



COURSE CATALOG  
*2024-2025*

SMITH PREPARATORY ACADEMY ~ PO BOX 521522 LONGWOOD, FL 32752  
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# OVERVIEW

Smith Preparatory Academy is a classical Christian school providing students with exceptional instruction and the invaluable support of a community of teachers and families committed to the training of virtuous scholars. We provide this service through both our Cottage and Traditional programs.

Our Cottage Program provides on-site classes under the direction of exceptional faculty that guide and support study at home to combine the best of a classical private school experience with home education. This program meets on Mondays and Wednesdays on-campus.

Our Traditional Program follows the same curriculum and course schedule as the Cottage Program, but allows additional time for further development of skills, discourse of ideas, and engagement in leisurely reflection of what students are learning. Traditional students attend classes Monday through Thursday. In many cases, students in both programs are in classes together on Mondays and Wednesdays.

Our Traditional Program also includes a Common Arts program, which gives students opportunities to develop the practical skills that have supported civilizations throughout history. These include, but are not limited to, gardening/agriculture, woodworking, sewing, trade, etc. (For more information, we encourage you to read Christopher Hall's book *Common Arts Education*.) Fine Arts, like drawing, painting, and drama will also be included as these are an extension of the common arts. This program is open to Cottage students as well.

Smith Prep serves students from PreK through High School and offers Dual Enrollment classes through Palm Beach Atlantic University.

Smith Prep accepts both "Students" and "Guests." As a "Student" of Smith Prep you will be enrolling as a private school student and Smith Prep will provide record keeping, curriculum counseling, standardized testing and/or portfolio review. High school students will also receive credit advising, an accredited diploma, graduation ceremony, official transcripts, dual enrollment options, Florida Bright Futures and scholarship documentation.

Students attending Smith Prep as "Guests" must be enrolled as a student for record keeping purposes in another private school or registered with your local county. Guests will participate in classes and Smith Prep will issue grades. Smith Prep, however, will neither hold academic records nor provide academic counseling.

# HISTORY

Smith Prep was founded as a tutorial service in 1994 under the leadership of Scott Smith. Mr. Smith's desire was to make the riches of classical education available to home-educated students. Over the years the program grew to include students ranging from middle to high school age over multiple campuses across Central Florida.

In 2010, Mr. Michael Phillips took over leadership of the school from Mr. Smith. Under Mr. Phillips' direction, Smith Prep added a lower school program in 2012, began offering dual enrollment classes in 2015, and, in 2016, achieved formal status as a private school.

At the heart of our program is a devotion to cultivating in our students a deep love of God, the world He has made, and the Church He has redeemed. This has remained Smith Prep's purpose throughout its history.

# VISION STATEMENT

Smith Prep exists to establish a community of virtuous scholars seeking to advance God's kingdom both locally and throughout the world.

# MISSION STATEMENT

Smith Prep provides students in grades PreK-12 with the highest quality Christian classical education, seeks to cultivate Christian virtue, and promotes the recovery of Christian humanism.



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HUMANE  
EDUCATION

*CULTIVATING CHRISTIAN VIRTUE*  
*RECOVERING CHRISTIAN HUMANISM*

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# Educating the Whole Person

What makes for a good education? To answer that question, we need to ask another: What is an education *for*? We might imagine someone saying that the point of an education is to make students smarter or to equip them for college. Still others might say that an education should prepare students for the job market or help them become good citizens. While these may be important goals to consider, they don't tell us all that we need to know. As human beings we are more than just our intellect; we are more than our value to the economy; we are more than citizens.

To answer the question of what an education is for, we must ask yet another question: What are people for? Whatever our answer to that question, the best and fullest education will help us move toward it.

At Smith Prep, we believe that Scripture and the Christian tradition provide for us the answer to this all-important question. We are creatures made in God's image and we were created to love and glorify our Creator. An education, in the fullest sense, moves students toward the fulfillment of our humanity in God.

To put it another way, the Church Father, Irenaeus, wrote, "The glory of God is man fully alive, and the life of man is the vision of God." God is glorified in our humanity when we are wholly oriented toward God. The best education, then, will simultaneously address itself to the fullness of our humanity and point the heart and mind of each student toward God.

It is in this context that we speak of *the cultivation of Christian virtue* and *the recovery of Christian humanism*.

Smith Prep is devoted to creating an environment that is conducive to the flourishing of Christian virtue. Our curriculum and instruction are integral to the fulfillment of this goal, but they are only part of a larger effort. Virtue, after all, is not merely a matter of the intellect. The pursuit of virtue is also a matter of the heart and its habits and is grounded in the life of a community. It is our desire to create a school culture that works as an integrated whole toward the cultivation of Christian virtue. This includes an intentional ordering of our day, the fostering of meaningful relationships, and working together with parents to address the spiritual needs of our students.

To speak of Christian humanism is to speak of the dignity of the human person. Christian humanism affirms the dignity of the person by first affirming the wisdom, grace, and goodness of God, our Creator and Redeemer. We seek truth because God is Truth; we pursue what is good because God is Good; we rejoice in what is beautiful because God is the source of all Beauty.

Unfortunately, *humanism* is a word that has fallen into disrepute among Christians by its recent qualification by the adjective *secular*. At SPA, however, we are committed to the recovery of a distinctly *Christian* humanism. What we mean by Christian humanism is simple: a commitment to human flourishing informed by a biblical understanding of the human person. Our educational philosophy is grounded in this commitment.

As human beings made in God's image, we are uniquely equipped to receive creation as God's gift and return to Him our service, gratitude, and praise. We are, in other words, created to worship and enjoy God through our stewardship of His creation, work, family life, the arts, politics—the whole of human culture is a product of this mandate. Consequently, we believe an education ordered by the ideals of Christian humanism will lead students to appreciate, celebrate, and promote whatever is true, good, and beautiful in our cultural heritage. It will also equip students to faithfully and joyfully fulfill their own calling to love God and love their neighbors.



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CURRICULAR  
PHILOSOPHY

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## LOWER SCHOOL

Our Lower School curriculum is built upon the time-honored methods of classical education. The lower school years are referred to as the grammar stage of a classical education. During these early years, we strive to establish a stimulating and supportive environment in which students develop a love for learning and the desire to be life-long learners.

Young children delight in imitating and memorizing. This enthusiasm lends itself perfectly to memorizing the grammar of language, as well as foundational knowledge of history, math, and science, and the Bible. We appeal to children's natural curiosity, and we incorporate as many of their senses as possible in the learning process. Children enjoy learning through rhymes, songs, chants, jingles, and movement. Emphasis is placed on review and repetition. These are some of the most effective ways children learn historical information, scientific terms, grammar rules, math facts, and scripture passages.

Our goal during the grammar stage is to lay a strong foundation for life-long learning. This foundation is key in order to encourage children on the path to becoming life-long learners, clear thinkers, and effective and eloquent communicators.

### **Language Arts**

Our Language Arts program encompasses phonics, spelling, penmanship, English grammar, vocabulary, composition, and literature. Students are encouraged to develop a passion for reading and they are given the skills to prepare them to become excellent writers and speakers.

In the early years, in addition to learning phonics, basic grammar rules, and effective writing skills, students memorize and recite poems and passages from the Bible and literature. They learn by imitating the works of great authors. In addition, they are introduced to many styles of writing through the study of excellent literature.

### **Phonics and Spelling**

In the grammar stage, students learn the art of reading and writing through multisensory reinforcement of the rules that govern phonetic decoding and spelling. Students are taught the limited number of sounds represented by letters and letter combinations that express those sounds in the English language. Throughout this process spelling rules are introduced. These keys to reading and writing are memorized and reinforced on a daily basis. Students receive this instruction beginning in Kindergarten through the 6<sup>th</sup> grade, thus equipping them with the phonetic skills needed to become fluent readers and strong spellers.

We use high quality literature to improve reading skills and to encourage a love for reading. Students are monitored to ensure that they are learning to read fluently and that they are learning to fully comprehend what they are reading. Students in our program are reading fluently by the time they enter the 3<sup>rd</sup> grade.

## **Penmanship**

In Kindergarten children are taught the formation of cursive letters as it promotes fine and gross motor skills. It is easier for fine and gross motor skills. From this point on, the children continue to write in cursive, improving their script as they mature. In grades 1 through 4, the students practice their penmanship on a regular basis by copying scripture passages and passages from literature.

## **English Grammar and Composition**

Rules of language usage and style are essential as students mature in their ability to read and write. Introduction to the structure of the language at an early age allows students to develop their reading and writing in a gradual, progressive way. English grammar is taught early, beginning in the 1<sup>st</sup> grade and continued through 6<sup>th</sup> grade. The students learn and memorize parts of speech and components of sentences using jingles, chants, and scripted question and answer flows. Students increase their knowledge of English grammar as they mature cognitively and analyze increasingly complex sentences. The earlier students begin to understand the structure of language the stronger base they will have for the study of other subjects.

## **Literature**

Beginning in Kindergarten, students are encouraged to develop a love of reading excellent literature through their introduction to high quality children's literature. Teachers read aloud to the students and they ensure that students are developing listening comprehension skills which provide the foundation for reading comprehension. In the grammar stage, comprehension is focused on answering questions about the literature and summarizing or narrating what was read. This is done orally and in writing to further develop both their listening comprehension and oral language skills. We want students to not only enjoy what they are reading, but to learn to love good stories and what they teach us about ourselves and God.

## **Latin**

Students begin the formal study of Latin in the third grade. The study of Latin vocabulary, memorization of Latin grammar and selected songs, creeds, or passages at this age prepares students for more advanced studies in Latin as they mature. The study of Latin is pursued for its own sake, but it also helps students to develop a fundamental understanding of the English language, history, and great literature.

## **History**

History, like all other areas of study, is taught from the perspective of a Christian worldview. Students perceive God's providence as it is revealed in recorded history. They learn the historical significance and chronological position of events in history from creation to the present.

In grades 1 through 4, classes read Susan Wise Bauer's *Story of the World*. By the end of 4<sup>th</sup> grade, students have read about the ancient, medieval, early modern, and modern periods respectively. Grades 5 and 6 use the "Famous Men" series from Memoria Press which covers the same four eras in biographical perspective. Geography is studied within each year's historical content.

## **Bible**

Students learn that God's Word is truth, and that it is applicable to all life and learning. Throughout the grammar school years, the teaching of God's Word is integrated into all areas of study, laying a foundation for more in-depth study and understanding of God in later years.

Beginning in Kindergarten students learn and memorize the Westminster Shorter Catechism. Through the study of God's Word, students learn about basic theological concepts and major biblical themes, the attributes and characteristics of God, and the plan of salvation. By practice, students are encouraged to develop the Christian discipline of memorization of scripture and consistent prayer.

## **Science**

Through exposure to the sciences, students begin to develop an appreciation for God's perfect design in His creation. Students see order and precision in His creation. They discover that because of His design it is possible to hypothesize and experiment, as well as to identify and classify parts of creation.

In the grammar stage, students are introduced to basic scientific terminology, vocabulary, and the scientific method. Students memorize foundational scientific information and practice the

scientific method through many hands-on experiments. Teaching students to observe God's creation and to think like scientists is the focus of this stage.

## **Math**

Through the study of mathematics, students see the order and precision of God's creation. A solid foundation in mathematics is necessary before children can pursue higher mathematical reasoning. Our Lower School program facilitates this by extensive use of hands-on manipulatives to ensure that students understand mathematical concepts. In the grammar stage, students also begin to memorize basic math facts and rules. Conceptual and practical understanding of mathematics and a mastery of mathematical facts are critical to ensure success at higher levels of math and reasoning.

## **Art**

In our visual arts program, Lower School students are encouraged to develop both interest in and appreciation of art. Projects relate to understanding and demonstration of the elements of art and the principles of design, the study of great artists and their work, and drawing from observation. Seeing the beauty of God's creation can spark awe and wonder and be a source of inspiration for our own creative work. Art makes this connection tangible.

## **Music**

The purpose of music instruction in the grammar stage is to cultivate an awareness of and an appreciation for various musical forms. Attention is also given to learning basic music theory as it relates to choral performance. Students are introduced to a wide range of music from the Renaissance period to modern times. Students listen to the works of great composers while they learn about the composer's lives and the culture in which they lived. Students are also introduced to various musical instruments and learn about the different musical sections used in performing classical music. Each semester ends with a program where students can bless others with the vocal gifts and abilities they have developed through their study of music.

## **Aviation Lab**

Students engage in physics-oriented activities, learning about the properties of flight. They construct various mechanisms and test their flight ability.

## **Physical Education**

We encourage group participation, collaboration, and sportsmanship in our Outdoor Education program. We incorporate team building with games and activities so students learn how to glorify God as they joyfully engage in physical activity.

## **Kindergarten Curriculum**

Reading: Various Readers (A Beka, leveled readers)

Phonics: *First Start Reading*, Memoria Press

History: *History for Little Pilgrims*, Christian Liberty Press

Bible: *DK Children's Illustrated Bible*

Science: *Our Father's World*, Christian Liberty Press

Math: *Rod & Staff, Book 1*, Milestone

## **First Grade Curriculum**

Language Arts: *First Start Reading, Traditional Spelling I*, Memoria Press, *Shurley Grammar*

Literature: various read-aloud and literature selections

Latin: Latin prayers

History: *The Story of the World, Volume 1* by Susan Wise Bauer, Veritas Press Bible Timeline Cards

Bible: *Westminster Shorter Catechism for Kids*, ESV Bible

Math: *Rod & Staff, Level 1*, Milestone

Science: *Exploring Creation* series, Apologia

## **Second Grade Curriculum**

Language Arts: *First Start Reading*, Memoria Press, *Traditional Spelling II*, Memoria Press, *Shurley Grammar Level 2*

Literature: various read-aloud and literature selections

Latin: Latin prayers

History: *The Story of the World, Volume 2* by Susan Wise Bauer, Veritas Press Bible Timeline Cards

Bible: *Westminster Shorter Catechism for Kids*, ESV Bible

Math: *Rod & Staff, Level 2*, Milestone

Science: *Exploring Creation* series, Apologia

### **Third and Fourth Grade Curriculum**

Language Arts: *Spelling Workout, Shurley Grammar Level 4* (used both years)

Literature: various read-aloud and literature selections

Latin: *Latina Christiana*

History: *Story of the World, Volumes 3 & 4* by Susan Wise Bauer

Bible: Westminster Shorter Catechism for Kids, ESV Bible

Math: *Rod & Staff Grades 3 & 4*, Milestone

Science: *Exploring Creation* series, Apologia

### **Fifth and Sixth Grade Curriculum**

Language Arts: *Writing & Rhetoric*, Classical Academic Press

Latin: *First Form Latin*, Memoria Press

History: *Famous Men Series*, Memoria Press

Bible: Westminster Shorter Catechism in Modern English, ESV Bible

Math: *Rod & Staff 5 & 6*, Milestone

Science: *Exploring Creation with Human Anatomy & Physiology, Exploring Creation with Chemistry and Physics*, Apologia

# UPPER SCHOOL

## Humanities

Our sovereign God providentially directs the course of history. Paul reminded those in Athens that it was God who “made from one, every nation of mankind to live on all the face of the earth, having determined their appointed times, and the boundaries of their habitation” (Acts 17:26). Elsewhere, he reminded the Romans, “For from Him and through Him and to Him are all things” (Rom. 11:36). The study of history, then, is a study of God’s purposes worked out in time.

Therefore, the study of history, while capable of providing intellectual stimulation and aesthetic pleasure, cannot be an end unto itself. Rather, it is a tool for sharpening our character and equipping us to live faithfully. With this in mind, the study of history is not the mere memorization and regurgitation of facts and dates, but an exploration of human nature with a view to the shaping our own moral understanding. We study history for the pleasure of a good story, but also for insights into the ways that human beings have dealt with the moral dimensions of existence. We seek wisdom from the ideas and behaviors that have shaped our society, and we aim to free students from the chronological provincialism of modern culture by opening to them a past rich in fresh resources for their moral and intellectual development.

SPA’s Lower School systematically studies the earliest civilizations through the present era. The Upper School students begin again with Ancient Civilizations but look at the unfolding of history with greater critical awareness. Students are encouraged to evaluate cause and effect patterns found in historical events and are challenged to critique their own historical assumptions. Throughout the year, students are also provided with multiple opportunities to conduct in-depth research of historical events and significant people of their choosing. During each semester, students give persuasive speeches and engage in full length debates to flesh out some of the more consequential historical issues.

### **7<sup>th</sup> Grade – Ancient History and Greco-Roman History**

*Streams of Civilization* Vol. 1, Eusebius’ *Church History*, and Plutarch’s *Lives*

### **8<sup>th</sup> Grade – Modern and Contemporary History**

*Streams of Civilization* Vol. 2, Selected readings from the Western tradition

### **9<sup>th</sup> Grade – American History**

Selected primary sources and Paul Johnson’s *A History of the American People*

### **10<sup>th</sup> Grade – Government and Economics**

Selected readings from the Western tradition of government and economics

**11th Grade – World History**

Selected readings from the Western philosophical tradition and Colin Brown's *Christianity and Western Thought*

**12th Grade – Origins of Western Civilization**

Selected readings

**12th Grade - History of Scientific Revolution**

Selected reading

**Logic and Rhetoric**

Logic and rhetoric are essential tools for effective communication, and they are essential components of our classical program. Logic teaches students to reason rightly, and rhetoric teaches students to deploy language effectively. SPA requires a course in informal logic for all 7<sup>th</sup> graders and formal logic for all 8<sup>th</sup> graders.

To the ancients, rhetoric was the crowning intellectual discipline. It took the knowledge the student had gained over the course of their years of schooling and the understanding of logical principles gained from the study of traditional logic and molded them into powerful tools of persuasion. To Aristotle, whose *Rhetoric* is the discipline's foundational text, the art of rhetoric was the chief weapon in the service of truth. Throughout their Upper School experience, our students are encouraged to hone their skills in logic and rhetoric in every class.

**7<sup>th</sup> Grade** – *The Art of Argument: An Introduction to Informal Fallacies*

**8<sup>th</sup> Grade** – *The Discovery of Deduction: An Introduction to Formal Logic*

**9<sup>th</sup> Grade** – *A Rhetoric of Love Volumes 1 & 2*, Veritas Press

**10<sup>th</sup> Grade** – Introduction to Debate (Applied logic and rhetoric)

**11<sup>th</sup> Grade** – Speech and Debate (Applied logic and rhetoric)

**12<sup>th</sup> Grade** – Senior Research Seminar

## Language Arts

Language is a gift of God. In the garden, Adam's first act was to deploy language to name the animals. By doing so, Adam reflected the God in whose image he was made. God spoke, and it was so; words became worlds. By using words to make sense of his world, Adam laid the foundation of all human civilization. Because we are awash in a sea of language and learning, to recognize and make use of the potential of language for meaning, truth, and beauty is not merely an academic exercise. It is an exercise in fully inhabiting the world God created by His words and redeemed by the Word made flesh.

For these reasons, literature is at the heart of Smith Prep's English curriculum. The best way to become skillful readers and writers is to thoughtfully and generously engage the very best of the literary tradition. Such engagement yields a variety of rewards.

Students are brought into a longstanding conversation about the meaning of human life. The best stories and poems of the Western tradition explore what is most significant in our experience, such as the nature of justice, hope, and love, friendship, and courage. These stories give readers the opportunity not only to think about and discuss these themes, but also to feel and imagine their very possibility.

However, to reach this level of engagement students must also cultivate certain habits of the mind. They must learn to be patient and generous because stories and poetry do not immediately surrender their beauty and wisdom. They must learn, as well, to recognize and appreciate metaphor, imagery, and symbolism. In so doing, they will learn not only about relationships among words, but about the texture of reality as well. For example, bread and light can tell us something about God because God created a world in which meaning surprisingly and beautifully spills over from words to things and back into words again. Literature, then, trains the imagination as well as the intellect and the emotions.

Finally, through their engagement with literature, students learn not only to appreciate great writing, but also how to write clear, articulate, compelling prose themselves so that they may fully partake in God's gift of language.

## Sample Literature Lists

<p><b>Seventh Grade</b>  <i>April Morning</i>  <i>Longfellow – Poems</i>  <i>Around the World in 80 Days</i>  <i>The Lost World</i>  <i>Treasure Island</i>  <i>God’s Smuggler</i>  <i>The Hiding Place</i>  <i>Through Gates of Splendor</i>  <i>Across Five Aprils</i>  <i>Johnny Tremain</i></p>	<p><b>Eighth Grade</b>  <i>Sir Gawain and the Green Knight</i>  <i>The Lord of the Rings</i>  <i>Red House Mystery</i>  <i>Narrative of the Life of Frederick Douglass</i>  <i>Red Badge of Courage</i>  <i>The Chosen</i>  <i>The Island of Dr. Moreau</i>  <i>Death Be Not Proud</i></p>
<p><b>9th Grade – American Literature</b>  <i>The Scarlet Letter</i> – Nathaniel Hawthorne  Short Stories – Nathaniel Hawthorne  American Puritan Sermons  <i>Huckleberry Finn</i> – Mark Twain  Selected Poems – Emily Dickinson  Essays – Ralph Waldo Emerson  <i>Walden</i> – Henry David Thoreau  Short Stories – Edgar Allen Poe  <i>The Old Man and the Sea</i> – Earnest Hemingway  <i>Ethan Frome</i> – Edith Wharton  <i>O Pioneers</i> – Willa Cather  <i>To Kill A Mocking Bird</i> – Harper Lee</p>	<p><b>10th Grade – British Literature</b>  <i>Beowulf</i> – Anonymous  <i>The Canterbury Tales</i> – Geoffrey Chaucer  <i>Frankenstein</i> – Mary Shelley  Three Shakespearean Plays  <i>Pride and Prejudice</i> – Jane Austen  <i>A Tale of Two Cities</i> – Charles Dickens  <i>Wuthering Heights</i> – Emily Brontë  <i>Silas Marner</i> – George Elliot  <i>The Picture of Dorian Gray</i> – Oscar Wilde  “The Importance of Being Earnest” – Oscar Wilde  <i>A Brave New World</i> – Aldous Huxley</p>
<p><b>11th Grade – Word Literature</b>  <i>The Iliad</i> – Homer  The Theban Plays – Sophocles  <i>The Divine Comedy</i> -- Dante  <i>Paradise Lost</i> – John Milton  <i>Crime and Punishment</i> – Fyodor Dostoyevsky  <i>The Odyssey</i> - Homer  <i>The Aeneid</i> – Virgil</p>	<p><b>12th Grade – Dual Enrollment</b>  <i>English Composition I</i>  <i>English Composition II</i></p>

## **Science**

God is the creator of the universe and His imprint is on the visible world. According to Paul, “His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made” (Rom. 1:20b). The psalmist declares, “The heavens are telling of the glory of God; and their expanse is declaring the work of His hands. Day to day pours forth speech, and night to night reveals knowledge” (19:1-2). The study of our world through the sciences leads us to worship and to serve the Creator. Moreover, human beings have been called to be faithful stewards of both creation and scientific knowledge. If this is pursued, we are able to fulfill that calling.

In the Upper School, we strive to impart more than the knowledge of basic facts and formulas. We encourage students to engage the sciences from a broader and more comprehensive framework. We want our students to achieve honors level competency in the sciences and also to understand the social and moral consequences of science and technology. Science carries philosophical and theological implications, so students must be prepared to critically evaluate these implications.

In order to accomplish this, Smith Prep emphasizes not only an understanding of the scientific disciplines, we also encourage an understanding of the history of science. By exploring scientific concepts as they developed throughout history students grasp the impact and influence of science and its technological application.

**7<sup>th</sup> Grade** – Life Science (Novare, Memoria Press)

**8<sup>th</sup> Grade** –Earth Science (Novare, Memoria Press)

**9<sup>th</sup> Grade** – Biology (Novare)

**10<sup>th</sup> Grade** – Physics (Novare)

**11<sup>th</sup> Grade** – Chemistry (Novare)

**12<sup>th</sup> Grade** – Dual Enrollment Psychology (PBA required text)

## **Mathematics**

Mathematics is the language by which we can observe, study, and understand God's created order within the universe. A true liberal arts education always included the study of arithmetic (number in abstract), music (number in time), geometry (number in space), and astronomy (number in space and time). In our classical Christian paradigm, we see mathematics as a language by which God reveals Himself to us.

After gaining a firm foundation of digit and number in the lower school, students then proceed through Pre-Algebra, Algebra, Algebra II, Geometry, and Pre-Calculus. As students work through equations or geometric proofs, our goal for them is to see the rational order and harmony which has been imposed on creation by God. The discipline required to master mathematics requires fortitude and patience. Our instructors are eager to lead students to worship God more fully and serve Him more faithfully through the study of mathematics.

## **Dual Enrollment**

Dual enrollment gives a high school junior or senior a jump starts on a college education, allowing you to complete college credits while simultaneously earning a high school diploma. Smith Preparatory Academy partners with Palm Beach Atlantic University offering multiple courses taught by our Smith Prep faculty. The classes include Composition I & II, Bible, and Psychology. All Smith Prep seniors are eligible for these dual enrollment classes.

Upon approval, Smith Prep students may also take dual enrollment classes at their community college that do not conflict with other Smith Preparatory Academy classes or schedule. Smith Preparatory Academy may approve these alternative dual enrollment classes only if a student has completed more than 12 high school credits, has at least a 3.0 unweighted grade point average, and the appropriate SAT and ACT scores according to our Smith Preparatory Academy policies.

*Each college has its own set of guidelines once an application is received. All dual enrollment students are responsible for purchasing their own textbooks. The Dual Enrollment Program is not for every student and is reserved for the top students in our program.*

## **Theological Studies**

God is Truth and He is the source of all truth. God has revealed Himself through the created order, through His Son, and through His Word. Since God is the source of all truth, we believe that Christians may confidently pursue truth wherever it may be found with humility, wonder, and joy. These convictions are the foundation of all academic pursuits at SPA and they guide our approach to learning in every discipline.

Mankind is created in God's image and blessed with the gifts of intellect and reason. We believe that it is part of our calling as disciples of Christ to love Him with our whole mind. Training our minds and cultivating our intellect is, therefore, an act of faithfulness and worship.

Scripture is God's truthful and authoritative revelation. We must pursue knowledge in humble reliance upon God's Word. We do not merely correlate Bible verses with what we learn apart from the Bible. Rather, we allow biblical wisdom to frame all of our learning. God's word provides the philosophical and moral foundations for the pursuit of knowledge, establishes its parameters, and determines the ends toward which that pursuit strives.

All disciplines at SPA are taught in light of these convictions. Writing during the Second World War, C.S. Lewis summarized these convictions well. "If we thought," Lewis assures us, "that for some souls, and at some times, the life of learning, humbly offered to God, was, in its own small way, one of the appointed approaches to the Divine reality and the Divine Beauty which we hope to enjoy hereafter, we can think so still."

**7<sup>th</sup> Grade** – Old Testament Survey

**8<sup>th</sup> Grade** – New Testament Survey

**9<sup>th</sup> Grade** – Introduction to Theological & Educational Studies

**10<sup>th</sup> Grade** – Biblical Theology & Systematic Theology

**11<sup>th</sup> Grade** – Worldview & Apologetics

**12<sup>th</sup> Grade** – Exploring the Bible

## COMMON ARTS

Many classical programs mistakenly conflate the subjects of the humanities and make them equivalent to classical schooling. Language and math were never meant to stand alone but were part of a much larger enterprise integrating wonder and worship into something that benefited the common community. In fact, the scientific revolutions were birthed out of this conviction. Classical education shapes a person to a particular way of life. It is this way of life, properly understood, that manifests itself in communities with vision to see the advancement or growth of God's kingdom everywhere.

The Common Arts are an essential part of the classical paradigm and necessary in the establishment of a genuine community. For a millennia classical educators knew that the liberal arts tradition was practical and that our practices were to be grounded in the skills of life. Building, planting, and creating are pursuits that have been lost and must be revived in our current cultural context. The Common Arts, taken together with God's commands and virtuous living, become more than simply a useful skill for survival. They are the path to human flourishing. The great poet John Milton said that these arts are a chance for students to gain that "real tincture of natural knowledge, as they shall never forget, but daily augment with delight." It is our desire that our students grow in Godly virtue and that we prepare every student to dwell in God's Kingdom, enjoying a life of leisure while engaging this material world rightly.