

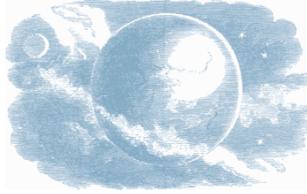
Form Four JOURNEY is the culmination of a Lorien Wood education. Students will continue to engage topics in an integral manner, and art history, math, science, literature, history, visual arts, music, and physical education will be interwoven in each unit.

YEAR ONE: ANCIENT THROUGH MEDIEVAL

The Creation of Cultural Identity

1 Origins

This unit will center on the study of various positions on the origin of the world, positions from within the Christian community and secular world. Students will consider the merits and weaknesses of the positions, practice articulating and debating positions, and write a position paper. Other considerations: How does a culture's explanation of origins reflect its worldview and what is the position of humans in the created order?



TYPICAL TEXTS: Genesis 1-3; Edith Hamilton's *Mythology*; Padriac Collum's *Great Myths of the World*; *The Tree of Life* by Peter Sis; readings by Charles Darwin, Ken Ham, Francis Collins, Nancy Pearcey and Richard Dawkins.

SCIENTIFIC INQUIRY: Rock formation and identification; Mohs hardness scale; Fossils; Plate tectonics; Astronomy (stars, planets, planetary motion, constellations); Fossil record; Natural Selection

2 Ancient Israelites and the Surrounding Cultures

This study of God's establishment of the nation of Israel and the history of the monarchy and exile will dive into the Old Testament and explore the many cultures that interacted with Israel (Sumer, Egypt,



Assyria, Babylon, Persia). Students will explore their differences, similarities and influences. Some of the subthemes include: God's faithfulness despite Israel's unfaithfulness;

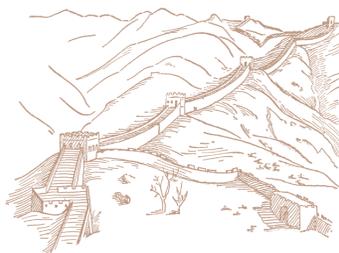
faith and culture issues; what it means to conform to a culture, to transform culture, to be countercultural. Students will also celebrate the biblical feasts.

TYPICAL TEXTS: *The Bronze Bow* by Elizabeth George Speare; readings from the Old Testament

SCIENTIFIC INQUIRY: Atomic structure; Elements and compounds; Half-life; Radiometric dating

3 Building Empires: Greece, Rome and China

This unit explores ancient Greece, Rome and China through plays and poems that invite the students to think about the impact of politics on the lives of individuals. Students will take a look at historical sources and archaeological records, and compare them to literary treatments about that period. Students will also practice their acting and interpretative skills during this unit.



TYPICAL TEXTS: *Julius Caesar* by William Shakespeare; *Black Ships Before Troy* by Rosemary Sutcliff; *Agamemnon* by Aeschylus; *Confucius* by Russell Freedman

SCIENTIFIC INQUIRY: Archimedes and Archimedes principle; Buoyancy and buoyant flight; Air pressure; Density

4 The Medieval World

This unit of study will be an exploration of Europe and medieval Christendom. Students will seek to understand the culture and ideas of the medieval world, to explore the interaction between East and West. Students will also consider the relationship between the church and science at the time; read literature that reflects the culture and social hierarchies; study principles of medieval art; consider the science behind the architecture of the era.



TYPICAL TEXTS: *Beowulf*; excerpts from *The Decameron* by Boccaccio; excerpts from *Canterbury Tales* by Geoffrey Chaucer, retold by Geraldine McCaughrean; excerpts from *The Divine Comedy* by Dante; *Monks and Mystics* by Mindy and Brandon Withrow; *A Proud Taste for Scarlet and Miniver* by E.L. Konigsburg; selections from *The Lais of Marie de France*

SCIENTIFIC INQUIRY: Molecular motion; Brownian Motion; Diffusion; Osmosis; Cell structure and function

5 East Versus West: A Study of the Crusades

This look at the clash between Islam and medieval Christianity will explore the major tenets of Islam to probe the clash of cultures, and compare the medieval conflict with the modern day clash between radical Islam and the West. Students will begin to articulate the theological positions of various religions and work to compare two distinct periods of history.



TYPICAL TEXTS: *Saladin, Noble Prince of Islam* by Diane Stanley; *The Koran*

SCIENTIFIC INQUIRY: Navigation, Longitude and Latitude; Pendulums; Magnets and compasses

6 Exploration and Conquest: Europeans in Mesoamerica

The final unit of year one will be a study of Europeans' interactions with the Mayan, Aztec and Inca civilizations in the 1400s–1600s. Students will be led to consider the purpose and effects of European exploration as they read primary sources, analyzing the variation that occurs in differing accounts. Subthemes students will explore are the idea of "taking Dominion" and the loss of indigenous cultures; disease as a negative byproduct of exploration; and understanding the Mesoamericans' Base 4 system of mathematics.



TYPICAL TEXTS: *The Log of Christopher Columbus' First Voyage to America*; *The Captive, The Feathered Serpent, The Amethyst Ring* by Scott O'Dell; *The Conquistadors: First-Person Accounts of the Conquest of Mexico* ed. and trans. by Patricia de Fuentes

SCIENTIFIC INQUIRY: Diseases; Antibiotics; Vaccines; Epidemics; Circulation and respiration; Endocrine and digestion

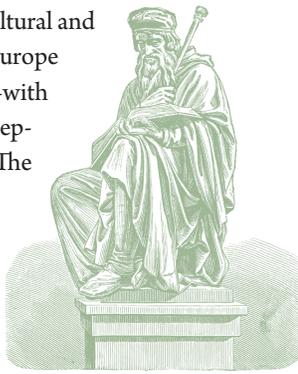
(continued)

YEAR TWO: RENAISSANCE TO THE PRESENT

The Formation of an Individual Identity

1 Renaissance and Reformation

Year Two begins with a study of cultural and theological awakening in the culture of Europe during this period of profound change—with particular attention to the change in perception of the individual, the arts and faith. The focus on the Reformation will highlight the origins of today’s denominations, and the positions of various reformers. Students will be asked to write position papers on theological topics and attend a Theological Roundtable.



TYPICAL TEXTS: Pauline epistles; *The Shakespeare Stealer* by Gary Blackwood; *Romeo and Juliet* or *Merchant of Venice* by William Shakespeare; *A Man for All Seasons* by Robert Bolt; *Courage and Conviction* by Mindy and Brandon Withrow

SCIENTIFIC INQUIRY: *Optics and color; Spectrum; Lenses; Focal length; Pinholes; Human eye; Skeleton, muscles and nerves*

2 Revolutions: The English Civil War, American and French Revolutions



This unit will center on the growth and the consequences of the democratizing impulse in the world in this time. Students will learn about the influence of the English Civil War on the founding of America and compare the American Revolution with the more radical French Revolution. Explorations will include: scientific discoveries and their impact on culture and belief; the Puritans’ grappling with church and state issues; the challenge to biblical principles; the role of religion in civil society.

TYPICAL TEXTS: The Declaration of Independence, The Constitution; *A Tale of Two Cities* by Charles Dickens; *John Winthrop, Oliver Cromwell and the Land of Promise* by Marc Aronson

SCIENTIFIC INQUIRY: *Newton’s Laws of Motion; Trajectories; Inertia; Action-Reaction; Centripetal force; Scientific revolution*

3 Colonization: Africa and Asia in the 18th-20th centuries

Students will explore the history and consequences of the European colonization of Asia and Africa—for example: the Dutch in Indonesia, the French in Vietnam, the British and Dutch in South Africa, the British in India. Students will work in groups to explore geography, trade routes and colonial products. Students explore the campaign to abolish the slave trade and the rise of the missionary movement.



TYPICAL TEXTS: *An Interesting Narrative of the Life of Olaudah Equiano Written By Himself*; *Sugar Changed the World* by Marc Aronson and Marina Budhos

SCIENTIFIC INQUIRY: *Waves and sound; Resonance; Diffraction; Reflection; Refraction; Interference; Amplitude; Frequency; Human ear*

4 Industrialization and Immigration

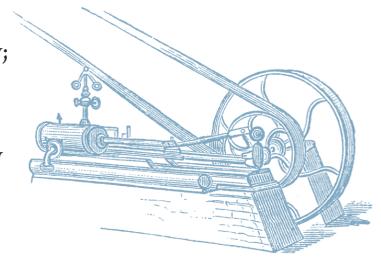
This study of the cultural shifts of the 19th century will lead students to discover the increasing disconnection of the individual from his community as the Industrial Revolution took hold. Other considerations will be migration to North America and aspects of the immigrant experience (including a family history project); the positives and negatives of the use of technology; attitudes about fac-

tory versus farm, city versus country; the cultural effect of Henry Ford’s manufacturing model.

TYPICAL TEXTS: *Broken Song* by Kathryn Lasky; *Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman and

Shutting out the Sky: Life in the Tenements of New York by Deborah Hopkinson; *A Night to Remember* by Walter Lord

SCIENTIFIC INQUIRY: *Static electricity; Pith balls; Electroscopes; Van de Graaf; Leyden jars; Circuits, Motors and generators*



5 Totalitarianism

This unit of study will focus on the rise of Totalitarianism in the 20th century, particularly the regimes of Hitler, Stalin, Mao and Castro.



Students will consider its effect on human freedom and the reasons for the decline of Totalitarianism; how a lack of freedom impacts the individual; the effects on artistic expression, religion, science, education, journalism. Students will study the American Bill of Rights—the meaning of those rights and their limitation.

TYPICAL TEXTS: *Snow Falling in Spring* by Moying Li; *Anne Frank: Beyond the Diary* by Ruud van der Rol and Rian Verhoeven; *Animal Farm* by George Orwell; *The Wall* by Peter Sis

SCIENTIFIC INQUIRY: *Chemical Reactions; Chromatography; Combustion; Persistence of matter; Genetics; Reproduction; Eugenics; Punnett squares*

Skill Goals for Form Four JOURNEY

Form Four JOURNEY students will continue to build on the reading, writing, researching, reasoning, creating, analyzing and computing skills that they have developed during the course of the earlier Forms. Some specific goals for Form Four JOURNEY are:

- An increasing ability to read and analyze a variety of genres
- A growing ability to create useful notes
- A developing ability to do independent research, both individually and collectively
- An increasing facility in written expression of many kinds (persuasive, analytical, creative, research-based, opinion, factual etc)
- An increasing facility in oral expression (reports, dramatic expression, debate, interview format, summary, recitations)
- A sense of the basic flow of world history
- A growing ability to apply knowledge of Scripture and biblical worldview to an analysis of the culture or issue at hand
- Practice in the use of foundational science equipment and methods
- An ability to recognize and articulate the interconnectedness of disciplines and subject matter
- An ability to teach material to others using a host of means
- A growing maturation of thinking and the ability to reach conclusions using sound logic
- A respectful engagement with the views of others, including a gracious manner when disagreeing

Additional Curricula and Focus Areas

MATH: Holt-McDougal Grade 7: Pre-Algebra or Algebra Grade 8: Algebra or Geometry

LANGUAGE: Latin—*Ecce Romani* curriculum used in both Form Four years (7th & 8th)—Equivalent to Latin I

SPECIAL CLASS TRIPS:

In year one, the students take a “Journey in the Wilderness” through parts of the Shenandoah. In year two, they “Journey in the City” through Washington D.C. Each year, the 8th grade graduate students take an overnight trip to Philadelphia.