

Provide families with a classical core education at an exceptional value in a Christ-centered community

Christian

- Love God
 - The goal of our education is to help form students into learners and lovers of God [Matthew 22:37; Matthew 28:18-20; Matthew 19:13-15].
 - We equip our students to evaluate and discern their entire range of experience in the light of God's Word and to do so with eagerness, in joyful submission to God [Hebrews 5:14].
 - We do not labor in vain; instead, we are equipping wise builders of the Kingdom for His glory [Habakkuk 2:13-14; Matthew 7:24-27].
- Love Others
 - We desire our students to help the weak and to learn from the strong [Romans 15:1].
 - Because learning takes the form of both knowledge and character, learning in knowledge must be coextensive with learning in character or arrogance may result. Our school culture encourages students to gain knowledge that does not puff up but rather builds up through love and service to others [1 Cor. 8:1-3].
- Our staff and board will endeavor to provide a clear model of the biblical Christian life [Matthew 22:37-40; Matthew 5:13-16].
- We seek to uphold the family and church as God's normal means for discipleship [Eph. 6:4].

Classical

- A classical education is based on great ideas, great books (including primary sources when possible), foundational truths and principles, and enduring traditions and skills.
- We educate with the whole person in mind and therefore equip students with deep theology and excellent academics for all of life, no matter the vocation to which a student is called [1 Corinthians 10:31].
- Classical learning is rooted in the trivium; that is, grammar, logic and rhetoric. These are not stages of development but thinking skills that students must engage to deeply understand a subject. When we learn any new subject, skill, or discipline, we approach it through grammar, logic and rhetoric thinking so that we move from the concrete to the philosophical.
 - In grammar, concrete ideas teach students the fundamentals of a subject.
 - In logic, students use reasoning skills to move toward understanding how the parts of a subject are related to one another.
 - In rhetoric, knowledge is poured out to teach, persuade, and disciple.
- The trivium allows us to teach the individual student how to think, meeting them where they are, unconstrained by their age. The trivium also harmonizes with the biblical concepts of knowledge, understanding, and wisdom.
- The following chart helps to describe the various stages of the trivium, using an example subject, the Civil War:

GRAMMAR	LOGIC	RHETORIC
This thinking skill is concrete. The student demonstrates a tangible knowledge of the subject.	This thinking skill is reasoning. The student demonstrates their understanding by distilling information	This thinking skill is philosophical. The student demonstrates their understanding through explanation or argument.
Students can answer tangible questions such as: Who? What? Where? When?	Students can reason to conclusions: Why?	Students can argue their point, teach about the topic, and discuss.
Subject: Civil War Who fought? What were they fighting over? Where were the battles? When did it happen?	Subject: Civil War Why did they fight? Was it a just war? Will there be another Civil War? Did it benefit the US?	Subject: Civil War Write a thesis. Hold a position in debate. Explain their reasoning. Teach on the topic.

Core Curriculum

- 3-day-model: Knox Classical Academy is dedicated to the belief that the core academic studies of math, science and humanities can be successfully taught in a 3-day model. All classes will be taught on campus Tuesday-Thursday. Mondays and Fridays are home days, where parents have discretion to provide additional school work, take field trips, or engage in extracurricular activities. In this model, new material is not expected to be taught at home; however, parents are encouraged to help students practice what they have learned through review, and foster a healthy, consistent home learning environment. Homework is primarily an assessment tool for teachers and parents will not be expected to help students complete it correctly.
- Prioritizing family: Knox Classical Academy partners with parents by providing a core classical education, where academic needs are met but more time is afforded to families for training and enjoying their children. John Knox believed that the purpose of education was “the virtue and godly upbringing of the youth of this Realm and was envisioned as a partnership between home, school and kirk [church].” We aim to embody his vision.
- Integrated learning and ages: Fields of study will be offered school-wide at the same time each day. Students will progress at different rates through learning groups as they master the material, allowing for strong and weak students to learn alongside each other within the same academic environment.

Philosophy of Education

Knox Classical Academy provides a classical education for families, rooted in a biblical worldview that seeks to recognize goodness, truth, and beauty. We intentionally named the school after John Knox, the great Scottish reformer who, along with his brethren, regarded education as essential to passing the Christian faith to the next generation. We, like him, seek to promote "the virtuous education and godly upbringing of the youth [in our care]" that they might have the "knowledge and erudition" necessary to "profit and comfort" the church and society. *First Book of Discipline* (1560). At Knox Classical Academy we understand that classical Christian education is ultimately about how to learn, and most importantly, how to learn truth.

We use the trivium because it is foundational to building the thinking skills necessary for navigating the world around us. We begin with the grammar essential to the various subjects we study. We then train students in logic and out of this formation of thinking emerges the rhetoric of writing, reading and speaking. By concentrating on the core fields of humanities, mathematics, and science, we are able to give students time for mastery.

We focus on learning rather than grades, affording students the opportunity to puzzle through questions, take risks in their conclusions, and discover truth. We are committed to an intellectually robust education through copious reading, a stimulating classroom environment, and strong academic pedagogy where the teacher acts as a living curriculum. With the overarching aim of love for God and others, we strive for a culture of humility, excellence, and servanthood. Our hope is to offer education for the whole child that equips future men and women to advance the Kingdom of God.

Philosophy of Humanities

Our humanities block is organized around two principles: integration and worldview. It aims to answer the question, “How shall we live?” The disciplines of the humanities - language arts, history, Bible, latin, art, music, geography and logic - are integrated into one course. This allows students time to absorb the substance of and understand connections across ages, cultures and events. Through the study of various sources, including original texts, compositions, and works of art, they will discover the detail with which God has directed all of humankind and come to see His redemption at work throughout time. Ultimately, they will grow to approach modern-day issues with a rich understanding of human nature and God’s sovereignty.

Language Arts

Our language arts component includes literature and poetry that is directly or indirectly tied to the era of history being studied school-wide. Comprehension and literacy are paramount for the building of knowledge and wisdom, from which compelling oratory flows. Thus, we will aim for early fluency, providing technical training in phonics, penmanship, spelling, mechanics and forms of writing, and offering rich texts to students at their level. Our language arts curriculum moves students from these foundational grammatical skills, to the logical puzzling necessary for deeper comprehension, and then towards oral and written proficiency as they create poetry, orations, debate and speeches.

History

History is the study of human behavior over time. Through its lens, we see not only the brokenness of mankind, but also the image of Christ amongst its chief protagonists. To better understand the story of God's world, students read original sources, historical fiction, and the Great Books. We rotate through a framework of four distinct time periods, one per year, including the Ancient World, Medieval World, Modern World, and the United States. The era of time studied forms the base of our humanities program content. Students are challenged to build a thorough knowledge of the past and develop the skills necessary to analyze its tragedies and discern how it impacts our future.

Bible

We seek to teach the Word of God diligently to the students of Knox, to talk of it when we sit in our classrooms, and when we walk through our hallways, and when we enter the building, and when we depart. We want our students to be Biblically fluent, that they might take every thought captive to the Word of God, and learn to rightly divide the Word of truth. We want students to see their story in God's story. Therefore, during early primary years we will teach distinct Bible courses to our students, so that they might acquire a basic understanding of the stories, books, and overarching narrative of Scripture. Beginning in the late-primary years, students will integrate their Biblical studies with the rest of their classes, so that they might understand how all truth holds together in God. At all times, students and teachers will treat the Bible as God-breathed and inerrant. Our view of Scripture is consonant with Westminster Confession of Faith, Chapter 1.

Latin

The goal of Latin studies is not to simply gain knowledge, but to build a foundation for life-long learning and excellence in reading, writing, analyzing, and articulating. We see the interaction with the grammar, word order, pronunciation, and the culture of Latin as a way to cultivate attentiveness, memory, connection between disciplines, and precision of thought. Latin enables both big picture thinking and detailed thinking as students navigate not only a foreign language, but an ancient one that is important to our own history and

culture. Formal instruction will begin in 4th grade; passive instruction will begin in Kindergarten.

Art

Scripture instructs us to set our minds on that which is true, noble, just, pure, and lovely. Art, in its purest sense, is a form of rhetoric that fulfills this teaching. Through the study of art and its many intricacies, we learn to express these virtues and observe God's world with awe and wonder. In order to provide a robust humanities program, we use the visual arts to develop the skills that are quintessential for communicating these virtues. Beholding beauty lays the foundation for creating beauty—to not only identify what is beautiful but also understand why it's beautiful. Art history reveals complex world views and colors the often bland pages of history. Students are challenged, through artistic expression, to imitate God's creation so they may better comprehend the Creator.

Music

The Bible calls us to be a singing people, a people who worship through psalms, hymns, and spiritual songs (Eph 5:19). We aim to equip students, through music, with the deep truths of Scripture, laying a foundation for discernment by engraving theology in the soul. Music is a language and we will teach theory so that students learn this beautiful language. The music itself, coupled with the lyrics, should orient our body, soul, and mind towards Christ Jesus.

Philosophy of Mathematics

God is a God of order; mathematics reveals that order. Rightly studied, it lays a foundation for more complex thought about God and the world in its revelation of the abstract and the concrete. Math can be fun and intriguing to students, and often becomes a beloved subject when students are given freedom to see math all around them. Because mathematical concepts build upon each other, comprehension at each level is necessary for future understanding. This means that both corporate instruction and individualized learning are important. We use a combination of integrated methods for comprehension, sound reasoning, and problem-solving. We evaluate word problems through real-life stories and real-world, hands-on manipulatives. Growing confidence and mastery in each student is our goal, so we group them in their

appropriate skill level, no matter their reading level. Both primary and secondary students advance as they master material, rather than as they age.

Philosophy of Science

“There's not a square inch in the whole domain of human existence over which Christ, who is Lord over all, does not exclaim, 'Mine!'” -Abraham Kuyper

Creation itself, emanating from and belonging to God, is a powerful display of His glory and expression of His love. Studying science enables us to love and serve God and our fellow man. Training in scientific skills—coupled with scientific knowledge—helps us find solutions to restore this broken world and benefit those that inhabit it. Our study of science will encourage students to meditate on creation, leading them to wonder and be curious about God Himself. The physical and biological sciences will inform students about the way the world works and the majority of our learning will come from experimentation and observation in the natural world around us.