



THE
COVENANT
PREPARATORY
SCHOOL

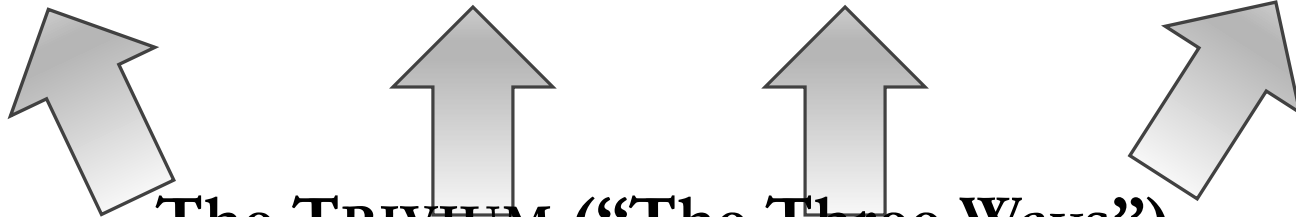
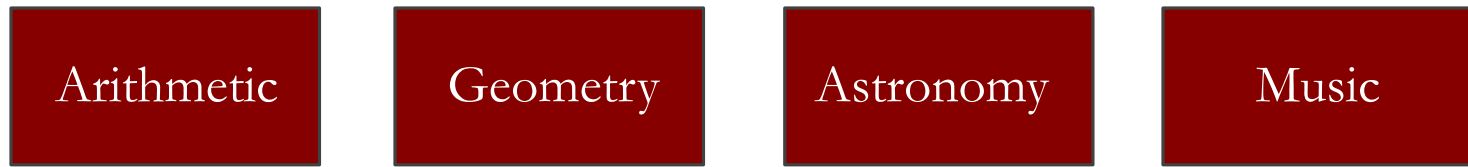
EST. 1993

THE LIBERAL ARTS TRADITION

The 7 Liberal Arts

The QUADRIVIUM (“The Four Ways”)

The Quantitative Arts



The TRIVIUM (“The Three Ways”)

The Language Arts



The Trivium

- The three arts of language pertaining to the mind:
 - Grammar: the art of inventing and combining symbols
 - Dialectic (Logic): the art of reasoning and thinking
 - Rhetoric: the art of expression and communication, both written and spoken
- The Trivium laid the foundation for all learning
- Grammar, Logic, and Rhetoric are central disciplines in classical schools
 - These disciplines receive emphasis at various stages or periods in school
 - They are suited to be explicitly taught at certain developmental stages
 - Classical education provides age-appropriate teaching based on a student's natural progression and cognitive development

Grammar Stage

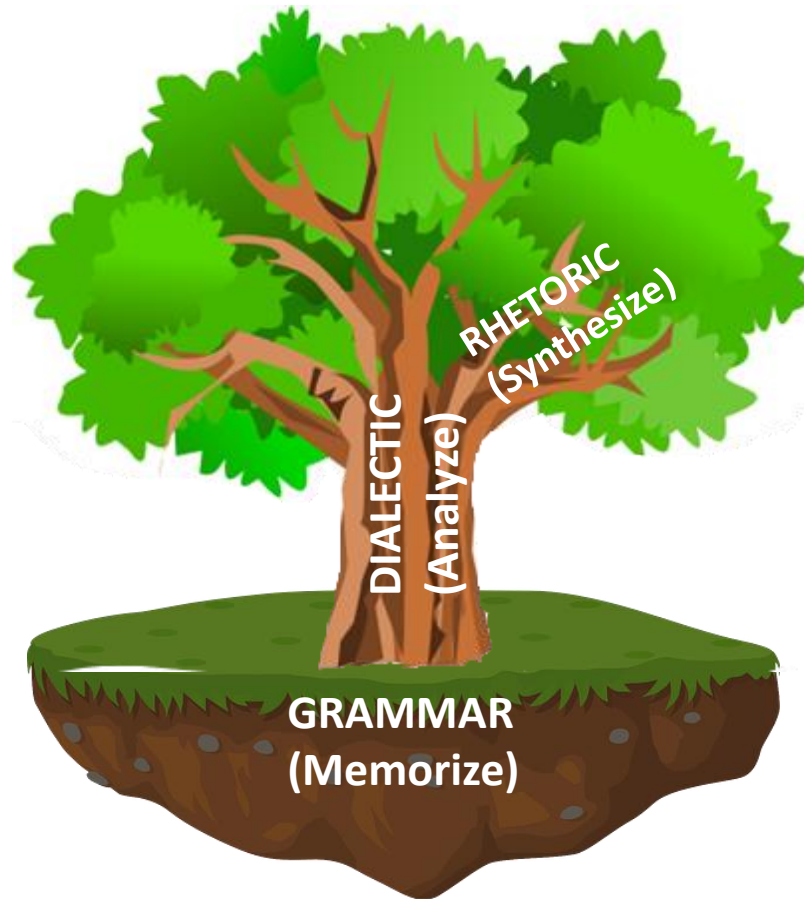
- Usually Grades K-4

- Focuses on mastering the foundations for all subjects (“concrete thought”)
 - Concrete thought focuses on raw facts and data (*what is*)
 - Rules of phonics
 - Addition/subtraction/multiplication tables
 - Spelling words
 - Scripture verses
 - Students believe everything they are told
 - Need the *what is* in order to proceed to higher level thinking

Grammar Stage

- Young students have an amazing capacity to memorize and absorb information, like sponges
 - Excited about learning but have short attention spans
 - Imaginative and creative but lack ability for critical thought
- Use chants, songs, and rhymes to help students memorize the building blocks
 - Example: parts of speech through song
 - Also use actions to make things exciting for students
 - Young students want to touch, feel, see and experience

The Trivium



Dialectic/Logic Stage

- Usually Grades 5-8
- Builds upon the grammar stage – “analytical thought” is added to the “concrete thought” of grammar stage
- Students learn to think more analytically, paying close attention to cause and effect, and the relationships between various fields of knowledge
 - Add depth to existing facts and data
 - Understand the ordered relationship of particulars in each subject as they “fit the facts together”
 - Begin to compare and contrast as they reason
 - Think through what they hear rather than readily accept everything as truth
 - Evaluate areas in light of God’s Word

Dialectic/Logic Stage

- Students become argumentative at this age and start questioning the world around them
 - Enjoy debating with others
 - Like to think they are more knowledgeable than adults
 - They are going to argue so give them the tools to argue well
- The *whys* and *hows* become important in this stage
- Strengthens students' abilities in other classes, like math (Algebra, Geometry) and English (paragraph structure)
- Formal Logic class in 8th grade
 - Learn fallacies, structures of arguments and debate

Rhetoric Stage

- Usually grades 9-12
- Students now possess the ability to reason and articulate their thoughts, forming their own opinions
- More independent and starting to separate from their families because they are coming into their own identities
 - Want to express their ideas and feelings
 - Interested in concepts like justice and fairness
 - Tempered by their concern with how others view them
- Focuses on teaching students to analyze and synthesize information and then clearly articulate their thoughts and ideas

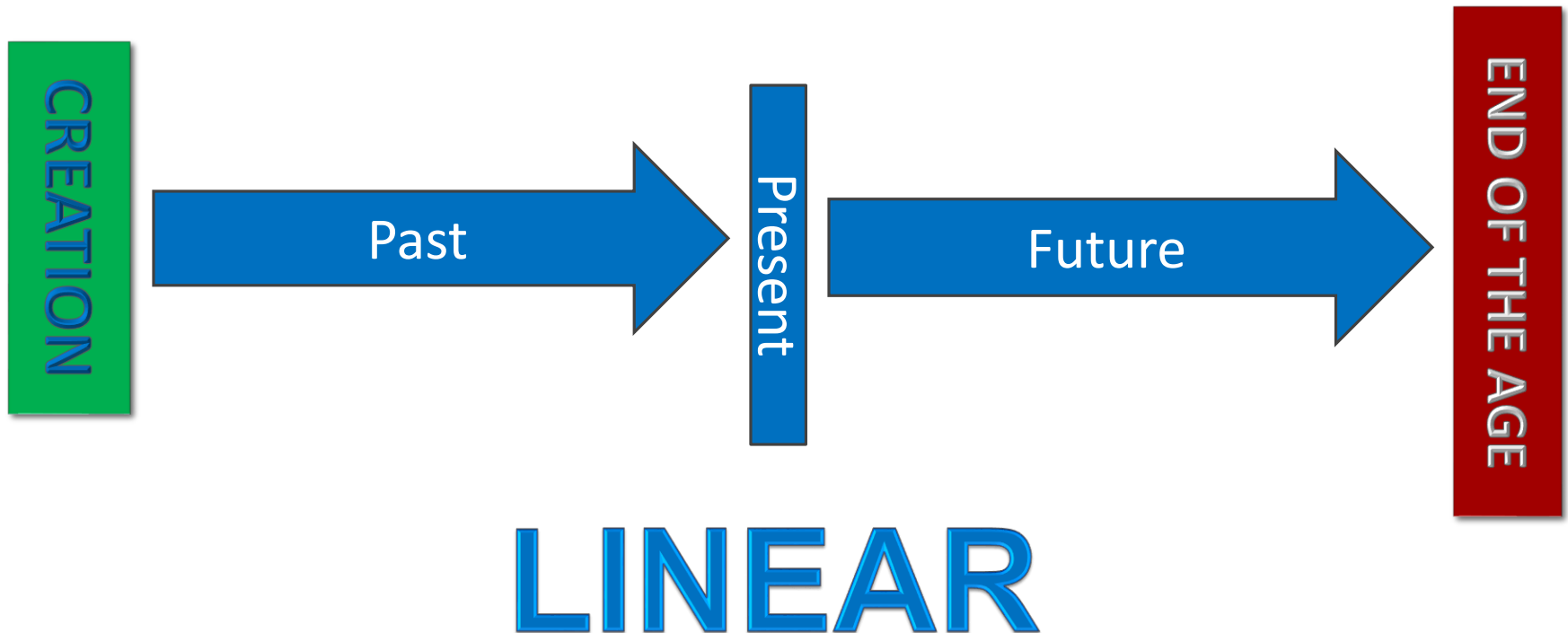
Rhetoric Stage

- Culminates with a Senior Thesis in Rhetoric class 12th grade
- Students have learned how to learn well, but in a Christian environment which has also developed their character
 - Example: only by learning what is good can students truly do what is good
 - Students are not easily deceived and manipulated in college and later in life
- Students learn to agree and disagree graciously

Humanities: Linear View of History

- History – Is it more than just names, dates, and dead people?
- Linear view of history with a God-given purpose so it is easier for students to understand history and it puts purpose into the study of history (creation, fall, redemption)

Linear View of History



The Classical History Cycle

- Ancient History (6000 BC- AD 400)
- Medieval History (400-1600)
- Late Renaissance/Modern History (1600-1850)
- Modern – Present (1850-2017)
- Repetition of the same pattern to reinforce learning

Humanities: *All Subjects Fully Integrated*

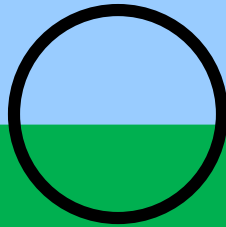
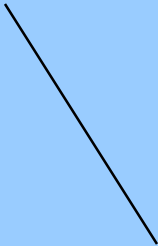
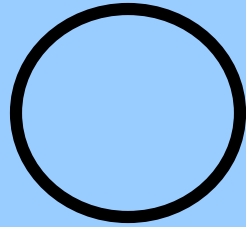
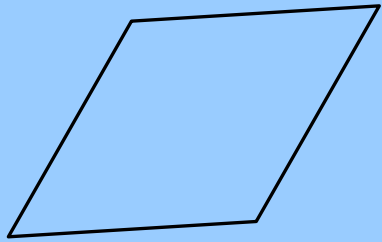
- Other subjects, like English and Bible, are integrated with history
- Example: study ancient literature while learning about Egypt while studying biblical narratives and theology that fit the same time period
 - A text cannot be truly understood until a reader understands the culture, historical context, religion, and language of the author
- By integrating across subjects, students understand subjects as an integrated whole and how events fit with the arts, philosophies, and religion of the time and how that fits into the Christian worldview

Other Subjects Integrated with History

	Freshman	Sophomore	Junior	Senior
HISTORY	Ancient History Honors Origins-Roman Empire	Medieval History Honors Rom Empire-Reformation	Modern World History Honors Reformation-Present Day	American History Honors
ENGLISH	English I Honors Ancient Literature	English II Honors Medieval Literature	English III Honors European Literature	English IV Honors American Literature
BIBLE	Old Testament	New Testament	Systematic Theology	Western Philosophy Ethics/Apologetics
SCIENCE	Biology Honors	Chemistry Honors	Physics Environmental Science AP Chemistry AP Biology AP Physics I	Physics Environmental Science AP Chemistry AP Biology AP Physics I AP Physics II
FOREIGN LANGUAGE	Latin II Honors Spanish I	Latin III Honors Spanish II Honors	Latin IV Honors Spanish III Honors	
MATH	Algebra I Algebra II Honors	Algebra II Geometry Honors	Geometry Pre-Calculus Honors	Intro to College Algebra AP Calculus AB or BC AP Statistics
OTHER	Fine Arts Survey I	Fine Arts Survey II [E]	Fine Arts Survey II [E] Desktop Publishing	Rhetoric

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- All knowledge is an interrelated whole (not fragmented)



Humanities: Use of the Socratic method

- Harkness Method: the teacher and student engage in Socratic dialogue, developing an in-depth understanding of the subject
- Helps students to synthesize material versus mere data memorization
- Forces students to address some of the harder questions
- Equips our students to handle future challenges, including college and an anti-Christian culture
 - Prepares them for a world in which they may possess the minority view
 - Teaches students to articulate their views on a topic in a kind, courteous manner

Humanities: Use of the Great Books

- *Ad fontes* - Classical, Christian schools value original sources in their entirety rather than textbooks
- Mastering the Masters
 - Declared “great” by a consensus of informed critics over a long period of time because they are rich in content
 - Classics have enduring value and have proven their worth over time
 - They are “great” because they contain “great ideas that have given birth to a great and ongoing conversation about what is beautiful, good, and true”
 - Often called The Classics

Humanities: Why Latin?

- Helps students better master the English language
 - Between 60% of English words are derived from Latin
 - Students who take Latin score 160-175 points higher on the SAT (1600 SAT)
- Enhances students mastery of English grammar
 - Latin is a very precise language so it helps students with English syntax, which yields stronger writing and composition skills
- Improves students ability to learn other foreign languages
 - Latin is the foundation for all other Romance languages (i.e., Spanish, French, Italian, Portuguese, and Romanian)

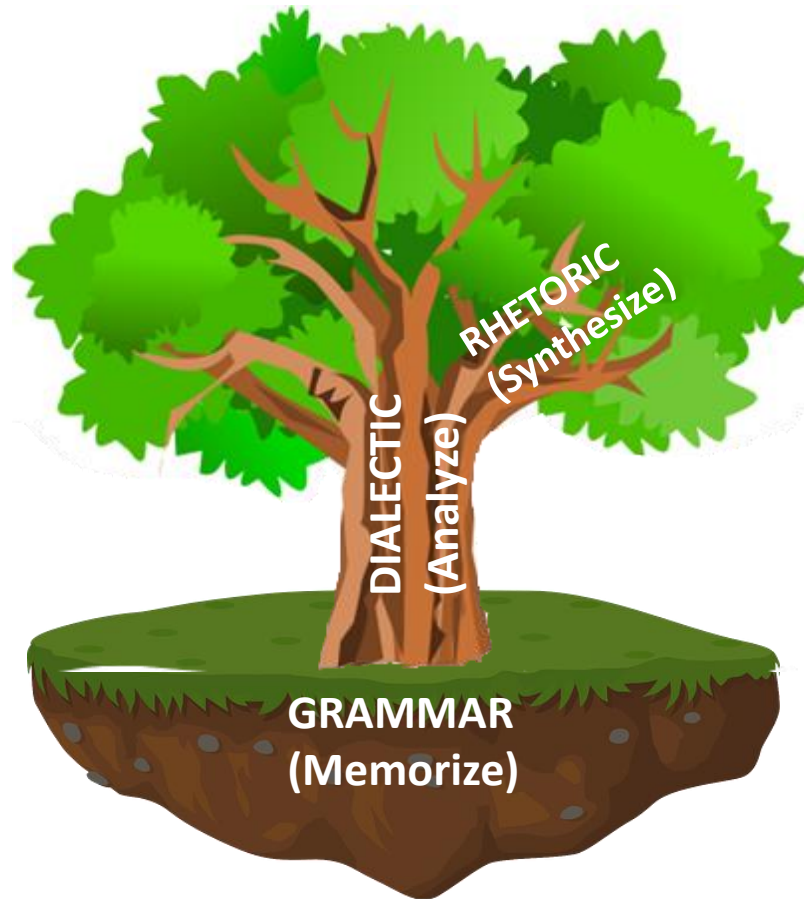
Humanities: Why Latin?

- Assists students in understanding the foundation and history of Western civilization
 - Studying Latin does not occur in isolation but rather by learning the culture
 - Allows students to read ancient Western literature in its original language
 - Latin was the language of the academics and thinkers of the West so many great texts are written in Latin even after the Roman Empire fell

Humanities: Bible

- Called the “Queen of the Sciences” because all knowledge begins with God
 - Theological foundation to see all subjects rightly
- Foundational to Western civilization
- Teaching students to think biblically and make right choices
 - Integrated worldview (the lens through which we see life)
 - Students’ moral compass is still developing during these years
- Embedded within our curriculum
 - It cannot be isolated from curriculum with Bible just added on top
 - Study the classics but from a Christian perspective
 - Discuss not only the “how” of things but also the “why” of things, which leads to greater comprehension in learning

The Trivium





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