to Algebra 2 is utilized for the ease of transition to Pre-Calculus. This full-year course of Algebra 2 includes rational expressions, radical expressions, rational exponents, factoring, complex numbers, matrices, absolute value linear equations and inequalities, quadratic equations, solving linear-quadratic, and quadratic-quadratic equations algebraically and graphically, arithmetic and geometric sequences, polynomial expressions and functions, exponential and logarithmic functions, function families, and variation. Probability and basic statistics are also taught as preparation for the SAT.

**Skills Needed:** Basic factoring, graphing, and radical simplification need to be solid. The ability to study math beyond completion of assignments is vital for success. Even if student passes the placement test or is moving up from Geometry, these concepts should be reviewed before attending class.

**Materials:** *Algebra 2*, Larson, Boswell, Kanold and Stiff, McDougal Littell, ISBN 0618595414 or ISBN-13: 9780618595419, Please use ISBN when purchasing book. TI-83 Plus, TI-84 calculator required.

**Copy Fee:** \$35

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class and academic success falls on the student.

## **Trigonometry/Pre-Calculus**

**Shannon Patterson**

11th - 12th grade

Meets Monday, Wednesday, and Thursday

Class size: 8-15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Satisfactory score on math placement test or “C” or higher in Algebra 2.

**Course Description:** This course will focus on those concepts that are prerequisites to Calculus, including: Extensive analysis of polynomial, rational, logarithmic, exponential, and trigonometric functions, methods for solving equations and systems of equations, effective, efficient, and appropriate use of the graphing calculator,

modeling and interpreting real data with functions, approximating bound area and volumes, and sequences and series

**Skills Needed:** The ability to follow directions, maintain orderly notes, and think analytically are required. Students should expect to be challenged and participate in the course with a willingness to approach math in a different manner. The ability to study math beyond the completion of assignments is vital for success.

**Materials:** *Precalculus: A Graphing Approach*, 5th Edition ISBN10: 0-618-85463-0, ISBN13: 978-0-618-85463-9.

TI-83 Plus, TI-84 calculator

**Copy Fee:** \$25

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class and academic success falls on the student.

# Science

Parents of students grades 3-5 are considered private tutors. Teachers will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. In addition, some of the tests for these classes will be taken at home under parent supervision. Parents bear the responsibility for ensuring that their child comes prepared for class.

## Elementary Science 3/4

### **TBA**

3<sup>rd</sup>– 4<sup>th</sup> grades

Meets Monday and Wednesday

Class size: 8-14

Course fee: \$510.00

**Course Description:** Worms, beans, germs, and genes! This course is a hands-on introduction to biology with a basic introduction to scientific techniques and methods. Some of the topics we will be covering include the microscopic world, biological classifications, insects, fish and other water creatures, birds and other flying creatures, reptiles and amphibians, mammals, ecology and conservation, and the human body. Among other things, the children will dissect a fish, a frog, and an owl pellet, make detailed drawings of their observations, and work in groups to complete experiments.

**Grading:** Students will be graded on homework completion and classroom participation. There will be no tests or quizzes.

**Homework:** Homework will vary; however, the students will most often be given short reading assignments and be expected to draw, label, and describe in a few sentences their observations as related to topics we cover each week in class. Homework should not take longer than 90 minutes per week to complete.

**Skills Needed:** Children wanting to take this class need to be able to:

Sit and listen to the teacher without distracting their peers.

Follow 3-step instructions e.g., stand up, go to your desk and take out your green binder.

Read and write at grade level as established by standardized tests.

Complete worksheets neatly.

Complete homework themselves with parent's supervision.

**Lab & Copy fee:** \$35

**Materials:** Parents are encouraged to use sites such as Amazon.com or Half.com to find some of these books at dramatically reduced prices.

*Usborne Internet-Linked Encyclopedia* (used for all three years of elementary science)

*Usborne Internet-Linked Mysteries & Marvels of Science* (also used for elementary science: physics)

Marble Composition Book

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. Parents bear the responsibility for ensuring that their child comes prepared for class. Organization of notebook should take place at home. All class documents and communication will be via e-mail and posted on FACTS. Parents will need to keep up to date on such information as well as ensure that their students successfully complete the reading and homework assignments.

## Elementary Science 5

**Shannon Patterson**

5<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-14

Course fee: \$510.00

**Course Description:** Worms, beans, germs, and genes! This course is a hands-on introduction to biology with a basic introduction to scientific techniques and methods. Some of the topics we will be covering include the microscopic world, biological classifications, insects, fish and other water creatures, birds and other flying creatures, reptiles and amphibians, mammals, ecology and conservation, and the human body. Among other things, the children will dissect a fish, a frog, and an owl pellet, make detailed drawings of their observations, and work in groups to complete experiments.

**Grading:** Homework and class participation will be graded. Students will take 6-8 short in-class and take-home tests and will be given a comprehensive study guide from which all test questions will be taken. Test grades will not be given more weight than other grades, but they are important for preparing your student for 6<sup>th</sup> grade.

**Homework:** Homework will vary; however, the students will most often be given short reading assignments and be expected to draw, label, and describe, in a few sentences, their observations as related to topics we cover each week in class. Homework should not take longer than 2 hours per week to complete.

**Skills Needed:** Children wanting to take this class need to be able to:

- Sit and listen to the teacher without distracting their peers,
- Follow 3-step instructions e.g., stand up, go to your desk, and take out your green binder,
- Read and write at grade-level as established by standardized tests,
- Complete worksheets neatly, and
- Complete homework themselves with parent's supervision.

**Lab & Copy Fee:** \$35

**Materials:** Parents are encouraged to use sites such as Amazon.com or Half.com to find some of these books at dramatically reduced prices.

*Usborne Internet-Linked Encyclopedia* (used for all three years of elementary science)

*Usborne Internet-Linked Mysteries & Marvels of Science* (also used for elementary science: physics)

*Marble Composition Book*

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. Parents bear the responsibility for ensuring that their child comes prepared for class. Organization of notebook should take place at home.

## Middle School Science 6

### Life/Earth Science

**Roseanne Adams**

6<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-14

Course fee: \$510.00

**Course Description:** This course will cover the following topics: invertebrates, plants, geology (including volcanoes, earthquakes, rocks, minerals, and caves), space and the solar system, and an introduction to chemistry. Class time will consist of hands-on activities as well as lecture and introductory note-taking.

**Skills Needed:** Students should be able to process auditory information, both read and be able to copy what is written on the board in a timely manner, and work with a partner in hands-on activities. He/she should also be able to read close to grade-level, complete homework and turn it in on time, and take tests in the allotted time frame.

**Materials:** A Beka Book *Observing God's World*, 2011 edition. Binder for handouts as well as a notebook or paper for taking notes, writing instruments, plain unlined paper for drawings and colored pencils.

**Lab and Copy Fee:** \$40

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. In addition, some of the tests for these classes will be taken at home under parent supervision. Parents bear the responsibility for ensuring that their child comes prepared for class.

## Middle School Science 7

### Life Science/History of Science & Scientific Method

**Roseanne Adams**

7<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-14

Course fee: \$510.00

**Course Description:** This course is designed to be a systematic introduction to science and covers the following topics in broad terms: a brief look at the history of science, scientific method, archaeology, cells, genetics, cardiovascular, respiratory, digestive, skeletal, muscular, lymphatic, endocrine, urinary, and nervous systems. This course is not intended to be a focused study of these topics. Rather, this course introduces students to these topics and to the organized study of science. Class time will consist of hands-on activities as well as lecture and note-taking.

**Skills Needed:** Students should be able to process auditory information, read the board, take notes, complete homework and turn it in on time, and take tests in the allotted time frame. He/she should also be able to read close to grade-level and work with a partner in hands-on activities.

**Materials:** Apologia's *Exploring Creation with General Science* by Dr. Jay Wile, 2<sup>nd</sup> edition, ISBN 978-1-932012-86-6 (textbook only) **Please make sure it is the 2<sup>nd</sup> edition.**

Binder for handouts as well as a notebook or paper for taking notes, writing instruments, plain unlined paper for drawings, and colored pencils.



**Lab and Copy Fee:** \$45

**Parental Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## Middle School Science 8

### Physical Science

**Debra Reid**

8<sup>th</sup> grade

Meets Monday and Wednesday

Class size: 8-15

Course fee: \$510.00

**Prerequisite:** Students should have a strong math background and either should have taken or currently be taking Pre-Algebra.

**Course Description:** The course covers the following topics: the metric system and conversions, physics of motion, speed, velocity, acceleration, Newton’s three laws of motion, and forces in creation--gravity, centrifugal, centripetal, electricity, magnetism, and radioactivity. Waves, sound, light, and astrophysics will also be covered. There are many hands-on experiments using household chemicals and supplies. It is an excellent course for preparing the student to take a college-prep high school curriculum. Students will be required to write lab reports and prepare a science fair project.

**Skills Needed:** Students should be able to perform basic math skills: addition, subtraction, multiplication, and division. Students must be able to memorize at least twenty new terms every two weeks without a word bank.

**Materials:** Apologia’s *Exploring Creation with Physical Science* by Dr. Jay Wile, 2<sup>nd</sup> Edition, ISBN 978-1-932012-77-4

**Lab and Copy Fee:** \$30

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor: setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## High School Science

### Biology

**Carla Becker**

9<sup>th</sup> and 10<sup>th</sup> grade

Meets Monday and Wednesday

Class size 10 -15

**Course fee:** \$745.00

H.S. Credit: 1

**Prerequisite:** The student must pass an entrance test involving comprehension of Biology text or have passed Earth Science with a “C” or higher.

**Course Description:** Biology is the study of life and living organisms. This course will enable the student to examine the amazing complexity of God's creation in a systematic way. Chemistry of life, Cellular structure and function, energy metabolism, genetics and heredity, gene expression, ecology, taxonomy, microbiology, botany, and zoology will be covered. Lab work will include microscope work and dissection, as well as other hands-on labs and enrichment activities. This course requires extensive reading, memorization, and vocabulary work in order to get full college preparation benefits. Students have the option of participating in the Science Fair but it is not required for Biology.

**Skills Needed:** Students need to think analytically, read at grade-level (10<sup>th</sup> and above), write research papers and laboratory results coherently, follow detailed instructions in the laboratory setting, and comprehend and memorize difficult vocabulary.

**Materials:** Textbook title: *Biology* Authors: Miller and Levine ISBN-13: 978-0-13-323574-6

**Lab and Copy Fee:** \$50

**Parental Role: Educational Supervisor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class, and academic success falls on the student.

## Chemistry

**Debra Reid**

10<sup>th</sup> grade and above

Meets Monday and Wednesday

Class size 10 -15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Satisfactory score on Westminster Academy placement test.

**Course Description:** The course is designed to be the first-year high school chemistry course and give the student a rigorous foundation in chemistry to prepare him or her for a college-level course. The course covers nomenclature, significant figures, units, classification, the mole concept, stoichiometry, thermochemistry, thermodynamics, kinetics, acids and bases, solutions, atomic structure, Lewis structures, molecular geometry, the gas laws, and equilibrium. Students who take and understand this course will be well-prepared for a tough university chemistry course.

**Skills Needed:** Students should have a thorough understanding of scientific notation and know how to use a scientific calculator. Students must not only memorize equations but be able to manipulate those equations to solve for different variables. Students should be able to write a lab report following specific directions, including describing data observed and analyzing that data.

**Materials:** Apologia's *Exploring Creation with Chemistry* AM-CHEMIST, 2<sup>nd</sup> edition, ISBN 1-932012-26-5

**Lab and Copy Fee:** \$30

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class and academic success falls on the student.

## Physics

### Shannon Patterson

10<sup>th</sup> - 12<sup>th</sup> grade (9<sup>th</sup> grade with approval)

Meets Monday and Wednesday

Class size 10 -15

Course fee: \$745.00

H.S. Credit: 1

**Prerequisite:** Satisfactory score on Math placement test or WA Algebra 2 with a “C” or higher.

**Course Description:** This course covers units, measurements, one-dimensional motion, two-dimensional motion, Newton’s laws and their application, gravity, work and energy, momentum, periodic motion, waves, optics, electrostatics, electrodynamics, electric circuits, and magnetism. We will use a hands-on approach to learning physics concepts and applying these concepts to specific applications. This is a terrific preparation course for college.

**Skills Needed:** Ability to prepare an outline from text chapters, process visual and auditory sources of learning, think critically to solve problems, write lab reports, complete tests in an allotted time frame, and solve algebraic equations by isolating any specified variable.

**Materials:** Holt Physics ; ISBN-13: 978-0030368165

**Copy Fee and Lab Fee:** \$35

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent schoolwork performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class and academic success falls on the student.

## Visual Arts

### Elementary Art 3/4

#### Anna Hale

3rd-4<sup>th</sup> grades

Meets: Monday

Class size: 8-12

**Course fee:** \$260.00

**Course Description:** During the year, students will gain knowledge and skills needed to be able to express the world around them in an artistic manner through an exploration of a variety of different media, including (but not limited to) pencil, watercolor, oil pastel, paper cutting/collage, and acrylics. We will go over the basic elements and principles of art-making and techniques and look at working artists (both past and present) for inspiration.

**Skills Needed:**

This is a place and time for learning and exploring. Students need to be able to sit in a classroom environment and follow directions without distracting their peers, but NO previous art experience is required.

**Materials:** \$70 (Supply fee for Art ¾ due by August 10<sup>th</sup>)

**Parental Role:** The students will have weekly sketchbook assignments. Therefore, parents are encouraged to ensure their students complete assigned tasks and to remind students to bring their sketchbooks and pencils to class every week.

## **Middle School Art 5/6**

### **Anna Hale**

5<sup>th</sup> grade

Meets: Monday

Class size: 8-12

Course fee: \$260.00

**Course Description:** This class is for the middle school student who wants to learn different art techniques and skills as well as learn about artists and their styles. Instruction will be given in drawing, painting, sculpture, and other art techniques. Students will keep an artistic journal throughout the year. Students will produce many styles of artwork and display their work in the Showcase.

#### **Skills Needed:**

Must be able to follow verbal instructions.

Must be able to concentrate and focus on a task in a classroom setting.

**Materials:** Supply fee will be charged and the teacher will buy the art supplies. Supply fee due August 10 and will not exceed \$70.

**Parental Role: Private Tutor**—Teacher will provide parents with a syllabus and updated information on material being covered each class period. Parents are expected to check homework assignments and help with any preparation or review needed for their child's next class. It is the parent's role to set up a time management schedule with their child to ensure successful completion of each assignment. Parents bear the responsibility for ensuring that their child comes prepared for class.

## **Middle School Art 7/8**

### **Anna Hale**

7<sup>th</sup>- 8<sup>th</sup> grades

Meets: Monday

Class size: 8-12

Course fee: \$260.00

**Course Description:** This class is for the middle school student who wants to learn different art techniques and skills as well as learn about artists and their styles. Instruction will be given in drawing, painting, sculpture, and other art techniques. Students will keep a sketchbook throughout the year. Students will produce many styles of artwork and display their work in the Showcase. This class is specifically designed for the more mature 7/8 student.

#### **Skills Needed:**

Must be able to follow verbal instructions.

Must be able to concentrate and focus on a task in a classroom setting.

**Materials:** Supply fee will be charged and the teacher will buy the art supplies. Supply fee due August 10; will not exceed \$70

**Parent Role: Educational Supervisor**—Parents will guide their children by assuming the role of supervisor:

setting up a study schedule with their child, checking to be sure that assignments are completed, and helping with time management for successful completion of long-term assignments. Parents bear the responsibility for ensuring that their child comes prepared for class.

## High School Art

### Kathy Hutton

9<sup>th</sup>-12<sup>th</sup> grades

Meets: Thursday for 1 ½ hours

Class size: 8-12

Course Fee: \$390.00

H.S. Credit: 1

**Course Description:** This course will direct the high school student in the creative process, teaching a strong foundation in art through the fundamentals of drawing, painting, and sculpture. We will be covering line drawing, shading, color theory, acrylic painting, design, printmaking, sculpture, and much more! Students will develop their skills by keeping an artistic journal throughout the year. To enrich the student's appreciation of the visual arts, the course will include some art history, focusing on individual artists' contributions to the development of art through the ages. Each student will have the opportunity to display his/her finished artwork at the spring Showcase.

#### Skills Needed:

Must be able to follow verbal instructions.

Must be able to concentrate and focus on a task in a classroom setting.

**Materials:** Supply fee will be charged and the teacher will buy the art supplies. Supply fee due August 10; will not exceed \$80.

**Parental Role: Educational Counselor**—Parents have the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. The responsibility for time management, preparation for class and academic success falls on the student.

## Teacher Profiles

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Shown below are brief profiles of the teachers who are offering courses in this catalog. In addition to their name, earned degrees and a short description, we give their answers to the question about their philosophy of education and discipleship in the classroom.

### Roseanne Adams

#### BS Wildlife and Fisheries

#### University of Tennessee at Knoxville

Roseanne has taught at Westminster Academy since 1999. This year she will be teaching the 6<sup>th</sup> and 7<sup>th</sup> grade General Science classes. Roseanne has a great deal of experience teaching science for different co-ops. She has served on the policy committee of the Board and brings a godly perspective to the study of science.

*Science should be taught from the perspective of God being the Creator and Sustainer of all things. The primary role of spiritual education should come from parents. Reinforcement of godly character should come in the school classroom.*

## **Carla Becker**

**B.S. Animal Science, University of Tennessee at Martin**

**M.S. Animal Science- Nutrition, Auburn University**

Carla has been a Westminster parent for several years. She has homeschooled her two daughters for 10 years and has been a part of various co-ops.

*Growing up on a small farm, animal and plant life were a strong reality and source of curiosity for me. I developed a love for science early and followed that path of inquiry throughout my education. My discoveries along the way have revealed the intricacies and complexity of nature as a signature of God's intelligent design. Time spent working in manufacturing and consulting allowed me to witness the collaboration of the theories of science and real world problem solving. Participating in the homeschool community with my daughters has allowed me to continue indulging my love of learning. My goal for Biology class is to provide students with opportunities for witnessing the wonder of creation while building a strong foundation of solid scientific principles.*

## **Renée Boswell**

**BA Speech Communications**

**University of Virginia**

Renée Boswell has taught Writing 6 for sixth graders since 2005. She worked in radio (as Renée Ridley) for 13 years as a news reporter. After being forced to read plenty of bad writing she is eager to help her students write clean, clear prose with a touch of their own originality.

*Being able to write well means being able to think well. I hope to challenge my students to be logical as well as original. The ability to communicate in an effective, winsome manner is a life skill that everyone should cultivate. I pray it will help my students to be able to share the truths of the gospel in a variety of settings*

## **Robin Bruce**

**BA Classics (Latin & Greek) with minors in Spanish and Education**

**VA Collegiate Professional Certification (with additional endorsement in Japanese)**

Robin began her career teaching Latin in Henrico public Schools at the middle and high school levels. She followed that time with 20 years teaching at Community Bible Study, an interdenominational international study seeking to make Scripture accessible to all. During that time, she founded the second Teen CBS in the Richmond area and led it for 10 years. She then returned to the classroom as a Latin teacher for 3<sup>rd</sup> – 8<sup>th</sup> graders at a Classical Christian school which opened its doors in 2012. She continued to working there as a Latin teacher (Magistra), co-writing a 3<sup>rd</sup> grade textbook, and expanded to teaching Language Arts 3<sup>rd</sup> – 8<sup>th</sup> grade over the 9 years she served there in addition to serving as Chaplain, leading daily Chapel services. Currently, she is a Logic and IEW teacher for middle school (6<sup>th</sup> – 8<sup>th</sup>) at a homeschool community in Western Hanover and also serves as a homeschool Latin tutor. Next year, courses will expand to include Latin on several levels as well as Formal Logic for high school and IEW for elementary students.

*"If you want your students to love your subject, love what you do in front of them and they will come to love it too!" Mr. Mike McKenna, Rockbridge Teacher Training Conference.*

## **Erin Bouknight**

**B.A. History with Secondary Ed. Certification, Cum Laude, Mary Washington College**

**Current VA Professional Teacher Certification with Gifted Education Endorsement**

Erin has a combined eleven years teaching experience with both middle and high school students. Her experience has included both the public school system and here at Westminster Academy.

*I am passionate about history and engaging my students in the discovery of the past and its impact on us today. History gives us a unique opportunity to view God's sovereignty in the experiences of the world, seeing it play out over centuries and continents. I am looking forward to helping students explore American history and government, find patterns across time, and see how God is working in their own lives, as well.*

## **Margaret Clikeman**

**M.S. Education, Valparaiso University**

**B.S. Education, Valparaiso University**

Margaret homeschooled her three children for nine years and has taught in Christian schools for 21 years, including 13 years at Veritas. Planning vacations to new places, singing, and running trails around Richmond bring her joy. She hopes to inspire students to pursue academic and personal excellence for God's glory.

*History teaches us that human endeavors often fail, yet ultimately the Lord uses all situations to accomplish His purposes. As we examine the cause and effect of events in history and in the headlines, it is my prayer that we will learn to see God at work and desire to participate in advancing God's kingdom.*

## **Rebekah DeRoco**

**B.A. English, University of Richmond**

Rebekah graduated from University of Richmond in 1994 an English major with concentrations in education and communications. A product of an excellent Christian education, Rebekah taught English and History for five years in a Christian school before their oldest daughter was born. A few years and a few more daughters later, homeschooling seemed like an easy way to ease into the schooling years. Eighteen years later, Rebekah is finished homeschooling their five daughters, all of whom attended Westminster Academy for some portion of their homeschool years. History is a subject for which she has gained increasing passion and interest as she homeschooled and now she considers it an intriguing way to form and frame an understanding world view.

*At its heart, history is telling a story...a story which frames and shapes our lives today. As we tell the story to each other, we are transformed. When we see a story at work in our world, we understand the forces which shape the world in which we live. God himself is the Great Storyteller—writing that story with words and images in our imaginations and in our real-life experiences.*

## **Anna Hale**

**BA, Bridgewater College**

I have a Bachelor of Arts degree from Bridgewater College in Art, with focus in metal and acrylic. I have had many homeschool students since 2009. I enjoy creating different kinds of art and also have a great interest in art history. I love sharing all my knowledge and making it fun for the younger audience.

*"In the beginning God created..." Gen. 1:1 How can you not be inspired? Art is about creating and learning from one another. In class, I can learn just as much as my students. We all have something to give. I feel the same way about my walk with the Lord. The more attributes I show the more joy I receive. "Art is a collaboration between God and the artist, and the less the artist does the better."—Andre Gide*

## **Janelle Howard**

**B.A. English, Business-Economics, magna cum laude, Wheaton College**

With the idea of pursuing a career in finance, Janelle majored in Business-Economics. But a life without literature is no life at all, and so a double major with English was a natural solution. After college she had a short, glorious stint as an acquisitions editor at a publishing house before their eldest daughter was born. That daughter, who put Janelle on the path of homeschooling, now attends the University of Virginia. Four more

children and many books later, Janelle is still homeschooling, still reading obsessively, and still passionate about all things having to do with learning, literature, and England.

*There has never been a time in my life when I didn't love to read. That love for reading transferred naturally to school and I still consider myself a student in many ways. My love for learning is at the heart of why I homeschool. Charlotte Mason, an English educator from the 19th century, talks of education as a joy of discovery, even going so far as to say that it isn't between the brain and the test, but the soul and God. That is always my goal in education: to find joy in what we're studying and feed that fire of discovery through the study of beautiful literature and writing.*

### **Kathy Hutton**

**BFA Illinois State University**

**MFA, Sculpture, Virginia Commonwealth University**

Kathy received her Bachelor of Fine Arts degree from Illinois State University in 1986. She was awarded a scholarship to attend Virginia Commonwealth University's Graduate Sculpture Program, which is the #1 public sculpture program in the United States. While at VCU, Kathleen was a teaching assistant. When she graduated in 1988, her work included copper, welded steel, bronze, aluminum and mixed media sculptures, as well as many paintings and drawings. In addition to being an accomplished artist, Kathy homeschooled her own children for seventeen years and has taught art classes since 1991. She currently teaches art classes at Westminster Academy and Veritas School. Kathy's students have received various awards over the years, including numerous students placing in the State Fair, various contests, and the regional and national Scholastic Art Competition. Kathy's students have been accepted into many college art programs, including VCU Arts, University of Richmond, The Art Institute of Washington, Anderson University, SCAD, and Virginia Tech.

*I believe that we are reflecting the image of God, and so glorify Him when we exercise creativity to bring order and beauty to our lives. I love helping students tap into their creative side. I am looking forward to another year of facilitating discovery, growth and development of our gifts.*

### **Mori "Michelle" Matsumoto**

**B.A. Education, Elementary Reading and Mathematics**

**Eastern Washington University, Cheney, WA**

Michelle has been teaching children for over 20 years. She taught 8th grade math in Tacoma City, Washington (Stewart Middle School) for four years, then 6th & 7th grade math/science in Hanover County, Virginia (Liberty Middle School) for 5 years. Michelle has since been homeschooling her own as well as other children (Co-Op environment) for the last 16 years. In 2006, God put in her heart the desire to homeschool her children. She began teaching her eldest son in 8th grade and continued through his high school graduation. Her daughter is a graduate of Westminster. She is still homeschooling her youngest who will be a senior at Westminster next year.

*As I move forward into this incredible role of assuming greater responsibilities, I do so with the assurance that this is God's purpose for this season of my life – and the life of your children. I believe each and every one of them are incredibly powerful gifts from God; "Like arrows in the hand of a warrior, so are the children of one's youth." Psalm 127-4. In this life of challenges and uncertainties, we have been explicitly charged to train up our children in the way that they should go (Proverbs 22:6). I am humbled and honored to assist you, as parents, in training up an Army for God.*

### **Amos Miles**

**Associates Degree in Education**



## **John Tyler Community College**

Miles has 15 years of experience working with children and youth of all ages. His career began as a preschool teacher. He would eventually go on to work for the YMCA of Greater Richmond as a Youth Program Director and cross-country coach. After 7 years of working for the YMCA, Miles accepted a position at West End Assembly of God as their Children's Director, where he continues to serve.

*"I will praise thee; for I am fearfully and wonderfully made: marvelous are thy works." (Psalm 139:14)*

## **Emily Morgan**

### **B.S. Elementary Education**

### **Campbell University**

Emily taught in public elementary schools for several years prior to starting a family. Most of that time was spent in 4<sup>th</sup>/5<sup>th</sup> grade teaching Math, Science, and History. She has also taught years of swimming lessons and coached competitive swim teams. The Morgans are passionate about water safety and character development in young children. She has 6 children and has homeschooled them since the oldest started school in 2010. They love water sports and outdoor fun, and really enjoy a good competitive game night. The Morgans are very involved in their church, and Emily enjoys volunteering in many capacities but mostly in children and youth ministries.

*I am very excited for the opportunity to get back in the classroom, while also continuing to homeschool my children. I believe that Math is a foundational skill that encourages critical thinking and develops problem-solving skills that last a lifetime. I am excited to coach students in their educational journey to love learning and to always seek truth.*

## **Shauna Olson**

### **B.S. Elementary Education, Summa Cum Laude, University of South Dakota**

### **M.A. School Counseling, Summa Cum Laude, University of South Dakota**

Shauna worked as both a teacher and counselor within public and private schools for five years before starting a family. She has home educated her three children for fourteen years, living abroad much of that time. She organized in-home cooperative learning for families in Vancouver, Canada, as well as in London, England. She was founder and administrator of a London, England home educator's co-op which continues to be active. For five years, she and her husband, Todd, invested in building up families through facilitation of weekly marriage classes in their home church. Shauna also assists with youth ministry at her home church.

*It is a joy and honor to continue the adventure of teaching at Westminster. My primary goal is to glorify God by pointing the children to Him in every way possible. This goal is followed closely by my goal of bringing academics to life through hands-on activities, creative re-enactments, lively discussions and projects that reflect each child's unique talents and abilities.*

## **Shannon Patterson**

### **BS Applied Mathematics Minor Physics**

### **Virginia Commonwealth University**

Shannon has taught math and science at Westminster since 2017. Before that, she taught in a Christian school. Her work experience includes environmental and pharmaceutical labs.

*I love teaching because of Romans 1:20 "For His invisible attributes, that is, His eternal power and divine nature, have been clearly seen since the creation of the world, being understood through what He has made. As*

*a result, people are without excuse.” When students study the world God made and sustains, they get to know God better.*

**Laura Pettigrew**  
**BA in progress**

Laura has homeschooled her three children in four different countries for fourteen years and counting. She taught writing and literature at a homeschool co-op in Kenya, organized and lead camps for missionary kids overseas, and currently leads the children’s ministry at her local church. She also enjoys writing curriculum for the children’s ministry and kid’s prayer guides for unreached people groups in Africa. Most importantly, Laura loves the Lord and loves to creatively communicate His truths to children.

I am thrilled to be given the opportunity to teach science to 3 rd and 4 th graders this year! At a young age, I spent all my waking hours outside catching butterflies, digging for worms, climbing trees, and planting flowers. I’ve never quite grown out of that. I have always enjoyed learning about God’s amazing creation, and I cannot wait to share that love with this group of kids.

**Jessica Pilson**  
**BA Middle School Education, cum laude, Certified Tester**  
**James Madison University**

Jessica has taught English at Westminster since 2000. Jessica’s main focus is middle school. Her teaching experience includes not only Westminster but also experience in the Henrico County school system.

*I desire to teach the students the art of communication. Writing, reading, and analysis are learned skills. I want to educate students to analyze and think independently within the framework of the Bible. Students are challenged, pushed, and stretched in my class in order to glorify God. I want my students to be able to effectively communicate the gospel in whatever environment God leads them. I praise God for the chance to teach these students in His ways.*

**Debra Reid**  
**BS Chemistry; MS Chemistry**  
**University of Richmond**

Debbie has taught at Westminster for a number of years. She has taught Physical Science and Chemistry. Her employment background includes working at A.H. Robins in chemistry, allowing her to relate practical experience to her class. She has previously taught groups of homeschoolers in chemistry and taught college chemistry at J. Sargeant Reynolds for ten years. She has homeschooled both her children; Lindsey is a graduate of Randolph Macon and Josh is a graduate of Virginia Commonwealth University. Debbie enjoys teaching basic science principles to the middle and high school students in hopes of encouraging them to pursue sciences.

*It has been such a blessing to teach the students at Westminster Academy. I consider it a privilege to share God’s principles and how they are explained in nature. I have grown as a Christian as I prepare for each class and have been able to see God in new ways.*

**Susan Schlesman**  
**BA in Creative Writing, Bob Jones University**  
**MATC (Theology and Culture) Kilns College**

Sue Schlesman is excited to teach world literature and writing. Sue serves in her church through family ministries, mentoring, and missions; she speaks at conferences and retreats (local and foreign), blogs, and writes for several websites. Sue has published one children's book (*Best of Friends*) and a non-fiction book (*Soulspeak: Praying Change into Unexpected Places*), which won a Selah Award.

*Sue has a B.A. in Creative Writing and a Masters in Theology & Culture. As an English teacher and substitute for over 30 years, Sue has taught every grade from K-12 and home-educated her 3 adult sons during their middle school years. She is passionate about influencing her students to read, think, and communicate critically about their world and about God's plan to reconcile fallen cultures to Himself. You can find her philosophizing about life, education, family and Jesus at [www.sueschlesman.com](http://www.sueschlesman.com).*

**Jill Smith**  
**BS Mathematics Education, Cum Laude**  
**Virginia Polytechnic Institute and State University**

Jill taught Algebra, Geometry, and Algebra II in public schools for seven years before staying home with her first born in 2004. She and her husband, Darin, now have four children and have been homeschooling them since 2009. All four of her children take various classes at Westminster with her oldest son graduating in May of 2022. When the opportunity was presented to step back into the classroom in 2019, she happily agreed. In addition to teaching, Jill has been serving on the Westminster Board since 2015 and is on the Academic Committee.

*It is a privilege to teach high school math in a Christ-centered setting. It is my desire that my students will discover a love for math and develop their problem solving and critical thinking skills. It is my prayer that my excitement for math and joy in teaching will overflow to my students.*

**Jessica Wade**  
**BA Applied Communications, Asbury College**

Jessica has taught in the homeschool community for over fifteen years. After the birth of her second child, she taught under the leadership of Gayle Graham and learned to love homeschooling. She has taught middle and high school literature and writing at different homeschool co ops and academies all over the Richmond area. Her three children have been homeschooled, with her oldest graduating this year and attending Regent University in the fall. She is excited about teaching at Westminster and meeting new students.

*Making literature come to life and helping students learn to love writing are my passions in the classroom. I enjoy being able to work with students and parents as children develop their writing skills. Helping parents take control of their children's education is my goal with teaching.*

## **Non-Discrimination Policy**

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Westminster Academy admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of this academy. It does not discriminate on the basis of race, color, national, or ethnic origin in administration of its educational policies, admissions policies, and other school-administered programs. The Non-Discrimination Policy of Westminster Academy also includes the hiring of faculty and administrative staff. We make no distinction concerning an individual's race or ethnic background because we acknowledge that there can be no preferential treatment with God (Romans 2:11).

Westminster Academy will consider the acceptance of children with special needs on a case-by-case basis. Our resources limit our ability to meet all the needs of some students.