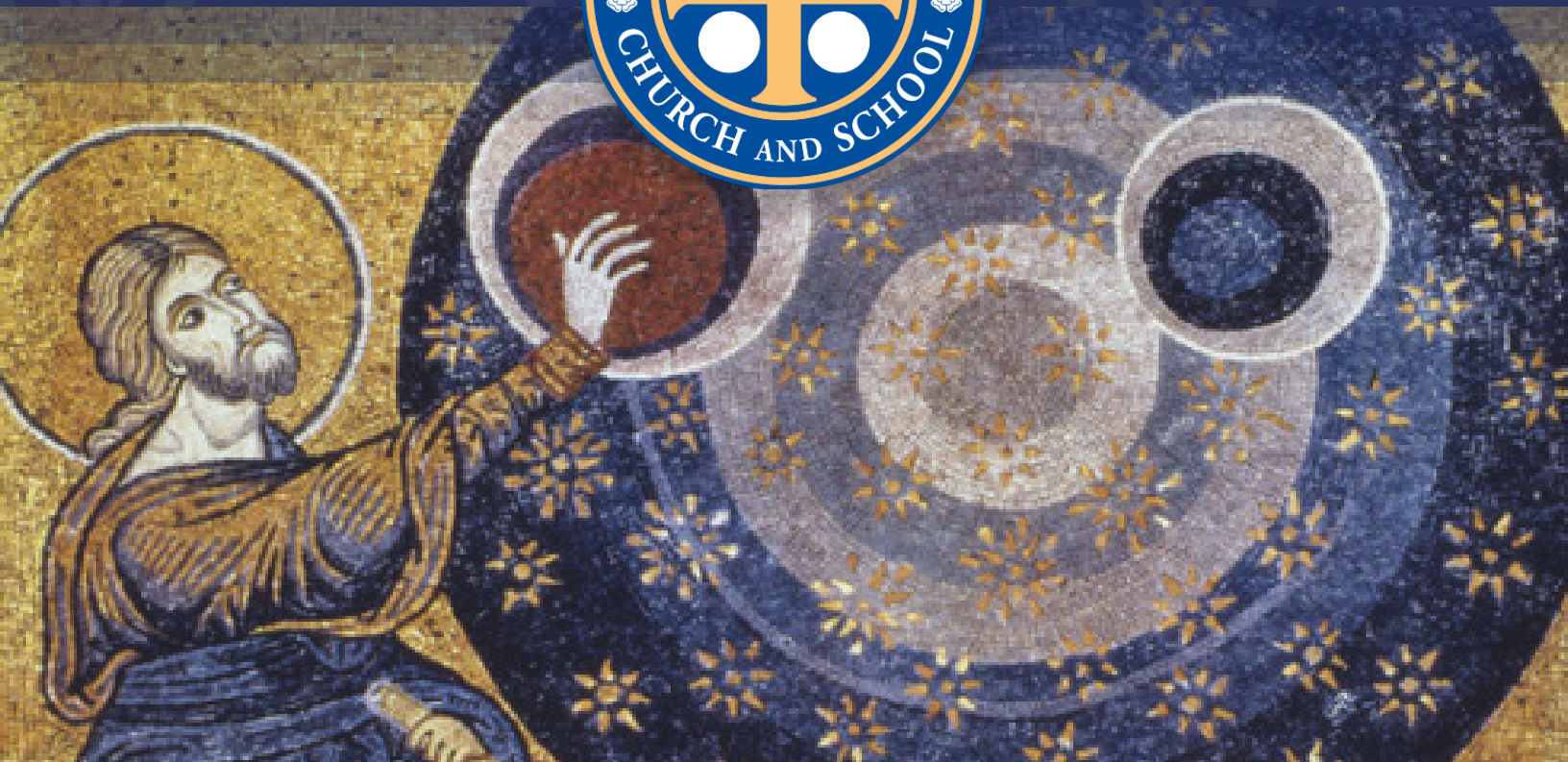




Logic Curriculum

Grade 10



Course Overview

Course Description

This course introduces the classical art of logic through two guiding questions: What is truth? and How can the mind attain it with clarity and consistency? Beginning with the first principles of metaphysics, students explore how the mind, by nature, is ordered toward being, and how logic disciplines thought to reflect the structure of reality. Through the three acts of the mind—simple apprehension, judgment, and reasoning—students learn to define clearly, judge truly, and argue validly. From Aristotle’s *Organon* to modern confusions of language and meaning, the course equips students to resist relativism and cultivate intellectual integrity. It concludes with a challenge: to become not merely skilled thinkers, but lovers of truth—men and women who reason with precision, humility, and a deep reverence for what is.

Why We Teach It...

We teach logic because thought shapes lives and civilizations. To think well is not merely to avoid error, but to seek what is real and to live in accordance with it. In the classical tradition, logic is not a cold technique, but a moral art—one that demands intellectual honesty, disciplined attention, and a love for truth. As future citizens, leaders, and disciples, our students must be trained to detect fallacy, question confusion, and reason with clarity, charity, and courage. Logic forms not only sharp minds, but whole persons—capable of discerning wisely and living truthfully in a world clouded by contradiction.

Course Objectives








By the end of this course, students will be able to:



Compare classical and modern approaches to logic, highlighting the contrast between relativism and the pursuit of objective truth.



Course Objectives | Continued...

-  Interpret primary texts on logic and metaphysics, particularly those of Aristotle and Thomistic thinkers, with clarity, insight, and historical awareness.
-  Analyze arguments using the three acts of the mind—simple apprehension, judgment, and reasoning—with attention to definition, truth, and validity.
-  Distinguish between sound and fallacious reasoning, particularly in relation to contemporary errors in language, science, and culture.
-  Apply principles of classical logic to written and oral arguments that seek to clarify, discern, and defend what is true.
-  Construct valid syllogisms and critique flawed reasoning in civic, ethical, and cultural discourse with philosophical rigor and intellectual charity.
-  Evaluate the moral responsibilities of the logician in a society marked by confusion, manipulation, and contradiction.
-  Cultivate the habits of sound reasoning by practicing clarity of thought, humility before truth, intellectual discipline, and a reverence for reality as it is.

Source Material

The Reasonable Person by Mark Grannis
The Organon by Aristotle (Excerpts)



Key Concepts

| | | |
|----------------------------|--------------------|------------------------|
| <i>Logic</i> | <i>Universal</i> | <i>Quantity</i> |
| <i>Metaphysics</i> | <i>Essence</i> | <i>Quality</i> |
| <i>Being</i> | <i>Definition</i> | <i>Distribution</i> |
| <i>Truth</i> | <i>Substance</i> | <i>Syllogism</i> |
| <i>Principle of</i> | <i>Accident</i> | <i>Major Premise</i> |
| <i>Non-Contradiction</i> | <i>Category</i> | <i>Minor Premise</i> |
| <i>Act of the Mind</i> | <i>Proposition</i> | <i>Conclusion</i> |
| <i>Simple Apprehension</i> | <i>Subject</i> | <i>Validity</i> |
| <i>Judgment</i> | <i>Predicate</i> | <i>Fallacy</i> |
| <i>Reasoning</i> | <i>Copula</i> | <i>Objective Truth</i> |
| <i>Concept</i> | | |

Assessments

Summative: 45%

- Expository Essays
- Recitations
- Tests
- Lesson Quizzes

Formative: 35%

- Seminars/Debates
- Recitations
- Essay Process

Conscientiousness 20%

- Homework
- Classwork
- Participation



Scope & Sequence

Unit 1 | Logic as the Organ of Truth

2 Weeks

Week 1-2 Overview

This unit grounds logic in metaphysics by introducing the first principles of thought, especially the Principle of Non-Contradiction. Students examine how the mind's desire for truth rests on the reality of being and the impossibility of contradiction.

Central One Idea

The foundations of logic show that there are only two stances toward the world: a self-refuting skepticism or an acceptance of objective truth.

Key Terms

logic, metaphysics, being, truth, principle of non-contradiction, objective truth

Great Question(s)

Why must logic begin in metaphysics rather than in argument?

How does the denial of objective truth destroy the very possibility of thought?

Sources: The Reasonable Person by Mark Grannis pgs. 1 - 28



Week 3-11 Overview

This unit explores how the mind forms concepts (universals) from particular sense experiences. Students learn how to define things by essence and distinguish between substance and accident, grounding language in reality.

Central One Idea

Clarity of definition is the golden rule of the first act of the mind.

Key Terms

act of the mind, simple apprehension, concept, universal, essence, definition, substance, accident, category

Great Question(s)

- *What is the difference between the way a thing exists and the way it is understood?*
- *Why is it important to define things by essence rather than by accidental traits?*
- *How does clarity in language protect us from cultural confusion?*
- *What is the connection between words and ideas, and why does it matter?*
- *Why is there a war over language in our culture today?*
- *What are the great equivocations that confuse or mislead modern people?*
- *How can defining terms clearly protect truth in public discourse?*
- *What danger lies in treating accidents as if they were essence?*
- *Why is simple apprehension foundational to everything else in logic?*

Sources: The Reasonable Person by Mark Grannis pgs. 29 - 110



Week 12-15 Overview:

Students now learn to form true or false propositions by joining concepts. Emphasis is placed on categorical propositions, logical form, and the Square of Opposition.

Central One Idea:

Truth is the golden rule of the judgments produced by the second act of the mind.

Key Terms:

judgment, proposition, subject, predicate, copula, quantity, quality, distribution, truth

Great Questions:

- *What does it mean to assert that something is or is not?*
- *How do propositions reveal our beliefs about reality?*
- *Why must we know the form of a proposition to assess its truth?*
- *How does logic relate to grammar and the structure of language?*

Sources: The Reasonable Person by Mark Grannis pgs. 111 - 160



Week 16-26 Overview

This unit trains students to form syllogisms and trace the connections between propositions. Students learn valid deductive forms and are introduced to inductive reasoning.

Central One Idea

Validity is the golden rule of the syllogisms produced by the third act of the mind.

Key Terms

reasoning, syllogism, major premise, minor premise, conclusion, validity, truth, proposition

Great Questions

- *What is the difference between persuasion and proof?*
- *Why must a valid syllogism be built on true premises?*
- *How do syllogisms make reasoning visible to the mind?*
- *What distinguishes good rhetoric from sound reasoning?*
- *Why is clarity in reasoning essential for public discourse?*
- *How does inductive reasoning differ from deductive reasoning?*
- *What is the role of logic in seeking wisdom?*
- *What dangers arise when people cannot reason clearly?*
- *How does valid reasoning serve the common good?*
- *Why does the syllogism represent the perfection of thought?*
- *How can logic foster humility in pursuit of truth?*

Sources: The Reasonable Person by Mark Grannis pgs. 161 - 260

Week 27-30 Overview:

This final unit equips students to detect errors in reasoning by studying common fallacies—emotive, ad fontem, and logical. Logic is applied to real-world arguments in culture, media, and politics.

Central One Idea:

Being able to detect errors in people's reasoning is a type of armor against the manipulation and lies which we are presented with in today's world.

Key Terms:

logic, fallacy, reasoning, validity, proposition, objective truth

Great Questions:

- *What are the most common fallacies in public discourse today?*
- *Why are fallacies so effective at persuading those who don't study logic?*
- *How does identifying fallacies sharpen our ability to love the truth?*
- *Why must fallacies be named before they can be defeated?*

Sources: The Reasonable Person by Mark Grannis pgs. 261-292



Course Catechism

This section is structured as a series of questions and answers—intended to cultivate wisdom, virtue, and a love of tradition in the soul of the reader. Drawing from classical education, Christian orthodoxy, and the accumulated insights of Western civilization, this catechism aims to form not only the mind but the moral imagination.



Each question is crafted to provoke contemplation, and each answer is more than mere information—it is a small liturgy of truth, designed to be memorized, internalized, and lived. In the tradition of ancient catechisms, this section assumes that learning is not just for passing tests, but for becoming someone.

Section I | Logic as the Organ of Truth

Q: What is logic?

A: *Logic is the art of right reasoning, by which the mind moves from what is known to what must be true.*

Q: What is the foundation of logic?

A: *The foundation of logic is the nature of being, which cannot contradict itself.*

Q: What is the Principle of Non-Contradiction?

A: *The Principle of Non-Contradiction is the law that a thing cannot both be and not be in the same respect and at the same time.*

Q: Why must every man study logic?

A: *Because every man thinks, and he must choose whether to think clearly or be led into confusion.*

Q: Can logic save a man?

A: *Logic cannot save a man, but it can train his mind to love what is true and to reject what is false.*



Section I | The First Act of the Mind

Q: What is the first act of the mind?

A: *The first act of the mind is simple apprehension, by which we grasp universal concepts.*

Q: What is a concept?

A: *A concept is the mind's grasp of the essence of a thing, abstracted from the senses.*

Q: What is a definition?

A: *A definition is the expression of a thing's essence, distinguishing what it is from what it is not.*

Q: What is the difference between substance and accident?

A: *Substance is what a thing is; accident is what a thing has.*

Q: What is the golden rule of simple apprehension?

A: *Clarity of definition.*

Section III | The Second Act of the Mind

Q: What is the second act of the mind?

A: *The second act of the mind is judgment, by which we affirm or deny one concept of another in a proposition.*

Q: What is a proposition?

A: *A proposition is a statement that expresses truth or falsehood by joining or separating concepts.*

Q: What are the parts of a proposition?

A: *Every proposition includes a subject, a predicate, and the copula.*

Q: How does judgment relate to truth?

A: *Truth in judgment is the mind's conformity to reality.*

Q: What is the golden rule of judgment?

A: *Truth.*



Section IV | The Third Act of the Mind

Q: What is the third act of the mind?

A: *The third act of the mind is reasoning, by which we draw a conclusion from two premises in a syllogism.*

Q: What is a syllogism?

A: *A syllogism is a form of argument in which a conclusion follows necessarily from two premises.*

Q: What is validity?

A: *Validity is the property of an argument whose conclusion necessarily follows from its premises.*

Q: What is the difference between truth and validity?

A: *Truth concerns the content of the propositions; validity concerns the structure of the reasoning.*

Q: What is the golden rule of reasoning?

A: *Validity.*

Section V | Applying Logic: Fallacies

Q: What is a fallacy?

A: *A fallacy is an error in reasoning that appears sound but is actually misleading.*

Q: Why must fallacies be studied?

A: *Because only he who knows the truth well can recognize its counterfeits.*

Q: What are the most common fallacies today?

A: *Appeal to emotions, ad hominem attacks, equivocations, and appeals to authority.*

Q: How does logic protect the soul?

A: *Logic guards the soul against manipulation and error by training the mind to test what is said.*

Q: What is the aim of logic in public life?

A: *To form men who reason with clarity, charity, and a deep love of what is true.*



Week 1

Weekly Logos

The Foundations of Truth

Students will begin their study of logic by asking the central question: What is truth, and how do we know it? Through guided discussion and excerpts from *The Reasonable Person*, students will explore how logic is rooted in being, not opinion, and how the Principle of Non-Contradiction forms the bedrock of all coherent thought. They will confront the claims of relativism and skepticism, and reflect on the implications of denying objective truth. By week's end, students will articulate why truth matters and what happens when it is abandoned.

What Are We Assessing?

The Facts

- Logic is the art of right reasoning, by which the mind moves from what is known to what must be true.
- Skepticism is the belief that truth cannot be known; yet it refutes itself, for to doubt everything is already to believe something.

- The Principle of Non-Contradiction is the first law of thought: a thing cannot both be and not be in the same respect and at the same time.

What Are We Assessing?

The Skills

- Distinguish between being and opinion.
- Refute relativism with clarity and charity.

- Explain the Principle of Non-Contradiction and its consequences.
- Practice defining logic and truth in clear, essential terms.



What Are We Assessing? | The Truths

“Nothing can both be and not be at the same time and in the same respect.”
– Aristotle

These truths unify every element of the lesson:


All reasoning begins with reality.


Truth is not made by the mind, but received by it.


Right thinking depends on right metaphysics.


We do not think clearly to master the world, but to live rightly within it.

Assessments | Suggested Types

 Memorization: Recite the definition of logic and the Principle of Non-Contradiction.

 Short Essay: Why must logic begin with being and not argument? (1–2 pages, citing The Reasonable Person)

 Socratic Seminar: “Can a person believe in logic but reject objective truth?”

 Journal Prompt: Describe a moment when someone’s reasoning was persuasive but false. What was missing?



Pacing | By Week

| <i>Day</i> | <i>Focus</i> | <i>Homework</i> |
|------------|---|---|
| Monday | Introduce the course; define logic and explore its purpose | Read The Reasonable Person, pp. 1–7 |
| Tuesday | Explore the Principle of Non-Contradiction; why is it foundational? | <i>Define: logic, being, truth (1–2 sentence definitions)</i> |
| Wednesday | Discuss how relativism contradicts itself; read examples from culture | Read The Reasonable Person, pp. 8–14 |
| Thursday | Practice identifying contradictions; introduce objective truth | Write: Is it possible to deny truth without using it? (1 paragraph) |
| Friday | Seminar: Can a society survive without truth? | None |



Teacher Tips

Recite Foundational Distinctions: Assign daily recitation: “A thing cannot both be and not be.”

Ask Ontological Questions: What is more real: opinion or being?

Link Reasoning to Reality: Use cultural examples to show that confused metaphysics leads to confused thought.

Highlight the Moral Weight of Logic: Remind students: how we think shapes how we live.

Encourage Intellectual Reverence: Have students reflect: What does it mean to love what is true?

