

# FOCUS ON THE FUTURE

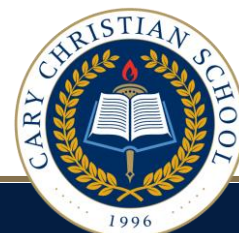
## The Cary Christian School Block Schedule

In a typical six-period schedule, students take the same six classes every day. For CCS, each class is fifty-five minutes long, except on Fridays. On Fridays, we offer forty-five-minute class periods for House Schedule. This pace allows for a class to meet five times per week or forty times per quarter (around 2,120 minutes of class). Taking six classes with six different topics that will each need to be studied and practiced at home creates a long day. Then, add in music, drama, electives, and sports, and you extend that day even further.

In the fall, Cary Christian School will shift to an alternate day A/B Block Schedule for the Rhetoric School. Students will have two different schedules: an **A-Week Schedule** and a **B-Week Schedule**. Each class is eighty minutes long. This pace allows each class to meet five times every two weeks or twenty times per quarter (around 1,600 minutes of class).

### BLOCK SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
A-Week	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 1 Class 2 Class 3 Class 4
B-Week	Class 5 Class 6 Class 7 Class 8	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8	Class 1 Class 2 Class 3 Class 4	Class 5 Class 6 Class 7 Class 8



## SCHOLÉ

We are growing in our understanding of school in the truest meaning of the word, a *scholé*, or a place where learning becomes an act we love to do and a place driven by the belief that through learning, we find and enjoy the deepest desires of our heart. Historically, times for contemplation, conversation, and celebration were an integral aspect of classical education (Perrin, Christopher, PhD. [Learning and Leisure: Developing a School of Scholé](#)). Switching to a block schedule, with only four classes per day will allow students:

- time to process the information they are learning
- time to master concepts
- time for more personalized instruction
- time to focus deeply on what is being taught
- time for contemplation and conversations

## TEACHERS: TEACHING IN A BLOCK SCHEDULE

A Block Schedule will require teachers to redesign the breadth and depth of their classes. This is more than the mere realignment of material covered in a particular class. The A/B Block Schedule will obligate teachers to make a fundamental shift in their approach to their class syllabus and class structure to create a reasonable pace for contemplation and conversation. Our teachers are excited about the opportunities a block schedule provides. The teachers desire...

- extra time in each class period to dive deeply into the conversation around the lesson
- extra time in each class period so we can offer a more individualized approach to each lesson
- fewer classes per day so students can focus more deeply on what is being taught

## STUDENTS: LEARNING IN A BLOCK SCHEDULE

The A/B Block Schedule requires adding two additional classes. Each student will take eight classes instead of six. It is, of course, true that adding two classes to the weekly schedule could undermine the benefits of block scheduling. We plan to be careful to prevent the workload from increasing, and instead to pursue our mission by focusing on the unique purpose of each class in the thirteen-year process of offering an excellent classical education founded upon a biblical worldview.

*By focusing our efforts on developing the habits of the mind in a way that develops the habits of the soul  
to the end that each student develops a heart for God and gains the mind of Christ,  
we will consistently develop graduates who possess a goodness  
that reveals itself in strength and freedom and a wisdom that unveils itself in curiosity, creativity, and innovation.*



There are three types of classes that we plan to offer beginning next year.

### 1. Habits of the Mind: Core Subjects

The primary subjects of every high school are math, literature, science, foreign language, and history.

### 2. Habits of the Mind: Core Disciplines

At a classical and Christian school, we seek to improve our ability to master the primary subjects by offering classes that habituate specific disciplines that improve a student's ability to learn not only the primary subjects we teach but the ability to learn throughout life. This is the purpose of our Rhetoric and Bible classes.

### 3. Habits of the Soul: An Intentional, Strategic, Sacramental Class

Many schools seek to create a class that will serve as a core or a hub. This class sits at the center of the curriculum and attempts to pull the others together. It is a class that seeks to create meaning and purpose for the other classes. Our goal is to create a Seminar: Great Conversations class that will seek to create a school-wide conversation about The Great Ideas.

The distinctions are not to establish importance. How could one argue that any class could be more important to a classical school than Rhetoric or that any class could be more important to a Christian school than Bible? The point of clarifying the types of classes is to develop the expectation for how each class will be working together.

- Bible should habituate the discipline of thinking from a biblical perspective.
- Rhetoric should habituate the discipline of communicating coherently, logically, and effectively.
- Seminar will habituate the discipline of seeking truth, goodness, and beauty in every pursuit.
- History will focus these disciplines upon nations, events, and people.
- Literature will focus these disciplines upon great books and stories.
- Mathematics will focus these disciplines upon numerically modeling the physical world.
- Science will focus these disciplines on understanding the wonders and workings of Creation.
- Languages, both ancient and modern, will focus these disciplines upon the written and spoken words inherent in cultures and communities.

*...such an education  
will enable the student to make ultimate sense  
of the world in which he lives  
and equip him to fulfil his cultural mandate  
to bring all things into subjection to Christ.”*

*The Christian Philosophy of Education Explained.* Stephen Perks



# COURSE SUMMARIES

The following courses were approved by the CCS Board of Directors for the Upper School (Rhetoric) Scope and Sequence.

## SEMINAR: GREAT CONVERSATIONS

The Seminar class endeavors to develop a love for ideas and the oral and written communication of ideas in a way that stirs each student's love for Christ, creation, and mankind. The class will focus on the Great Ideas using invention of arguments, writing workshops, and Socratic dialogues as frameworks for the class conversations.

## BIBLE and BIBLICAL WORLDVIEW

### 6<sup>th</sup> Grade | Bible Survey V: Acts to Revelation

This course focuses on key biblical events and ideas in Acts through Revelation, picking up where 5<sup>th</sup> grade left off with the Gospels. This is a culmination of study students start in 2<sup>nd</sup> grade, tracing God's redemptive plan from Genesis to Revelation.

### 7<sup>th</sup> Grade | Biblical History I

Course Description: This course provides an introduction of Genesis to the Babylonian exile, employing both thematic and exegetical methods. Biblical theology, historical background, and parallel passages are also utilized to discover the unique and priceless lessons of each book.

### 8<sup>th</sup> Grade | Biblical History II

Course Description: This course introduces the Babylonian exile, the intertestamental period, and Matthew to Revelation, employing both thematic and exegetical methods. Biblical theology, historical background, and parallel passages are also utilized to discover the unique and priceless lessons of each book.

### 9<sup>th</sup> Grade | Spiritual Formation

Course Description: This course takes students coming from a cursory overview of the Bible (Bible Survey I-V), as well as an in-depth journey through Scripture (Biblical History I-II) and teaches them what it means to be a follower of Christ in their daily lives. We have given them a very strong foundation in God's Word. The Spiritual Formation course will take that knowledge and apply God's truth to their lives, using the New Testament epistles as a guide for discussions on how to live as a Christian, how to live as the Church, as well as various theological topics that are central to our faith.



## 10th Grade | Theology I

This course is the first of an extended two-part exploration into the world of theology. Now that students have a solid biblical foundation and an understanding of practical Christian living, they will spend two years learning how to think about their faith. Theology I will take students through the disciplines of hermeneutics and systematic theology.

## 11th Grade | Theology II

This course is the second of an extended two-part exploration into the world of theology. Now that students have a solid biblical foundation and an understanding of practical Christian living, they will spend two years learning how to think about their faith. Theology II will take students through the disciplines of historical theology and philosophy.

## 12th Grade | Apologetics

This course is the capstone of the Bible curriculum. At this point, students will have a solid biblical foundation, an understanding of practical Christian living, and the tools and training necessary to think deeply about their faith. Apologetics teaches the students how to defend their faith, engage with other religions, and live as a Christian in the world.

## RHETORIC

### Rhetoric I | 9th Grade

Rhetoric I builds upon the three years of composition taken in middle school and is designed to practice the skills needed to write research papers using the six parts of classical rhetorical arrangement. This course focuses on the first two canons of rhetoric: invention and arrangement.

### Rhetoric II | 10th Grade

Rhetoric II builds upon previous years of composition and rhetoric, adding a new focus on the fourth and fifth canons of rhetoric: memory and delivery. Students will transition from written to oral rhetoric.

### Rhetoric III | 11th Grade

Rhetoric III builds upon previous years of composition and rhetoric, adding a new focus on the third canon of rhetoric: style.

### Rhetoric IV | 12th Grade

Rhetoric IV reviews and builds upon the fundamentals of research, reasoning, writing, and rhetoric that have been learned throughout the years at Cary Christian School, applying them through the senior thesis project. Having completed the exercises of the Progymnasmata, students will engage in Declamation.



## SPANISH

The purpose of the Spanish language program is to offer students the opportunity to immerse themselves in the Spanish language and culture in order to develop a mastery of the skills required to communicate effectively on a broad range of topics.

To phase in the new Spanish sequence, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders will all take Spanish I in 2020-2021 and Spanish II in 2021-2022. 12<sup>th</sup> graders will take Spanish II in 2020-2021.

See [Block Schedule - Approved Recommendations](#) for more detailed course descriptions and course objectives.

