



**CITY ON A HILL**  
*Classical Christian Education*

**Class Omnibus III: Reformation to the Present**

**Class Length 70 Min.**

**Teacher Mrs. Maria Szabo**

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**Class Description:** Omnibus III is an integrated approach to history, literature, and theology which focuses on the United States and the modern world. Homework will average 10-12 hours per week.

**Grades/Ages:** This class is designed for students in the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grades.

### **Responsibilities**

- **Parent Responsibility:** To establish and oversee an educational plan for the student. And, to grade and review the progress of the student. *In the Grammar stage this is a daily activity for each subject. In the Logic and Rhetoric stages this can become a weekly activity.*
- **Student Responsibility:** To actively engage with the teaching and study work. To respect the instructions and expectations of Dad and Mom. And, to come prepared to each CO-OP class.
- **Teacher-Tutor Responsibility:** To support (bolster) the educational plan of the parent. To offer passionate and accurate teaching/tutoring of the subject matter. And, to challenge the student in the subject.

**Curriculum/Tools for Learning:** Please purchase the following resources:

#### **Textbooks**

- *Omnibus III: Reformation to the Present*, Student Text, 2<sup>nd</sup> or 3<sup>rd</sup> edition by Douglas Wilson & G. Tyler Fischer 978-1-936648-63-4  
**There are paintings/drawings in the Omnibus textbook that may be considered objectional by some. Therefore, it is the responsibility of the parents to address these images accordingly, and for each family to respect the approach of other families. A packet of stickers goes a long way.**
- *The Adventures of Tom Sawyer* by Mark Twain, 9780143039563\*
- “The Pit and the Pendulum” and “The Tell-Tale Heart” short stories by Edgar Allan Poe found in Omnibus III, pp. 447-460.\*\*
- *Uncle Tom’s Cabin* by Harriet Beecher Stowe, 9780451530806
- *Abraham Lincoln: Speeches and Writings by Abraham Lincoln* ed. by Gore Vidal, 978-1598530537
- “Slave Narratives” <https://veritaspress.com/resourceFiles/Narratives.pdf>
- *The Communist Manifesto* by Karl Marx & Friedrich Engels, 978-0140447576
- *The Great Gatsby* by F. Scott Fitzgerald, 979-8473095531
- *Mein Kampf* by Adolf Hitler, 978-0984536139
- *1984* by George Orwell, 9780452262935
- *Little Women* by Louisa May Alcott, 978-0-19-953811-9
- *The Killer Angels* by Michael Shaara, 978-0-345-40727-6

- *Christianity and Liberalism* by J. Gresham Machen, 978-0-8028-6499-4
- *The Old Man and the Sea* by Ernest Hemingway, 9780684801223
- *Animal Farm* by George Orwell,
- *Death of a Salesman* by Arthur Miller, 978-0140481341
- *Postmodern Times* by Gene Edward Veith, Jr., 978-0891077688
  
- Bible (Recommend ESV)
- Pens, pencils, and colored pencils
- Notebook (for taking notes in class and completing assignments)
- Resources:
  - Paper Format: <https://www.chicagomanualofstyle.org/turabian/Student-Tip-Sheets.html>
  - Citation generator: Zotero.org, mybib.com, or easybib.com

**Grading Rubric:** As a reminder, although the teacher-tutor will provide each student/parent with a midsemester progress report and an end of semester progress report, it is the responsibility of the students' parents to determine the final grade for the student. The progress report provided by the teacher-tutor is meant to be a reflection of the work accomplished within the scope of the class and therefore NOT a reflection of the student's overall progress.

- |   |      |
|---|------|
| ● Attendance & Participation (In-class discussion)                                | 20 % |
| ● Worldview Guide: Session I Preludes: Answers based on Omnibus III essay reading | 20%  |
| ● Essays: Reflections on Primary or Secondary readings                            | 15%  |
| ● Omnibus III Activities, Scripts, and Projects                                   | 15%  |
| ● Maps  | 15 % |
| ● Presentations: Memorization   | 15 % |

\*This book has been moved from the Veritas Press Omnibus III first semester to the second semester.

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## **Classroom Behavior/Etiquette (Code of Conduct)**

*Although not all participants of City on a Hill activities confess Christ, there is still an expectation of the following general guidelines as a code of conduct.*

Love God and Love Others (Romans 13:8-10) - The Law of God directs our steps. The two greatest commands direct all that we do (Matthew 22:36:40). The 10 Commandments clearly explain the moral law written on everyone's heart (Deuteronomy 20:3-17).

Respect Authority (Romans 13:1-5) - In words, actions, behavior, attitudes, and in secret.

Order of Authority: 1. God 2. Parents 3. *Teacher-Tutors* 4. Students

Dress and Speak like Men/Women - What we wear and what we say should speak of maturity.

Diligence in our Work, Play, and Rest - We are to do well in whatever we find ourselves doing.

## Meeting Dates and Content **SPRING**

| Date   | Week  | Class Topic   |  | Assignment Due   |
|--------|-------|---|--|--|
|        |       | Come prepared: Read the Omnibus III essay, assigned reading, and complete the assignments before class. |  | Worldview (WV): Omnibus III Essay, Session I: Prelude  |
| Jan-14 | 1     | Uncle Tom's Cabin   | Pit and the Pendulum & Tell-Tale Heart | WV (2)   |
| Jan-21 | 2     | Uncle Tom's Cabin   | Adventures of Tom Sawyer               | WV (1); Map: Growth of US, 1836-1861; Poe Activity: Comparison                               |
| Jan-28 | 3     | Uncle Tom's Cabin   | Adventures of Tom Sawyer               | Debate Activity-Paper: Fugitive Slave Act  |
| Feb-4  | 4     | Lincoln's Speeches  | Little Women                           | WV (2); Essay: Tom Sawyer, Session VI Summa  |
| Feb-11 | 5     | Philemon  | Little Women                           | WV (1); Debate Activity-Paper: South. States Secession                                       |
| Feb-18 | 6     | Slave Narratives  | Killer Angels                          | WV (2); Essay: Philemon, Session II  |
| Feb-25 | 7     | The Communist Manifesto   | Killer Angels                          | WV (1); Project: Slave Narratives, Session IV  |
| Mar-4  | BREAK |   |  |  |
| Mar-11 | 8     | Treaty of Versailles  | Animal Farm                            | WV (2); Recitation: Gettysburg Address; Project: Killer Angels <b>OR</b> Communist Manifesto |
| Mar-18 | 9     | Mein Kampf  | Christianity & Liberalism              | WV (2); Activity: Treaty of Versailles <b>OR</b> Animal Farm                                 |
| Mar-25 | 10    | The Great Gatsby  | Christianity & Liberalism              | WV (1); Activity Mein Kampf Worldview Chart  |
| Apr-1  | 11    | The Great Gatsby  | Postmodern Times                       | WV (1); Essay: Christ. & Lib., Session III Summa   |
| Apr-8  | 12    | The Epistles of John  | Postmodern Times                       | WV (1); Map Activity & Frontier Discussion   |
| Apr-15 | 13    | The Epistles of Peter & Jude  | Death of a Salesman                    | WV (2); Essay: Postmodern Times, Session V   |
| Apr-22 | 14    | Nineteen Eighty-Four  | The Old Man & The Sea                  | WV (2); Essay: Death of a Salesman, Session II Summa   |
| Apr-29 | BREAK |   |  |  |
| May-6  | 15    | Nineteen Eighty-Four  | How Should We...Live?                  | WV (2); Essay: Old Man & The Sea, Session III Summa  |
| May-13 | 16    | Daniel  | How Should We...Live?                  | WV (1); Recitation: Brandenburg Gate Speech; 1984, Session IX Summa                          |

|        |                         |
|--------|-------------------------|
| 11-Jan | New Student Orientation |
| 14-Jan | Parent Training Classes |
| 11-Mar |                         |
| 13-May |                         |
| 11-Mar | Science Fair            |
| 29-Mar | Music Recital           |

NOTE:

- All CO-OP classes and projects are a supplement, NOT a replacement of the education taking place at home.
- Parents are required to review any work to be turned in before class. Parents, please initial any work to be turned in.

**Reading and Assignment Acknowledgement**

We, (parents and student), have read this syllabus and understand the requirements for the following classes.

*Please use one signature sheet per student for all classes:*

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

Class: \_\_\_\_\_

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Parent

\_\_\_\_\_

Date

\_\_\_\_\_

Student

\_\_\_\_\_

Date