

Great Expectations 2020/21 Course Descriptions/Teachers

American History/Literature

Do we want higher education merely to produce workers, or do we want students equipped with the skills to understand, question, create? History does much more than prepare people to become professional historians. It teaches us how to think—that is, how to do the high-level analysis that is essential for an informed society. It requires analysis of data and deep research, as well as the use of archival and primary sources. Such skills are absolutely critical in an era that is increasingly characterized by the relentless bombardment of information.

The course outlines the founding principles of the US government, the acquisition of new territory post-colonial times, the causes and events of the Civil War, post-Civil War America and the rise of Industrialization in the United States. The course moves into the Progressive Era, World War I, the interwar period, the Great Depression and World War II. After World War II, the United States was seen as one of two world superpowers (with the USSR) and entered into the Cold War. The course delves into “hot spots” in the Cold War, the Civil Rights Movement, the development of a counterculture, and the resurgence of conservatism. The course concludes with more modern technological advancements, terrorism, and the Obama presidency. Students will use a variety of resources to complete the study of United States History. These resources include the textbook, activities within the textbook, interactive websites and study aides. Assessment of student learning occurs through multiple choice unit exams. This course require readings of historical documents and weekly responses to them. Students will learn how to create a conversation between the texts. A research paper on a topic of the student’s choosing will be due in late April. In addition to studying history and literature, the class will participate in a Lincoln/Douglass Debate. Textbook to be announced.

Literature: This survey course will cover the short stories, poems, essays, novels and dramas that reflect the foundation and changing the landscape of America. Students will make connections between past and present-day America while studying pre-Colonial through modern American literature. **Instructor: Lisa Dillon (lisadillon1128@gmail.com)**

Plays in the English Language

Description— Students will read plays and learn how to analyze them. This is NOT a theater course and will not cover any aspect of production, but students will learn the basic terms and ideas that govern how plays are performed on stage. They will read critical pieces and write essays on each play. The course will focus on Shakespeare in the first semester (to introduce the major dramatic genres and the basics of analysis) and turn to representative British and American

plays from the ensuing 400 years in the second. We will also cover many aspects of essay writing, with a focus on the analytical essay. Work outside of class—3 to 4 hours weekly. Student age—Open to students in 9th grade and above.

Reading List:

First Semester:

- A Midsummer Night's Dream (provided in class)
- The Merchant of Venice (ISBN: 978-0-393-92529-6)
- Hamlet (ISBN 978-0-393-92958-4)
- King Lear (ISBN 978-0-393-92664-4)
- Assorted essays and readings provided in class/online

Second Semester:

- She Stoops to Conquer, Oliver Goldsmith (New Mermaids, ISBN: 978-0-7136-6794-3)
- Pygmalion, George Bernard Shaw (Norton Critical, ISBN: 978-0-393-97753-0)
- Death of a Salesman, Arthur Miller (Penguin Classics, ISBN: 978-0-14-118097-7)
- Fences, August Wilson (Plume, ISBN: 978-0-452-26401-4)
- Waiting for Godot, Samuel Beckett (Grove Press, ISBN: 978-0-8021-4442-3)
- Peter Grimes, Benjamin Britten (libretto available online)
- Assorted essays and readings provided in class/online.

Note The versions in the parentheses above are the ones I will be using and are recommended for students also. I especially encourage students to use the given edition of the works in bold. Students will need only a copy of the libretto (text) for Peter Grimes—our token opera.

Instructor: andrew.hamaker@outlook.com

Latin I

Description—A first-year high school course. Covered in this course are Latin vocabulary, grammar, and syntax as well as an overview of Roman history and culture. Grammar includes the five declensions of nouns, indicative verb conjugations, and the use of adjectives and pronouns. All students take the National Latin Exam in March. Students must be assessed a passing grade in the course to continue to Latin II. Work outside of class—2 to 4 hours weekly. Student age—Open to students in 7th grade and above. Recommended especially for 8th and 9th grade students.

Texts:

- ***Henle Latin First Year** (0829410260)
- ***Henle Grammar** (978-0-8294-0112-7)
- Notebook or binder for taking notes

Please purchase books marked with an asterisk () using the ISBN (number in parentheses).

Instructor: andrew.hamaker@outlook.com

Latin II

Description—A second-year high school course. Students continue to develop their grammar skills by learning subjunctive and imperative verbs; comparison of adjectives and adverbs; relative, interrogative, and demonstrative pronouns; the major types of dependent clauses; and more. Readings may include some Latin poetry and selections from the Bible. All students take the National Latin Exam in March. Students must be assessed a passing grade in the course to continue to Latin III. Work outside of class—3 to 4 hours weekly. Student age—Open only to students who have completed Latin I with Mr. Hamaker or equivalent Latin classes. 8th grade and up.

Texts:

**Henle Latin First Year* (0829410260)

**Henle Grammar* (978-0-8294-0112-7)

-Notebook or binder for taking notes

Please purchase books marked with an asterisk () using the ISBN (number in parentheses).

Summer assignment—Review materials learned in Latin I. In particular, please study pages 3–16, 32–34, 43–47, 55–59, and 76 in the blue-green Grammar book and the vocabulary lists on pages 91–98 and 217–224 in the purple First Year text.

Instructor: **Andrew Hamaker** (andrew.hamaker@outlook.com)

Latin III

Description—A third-year high school course. Students continue to develop their grammar skills by mastering new pronouns, clauses, constructions, and idioms. Students will develop their Latin reading skills and finish the year reading prose from original sources. Readings may include Caesar and selections from the Bible. All students take the National Latin Exam in March. Work outside of class—3 to 5 hours weekly. Student age—Open only to students who have completed Latin II with Mr. Hamaker or equivalent Latin classes. 9th grade and up.

Texts and supplies:

-*Latin for Americans*, Second Book (provided in class)

-Latin New Testament (provided in class)

*Optional: *Henle Grammar* (ISBN 978-0-8294-0112-7)

-Notebook or binder for taking notes

-Pens in contrasting colors

Summer assignment:

Review materials learned in Latin II. In particular, please study pages 3–16, 18–30, 32–39, 43–69, 76–77, and 80–81 in the blue-green Grammar book and the vocabulary lists on pages 91–98, 217–224, and 473–488 in the purple First Year text.

We will have plenty of time for review in this class, so total retention of all Latin II material is not necessary, but students should work to retain as many grammar concepts and common vocabulary terms as possible.

Instructor: Andrew Hamaker (andrew.hamaker@outlook.com)

Spanish 1

Learn Spanish through a multi-sensory, common-sense approach that yields proficiency and confidence in this beautiful language!

Spanish 1 -- with a Difference

"I just took the university Spanish placement test and I tested out of their college Spanish requirement! (But I'm planning on continuing and going to study abroad in a Spanish-speaking country.)" (Spanish Student Anna, summer 2019)

Learning smarter, not harder! After 20+ years of teaching Spanish, French and some German in a traditional format, I am now teaching by blending that with a different approach called the “reading & storytelling” approach (TPRS) to learning a foreign language. Research & scholarly studies reveal that students learn to speak and use the languages faster, and better, with this approach – it equips every learner, from the gifted student to the dyslexic. Success – and fun! While your student will speak and converse a lot, this is *more than* a conversational language class. Grammar is included through meaning and repetition and small doses of concentrated material as the student acquires language because he or she *understands* what is being said. Students will be speaking, understanding, and reading the language from the first week – growing in ability quickly. Grammar is taught *every class* through meaning and application. There are many benefits to foreign language study, from the academic to the business world, to the understanding of our own language. All of this is true – and it is required for entrance to many colleges. However, languages are meant for communication – and communicating the most important thing of all, the love and Truth of God, is our highest and greatest purpose with language. With language, we build relationships – through those relationships, we gain the “ear” of others to share the Truth of the Gospel.

In this class, we begin this journey through fun, and the ability to use the language as we learn it. I can scarcely wait to begin! Students should plan on 45 minutes to an hour of work four days per week, plus the work in class. This work at home is foundational to achievement.

We will work through our text and read several novels completely in Spanish, depending on class achievement. This course uses a lot of “out of the text” material, so we will move through our text *very* slowly, adding other core learning materials through the year. This text should cover

through Spanish 2. Scripture memory will always be included, as well as praise songs, hymns, contemporary music, culture, foods and games.

Parents: Please inform me (instructor) if you know your student has dyslexic/learning issues. I believe those students can find success through this approach, but it will help me to know. I also have back-up resources to recommend.

If you would like to check out the curriculum, the approach, the reviews, here is the site: www.exceleratespanish.com (They have just added the French by streaming, but the books are not published yet.)

Former (Spanish) student's message:

*"Mrs Mac, I want to say thank you so much. I feel like I owe you an unrepayable debt. I went to Nicaragua this time as not just a missions team member but also an interpreter. I was able to do that not only because you taught me Spanish, but because you taught me to love and pursue Spanish. You have had a bigger impact on both myself, and the people in Nicaragua than you will ever know. Thank you so much!!!" *(Spanish student)*

Instructor: Marji McIlvaine (mcilvain@bellsouth.net)

Spanish 2

Prerequisite: Spanish 1 (*See info below*)

Spanish 2 is a continuation of the method and materials from Spanish 1. We will be using the TPRS approach to studying language (*please read description of Spanish 1*). We will continue in the book from Spanish 1. We will also read several novels in Spanish, and possibly begin to read the Bible as well. Outside e-learning sources will also be part of the weekly assignments.

Spanish 2 continues with use of the language (speaking, reading, writing), culture, hymns, choruses, contemporary music and videos, and games ... and sometimes, food.

National Spanish Honor Society: For **high-A level students**, nomination to our chapter of the National Spanish Honor Society is possible -- students and families will be notified near the end of the year. This is a true Honor Society found in public and private schools across the country, and we are proud to sponsor a chapter here.

All Parents: Students desiring to enroll in Spanish 2 must have the instructor's recommendation and no less than a "B" average from Spanish 1. If the student is coming from another curriculum or class system, **a placement test will be required, with a description of the Spanish 1 course, the parent's involvement, and the curriculum/approach used.**

Warning: *If your student is coming from Rosetta Stone Spanish, or SOS, or ACE, it is likely that your student will place into Spanish 1, and not Spanish 2. A placement test is a firm requirement. Contact the instructor before enrolling.*

Instructor: Marji McIlvaine (mcilvain@bellsouth.net)

Spanish 3

Prerequisite: Spanish 2 (*See info below*)

¡La aventura continua!

Spanish 3 continues where Spanish 2 finished. This year, we finish the blue book and PERHAPS begin Excelerate Spanish, Book 2 — depending on the amount of out-of-the-book-material we do.

While the method is the same as for Spanish 1 and 2 with a Difference, we add some focused grammar study, more challenging reading, and culture as the student advances and matures in understanding and being able to communicate. During the second semester, IF the student is ready, we also begin reading the Bible.

Students who are new should read a more detailed description of the method in the Spanish 1 and 2 descriptions. *A brief placement assessment will be administered* so that we can give your student the best opportunity to succeed in Spanish.

Students and families can also vote on whether to include CLEP prep during class time. We would NOT complete a CLEP prep book, but would be working through one.

Instructor: Marji McIlvaine (mcilvain@bellsouth.net)

German 1

Learn German through a multisensory, common-sense approach that yields proficiency and confidence in this beautiful language!

German 1 -- with a Difference

"I just took the university Spanish placement test and I tested out of their college Spanish requirement! (But I'm planning on continuing and going to study abroad in a Spanish-speaking country.)" (Spanish Student Anna, summer 2019, same method of teaching)

Learning smarter, not harder! After 20+ years of teaching Spanish, French and some German in a traditional format, I am now teaching by blending that with a different approach called the “reading & storytelling” approach (TPRS) to learning a foreign language. Research & scholarly studies reveal that students learn to speak and use the languages faster, and better, with this approach – it equips every learner, from the gifted student to the dyslexic. Success – and fun! While your student will speak and converse a lot, this is *more than* a conversational language class. Grammar is included through meaning and repetition and small doses of concentrated material as the student acquires language because he or she *understands* what is being said. Students will be speaking, understanding, and reading the language from the first week – growing in ability quickly. Grammar is taught *every class* through meaning and application. There are many benefits to foreign language study, from the academic to the business world, to the understanding of our own language. All of this is true – and it is required for entrance to many colleges. However, languages are meant for communication – and communicating the

most important thing of all, the love and Truth of God, is our highest and greatest purpose with language. With language, we build relationships – through those relationships, we gain the “ear” of others to share the Truth of the Gospel.

In this class, we begin this journey through fun, and the ability to use the language as we learn it. I can scarcely wait to begin! Students should plan on 45 minutes to an hour of work four days per week, plus the work in class. This work at home is foundational to achievement.

We will work through our text and read several novels completely in German, depending on class achievement. This course uses a lot of “out of the text” material, so we will move through our text *very* slowly, adding other core learning materials through the year. This text should cover through German 2. Scripture memory will always be included, as well as praise songs, hymns, contemporary music, culture, foods and games.

Note to All: *My German is a bit weaker than my Spanish and French, and I am not as quick or capable with it. I have been brushing up on my German this last year and have no doubt that your student will learn very well -- but I will have to look some things up, and correct errors. I hope to model to the students that it doesn't have to be PERFECT to be successful, that learning is always valuable, and that learning never stops. With language in particular, mistakes are a natural part of learning and expected – but we move on and advance and acquire more language the more we engage.*

Parents: Please inform me (instructor) if you know your student has dyslexic/learning issues. I believe those students can find success through this approach, but it will help me to know. I also have back-up resources to recommend.

If you would like to check out the curriculum, the approach, the reviews, here is the site: www.exceleratespanish.com (They have just added the French by streaming, but the books are not published yet.) We will be using a beta version of Excelerate German, which is in production – it usually takes a couple of years before making it to publishing.

Former (Spanish) student's message, same method of teaching:

*"Mrs Mac, I want to say thank you so much. I feel like I owe you an unrepayable debt. I went to Nicaragua this time as not just a missions team member but also an interpreter. I was able to do that not only because you taught me Spanish, but because you taught me to love and pursue Spanish. You have had a bigger impact on both myself, and the people in Nicaragua than you will ever know. Thank you so much!!!" *(Spanish student)*

Contact Marji McIlvaine for more information. (mcilvain@bellsouth.net)

Earth Science (Cannot announce teacher's name until she finishes her current position)

Course will cover: astronomy; earthquakes and plate tectonics; rocks, weathering, erosion and soil; water; oceans and atmosphere; meteorology; climate and energy; sustainability and energy.

I have taught for 30 years in high school and middle school settings as well as tutorial for SAT/ACT. I hold a highly qualified teaching license in NC in the area of science education. I've been

named Teacher of the Year for my STEM teaching for Transylvania and Henderson County Soil and Water Conservation as well as the NC Teacher of the Year for the Air Force Association's STEM education.

I have mentored/coached Envirothon teams through AREA I and NC State competitions - placing in the top 10.

Possible addition to course-Envirothon Competition. Would require a separate meeting time. Let me know if there is interest.

Envirothon competitions are March and April each year - those topics are: Forestry, Wildlife, Soil, Aquatics, and Current Issues in Environmental Science. The team is 5 students and there can be one alternate. Ideally, all students on the team review all materials but each one will take one topic to master. The tests are taken as a group. At state level competition each team is also given a prompt to quickly prepare an oral presentation which would show mastery of all areas as analyzed and placed into a practical application of a solution. This would require a separate commitment. No costs for AREA 1 as it is local and registration will be covered - once they qualify for state the county will fund the registration but it is a 2 day competition in Burlington NC so requires an overnight stay. The county will provide all study materials - the best way to prepare is to include a series of day trips to local experts to practice the knowledge. I've used the Pisgah Center for Wildlife Education and local forestry and Soil and Water groups in the past.

Chemistry I (Grades 9-12)

Chemistry I in high school is a prerequisite to most college-level chemistry courses. This 2-semester course covers fundamental laws, theories, and mathematical concepts of chemistry and uses labs to complement and enhance traditional topics. Topics studied include: structure and states of matter, atomic theory, types of reactions, thermodynamics, equilibrium, gas laws, acids, bases, salts, electrochemistry, nuclear chemistry, and organic chemistry.

Text: Chemistry: Precision and Design, 3rd Edition Book #182931 Available from <http://www.abeka.com>

A good background in chemistry is required for an increasing number of professions, both technical and non-technical; is needed for making intelligent choices in an increasingly technological society; and is essential for further study in the sciences. Chemistry: Precision and Design provides a foundational knowledge of chemistry; an appreciation of how chemistry benefits mankind; and a better understanding of the precision and design in the physical world that God created. (Chemistry: Precision and Design, iii)

Prerequisite: Algebra I Grading: Although parents will assign final grades, a recommendation will be made based on:

12 take-home tests 60% homework / lab reports 10% 24 quizzes 10% class participation 20% Quizzes are short and should be easy if assigned reading is completed. The lowest four quiz grades will be dropped prior to calculating the final quiz grade. Tests are more comprehensive and cover one or more chapters. Twelve tests will be administered by parents at home (closed-book, but open notes). Homework will include worksheets to reinforce topics and lab reports.

Readings and class communication will be available at <https://achievementtesting.info/moodle/>
Six big ideas you should learn from this course (taken from AP Chemistry curriculum): 1. The chemical elements are fundamental building materials of matter, and all matter can be understood in

terms of arrangements of atoms. These atoms retain their identity in chemical reactions. 2. Chemical and physical properties of materials can be explained by the structure and the arrangement of

atoms, ions, or molecules and the forces between them. 3. Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of

electrons. 4. Rates of chemical reactions are determined by details of the molecular collisions. 5. The laws of thermodynamics describe the essential role of energy and explain and predict the direction of

changes in matter. 6. Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a

dynamic competition, sensitive to initial conditions and external perturbations.

Making it an Honors Class

Comply with the following guidelines outside of class and give a presentation in-class.

- Students who choose an honors science course are expected to work more independently than students in standard level courses.
- Students who choose an honors science course will be expected to complete more independent in- depth scientific investigations and to report on them using a more formal scientific laboratory report format.
- Students who choose an honors science course will be expected to read and present orally and in writing recent scientific findings.

Honors Chemistry is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of the concepts in standard Chemistry. In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include the additional Honors objectives and an in-depth study of at least two of the listed enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions. The curriculum will integrate inquiry and technology to explore the world of chemistry.

Success in Honors Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined, and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically, and verbally real-world phenomena as functions and identify the independent and dependent variables.

Extended objectives: Design, conduct and evaluate independent scientific investigations.

- Evaluate student-generated hypotheses related to questions in chemistry by designing and carrying out independent investigations.
- Relate the investigation(s) to current issues in chemistry (or research)
- Prepare formal written lab reports with extensive analysis of data and sources of error.
- Present findings to members of the community.
- Develop creative approaches to chemistry topics. Apply quantum numbers to electron configurations. Analyze (calculate) average atomic mass from relative abundance and actual

isotopic mass. Evaluate reactions to determine limiting reactant and percent yield. Summarize energy changes within a reaction to determine heats of reaction. Predict spontaneity by the use of Gibbs Free Energy. Analyze redox reactions by balancing via half reaction method or electron transfer method.

Enrichment topics: In depth study of at least two of the following eight enrichment topics is required in addition to the extended objectives listed above.

1. Crystal structure 2. Environmental chemistry 3. Organic chemistry 4. Nuclear medicine 5. Textile chemicals 6. Polymers 7. Forensics 8. Chemistry of computers

Instructor: cindy@achievementtesting.info 828-329-9921

US Government and Politics

Course Description. U.S. Government is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. The focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Instructor: TBA

Logic 3-Applied Logic and Readings in Plato

This 12 week course will focus on the use of logic in the big questions of life. The course will consist of readings in Plato's dialogues, including (but not limited to) Plato's Allegory of the Cave (found in Plato's Republic Book VII), The Republic Book I, The Apology, The Phaedo, and The Euthyphro. Each dialogue will be explored for its content and form, and the themes of them will be discussed. We will analyze the logical thinking of Socrates. We will also grapple together with such big ideas as epistemology (how we know what we know), the nature of the world we live in, the reality of justice, why good things are good, and the nature of the human soul. We will also explore how to have an argument that seeks more than just winning and getting one's own way, but instead searches for truth and justice. An [audible.com](https://www.audible.com) account is recommended for this class.

Instructor: Ethan Brown (hvlminister@gmail.com)

Art History 1 (Fall) Art History 2 (Spring)

The curriculum, based on Barron's AP text, is designed to familiarize students with some of the major periods in both Western and Non-Western art history as well as the compelling methodologies and questions of the art historian. Courses train the student in formal and visual analysis and guide them in examining works of art and architecture within appropriate contextual and cultural frameworks.

This course is designed to introduce students to the diverse variety of ancient material culture around the world. We will examine the artifacts, architecture, and art of ancient Mesopotamia, Egypt, the Aegean, Mesoamerica, Africa, India, China and Far East Asia, Greece, Rome, Byzantium, and the Islamic world. The lectures examine each culture from the early formative

periods, through classical antiquity (Greece and Rome included), up through the medieval periods. Second semester will continue through modern.

Instructor: Margaret Dillon margaretdillon96@gmail.com

Occupational Health 1

Health Science I - Health Science is a wonderful program dedicated to nurturing students through classroom and clinical lab activities. The program focuses on how health science impacts us personally and in our community healthcare settings. Health Science I prepares your student with an understanding of how their own bodies work, the importance of a healthy choices, basic first aid skills, and exploration of the different occupations in healthcare available today. Students with a desire for a career in healthcare, social work, or child care obtain basic skills to be successful. However, Health Science I teaches skills used various career settings.

Approximately 45 min per week day of work at home should be expected for this class including independent studying, multiple individual and group projects, presentations and research papers.

Class Topics:

- Importance of personal responsibility for health including:
 - diet, exercise, sleep, creating good hygiene habits and recognizing how marketing/advertising affects our health choices and behavior
- Stress and how it affects us physically, emotionally and mentally
- Healthy Relationships with ourselves and others covering:
 - mental illness, emotional stability, addictions, roles of our culture, gender roles, families, socialization, communication skills and conflict resolution, nature vs nurture, personal temperament, good decision-making skills, boundary settings
- Basic First Aid/Emergency Care (additional cost for CPR/First Aid and Babysitting Safety certification with the Red Cross if enough interest and availability)
- Exploration of roles in health science.

Instructor: Andrea Little Gray, RN. avlittle@aol.com

Occupational Health 2

Health Science II - This class will give a firm foundation to the student with interests in healthcare. Upon completion of this class your student will have participated in interactive labs and assignments involving basic medical skills, terminology and understanding of the scope and practice of the different roles in healthcare. Approximately 45 min to 1 hr per week day of work at home should be expected for this class including independent studying, several individual and group projects, presentations and research papers. Your student will also have the opportunity to train and test for their state certification as a Certified Nursing Assistant (CNA). This will allow them the ability to work in many different medical settings. Off-site clinicals will be required at different medical settings. Your student will be working hands-on with patients and other healthcare professionals to meet state requirements for their CNA (approximately 20 hrs of clinicals required). Health Science I is a prerequisite for this class. Additional cost will be required for uniform, stethoscope, clinical labs, HOSA dues, CNA test cost, Red Cross CPR certification.

Patient Status including vital signs and how healthcare professionals use them

Infection Control

Medical Terminology

Basic medical mathematics

Roles of health professionals and patient comfort, legal and ethical responsibilities

Basic First Aid/Emergency Care (additional cost for CPR/First Aid and Babysitting certification with the Red Cross if enough interest and availability)

CNA certification

Health Occupations Students of America (HOSA) chapter meetings, membership and events

Instructor: Andrea Little Gray, RN. avlittle@aol.com

Mock Trial

Students will prepare to compete in regional competition of NC High School Mock Trial. Regionals are typically held the first weekend in February and the state contest in early March. The class will meet for 16 weeks in the fall (tuition of \$375 per student) and continue for 4 weeks in January. Each team member will need a binder, access to a laptop, and a professional, well fitting dark colored suit.

Advancement to the state contest (held in Raleigh) will require additional expenses for travel and housing. Course is limited to eight students.

Instructor: Ethan Brown (hvlminister@gmail.com)

Shakespeare Production

Great Expectations Shakespeare for 2020-21: *Twelfth Night! Or What You Will*

Registration! Highschool. Minimum of 15 actors, max of 30. THURSDAY Rehearsals begin January 7, 2021. 10 am - 12 pm

Regular Rehearsal Dates: (16 total) January: 7, 14, 21, 28, February: 4, 11, 18, 25, March: 4, 11, 18, 25

April: (none on the 1st, Spring Break) 8, 15, 22, 29

“AUDITIONS” on Saturday, December 5th. Scripts will be handed out and students who are registered for the class will want to attend! If you cannot attend please make arrangements with me to fill out an audition form. Casting will be announced the following week.

Conflicts! Everyone has vacations and other events in their lives. Please plan to submit conflicts in writing at Auditions. I will have a sheet with finalized dates for all rehearsals and performances. After casting is announced no new conflicts may be submitted.

May TECH WEEK(s)! These dates are REQUIRED. I am not concrete on what these weeks look like so please let me know ASAP if your actor has conflicts. May 17-19 rehearsals during the day 9am - 4pm

PERFORMANCES! May 20-23 TBA

Off Site! We are excited to FINALLY take our show on the road. The week of May 24-28, the goal is to find 2 locations to perform for those Shakespeare fans who cannot come to us. With a cast of only 13-15 actors this should be manageable. I realize not everyone will be available during this week, so I will potentially combine casts to cover roles.

Please contact me for more information!

Rebekah Byrd, Director

828-243-3146

erbyrd@gmail.com

Shakespeare Design Team

If you attended the Shakespeare shows, you saw the talent and hard work of the actors but also the design team. Every prop, costume, set, lighting effect, promotional poster and decor for receptions was created by the designers. They were a vital part of the success of our shows.

Consider joining the team if you enjoy working with others, creating new things, and bringing ideas to life.

Instructor: Anne Jensen dgjensen@bellsouth.net

National Christian Forensics and Communications Association

<https://www.ncfca.org/>

Forensics (8th -12th graders)

Textbook: NCFCA Speech Competitor's Handbook \$49.00

“The mission of the National Christian Forensics and Communications Association (NCFCA) is to promote excellence in communications through competitive opportunities where homeschool

students develop the skills necessary to think critically and communicate effectively in order to address life issues from a biblical worldview in a manner that glorifies God.” (<https://www.ncfca.org>)

In this class students will gain a broad overview of nine different speech styles organized under the following 3 categories:

Platform - Illustrated Oratory, Informative and Persuasive speeches.

Interpretation - Biblical Thematic, Duo/Literature Thematic and Open Thematic.

Limited Preparation - Impromptu, Extemporaneous and Apologetics.(Note: time will only permit a broad overview of Extemporaneous and Apologetics during this initial 16 week class). Students will then have the chance to choose one or more speech styles to develop and showcase at practice competitions with an option of competing in official tournaments through NCFCA. Choosing to compete at NCFCA tournaments will require an additional affiliation fee of \$100-\$150 per family and travel expenses.

For more explanation on the speech types visit [ncfca.org](https://www.ncfca.org). You can also watch videos of students presenting all of these different speech forms on this website or on You Tube. Please direct questions to

Instructor: Trudy Pierron

trudypierron@gmail.com