

# Year 2 Scope & Sequence

Rhetoric Level Studies							Dialectic/Grammar
	History	Literature		Government	Philosophy	Church History	Beyond history...
		Titles	Analysis				
Unit 1	<ul style="list-style-type: none"> <li>Fall of Rome</li> <li>Byzantine Empire &amp; Islam</li> <li>Charlemagne</li> <li>Viking Age</li> <li>Feudal System</li> <li>High Middle Ages</li> <li>Trade &amp; Towns: Mongols, Marco Polo, and the Far East</li> <li>Pre-reformation lights</li> </ul>	<ul style="list-style-type: none"> <li>Medieval parables</li> <li>Medieval lyric poems</li> <li><i>Chanson de Roland</i></li> <li><i>Beowulf</i></li> <li>Norse mythology</li> <li><i>Inferno*</i>, <i>Purgatorio*</i> and <i>Paradiso*</i> (Dante)</li> <li><i>Piers Plowman*</i></li> <li><i>Canterbury Tales*</i> (Chaucer)</li> <li><i>Sir Gawain and the Green Knight</i></li> <li>Early Arthurian legends (Malory et al.)</li> </ul>	<p>The following and tools for studying them are taught and used in many different weeks throughout the year-plan for story analysis, drama analysis, and poetry analysis:</p> <ul style="list-style-type: none"> <li>Literary vocabulary</li> <li>Structures</li> <li>Modes</li> <li>Topics</li> <li>Themes</li> <li>Genres</li> <li>Devices</li> <li>Techniques</li> <li>Meters</li> <li>Characters</li> <li>Artistry</li> <li>Plots</li> <li>Settings</li> <li>Style</li> <li>Worldview analysis</li> <li>Historical literary movements</li> <li>Author's lives</li> </ul>	<ul style="list-style-type: none"> <li>Code of Justinian</li> <li>Islamic government structure</li> <li>Alfred's Dooms</li> <li>Oaths of Fealty</li> <li>Magna Charta</li> <li><i>Summa Theologica*</i> (Thomas Aquinas)</li> </ul>	<ul style="list-style-type: none"> <li>Augustine</li> <li>Boethius</li> <li>Mohammed</li> <li>Anselm</li> <li>Aquinas</li> <li>William of Ockham</li> </ul>	<ul style="list-style-type: none"> <li>The Eastern Orthodox Church</li> <li>Roman Catholic internal hierarchy develops</li> <li>Strengthening of the papacy: crusades and ascendancy</li> <li>Popes and princes</li> <li>Corruption in the Roman Catholic Church</li> </ul>	<ul style="list-style-type: none"> <li>Hands-on activities reinforce history lessons for these students</li> <li>Geography threads include maps and activities tied to History</li> <li>Historical fiction and picture books reinforce studies of various cultures</li> <li>Vocabulary words given weekly for grammar students reinforce History and Literature studies</li> <li>Follow-up worksheets are given for books read as Literature most weeks</li> <li>The history of artistic styles is woven into History lessons. In Unit 2, a studio art thread is offered.</li> <li>Weekly writing assignments are keyed to History topics</li> <li>Many grammar students enjoy Lampstand Press lap-book products which parallel and reinforce weekly history topics</li> <li>Dialectic students may choose to reinforce their work using History Portfolios and time line products (sold at Bookshelf Central)</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>The Southern Renaissance</li> <li>The Age of Exploration</li> <li>The Northern Renaissance</li> <li>The Reformation: its effects on the histories of the nations of Western Europe, especially Germany, Switzerland, Scandinavia, Scotland, and England</li> <li>The Counter Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Sonnets (Petrarch, Wyatt, Shakespeare)</li> <li>Renaissance poetry*</li> <li><i>Faerie Queene*</i></li> <li>English medieval plays</li> <li><i>Doctor Faustus</i> (Marlowe)</li> <li><i>Much Ado About Nothing</i>, <i>Henry V</i>, <i>King Lear</i>, <i>The Tempest</i> (Shakespeare)</li> </ul>		<ul style="list-style-type: none"> <li><i>The Prince</i> (Machiavelli)</li> <li><i>On Secular Authority</i> (Martin Luther)</li> <li><i>On Civil Government</i> (John Calvin)</li> </ul>	<ul style="list-style-type: none"> <li>Machiavelli</li> <li>Copernicus</li> <li>Erasmus</li> <li>Luther</li> <li>More</li> <li>Trent</li> <li>Francis Bacon</li> </ul>	<ul style="list-style-type: none"> <li>Roman Catholic missionary activity during the Age of Exploration</li> <li>The Reformation: theological stances and issues</li> <li>The Counter Reformation</li> </ul>	
Unit 3	<ul style="list-style-type: none"> <li>The founding and settlement of the thirteen original American colonies</li> <li>The English Civil War</li> <li>Absolutism in Europe</li> <li>New France in America</li> </ul>	<ul style="list-style-type: none"> <li><i>Don Quixote*</i> (Cervantes)</li> <li><i>Pilgrim's Progress, Part I</i> (Bunyan)</li> <li>17<sup>th</sup>-Century English poets (Donne et al.)</li> <li><i>Paradise Lost</i> (Milton)</li> <li><i>Tartuffe</i> (Molière)</li> <li><i>Phaedra</i> (Racine)</li> </ul>		<ul style="list-style-type: none"> <li>Founding documents of American government from the colonial era</li> <li>Parallel developments in English laws and government</li> <li>Rise of absolutism</li> </ul>	<ul style="list-style-type: none"> <li>Galileo</li> <li>Descartes</li> <li>Pascal</li> <li>Hobbes</li> <li>Locke</li> <li>Edwards</li> <li>Spinoza</li> <li>Newton</li> </ul>	<ul style="list-style-type: none"> <li>Puritan culture and beliefs</li> <li>Developments concerning religion in Colonial America</li> <li>Jonathan Edwards</li> </ul>	
Unit 4	<ul style="list-style-type: none"> <li>French and Indian Wars</li> <li>Declaring Independence</li> <li>The Revolutionary War</li> <li>The new nation under the Articles of Confederation</li> <li>The Constitution</li> <li>Presidents Washington and Adams</li> <li>The French Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Dryden's poetry*</li> <li><i>Gulliver's Travels</i> (Swift)</li> <li><i>The Rape of the Lock</i> (Pope)</li> <li>Selected poems (Cowper, Gray, Newton)</li> <li>Sense and Sensibility</li> </ul>		<ul style="list-style-type: none"> <li>Declaration of Independence</li> <li>Articles of Confederation</li> <li>United States Constitution</li> <li><i>Declaration of the Rights of Man</i></li> <li>Bill of Rights</li> <li><i>Federalist</i> papers</li> <li><i>Reflections on the Revolution in France</i> (Edmund Burke)</li> </ul>	<ul style="list-style-type: none"> <li>Berkeley</li> <li>Adam Smith</li> <li>Voltaire</li> <li>Rousseau</li> <li>Hume</li> <li>Kant</li> </ul>	<ul style="list-style-type: none"> <li>Wesley and Whitefield</li> <li>American denominations develop</li> </ul>	

\*Indicates that students read selections from this work.