

Terra Firma Learning



Community

An Honors program “firmly grounded” in the Classics

Handbook 3rd Edition, 2012

Philosophy and Vision

Welcome to the Terra Firma Learning Community or TFLC (formerly called the Traditional Studies of Academic Excellence Program). TFLC is a core curriculum Honors program that is *firmly grounded* in the classical literature of history, philosophy, art and humanities which is the foundation for college preparation. We, parents and teachers together, strive to create self-directed, independent, responsible critical thinkers who are ready to succeed in higher education and future life endeavors. In pursuit of this goal, we have set out a course of study that will take students back to primary sources allowing us to “reason together,” through shared inquiry, the process by which man gains understanding of himself, his world, and his relationships to others. Students will begin to see the connections between what they learn in History, Science, English, Fine Arts, World Languages and even Math as they explore the texts, both ancient and modern, that have been written by the great thinkers of various times and various cultures.

We are taking steps to nurture and encourage the sense of community that already exists among students in our program by establishing ourselves as an SLC (small learning community) within the larger Catalina population. TFLC will be a community united by a shared interest in high academic achievement. We will provide a rigorous Honors and AP Course curriculum, peer tutoring, study groups, community service, and a commitment to clear behavioral standards. In addition, we promote development of the whole student by encouraging students to become leaders in Student government, Student activities, Athletics, and Fine arts.

Above all, we hope to build upon the firm ground of knowledge, citizens who manifest the four pillars of good character: Respect, Integrity, Industry, and Responsibility.

History

Terra Firma Learning Community is unique in that the program was conceived by and continues to be governed by parents. The program (Traditional Studies of Academic Excellence) was originally created through the action of a group of parents who wanted a High School extension of the Traditional Magnet school program that began with “Back to Basics” at Bonillas Elementary and continued as teacher directed traditional education at Dodge Middle School. This academic “pipeline” has been in existence since 2001 by TUSD board approval and we hope to see a continued flow of successful students into the future. In addition, Terra Firma actively seeks ANY students within the district who want to be a part of our classically based college preparatory program.

Parent Teacher Student Council

The governing body for the program is The Terra Firma Parent, Teacher, Student Council or PTSC. This Council is made up of at least 4 parent representatives, two student representatives, the Lead teacher and one teacher representative. The council meets quarterly. All parents of students in the program are encouraged to attend and give voice to their ideas and concerns. **WE NEED YOU!**
Contact Jama Dluhosh if you are interested in serving on the PTSC.

Faculty

Principal:	Rex Scott	rex.scott@tusd1.org	Office 232-8400
Lead Teacher, Jama Dluehosh		jama.dluehosh@tusd1.org	Rm. S 104 232-8582
PCC English/AP English	Office Hours: 11:00-12:30 M T TH F and before or after school by appt.		
Math	Susan Bellamy	susan.bellamy@tusd1.org	Rm. S 106 232-8455
	Mike McGlynn	michael.mcglynn@tusd1.org	Rm. M129 232-8547
	Misha Tuv	misha.tuv@tusd1.org	Rm. S 106 232-8455
History/Gov./Econ.	Joseph Morgan	joseph.morgan@tusd1.org	Rm. S 108 232-8456
English 9/10; 11/12	Joan Fox	joan.fox@tusd1.org	Rm. S 110 232-8457
French/Spanish	Joseph Cyr	joseph.cyr@tusd1.org	Rm. S 112 232-8458
Spanish	Alicia Lara	alicia.lara@tusd1.org	Rm. E 108 232-8453
Science (Chem)	Bernie Diffin	bernie.diffin@tusd1.org	Rm. SC103 232-8537
Science (Bio)	Monica Holden	monica.holden@tusd1.org	Rm. SC104 232-8538
	Leanne Elliott	leanne.elliott@tusd1.org	Rm. SC201 232-8548
	Stephen Murray(AP)	Stephen.murray@tusd1.org	Rm. SC106 232-8540

If you need to contact a teacher, **email** is generally the best and quickest method

Terra Firma PTSC

Cindy Dunn	dunncj57@msn.com
Midge Irwin	mirwin8@cox.net
Laurie Becker	laurie.becker@aboveandbeyondrelo.com
Kim Peterson	KC.peterson@q.com
Susan Bellamy	susan.bellamy@tusd1.org

TFLC Academics

Graduation with TFLC endorsement means a student has: completed 24 total credits; taken 3 Honors and/or AP courses each semester; maintained a 2.5 GPA; and completed 60 hours of

Community Service

4 credits in English

(2 semesters = 1 credit)

- Honors English 9
- Honors English 10
- Dual Enrollment Pima College Writing 101*/Honors English 11
- AP Language **or** AP Literature **or** PCC 101*

4 credits in Mathematics

(The following Course progression can begin in 8th or 9th grade)

- Honors Algebra
- Honors Geometry
- Honors Intermediate Algebra
- Honors Pre Calculus **or** Pima College Pre Calculus*
- Calculus

3 credits in Social Studies

- 9th Honors World History and Geography
- 10th AP European History (*optional but recommended*)
- 11th AP US History
- 12th AP Government (full yr.) **AND** 1 sem. AP Economics
- OR** Reg. Gov./Econ

3 credits in Lab Science

- Honors Biology (NOT Integrated Science or Earth Science)
- Honors Chemistry
- Physics **or** AP Biology **or** Anatomy and Physiology

3 credits in THE SAME World Language

Currently we offer: Spanish 1-2, 3-4, 5-6, 7-8
French 1-2, 3-4, 5-6
American Sign Language

Note: Spanish and French can be taken as Honors; **We recommend 3 consecutive years;**
ASL may not meet entrance requirements at all Colleges and Universities

1 credit in Fine Arts: Music, Band, Orchestra, Mariachi, Vocal Music **or** Visual Arts **or** Drama

1 credit in Physical Education

1 semester (.5 credit) of Health **or** **1 credit** in Sports Medicine

3 Elective credits: Any course offered at CMHS can be an elective including the above.

Students from other Magnet Pathways at CMHS are always welcome to take TFLC Honors courses; many students have graduated with dual endorsements

***Dual enrollment course; must register and take PCC placement exams and qualify to enroll**

Academic Interventions

Because **success** is the desire of every serious student, concerned parent and caring teacher, the following policy has been adopted:

Level 1

Grade of D or F on mid quarter progress report : Teacher / student conference and referral to **mandatory** tutoring until grade is C or above.

Level 2

Grade of D or F on Quarter report card: Above **plus** Parent Conference (In person, by phone or email)

Level 3

Grade of D or F on next progress report: All of the above **plus** Placed on **Academic Probation**; First Notice letter sent home.

Level 4

Grade of D or F on Semester report card: All of the above **plus** Student will be referred to Admin. for **possible dismissal** from Honors course

Behavioral Policies

- Speak respectfully at all times. **No obscene or offensive language** will be tolerated in the TFLC classrooms **or in the TFLC (south) Hallway**
- **TUSD Dress Code will be enforced.** Violators will be given a “Big Ugly T-Shirt” to wear for the day.
- **All students will be required to have a separate notebook for each TF class.** These will be used to take class notes AND as a planner to record assignments. Notebooks will be checked on a regular basis at each teacher’s discretion. (You do NOT need to purchase a “planner”)
- **All Homework and graded assignments** (except Math) **must be done in ink** and a **“hard copy” must be submitted.** Students may email assignments per teacher direction, **but it is the student’s responsibility to make sure the teacher receives a readable copy.**
- **Students are to remain in class during instructional time.** Each teacher will allow a minimum of 4 Hall Passes per student per quarter. (see course syllabus)
- Use of electronic devices for instructional purposes is allowed as directed by teachers. **HOWEVER, students are not allowed to wear headphones or use electronics for personal entertainment during class.**
- Students are expected to come to class **on time with all necessary supplies.** CMHS tardy policy will be enforced and parents will be notified if students are “chronically” unprepared. (3x)
- **Chronic disrespect of teachers OR classmates will result in referral and possible dismissal from TFLC—Remember 3 strikes and you are out!**

Community Life

Community Service Days

Once per quarter The TFSC (Terra Firma Student Council) will plan a TFLC community service project that you can choose to participate in to acquire your required 60 hours.

Team Nights

The Terra Firma Student Council will assist in planning all nights; families of students and teachers are encouraged to attend. **Possible activities might be:**

- Pot luck dinner
- Volleyball (?) or games and relays
- Board or card games
- 1st Quarter Awards
- Slide show of Community Activities
- Dessert Pot luck
- 2nd Quarter Awards
- Slide show of Community Activities
- Game night
- 3rd Quarter Awards
- Class Relays
- Senior Roast

Tutoring Program

Some students, who are approved by faculty, may acquire Community service hours as “Peer tutors” during Wednesday peer tutoring sessions. Students who must attend tutoring will be assigned a peer tutor if appropriate. Sessions will run from 1:45 to 2:45 on Wednesday afternoons.

Supplies list

1. We strongly suggest that all students (especially freshmen) have (4) **separate** 1"- 1 ½ " 3-ring binders one for **each** of their core subjects. In each binder they should have:
 - Loose leaf notebook paper
 - 2 or more pockets for hand- outs and assignment sheets
 - Dividers to separate class notes from other class work
 - (optional) a pouch to hold pens pencils and other supplies needed for that particular class
2. A 4 color set of Highlighters
3. Colored markers OR colored pencils (NO SHARPIES PLEASE!!)
4. Eraser
5. Leads or a sharpener
6. 2 blue or black pens; 1 red, green, or purple pen
7. A box of tissues
8. A small bottle of hand sanitizer
9. (optional) A small stapler
10. (optional) glue stick
11. Check with math teacher for math needs
12. **Students MUST have a SEPARATE spiral or composition notebook (or binder section) for EACH class**

Course Descriptions

World Languages

Honors Spanish 1-2

Prerequisite: Enrollment in Terra Firma

Grade: 9, 10 (*recommended for 10th, in order to ensure seamless continuity through third-year study during 12th grade and into continued language study at the post-secondary level*)

This foundation course in Spanish emphasizes the four components of second-language-acquisition: listening, speaking, reading, and writing—all with attention to detail and precision. These objectives are achieved through strong emphasis on vocabulary, grammar, and geography, augmented through a comprehensive cultural approach of the Spanish-speaking world, including experience with music, art, film, and the Internet. Students work both individually and collectively with appropriate language skills in order to become communicative and literate in their new language.

Honors Spanish 3-4

Prerequisite: Enrollment in Terra Firma and grade of C or above in Spanish 1-2

Grade: 10,11,12

This course, continuing the use of language for active communication, stresses attention to detail and precision in the study of grammar, vocabulary, and culture. As in first-year Spanish, music, art, film, the Internet, and geography will be studied. Completion of first- and second-year Spanish provides a basic foundation for future fluency. Although two years of language fulfill basic entry requirements for many four-year colleges and universities, *competitive schools require three or more years of consecutive language study. For this reason, enrollment in Terra Firma requires three years of the same foreign language.*

Honors Spanish 5-6

Prerequisite: Enrollment in Terra Firma and grade of C or above in Spanish 3-4

Grade: 10,11,12

A pre-Advanced-Placement course designed to enable students to further refine their speaking, listening, reading, and writing skills. Sociolinguistic and geopolitical awareness are emphasized, along with increasingly sophisticated grammatical structures. Students who excel in this course will be prepared for post-secondary language study and real-life communication, including travel and study-abroad programs.

Honors French 1-2

Prerequisite: Enrollment in Terra Firma

Grade: 9, 10 (*recommended for 10th, in order to ensure seamless continuity through third-year study during 12th grade and into continued language study at the post-secondary level*)

This foundation course in French emphasizes the four components of second-language-acquisition: listening, speaking, reading, and writing—all with attention to detail and precision. These objectives are achieved through strong emphasis on vocabulary, grammar, and geography, augmented through a comprehensive cultural approach of the extensive French-speaking world, including experience with music, art, film, and the Internet. Students work both individually and collectively with appropriate language skills in order to become communicative and literate in their new language.

Honors French 3-4

Prerequisite: Enrollment in Terra Firma and grade of C or above in French 1-2

Grade: 10,11,12

This course, continuing the use of language for active communication, stresses attention to detail and precision in the study of grammar, vocabulary, and culture. As in first-year French, music, art, film, the Internet, and geography will be studied. Completion of first- and second-year French provides a basic foundation for future fluency. Although two years of language fulfill basic entry requirements for many four-year colleges and universities, *competitive schools require three or more years of consecutive language study. For this reason, enrollment in Terra Firma requires three years of the same foreign language.*

Honors French 5-6

Prerequisite: Enrollment in Terra Firma and grade of C or above in French 3-4

Grade: 10,11,12

A pre-Advanced-Placement course designed to enable students to further refine their speaking, listening, reading, and writing skills. Sociolinguistic and geopolitical awareness are emphasized, along with increasingly sophisticated grammatical structures. Students who excel in this course will be prepared for post-secondary language study and real-life communication, including travel and study-abroad programs.

English

Foundational issues comprise the underlying structure of all English/Humanities courses in the Traditional Magnet program, but the courses differ in the following ways:

Grade level:

Freshmen and Sophomore Honors English/Humanities Core:

- These courses require students to read, observe, think, and write. To that end, students analyze a variety of texts: novels, poems, plays, art, and other primary documents. All written assignments demand mature and appropriate organization, style, and level of understanding expected of college preparatory students in academic subject areas. The courses emphasize the principles and practices of writing, and include writing essays appropriate to the development of college level academic reading, writing, and thinking skills.
- While the teacher will occasionally lecture, these courses require students to practice consultative and formal language registers regularly as they write and participate in large group discussions to work through readings and challenges in their writing practice. Students will also engage in small group discussion to process material at the analytic level of Bloom's taxonomy in preparation for large group discussion and writing.

Juniors and Seniors may enroll in PCC concurrent enrollment/Honors English/Humanities Core:

- The focus of PCC concurrent enrollment/Humanities Core is writing appropriate for freshmen in college. Dual Enrollment PCC Writing 101 provides students with extended practice in academic writing. In addition to meeting the minimum expectations of Pima College, the course requires students to read and discuss works appropriate for development of intellectual inquiry in the young adult mind and serves as great preparation for AP Literature and Composition.
- This course requires students to read, observe, think, and write. The students analyze a variety of texts: novels, poems, plays, art, and other primary documents. All written assignments demand mature and appropriate organization, style, level of understanding expected of college freshmen in academic subject areas. The course emphasizes the principles and practices of writing and includes writing college-level essays, review of basic writing skills, and written works. Also includes narrative/descriptive, expository, and persuasive writing.

Seniors may enroll in Advanced Placement English Literature OR AP Language:

This course requires students to read, observe, think, and write. The students analyze a variety of texts, books, and essays written in English, as well as print and visual media, and art. The students write critical essays examining the rhetorical structures various writers employ, developing mastery over rhetorical strategies for achieving a writer's purpose, as well as literary analysis and criticism. All written assignments demand mature and appropriate organization, style, level of understanding required by the Free Response Section of the Advanced Placement exam in English Literature and Composition.

This course requires students to write formally and informally. Formally, students write for a variety of purposes and a variety of audiences. Informally, students write to reflect on their choices as writers as well as to explain the process by which they made those choices. Students also write informally to process information and to deepen their understanding of important concepts.

Formally, students write expository, analytic, and argumentative essays. Expository essays require the student to explain concepts thoroughly or to explain key issues in texts for specific purposes and specific audiences. Analytic essays will require the student to analyze public language for purpose and audience, to build an argument that elucidates the student's interpretation using evidence from the text. Argumentative essays will require the student to build a compelling argument for a well-informed audience, choosing evidence that proves the argument, and drawing inferences from that evidence that successfully explain how and why the evidence proves the thesis. Some argumentation essays will require students to do research, to synthesize that research, to build an argument based on that research, and to document the sources used in the argumentative essay.

Social Studies

Honors World History and Geography

This would be a thorough course in the physical geography of the world as well as an overview of cultural anthropology .

The purpose of this course is to acquire an understanding of the chronological development of civilization by examining political, social, religious, military, and economic events. This is not a class about memorizing dates, but rather a class that will teach you to think, examine documents and synthesize common happenings and trends. Through this course, not only will you use the knowledge gained of the past to guide your future, but will also develop critical and analytical thinking skills that will prepare you for higher education.

AP European History

This class is the first ever AP Course offered at the sophomore level. It will focus on the spread of western civilization and culture in Europe exploring how European History has been influenced by other world cultures and in turn how Europe has influenced the World.

AP United States History (APUSH) and AP Government

The Advanced Placement Program is designed to provide you with the analytic skills and factual knowledge to deal critically with the problems and materials in US History and Government. The program prepares you for intermediate and advanced college courses; this will be a demanding course that will put to test your critical thinking skills, your working knowledge of US history, your writing skills, and your ability to formulate and argument based on evidence and inference. You will learn to assess historical materials—their relevance to a given problem, their readability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. It is the goal for students to be prepared to take the national college board AP examinations administered in May. Students successfully completing these exams (scores of 3, 4 or 5) may receive credits at many colleges and universities.

The AP US History course is a chronological survey covering the period from Colonial to Contemporary America. This course will not just focus on the fine details of American History, but will also address broad topics such as political institutions, international relations, and social/cultural developments. We will be examining a variety of primary sources and historical opinions in order to increase levels of critical thinking as well as gaining historical perspective.

In the Government course you will understand the function and significance of government here in the US as well as the significance and duty of citizenship in a democratic nation.

AP Economics—Micro and Macro

In introductory college course in microeconomics or macroeconomics is generally one semester in length. AP economics courses at the high school level are also one semester in length, enabling a student to take either one or both of the courses. The aim of an AP economics course is to provide the student with a learning experience equivalent to that obtained in a typical college introductory microeconomics or macroeconomics course.

The purpose of an AP course in **microeconomics** is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The purpose of an AP course in **macroeconomics** is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

The goal of both courses is to prepare students for successful completion of the AP exams in May.

Mathematics

HONORS ALGEBRA

Grade 9

Prerequisite: Enrollment in the TFLC Program

Honors Algebra provides a high degree of proficiency with linear and quadratic equations, inequalities, systems of equations, graphing, rational and irrational expressions, polynomials and exponents. Honors algebra also includes a foundation in geometry, statistics and probability. The course will have an emphasis on reading, speaking and writing about mathematics, problem solving, and real world applications. Students will have numerous opportunities to extend and explore content.

HONORS GEOMETRY 1, 2

Grade: 9, 10

Prerequisite: Algebra, Enrollment in TFLC Program

This honors level course for Geometry 1, 2 will be taught at an accelerated pace with enrichment. Deductive reasoning and formal proof are stressed and used to develop the concepts of congruence, similarity and the properties of geometric figures in both two and three dimensions.

HONORS INTERMEDIATE ALGEBRA

Grade: 10, 11

Prerequisite: Algebra, geometry and Enrollment in TFLC Program

This is the third course in the TFLC Mathematics Program. This course of study expands on the concepts presented during the first year of Honors Algebra and Honors Geometry. An emphasis is placed on variations, systems of equations, and matrices. The study of linear and quadratic functions is expanded, and students are introduced to the advanced functions of polynomials, exponential, logarithmic and rational functions. Students will also study topics in statistics and probability. Students will also be introduced to the topic of analytical geometry.

HONORS PRE-CALCULUS

Grade: 11, 12

Prerequisite: Successful completion of Intermediate Algebra and Enrollment in TFLC Program

This course is designed to prepare students for success in college level calculus. The advanced study of functions and their properties will constitute the first semester of the course and is equivalent to the college algebra. The second semester students will study the topics of trigonometry and analytical geometry, to include polar coordinates, vectors and conic sections. A heavy emphasis will be placed on problem solving and application of the algebraic properties studied in the first three years of mathematics. Students will become proficient in the use of graphing calculator and graphing techniques to explore and supplement algebraic techniques.

Science offerings—See CMHS course Catalogue

Terra Firma Honors Learning Community Comprehensive Reading List

[List includes potential reading material for TFHLC students; this will include entire novels and primary sources as well as excerpts; students will NOT read all of these works]

Listed Alphabetically By Title

1st Inaugural Address – FDR
1st Inaugural Address – Polk
1st Inaugural Address – Lincoln
2nd Inaugural Address – Lincoln
14 Points – Wilson
A Christmas Carol – Dickens
A Rose For Emily – Faulkner
The Aeneid – Virgil
An Occurrence at Owl Creek Bridge – Bierce
Animal Farm – Orwell
Anti-Federalist Papers – Various
Antigone – Sophocles
Apology – Plato
Articles of Confederation
Arms and the Man – Shaw
As I Lay Dying – Faulkner
Autobiography of an American Slave – Douglass
Autobiography of Benjamin Franklin
Autobiography of an Ex-Colored Man – Johnson
Bacchae – Euripides
The Battle of Marathon – Herodotus
Beowulf
Bernice Bobs Her Hair – Fitzgerald
The Bible
Billy Budd – Melville
Black Arrow – Stevenson
Brothers Karamazov – Dostoevsky
Brown v. Board of Education
Call of the Wild – London
Canterbury Tales – Chaucer
Castle of Otranto – Walpole
The Chosen – Potok
The Clouds – Aristophanes
Comedy of Errors – Shakespeare
Communist Manifesto – Marx
Confessions – Augustine
The Constitution of the United States
Crime and Punishment – Dostoevsky
Crito – Plato
The Crucible – Miller
The Declaration of Independence
Democracy in America – de Tocqueville
Diary of Anne Frank – Frank
Discourse on Method – Descartes
Discourse on the Origin of Inequality – Rousseau
Taken From *Documents of the Church*
Iconoclast Controversy
Charlemagne and Education
Deposition of Henry IV – Gregory VII
The Moon and the Son
Don Quixote – Cervantes
Dred Scott Ruling
Egyptian Burial Texts
Enchiridion – Epictetus
English Bill of Rights
Epic of Gilgamesh – Shin-eqi-unninni
Essays - Montaigne
The European View of the World
Euthyphro – Plato
Fall of Rome – Jerome
Farewell Address - Washington
Federalist #10
Federalist #51
Frankenstein – Shelly
Gorgias – Plato
The Grapes of Wrath – Steinbeck
Great Expectations – Dickens
The Great Gatsby – Fitzgerald
Greek and Roman Mythology – Bulfinch
Hamlet – Shakespeare
Hammurabi’s Code
Heart of Darkness – Conrad
Henry V – Shakespeare
Hippolytus – Euripides
The Histories – Herodotus
History of the Peloponnesian War – Thucydides
The Hobbit – Tolkien
Huck Finn - Twain

Idylls of the King – Tennyson
 The Iliad – Homer
 I'll Take My Stand: The South and the Agrarian
 Importance of Being Earnest – Wilde
 Inferno - Dante
 Invasion of England – Eyewitness to History
 Ivanhoe – Scott
 Jefferson / Hamilton Debates
 John Hay and the Open Door
 Julius Caesar – Shakespeare
 Julius Caesar Crosses the Rubicon
 The Jungle – Sinclair
 King Lear – Shakespeare
 La Vita Nuova – Dante
 The Last Battle – Lewis
 The Law – Bastiat
 Letter From A Birmingham Jail – King
 Letter From Columbus
 Lord of the Flies – Golding
 Macbeth – Shakespeare
 Marbury vs. Madison
 Mandate of Heaven
 Man in the Iron Mask - Dumas
 Mayflower Compact
 Medea – Euripides
 Meditations of First Philosophy – Descartes
 Meno – Plato
 Merchant of Venice – Shakespeare
 Midsummer Night's Dream – Shakespeare
 The Miracle Worker - Gibson
 Misanthrope – Moliere
 Missouri Compromise
 Monroe Doctrine
 Mourt's Relation – Winslow
 The Mouse That Roared – Wibberley
 My Antonia – Cather
 Narrative of the Captivity of Mrs. Mary Rowlandson
 – Rowlandson
 Nicomachean Ethics – Aristotle
 No Exit – Sarte
 Odyssey – Homer
 Oedipus The King – Sophocles
 The Old Man and the Sea – Hemingway
 On Civil Disobedience – Thoreau
 One Day in the Life of Ivan Denisovich – Solzhenitsyn
 The Oresteia – Aeschylus
 Othello – Shakespeare
 Our Town – Wilder
 Paradise Lost – Milton
 Paradiso – Dante
 The Pearl – Steinbeck
 Phaedrus – Plato
 The Philosopher King – Plato
 Pilgrim's Progress - Bunyan
 Plessy vs. Ferguson
 Poetics – Aristotle
 Politics – Aristotle
 Pride and Prejudice – Austin
 The Prince – Machiavelli
 The Prince and the Pauper – Twain
 Protagoras – Plato
 Purgatorio – Dante
 Reason in History – Hegel
 The Republic – Plato
 Red Badge of Courage – Crane
 Rip Van Winkle – Irving
 Robinson Crusoe - Defoe
 The Roman Twelve Tables
 Romeo and Juliet - Shakespeare
 Sack and Destruction of Columbia SC – Simms
 The Scarlet Letter – Hawthorne
 Scarlet Pimpernel – Orczy
 Selected Works (Stories / Poems / Essays)
 Ambrose Bierce
 Jonathan Edwards
 Robert Frost
 Nathaniel Hawthorne
 Henry Wadsworth Longfellow
 Karl Marx
 Edgar Allan Poe
 Alexander Pope
 Jonathan Swift
 Leo Tolstoy
 Mark Twain
 Walden
 Edith Wharton
 William Wordsworth
 Sepulveda v. De Las Casas
 Shane – Schaefer
 She Stoops to Conquer – Goldsmith
 Silas Marner – Eliot
 Sinners In The Hands of An Angry God – Edwards

Sir Gawain and the Green Knight
Social Contract – Rousseau
Southside View of Slavery – Adams
Summa Theologica – Aquinas
A Tale of Two Cities – Dickens
Tales of the Greek Heroes - Green
The Tempest – Shakespeare
This Side of Paradise – Fitzgerald
To Build a Fire – London
To Kill a Mockingbird – Lee
Treasure Island – Stevenson

Trojan Women – Euripides
Two Treatise of Government – Locke
Up from Slavery – Washington
Utopia – More
Vicar of Wakefield – Goldsmith
Walden – Thoreau
White Fang – London
The Wind in the Willows – Grahame
World War I British Poets
Wuthering Heights – Bronte
Young Goodman Brown – Hawthorne

Terra Firma Enrollment Contract
STUDENT/PARENT COMMITMENT AND RESPONSIBILITIES

I _____ agree to:

- Maintain a high level of academic performance with the understanding that a GPA below 2.0 in TFLC core honors courses will result in dismissal from the program
- Establish a work ethic that includes regular and timely completion of homework and class assignments
- Attend class unless I am sick or involved in excused school business
- Be ON TIME for class WITH books, notebooks and ALL needed supplies.
- Dress Appropriately for class according to the TUSD Dress Code; wear a “cover” T-shirt if deemed out of compliance
- Behave as a scholar at all times-- helping to create a learning environment in class by listening, and FOLLOWING INSTRUCTIONS, not talking out of turn, not using electronic devices except as directed by teachers
- Show respect to teachers, staff, classmates, school facilities, school equipment (including books) and supplies.
- Perform a minimum of 15 hours of Community Service per year
- Participate in the activities sponsored by the Terra Firma Learning Community whenever possible

I understand that chronic failure to abide by the terms of this agreement will result in disciplinary action, academic probation, afterschool detention, and possible dismissal from the program. By signing and returning this form, I am identifying myself as part of Terra Firma Learning Community.

Student Signature _____ Date _____

I _____ parent or guardian of the aforementioned student have read this handbook and will do everything in my power to help my son/daughter fulfill the requirements of the Terra Firma Program.

Parent Signature _____ Date _____

Parent Contact information:

Phone (home) _____ Cell _____

Email: _____