A Passion for TEACHING
Great Hearts Academies
Classical Education, Revolutionary Schools

Great Hearts Academies is a growing family of public charter schools in Arizona and Texas. Great Hearts professes a broad public commitment to provide a superior classical liberal arts education to all students who are curious and diligent.

The primary goal of Great Hearts Academies is to graduate thoughtful leaders of character who will contribute to a more philosophical, humane, and just society. To reach this goal, each student must freely discern his or her unique character and destiny during the program. Liberal education should bring each student to ask, “What amongst the array of offerings and invitations spread before me in the future do I find meaningful?” Graduates will then apply that confident self-understanding to serve a greater good beyond themselves.

This is not to say that Great Hearts believes self-purpose can simply be taught as part of the curriculum or that schools can supplant the role of the parents in moral formation. Rather, each academy strives to create an environment in which durable character, and the open search for it, is modeled and highly regarded. Great Hearts believes that academic accomplishment is a natural byproduct of a preparatory school culture that first values integrity, personal responsibility, and thoughtful self-reflection.

The Great Hearts school model features a core liberal arts curriculum with a common and rigorous sequence of courses for all students; an academy ethos that strives to foster friendship marked by a common love of the true, the good, and the beautiful; small class sizes allowing for individual attention, both academic and personal; a professionally diverse and uniquely qualified faculty; visible leadership who mentor and collaborate with teachers; and an involved parent community invited to embrace and participate in the schools’ academic and ethical vision.

I love teaching a curriculum designed meaningfully to challenge the students to grow well beyond simple content knowledge of a subject. Students learn how to think and how to seek knowledge of Truth, Goodness, and Beauty in literature, the arts, history, mathematics, philosophy and in the natural world by regularly practicing critical analysis through writing, speech, and performance which takes them well beyond the requisite facts and figures needed to simply pass a class or standardized test.

– John Villaca, Scottsdale Prep, 6th grade Intro to Science and 8th grade Earth Science
I was attracted to Great Hearts because I encountered an attitude of professionalism and seriousness among the faculty and an awareness of how much is at stake in the lives of young men and women. Above all, Great Hearts is a community of learners, and as a faculty we understand that if we are going to have any success in communicating the truth to our students, we must first be passionate about the pursuit of truth in our own lives.

– Alison Roberts, Great Hearts Monte Vista, Latin

Our Key Philosophical Pillars

We believe that truth exists, and we must seek it relentlessly by disciplined study and good-willed conversation. Truth is never just “my truth” and “your truth”; truth itself is not subject to historical or personal conditioning or circumstances, though individuals and cultures are.

The greatest number of our students benefit when the intellectual and moral bar is set high in the classroom. Lowering expectations is an act of misguided sympathy, not of love and mercy.

We let the Great Books speak for themselves and we never assign secondary literature (that is, scholarly treatments of a primary work) to students. The great literature of the past need not be re-narrated through contemporary editions in order to achieve relevancy. Great literature is timeless and both student and teacher must be drawn up into the text, rather than bringing the text down to them.

The teachers are the most important daily leaders and shapers of intellectual and ethical culture on our campuses. Every teacher is a role model and must always act and speak as one.

Teachers lead students through intelligence, charisma, humor, moral integrity, and example—in short, through love and friendship, as modeled by Socrates.

The collegiality of the faculty around the shared intellectual and moral ideals of the Academy is the primary indicator of institutional health and sustainability.

“The very spring and root of honesty and virtue lie in good education.”

— Plutarch (46 AD - 120 AD), Morals

Havasu Falls, located in the Grand Canyon, is known for its natural turquoise pools and ever-changing waterfalls.
# Our Elementary Curriculum and Reading List

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>History</th>
<th>Math</th>
<th>Science</th>
<th>Foreign Language</th>
<th>Fine Arts</th>
<th>Physical Education</th>
<th>Electives</th>
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<tr>
<td>K</td>
<td>Writing with Ease, Grammar, Spelling, and Vocabulary</td>
<td>Core Knowledge Literature</td>
<td>Core Knowledge Science</td>
<td>Core Knowledge Science</td>
<td>Spanish, French, or Latin</td>
<td>Music</td>
<td>PE Class</td>
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<tr>
<td>1st</td>
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<td>Studio Art</td>
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<td>King Midas</td>
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<td>4th</td>
<td>King Arthur Legends</td>
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<td>Knee High Man</td>
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- **Aesop's Fables**
- **Alice in Wonderland**
- **Anansi**
- **Arabian Nights (selections)**
- **A Bargain for Frances**
- **Beauty and the Beast**
- **The Blind Men and the Elephant**
- **Boxcar Children**
- **The Boy at the Dike**
- **The Bremen Town Musicians**
- **Br'er Rabbit**
- **Carry on, Mr. Bowditch**
- **Charlotte's Web**
- **Chicken Little**
- **A Christmas Carol**

**Johnny Appleseed**
- The Jungle Book
- King Midas
- King Arthur Legends
- Knee High Man
- The Legend of Jumping Mouse
- The Legend of Sleepy Hollow
- The Lion, the Witch, and the Wardrobe
- Little Bear
- Little House in the Big Woods
- Little House on the Prairie
- The Little Match Girl
- The Little Prince
- The Little Red Hen
- Little Red Riding Hood
- Little Women
- Medio Pollito
- A Midsummer Night’s Dream
- Mike Mulligan
- Mornarar
- Mouse Soup
- Mr. Popper’s Penguins
- My Father’s Dragon
- Owl at Home
- Patrick Henry: “Give me liberty…”
- Peter Pan
- Peter Rabbit
- Pied Piper of Hamelin
- Pinocchio
- Pollyanna
- Prince Caspian
- The Princess and the Goblin
- Princess and the Pea
- Puss in Boots
- Rapunzel
- Rip Van Winkle

- **Robin Hood**
- **Robinson Crusoe**
- **Rumpelstiltskin**
- **Sam the Minuteman**
- **Sarah, Plain and Tall**
- **The Secret Garden**
- **Sleeping Beauty**
- **Snow White & the Seven Dwarfs**
- **Sojourner Truth:** “Aint I a woman…”
- **Three Billy Goats Gruff**
- **Three Little Pigs**
- **Treasure Island**
- **Tug of War**
- **The Ugly Duckling**
- **The Velveteen Rabbit**
- **The Voyage of the Dawn Treader**
- **Where the Red Fern Grows**
- **Wind in the Willows**
- **Winnie the Pooh**
- **Wolf and the Kids**
- **The Wonderful Wizard of Oz**
Varsity Sports
A Culture of Excellence

In Great Hearts athletics programs we aim for students to develop a Great Soul while pursuing competitive greatness. Athletic pursuit, competition and self-discovery are prominent in the development of the West and the American Nation. This vision starts with Aristotle’s notion of goodness and virtue in the “great-souled man” and the late John Wooden’s “Pyramid of Success,” with “Competitive Greatness” as the pinnacle. The Pyramid outlines some values and principles we expect coaches to cultivate in Great Hearts athletic programs.

We see athletic participation as an extension of the classroom and, given this decidedly classical and character-based approach to athletics, we prefer when competency allows us to hire our teachers to coach student athletes. Each Great Hearts school has an Athletic Director and a vibrant athletic program. We encourage prospective teaching candidates with athletic backgrounds to consider coaching or even athletic administration as possible opportunities with Great Hearts.
Our Middle and High School Curriculum

**Arizona**

<table>
<thead>
<tr>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
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<tr>
<td>English</td>
<td>Literature &amp; Composition</td>
<td>Humanities: American Tradition</td>
<td>Humanities: Modern Europe</td>
<td>Humanities: Ancient Greece</td>
<td>Humanities: Rote to Modernity</td>
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<td>Geometry</td>
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<td>Life Science</td>
<td>Earth Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics I</td>
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<td>Latin</td>
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<td>Adv Latin or Modern Lang II</td>
<td>Adv Latin or Modern Lang III</td>
<td>Adv Latin or Modern Lang IV</td>
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<td>Music &amp; Studio Art</td>
<td>Music &amp; Poetry</td>
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**Texas**

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<td>Literature &amp; Composition</td>
<td>Humanities: American Tradition</td>
<td>Humanities: Modern Europe</td>
<td>Humanities: Ancient Greece</td>
<td>Humanities: Rote to Modernity</td>
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<td>History &amp; Geography</td>
<td>World History &amp; Cultures</td>
<td>Texas History</td>
<td>US History: Beginnings (1877)</td>
<td>US History: 1877-Present</td>
<td>US History: Great Years of the United States</td>
<td>US History: Rote to Modernity</td>
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<tr>
<td>Math</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Geometry</td>
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<td>Science</td>
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<td>Life Science</td>
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<td>Biology</td>
<td>Chemistry</td>
<td>Physics I</td>
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**Our Middle and High School Reading List**

**Across Five Aprils**

**The Adventures of Huckleberry Finn**

**The Adventures of Tom Sawyer**

**Aeneid**

**"All Summer and a Day"**

**Anne Frank: Diary of a Young Girl**

**Anne of Green Gables**

**Autobiography of an American Slave**

**Beowulf**

**The Bible (selections)**

**Billy Budd**

**The Brothers Karamazov**

**Brown v. Board of Education**

**"To Build a Fire"**

**Call of the Wild**

**The Canterbury Tales**

**The Chosen**

**A Christmas Carol**

**Civil Disobedience**

**A Comedy of Errors**

**The Communist Manifesto**

**Confessions of St. Augustine**

**The Constitution of the United States**

**Crime and Punishment**

**The Declaration of Independence**

**Democracy in America (selections)**

**Discourse on Method**

**Discourse on the Origins of Inequality**

**Don Quixote**

**Dred Scott v. Sanford**

**The Emancipation Proclamation**

**The Epic of Gilgamesh**

**Federalist Papers**

**Five Dialogues**

**Fourteen Points Speech**

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**Frankenstein**

**Franklin D. Roosevelt’s First Inaugural Address**

**The Gettysburg Address**

**"The Gift of the Magi"**

**The Great Gatsby**

**Hamlet**

**Henry V**

**History of the Peloponnesian War**

**“I Have a Dream”**

**Iliad**

**Inferno**

**Johnny Tremain**

**Julius Caesar**

**To Kill a Mockingbird**

**King Lear**

**“The Lady or the Tiger?"**

**The Last Battle**

**Letter from Birmingham Jail**

**Lord of the Flies**

**Macbeth**

**Marbury v. Madison**

**Meditations on First Philosophy**

**Merchant of Venice**

**The Miracle Worker**

**“The Monkey’s Paw”**

**The Monroe Doctrine**

**Montaigne’s Essays**

**“The Most Dangerous Game”**

**My Antonia**

**“The Necklace”**

**Nichomachean Ethics**

**Odyssey**

**The Old Man and the Sea**

**One Day in the Life of Ivan Denisovich**

**Othello**

**Our Town**

**Poe’s Short Stories**

**Pride and Prejudice**

**The Prince**

**“Ransom of Red Chief”**

**Reason in History**

**Red Badge of Courage**

**The Republic**

**“Rikki-tikki-tavi”**

**Second Treatise of Government**

**Seneca Falls Declaration of Sentiments and Resolutions**

**Shakespearean Sonnets**

**Shane**

**Song of Roland**

**“The Sound of Thunder”**

**A Tale of Two Cities**

**Tales of the Greek Heroes**

**The Tempest**

**Theban Plays**

**Aquinas’ Treatise on Law**

**Utopia**

**Wind in the Willows**

**Walden**

**The Winter’s Tale**

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*Indicates semester or every-other-day courses; all others are full-year.

Note: in the founding years of a Great Hearts Academy, modifications to offerings (especially in math & foreign language) are made.
A Rich and Vibrant Faculty Culture

While Great Hearts has an incredible curriculum, what makes it come alive, and what most truly defines our academies is our culture – a culture built by the community of people that make decisions every day about what they value. Who a teacher is – what constitutes their life, what it is they love, and what they believe about teaching, learning, and living – this is what determines the culture of the school and the nature of the education that can happen there.

Whether forming some of the best musical ensembles in the Valley or running a 5K together, our teachers are not only artists, musicians, intellectuals, and athletes outside of the classroom, but they are also friends. To teach at Great Hearts Academies is to join a true community, most essentially with a faculty that embraces the whole of liberal arts and revels in the continued pursuit of learning. This is why each academy spends time on professional development that centers first on the continued flourishing of the soul. This includes Great Books seminars, watching a Shakespeare performance, a symphony, or a lecture together, and a lot of good old-fashioned fellowship (including plenty of food). Not only do academies meet regularly both for seminar and leisure, but several network-wide in-services occur throughout the year, including the annual Great Hearts Faculty Summit where faculty meet for common study and recreation as well as recommit to a common purpose across the academies.

At Great Hearts I am a student much like the children I teach. Great Hearts continually pours into their staff through weekly enrichment activities, frequent cultural and intellectual special events and individual staff educational funding. Working for this organization enriches my life. It not only makes me a better educator, it makes me a better citizen, friend, mother, and wife.

– Carter Mogren, Archway Veritas, 2nd grade

Ongoing Professional Development

Investing in Your Future

All faculty members new to Great Hearts begin their career with an intense multi-day New Faculty Orientation where we begin by reading Plato’s Meno, a seminal text to the Great Hearts philosophy and pedagogy. Teachers receive intensive training in the curriculum they will deliver and have the opportunity to meet with Network Instructional Coaches and other teachers for practical wisdom on implementing the curriculum.

The Apprentice Teacher Program offers those new to teaching an intentional, individualized course of study and mentorship with a Lead Teacher in the classroom as they learn the craft of teaching in a classical, liberal arts K-5 environment. Further, all new teachers at our schools are paired with mentor or Master Teachers throughout the year for continued support and feedback to support the primary mentorship of the Headmaster.

Of course, the work of becoming better teachers hardly ends with the first year, and our goal is to pour into our teachers year after year – to allow them to feel strengthened, renewed, and encouraged to make Great Hearts their home. The Great Hearts Institute for Teachers and Scholars offers seminars, workshops, and lectures throughout the year, and Great Hearts annually produces Ad Fiendum – a newsletter of external programs and travel opportunities for teachers along with scholarship funds. Finally, for faculty in their third year of teaching with Great Hearts, partial tuition-assistance for Master’s-level studies is available.

Through a Great Hearts professional development grant, I had the opportunity to explore Ecuador’s wildlife, culture, and history. Being a GH teacher fosters a life of continued exploration of new ideas and places.

– Melanie Narish, Great Hearts Lead Office, Talent Officer and Network Instructional Coach (Also in picture: Julia Gillingham, Arete Prep Assistant Headmaster, and Adam Narish, Arete Prep Science Teacher)
Renewing Public Education

To teach at a Great Hearts academy is to lend one’s time and talent to the renewal of public education. At each individual academy, we are working to provide students with a meaningful and joy-filled K-12 experience. Collectively, we aim to heighten the expectations future generations will have regarding primary and secondary education.

We strive to fill our schools with teachers who are intellectually, aesthetically and morally alive. A school is its faculty. And together, the faculties at each of our academies build a culture where young hearts and minds can flourish, where students are protected from the noise of popular culture and freed to pursue enduring and ennobling things.

We need men and women who envision the renewal of public education and classroom leaders who draw strength and energy for that task from the wonder and advancing enthusiasm of their students.

We hope you will consider gifting your time and your talent to this exciting and worthy cause.
The direction in which education starts a man will determine his future life.
— Plato (427 BC – 347 BC), The Republic
A Rich Benefits Package

We recognize the importance of benefits to our employees and their families and we are committed to offering a competitive and comprehensive benefits package. Great Hearts pays the majority of the employee elected dependent premiums for the following:

• Medical, Prescription, Dental, & Vision
• Employee Assistance Program (EAP)
• Group Term Life
• Medical & Dependent Care Savings Accounts (flexible spending accounts)
• Employer-matching 401K Retirement Plan (AZ)
• Member or TRS Pension Plan (TX)

How to apply

Please visit www.greatheartsamerica.org to read more about the life of our faculty and to apply. From there you will be directed to career websites to view specific opportunities and submit an electronic application for consideration.

Contact

For further questions regarding the application process or the Great Hearts model, please contact us.

We can be reached by phone at (602) 438-7045 (option 5) or by email at careers@greatheartsamerica.org.

San Antonio

What began in the 1500s as one of the first European settlements in what is now the United States, San Antonio has been transformed over the past five centuries into the 7th largest city in the nation. San Antonio has:

• A warm, vibrant culture inspired by its Spanish heritage
• Incredible art, music, food, shopping, museums and professional sports along with parks and vast hiking and biking trails
• Numerous tourist sites including: The Riverwalk, the Alamo, Tower of the Americas, Spanish missions, Sea World, and Tobin Center for the Performing Arts

Dallas / Ft.Worth Metroplex

The Dallas/Ft. Worth Metroplex, including Irving, Plano, Arlington and Grapevine, is considered one of the premier financial and cultural centers in the country and one of the most culturally diverse. As the 4th largest metro area in the US, the Dallas/Ft. Worth Metroplex offers a modern, cosmopolitan lifestyle that manages to retain its strong Texas heritage. DFW is home to:

• Renown natural and cultural sites including Katy Trail, Dallas Arboretum, Fort Worth Stockyards, Kimbell Art Museum, and the Winspear Opera House
• National sports programs, including the Dallas Cowboys, the Texas Rangers, Dallas Mavericks and Dallas Stars
• 37 colleges and universities, making North Texas a magnet for attracting the best and brightest students and faculty from around the country

Arizona

Phoenix is a thriving, vibrant desert jewel and is the 6th largest city in the United States. Phoenix and the surrounding metro area boast:

• Hundreds of miles of bike paths, hiking trails, and year-round outdoor activities for the adventurous soul
• Cultural activities, festivals, concerts, and multiple professional sports teams including Cactus League Spring Training
• Though you can barbecue in your backyard year round, there are also opportunities for cool retreats and exciting excursions near the Phoenix area such as the Red Rock Country of Sedona, hiking and water recreation in Oak Creek Canyon, Flagstaff’s Lowell Observatory, skiing, and Route 66
classical education, revolutionary schools

GreatHearts
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