

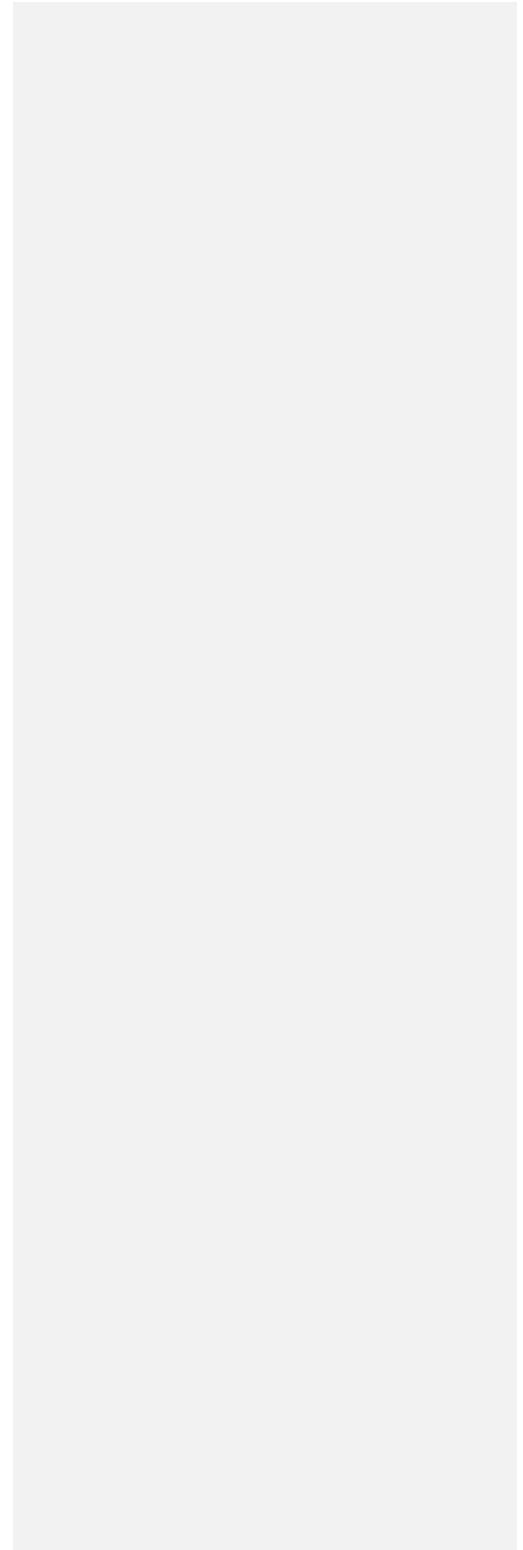
John Adams Academy

Catalog

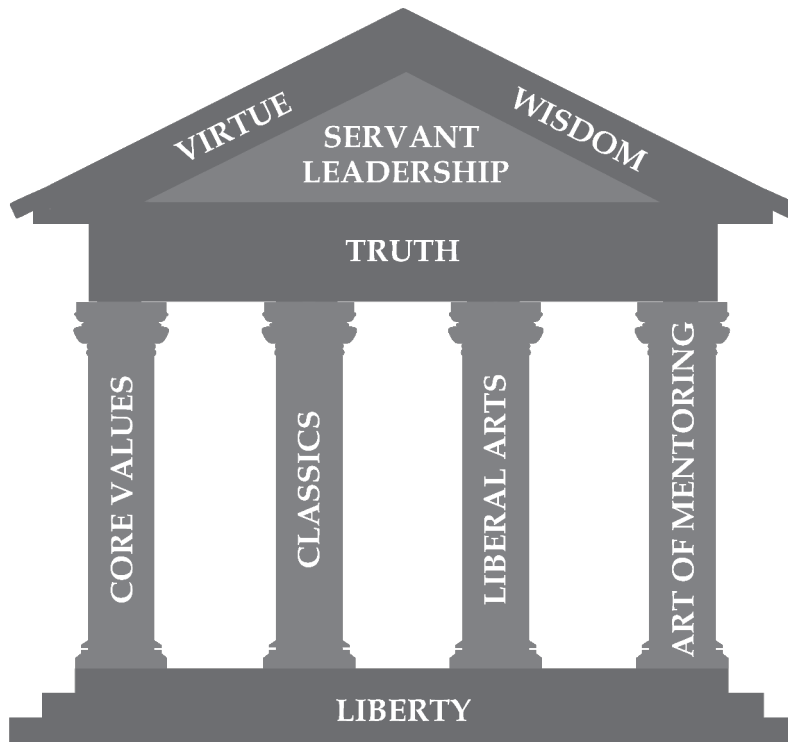
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Table of Contents

<i>Founder's Statement</i>	3
<i>Mission and Vision Statement</i>	5
<i>American Classical Leadership Education</i>	9
<i>Liberty-based Education</i>	11
<i>Core Values</i>	13
<i>Classics</i>	17
<i>Liberal Arts</i>	18
<i>Art of Mentoring</i>	19
<i>Truth, Virtue, Wisdom</i>	20



American Classical Leadership Education



John Adams Academy's American Classical Leadership model of education

An American Classical Leadership Education is the educational model used at John Adams Academies to develop servant leaders, much in the same way the founding generation of our nation became servant leaders. It is a model of becoming that should be used throughout life as one continually strives to be a servant leader. It is a model that prepares, inspires, and develops scholars who desire to seek and are able to find truth. Truth enables a person to cultivate high character in order to make wise



Restoring America's Heritage by Developing Servant Leaders

AMERICAN CLASSICAL LEADERSHIP EDUCATION



- About Us
- Vision Statement
- Ten Core Values
- American Classical Leadership Education
- You, Not Them

John Adams Academy American Classical Leadership Education

"All men who have turned out worth anything have had the chief hand in their own education." Sir Walter Scott

The education of tomorrow's leaders determines the level of freedom, prosperity and integrity of the next generation. Leaders select the goals of a nation and the means of achieving those goals.

Leadership Education trains thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen. It educates individuals "how to think" and teaches them why it is important. Robert Hutchins said this type of education is "the education of free men in the knowledge and skills that are needed to remain free."

Classically educated leaders are prepared to motivate and inspire individuals, communities, and nations to a greater good in an environment of freedom and prosperity that naturally produces the best society has to offer. This awakening is achieved through enduring principles of success. It is not accomplished simply by educating youth effectively, but rather by helping them to internalize the principles of greatness as demonstrated in the lives of notable individuals who have accomplished great things.

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Leadership Education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership Education consists of discovering, preparing for, and fulfilling this mission. It is not the role of Leadership Education to fill scholars with a pre-determined set of facts, beliefs, or processes, but to inspire them to discover their own potential and unique abilities that only they can contribute to society.

Our Founding Fathers and the great leaders of history received a Leadership Education.

In the twenty-first century it falls to us to choose what kind of leaders we will produce.

The liberty, prosperity, integrity, and stability of our nation and even future civilizations are dependent upon the leaders of tomorrow getting a Leadership Education today. These principles and the wisdom of history are still available to all who are willing to pay the price to educate, work, and implement the timeless principles of a Classical Leadership Education. Those fortunate enough to receive this type of education will truly be able to make a difference in the world.

Vision

The John Adams Academies are restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

Our long-range vision is that this organization will be a model for the future of public education.

Core Values

John Adams Academy is preparing future leaders and statesmen through principle-based education. Our core values include:

- Appreciation of our National Heritage
- Public and Private Virtue
- Emphasis on Mentors and Classics
- Scholar Empowered Learning
- Fostering Creativity and Entrepreneurial Spirit
- High Standards of Academic Excellence
- Modeling What We Teach
- Abundance Mentality
- Building a Culture of Greatness
- Self-governance, Personal Responsibility and Accountability

Goals

To train thinkers, entrepreneurs, and statesmen with the character, competence, and capacity to do the right thing and to do it with excellence in every field of endeavor.

To nourish freedom and to instruct others in the principles of liberty and how to maintain it by teaching scholars "how" to think. Those who only know what to think or when to think cannot maintain freedom or lead others on the path of progress without further leadership skills.

To produce individuals that internalize the skills, methods, and structure of a

Structure

John Adams Academy provides a rigorous, systematic study of great minds down through the ages to achieve mastery of a subject and make connections between past events and the expanse of current information. The curriculum of John Adams Academy inspires scholars through self-discipline to educate themselves in the principles of freedom. In partnership with parents and mentors, scholars discover and prepare for their unique mission and purpose in life within the following structure:

Classics

From Aristotle to Montesquieu and Locke to Adams, great individuals studied other great individuals. A classic is a work that can be experienced many times over and give something new each time. A classic or great book has three essential qualities: great theme, noble language, and universality.

Classics open our eyes to the true nature of our world and take us across the divide that separates great minds. They reveal to us our essential humanity, its beauty and its horror, and hold the mirror up to our unknown selves. With a message of truth that echoes in our lives long after we've turned the final page, a true classic speaks to the heart and soul.

Classics teach us about human nature. They allow us to experience in an intimate way the greatest mistakes and successes of human history. How others think, feel, and act allow us to predict behavior and help us to develop empathy, compassion, and wisdom in our relationships with others.

Classics bring us face-to-face with greatness. As we study the characters, real or fictional, in the classics, we are inspired by their greatness, which is the first step to becoming great ourselves.

In classics we can experience authors' characters more powerfully than in real life because the author lets us see his or her thoughts, feelings and reasons for and consequences of their characters' choices. Classics force us to quietly study, ponder, analyze, think, ask, discover, cry, laugh, struggle, and above all feel, change, and become. Because of this enriching experience, we are motivated to go out and serve.

Great literature is miraculous because it makes available to us things that we cannot get in any other way. A classic gives us the personal wisdom to be better as an individual and a citizen of a free nation.

Mentors

A mentor is an individual of high moral character, more advanced than the scholar who can guide the scholar's learning. Great mentoring includes six fundamentals:

Classics - As scholars become familiar with a mentor, eventually they are able to articulate the great ideas of humanity; they will know *how* to think, how to lead and how to become great.

Personalizes - A mentor helps each scholar identify where he or she is and what he or she wants to become and then helps the scholar develop a plan for achieving it.

Simplifies - Read, write, discuss. From ancient Rome to modern nations the more complex the national curriculum the less educated the society. A great mentor structures a scholar's curriculum around three simple processes: reading the classics, writing about them, and discussing what has been learned.

Both regular oral presentations and oral exams are vital in preparing scholars for public performance, thinking on their feet and verbal argument. Excellence in oral persuasion is a key element in being able to move the cause of liberty and inspire greatness in others.

Skills

A Classical Leadership Education is for those who are now and continue to seek higher learning and development. However, for those not planning on a formal four-year university a classical education is still valuable. An educated mind is necessary for any job, from tradesman to professor. When a scholar leaves John Adams Academy knowing how to critically read, effectively write, communicate orally, do math, connect with history and know *how* to think, that scholar can easily be trained in any specific job skills he may need in the field of his choosing. Such scholars will have learned *how* to learn.

The most foundational skill upon which all others are built is the understanding, development and application of the attribute of virtue.

The Founding Fathers understood that two types of virtue are necessary for great leaders and statesmen:

Private Virtue - The Founding Fathers defined private virtue as honesty, integrity and character, in both public trusts and in one's personal life.

Public Virtue - Is voluntarily sacrificing personal comfort or benefits for the good of the nation or community.

All true greatness comes from doing the right thing when completely alone and serving without thought of recognition or remuneration.

The following is a list of some, but not all, of the skills that are built upon the foundation of virtue and which a leader and statesman must acquire.

The ability to:

- Define problems without help.
- Ask hard questions that challenge prevailing assumptions.
- Quickly assimilate needed data from masses of irrelevant information.
- Work in teams or absolutely alone.
- Persuade others that your course is the right one.
- Conceptualize and reorganize information into new patterns.
- Discuss ideas with application in mind.
- Think inductively and deductively.
- Think, speak, and write clearly.
- Reason critically and systematically.
- Think independently.
- See connections among disciplines, ideas and cultures.
- Pursue life-long learning.
- Understand human nature and lead accordingly.
- Identify needed personal traits and turn them into habits.
- Keep one's life in proper balance.
- Discern truth and error regardless of the source, or the delivery.
- Have discipline to do right and constantly improve.
- Focus and maintain integrity in all decisions.

By helping scholars master these and other life and leadership skills, scholars, in turn, become leaders, analysts, entrepreneurs and statesmen.

Outcome

In his book *Norms and Nobility* David Hicks paraphrases Plato this way, "The classically educated scholar aims for more than a life of comfort; she aims for a life that knows and reveres, speculates and acts upon the good, that loves and re-produces the beautiful, and that pursues excellence and moderation in all things."



[Curriculum](#) » American Classical Leadership Curriculum

AMERICAN CLASSICAL LEADERSHIP CURRICULUM

"Educating the mind without educating the heart is no education at all."

--Aristotle

American Classical Leadership Education is distinct from modern educational systems in both structure and content. Its form is that of the trivium (Latin for the three ways), which is comprised of the principle interdependent subjects of classical learning: Grammar, Logic, and Rhetoric. The content of American Classical Leadership Education is values based, and focused on the ideals and liberty, virtue, morality, entrepreneurship, and democracy.

Classical Structure:

While these three subjects were originally taught as independent disciplines, they can and have been adapted to a variety of modern subjects as "stages" of learning, rather than discrete branches of study. In this way, the classical model of education is to teach first the "grammar" or basic ideas, skills, concepts, language, and methods of a given subject before encouraging pupils to explore the "logic" or inter-relatedness of such concepts. Once mastery of the "grammar" of a subject has been achieved, students in a classical model are guided through an exploration of the connections and implications of the concepts they have learned as they proceed through the "logic" portion of their educational journey. The final stage of classical education is that of "rhetoric" or the art of persuasively expressing to others the implications of the knowledge they have acquired through the first two stages of learning. It is during the rhetoric stage that pupils in the classical model find and express their own voice in the "great conversation" of the western tradition, and become "scholars" who attempt to ethically influence the world around them through skillful presentation of the knowledge they possess. While classical learning is intended to progress roughly along this trajectory, the path to "scholarship" is rarely linear. At any given time, the scholars at John Adams Academy are engaged in all three stages of classical learning and are constantly seeking to improve their understanding of the world.

These three stages have been loosely mapped onto the grade levels of the academy, with a fourth "Pre-Grammar Stage" added to encompass the educational efforts of our TK-2nd Grade teachers. Brief descriptions of each stage can be found on the curriculum pages of each grade range. As noted above, these delineations are not rigid descriptions of the methods and practices of each grade range, and instead should be understood as relative points of emphasis as teachers "organize learning around the maturing capacity of the child's mind."¹ Simply put, classical educators "teach children what they want to know when they want to know. When children are astonished with the human tongue, we teach them language and grammar. When children are ready to challenge every assumption, we teach them logic. When students are yearning to express themselves with passion, we teach them rhetoric."²

Classical Content:

In addition to following the classical form of instruction, the content of instruction at John Adams Academy is also classically based. This does not mean that instruction will be primarily centered on the classical civilizations of the Greeks and the Romans, although scholars will study these great western civilizations in depth. It instead means that scholars will be urged to read and study the greatest works, or "classics," of the Western Tradition. In conjunction with an emphasis on the great books of the Western Tradition, the "American Classical Leadership" curriculum of John Adams Academy facilitates scholar engagement with the uniquely American ideals and statesmen that have shaped the truly great American democratic heritage. Scholars will investigate great American works highlighting the principles of liberty, virtue, morality, entrepreneurship, and democracy. In this way, classical education has been adapted at John Adams Academy to support our vision of "restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor."

Mission

American Classical Leadership Curriculum

Pre-Grammar Stage (TK-2)

Grammar Stage (3-6)

Logic Stage (7-8)

Rhetoric Stage (9-12)

Senior Capstone

Keep Books