

Julianna Sheree Curtis
High School Course Descriptions
Graduation date: May 2007

English

Credits

(½) **Communication: Oral & Written** focused on communicating clearly, concisely and concretely through written papers and verbal speeches. She had weekly writing assignments included several reports and persuasive papers. The public speaking aspect of the course was fulfilled in a public communications course taken with other high school students. This course covered appearance, fear, confrontation, personality, communication skills, and of course, giving speeches and presentations. She read From Playpen to Podium and Elements of Style.

(½) **British Literature** required the completion of two Lifepacs: The Development of English Language, The Essentials of British History, and Medieval English Literature. The rest of the year was fun! Just reading the following books: Beowulfe, Emma, Pride & Prejudice, Sense & Sensibility, Jane Eyre, Wuthering Heights, Silas Mariner, Robinson Crusoe, Complete Works on Sherlock Holmes, Pygmalion, Brave New World, Chronicles of Narnia, Taming of the Shrew, and Lord of the Rings trilogy.

(½) **Classic Short Stories** was Grandpa Curtis' (a retired twelfth-grade English teacher) contribution to Julianna's education. He teaches via audio tape. Tests and papers are mailed, graded and returned. Each week Julianna and two other students listen to an hour lecture and then discuss the short stories among themselves, focusing on the topic covered in the lecture (e.g. imagery or tone). They will be writing a research paper in the spring. The Pocket Book of Short Stories is used as well as hand-outs of classic short stories not included in the book.

(½) **Western Literature** introduced classic literature from various centuries and countries. She completed a workbook, wrote three book reviews, and book reports were written for all books. Julianna read the following books: Around the World in Eighty Days, A Doll's House, The Arabian Nights, Tanglewood Tales, Aesop's Fables, The Last Days of Socrates, The Count of Monte Cristo, The Necklace, The Odyssey, Journey to the Center of the Earth, Confessions of St. Augustine, The Illiad, What Men Live By, Les Miserables, Misanthrope, Tartuffe and Don Quixote.

(½) **Research & Nonfiction Writing** required Julianna to learn to skillfully use research tools in the library for writing/speaking assignments. She wrote outlines, paraphrases, precis, essays and assorted business letters. Most of the course time was spent researching and writing a research paper on photosynthesis. She also read Elements of Style and God in the Dock (a collection of essays).

(½) **American Literature** Julianna read The Scarlet Letter and completed a companion study guide. She wrote literary essays on theme, characterization, plot,

setting, use of imagery and symbolism. She read and wrote book reports on the following books: The Prince and the Pauper, Main Street, The House of Seven Gables, The Red Badge of Courage, The Legend of Sleepy Hollow, The Lottery, Uncle Tom's Cabin, Rip van Winkle, The Federalist Papers, Gone with the Wind, Anti-Federalist Papers, Common Sense, Our Town, Of Mice and Men, Sinners in the Hands of an Angry God, To Kill a Mockingbird, and The Autobiography of Ben Franklin.

(½) **Fiction Writing** was a fun course designed to help Julianna write her own novel using the curriculum Writing the Novel Way. She read Someday You'll Write, and Elements of Style. Her story was entertaining and engaging.

(1/2) **Great Books** was a study of writing that has changed the course of history. Julianna read the following books: The Social Contract, The Prince, The Origin of Species, Ninety Five Thesis, Democracy in America, Lex Rex, The Wealth of Nations, and The Communist Manifesto, which she wrote a seven page opinion paper on.

(½) **Shakespeare** was another class taken from her grandfather, Dave Curtis via audiotape. She and two other students listened to lectures and engaged in discussions based on the book MacBeth. The entire realm of Shakespeare's works were looked at through the eyes of this book. A lengthy essay was written entitled "The Role of Darkness in Macbeth" and several tests were taken. After all the work on Macbeth was completed, the following plays are going to be read and discussed: Twelfth Night, The Tempest and Hamlet. This was an enthusiastic introduction to the works of Shakespeare.

(½) **Writing for the Future** is a course designed to equip Julianna for college writing. She wrote a variety of reports and essays on many different topics.

(1) **English 1101** is currently being taken by Julianna at SCC.

(1) **Argumentation and Debate** was taken by Julianna at SCC.

Math

(1) **Algebra I** Completed Saxon: Algebra I independently with weekly tests.

(1) **Algebra II** Completed Saxon: Algebra II independently with weekly tests.

(1) **Geometry** Completed Math-U-See Geometry independently with sectional and final tests.

(1) **Advanced Mathematics** Completed Saxon: Advanced Mathematics independently with weekly tests.

(1) **Calculus** Completed Saxon: Calculus independently with weekly tests.

Social Sciences

(1) **Law, Government & Politics.** Julianna completed one textbook: Land of Fair Play. She also read various books: Federalist Papers, Anti-Federalist Papers, What Ever Happened to Justice?, Are You Liberal, Conservative or Confused?, Evaluating Books: What Would Thomas Jefferson Think About This?, The Magna Charta, The Story of Liberty, and In His Majesty's Service. She also completed a workbook on citizenship and kept up with current events by reading the *Orlando Sentinel* and *World* magazine. There was discussion of all books, articles and columns read. Julianna researched and presented a project and presentation on Winston Churchill.

(1) **Economics, Business & Careers** was taken with her sister. There were weekly lectures and discussions on all topics. Her writing assignments included book reports, essays on debt and paying mortgages off early, completing study guides and workbooks, and filling out personality, skills and interest surveys. She played career games, interviewed people about their jobs, and attended work with a family friend. She also worked for her father doing his automotive paint business' financial books. She created and lives within a personal financial budget.

She read the following books: The Ultimate Book of Economics for the Ultimate Teenager, What Ever Happened to Penny Candy?, Ancient Rome and How it Affects you Today, Extra Cash for Kids, The Story of Checks & Electronic Payments, The Story of Foreign Trade & Exchange, The Money Mystery, Ump's Fwat, Money Matters for Teens, Buying Your First Car, Renting Your First Apartment, Uncle Eric Talks about Personal, Career and Financial Security, A Banker's Confession, Debt-Free and Prosperous Living, The Clipper Ship Strategy, Preparing for College, and Guide to College Majors and Career Choices.

(1) **World History I** was an intensive study of history from earliest times to the end of the Middle Ages presented through two textbooks: Mystery of History Volumes I and II with tests at the end of every chapter and final exams. Many supplemental books were read: Famous Men of Greece, Famous Men Of Rome, Ancient Rome and How it Affects You Today, Augustus Caesar's World, City of God, Famous Men of the Middle Ages, and a number of historical fiction books. She also listened to several audio tapes on early civilizations and watched several historical DVDs. Writing assignments included book reports, tape reports, essays, and poetry. Several craft and art projects were completed.

(1) **World History II with Art & Music History & Appreciation** continued our study of world history from the Renaissance and Reformation to modern day was presented through lecture, video, DVD, audio tapes, and a variety of books. Four reports were written and presented on different historical periods and people. Books read were: Robinson Crusoe, How Then Shall We Live, and a number of works of historical fiction. Julianna listened to and looked at great works from numerous composers and artists. There were many map, art, drama, poetry, and writing projects.

(1) **American History** was studied with another student and involved a lot of research. They listened to a set of 16 audio tapes (America: The First 350 Years) and completed a “tape report sheet” for each tape listened to. Julianna also read The World of Captain John Smith, George Washington’s World, and Abraham Lincoln’s World.

She also read several historical books: Plimoth Plantation, Sinners in the Hands of an Angry God, Common Sense, Autobiography of Ben Franklin, Uncle Tom’s Cabin, Up From Slavery, and How We Crossed the West. She wrote a four page paper on Plimoth Plantation. She created a series of radio shows interviewing sixteen historical figure and covering fifteen historical events. There were numerous art and writing projects. Julianna created a detailed chart on the USA presidents.

(1) **Church History** studied the history of the Church from Pentecost to 2006 in her own personal life. She made an historical timeline. She read the following books: Fire Upon the Earth, From Jerusalem to Irian Jaya, Anna of Byzantium, Holy Men of God, Confessions, Saint Patrick, Augustine Came to Kent, St. Frances of Assisi, Against the World: the Odyssey of Athanasius, Paula the Waldensian, Augustine: The Farmer’s Boy of Tagaste, The Ides of April, City of God, and In His Name. She is also meeting with a young woman who is a new believer to take her through some basic discipleship material.

(1) **World Religions & Apologetics** She read the following: Evidence that Demands a Verdict I and II, The Battle for the Mind, Understanding the Times, and Comparative Religions. She researched ten religions including Islam, Hinduism and Wiccan. She completed Understanding the Times workbook and wrote a paper defining Orthodox Christianity.

(1) **General Psychology 2012** is currently being taken at SCC.

(½) **Great Commission** is a course designed to equip Julianna to pass on her Christian faith to her local community and on into the world. There was extensive training in the art of mentoring. She read I’m Out to Change my World, Tell the Truth, Master Plan of Evangelism, Eternity in their Hearts, Discipling One Another, The Influential Woman, Out of the Salt Shaker, Discipling One Another, Things Happen When Women Care, God’s Smuggler, and Your Home a Lighthouse. She completed A Wise Woman Builds workbook. She is also meeting with a young woman who is a new believer to take her through some basic discipleship material.

Science

(1) **Biology/Biology Lab** was taken in a classroom setting with our home school support group’s high school enrichment classes using Biology (Bob Jones Univeristy Press). The lab experiments were numerous and a lab notebook was maintained. Lab work included nine dissections, making models, molding and lots of microscope work. She completed a science fair project about the effect of sunlight versus artificial light on the growth of plants.

(1) **Physics/Physics Lab** was taken with other home school students using Exploring Creation with Physics. Textbook work, exercises and lab work were completed with regular tests and final exams. The lab experiments were numerous and a lab notebook was maintained. Julianna also researched, helped build and experimented with a potato gun.

(1) **Human Anatomy & Health** was an There were lectures, classroom lab work, tests, reports on diseases, homework, and a large science fair project. Textbooks used were: Cells: Building Blocks of Life, Heredity: The Code of Life, and Human Biology and Health. The body was studied system by system, ending with genetics. There were many dissections in the lab.

(1) **Chemistry/Chemistry Lab** was taken with other home school students using Exploring Creation with Chemistry. Textbook work, exercises and lab work were completed with regular tests and final exams. The lab experiments were numerous and a lab notebook was maintained.

(1) **Computer Science** was taken online with Florida virtual school.

Bible

(1) **Old Testament Survey** involved reading the Old Testament, learning the pertinent history and geography, and learning to use Bible study tools (handbooks, commentaries, concordances, Greek & Hebrew interlinear Bibles) for personal study. Julianna completed worksheets, made timelines and detailed maps for various time periods in the Old Testament. She read the following books: The World's Most Wonderful Book, How to Read the Word of God Effectively, Men of Destiny, Elijah: Prophet of Power, King Solomon's Navy, and Journey for Tobiyah and some historical fiction books.

(1) **New Testament Survey**. Julianna read the New Testament, Josephus: Thrones of Blood, The Life that Changed the World, The Bronze Bow, The Runaway and Ben Hur. She enjoyed an in-depth personal Bible study on Philippians and complete a study guide on basic Christian doctrines. She created a time line and completed several workbooks.

Foreign Language

(1) **Latin** was studied on the computer. Artes Latinae included a CD Rom, notebook work, readers, and frequent tests.

(1) **Spanish I** was taken at home with Power Glide curriculum.

(1) **Elementary Spanish I** was taken at SCC with dual enrollment.

(1) **Elementary Spanish II** was taken at SCC with dual enrollment.

Fine Arts

(½) **PE: Dance** Julianna took both a weekly jazz class and a weekly ballet class through a local dance studio. She performed in the year end recital.

(1) **Drama/Drums/Piano** involved taking two years of weekly piano lessons. She performed in one recital. Julianna also learned some basic drumming and filled in for the church drummer at church a few times. She participated in a drama class at Grace Home Schoolers Friday Enrichment classes and performed in their musical drama presentation.

(½) **Fine Arts: Drawing & Painting** introduced sketching and drawing techniques for the first half of the year. The remainder of the year was spent watercolor painting. This class is taken with Grace Home Schoolers Enrichment classes.

(½) **Performing Arts: Chorus** This class was taken with Powerline Church coop classes. She learned to sing alto, performed several songs at holidays, a Fine Arts Nite, several talent shows and various solos and duets for Sunday services.

(½) **Performing Arts: Voice & Worship Team** introduced formal vocal training through voice lessons with Teresa Moreu, a music graduate of Stetson. She learned several pieces in Latin. Julianna sang with the church worship team for Sunday celebration services and performed solos and duets throughout the year.

(½) **Fundamentals of Music** was taken at Seminole Community College.

Other Courses

(1) **Life Management/Homemaking** was offered Julianna's senior year at the Grace Home Schoolers Friday Enrichment classes. She learned to budget, set goals, make decisions, keep track of household expenses, sew, cook and bake. She read several books on homemaking and interviewed successful homemakers. The rest of this class was actually done over all four years. This was completely hands-on. She baked, cooked, sewed, decorated cakes, photographed, scrap booked, created cards, needle crafted, cleaned, decorated, and designed furniture placement. She studied child development and applied knowledge in many child-care and training situations. She also studied fashion, etiquette, poise, and make-up.

(1) **Christian Family Relationships** This was an intense study meant to prepare Julianna for future healthy relationships. She read many books and discussed them with her parents. She interviewed people and evaluated various family situations. She wrote several papers, memorized numerous Scriptures, and made books for small children about these topics.

(1) **Web Design** Julianna took this class online with Florida Virtual School.

(½) **Personal Fitness/ Health** Julianna participated in the following sports: softball, football, kickball, soccer, running and aerobics. She began and continues a daily exercise regime. She took a class through our home school support group where they stretched, exercised and discussed health issues such as nutrition, exercise, drugs, smoking, stress and weight control.

(1) **Friendship and Hospitality** Julianna did independent studies on sharing her life with others through traditions, celebrations, hospitality, home schooling and managing a home. She read many books, wrote several reports and discussed these topics thoroughly with her parents. She planned and hosted many social events including birthday parties, showers, and holiday dinners. She evaluated her role as a friend and made changes accordingly. Julianna demonstrated warmth and poise as she fulfilled the requirements of this course.