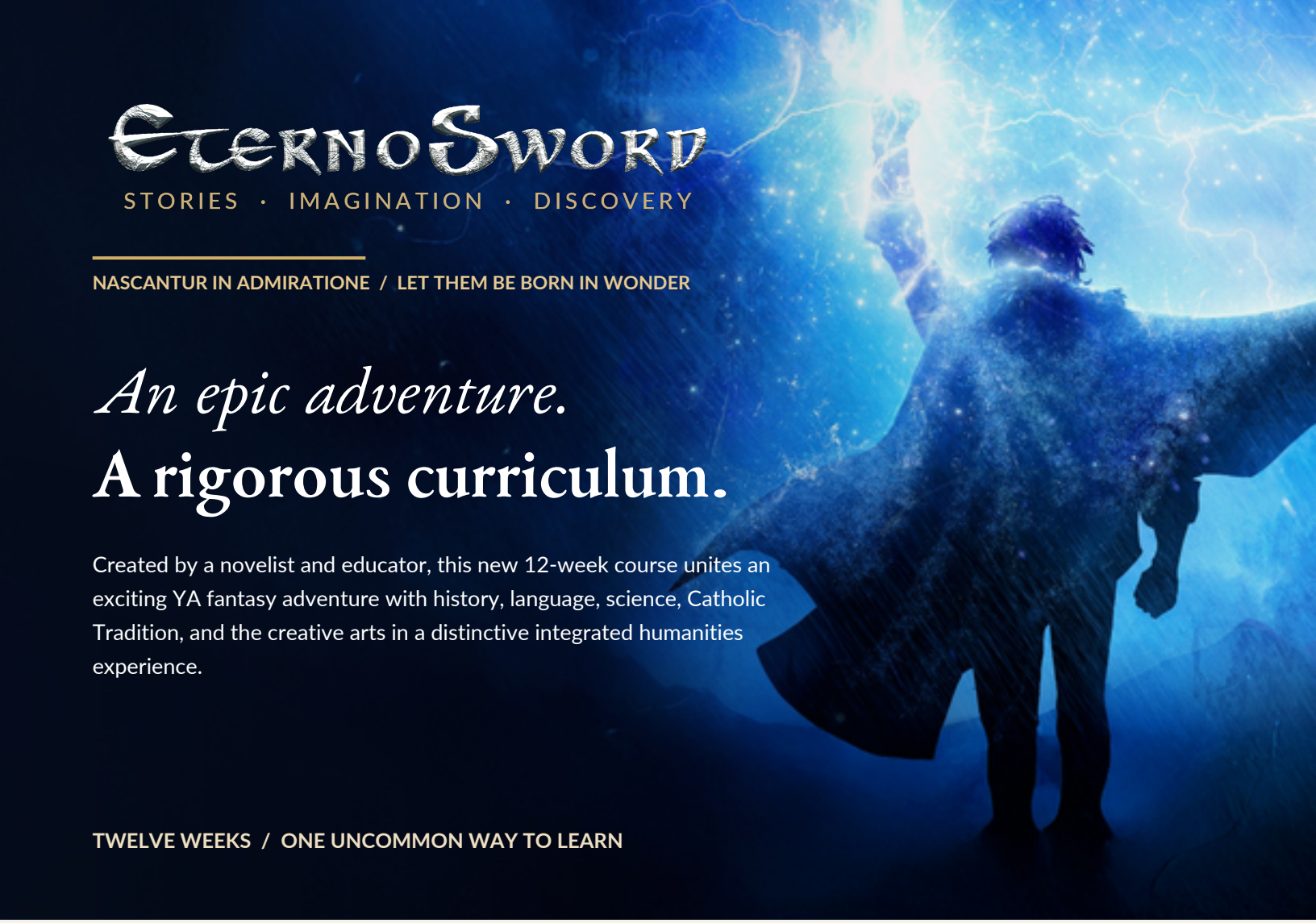


EternoSword

STORIES · IMAGINATION · DISCOVERY

NASCANTUR IN ADMIRATIONE / LET THEM BE BORN IN WONDER

*An epic adventure.*

# A rigorous curriculum.

Created by a novelist and educator, this new 12-week course unites an exciting YA fantasy adventure with history, language, science, Catholic Tradition, and the creative arts in a distinctive integrated humanities experience.

TWELVE WEEKS / ONE UNCOMMON WAY TO LEARN

COURSE SYLLABUS / INTEGRATED HUMANITIES

# Speculative Fiction & the Moral Imagination

Ages 12–15 | Catholic homeschool families and co-ops

PRIMARY TEXT The EternoSword Saga: Attack on Godstream

CREATED BY DENNIS BRUCKS / LICENSED CTE EDUCATOR

**12 WEEKS**

A complete journey

**AGES 12–15**

Young teen learners

**HOME + CO-OP**

Flexible teaching

WHAT THIS COURSE OFFERS

# An adventure worth investigating.

Mick Calibourne is an engaging young hero in a world of neo-knights, mysteries, humor and heroic virtue. His adventures open doors into language, history, science, sacred art, Catholic thought and the creative media arts. Students do more than finish a novel: they learn to notice connections, test interpretations and make something of their own.

01 / READ

## Enter the story

Dive into an exciting speculative-fiction adventure. Trace the choices, risks and discoveries that drive the story forward.

02 / EXPLORE

## Follow the threads

Discover connections between language, history, astronomy, faith, symbolism and the wider world of ideas.

03 / CREATE

## Bring it to life

Produce short toy-cinema scenes or storyboard animatics, and develop a confident speaking voice.

# What students will learn

### Read with evidence

Interpret plot, character, symbolism and moral decisions using specific scenes rather than unsupported impressions.

### Investigate across disciplines

Research word origins, ancient and medieval history, sacred art and astronomy with attention to reliable sources.

### Reason through difficult questions

Distinguish fact, inference, fictional invention, historical context and theological interpretation.

### Speak persuasively

Make a claim, cite evidence, explain the reasoning, listen and respond with charity.

### Tell stories through images

Use composition, editing, movement, lighting, sound and visual continuity in a purposeful sequence.

### Finish and evaluate original work

Complete a short final film or storyboard animatic and describe the creative decisions behind it.

# The 12-week journey / Part I

A chapter-by-chapter course map showing the principal inquiries and the visual storytelling skill that grows from each part of the novel.

01

## The Mission of the Mutt

PROLOGUE + CHAPTERS 1–2

**EXPLORE** The Logos Boys; the duties of a squire; parental encouragement, courage and claims supported by text.

**CREATE** Mick's chaotic plaza pursuit becomes a lively short scene; wide, medium and close-up shots.

02

## Hidden Clues & Unexpected Trouble

CHAPTERS 3–4

**EXPLORE** Ancient scripts and word origins; patterns, symbolism and the difference between inference and proof.

**CREATE** Stage a surprising discovery or narrow escape; purposeful framing, height and composition.

03

## Ciphers, Signs & Shadows

CHAPTERS 5–6

**EXPLORE** Prophetic language, historical names and decoding clues; careful reporting of what characters actually witness.

**CREATE** The Archives encounter becomes a suspense sequence; shot–reverse–shot and the 180° rule.

04

## Wonders & Worthies

CHAPTERS 7–8

**EXPLORE** The Nine Worthies of chivalry; Babel; how to weigh frightening claims and persuasion.

**CREATE** Heart-pounding danger in the cavern; lateral tracking, foreground/background depth and comic reversal.

05

## Flashpoint & the Flaming Heart

CHAPTERS 9–11

**EXPLORE** Justice and mercy; heroic responsibility; St. Augustine and the use of sacred art as a narrative clue.

**CREATE** The St. Augustine statue beneath the school; a precise match-cut on action and motivated light.

06

## The City from Above

CHAPTERS 12–14

**EXPLORE** The symbolism of the octagon and Christian architecture; the worth of service over status.

**CREATE** Reveal the city of Godstream through a handmade arch or window; forward camera movement and depth.

*Weekly creative scenarios are representative; final shot lists may be refined in individual lessons.*

# The 12-week journey / Part II

The later weeks bring historical and moral inquiry into conversation with increasingly confident creative work, ending in a manageable student project.

07

## Citadel Escape & Hidden Origins

CHAPTERS 15–17

**EXPLORE** Roman founding stories; the meaning of fortitude; identity, loyalty and sacrifice.

**CREATE** The Drakwolf rescue; multi-shot coverage, screen direction and action continuity.

08

## The Prophecy & the Void

CHAPTERS 18–20

**EXPLORE** Baroque art, Virgo and symbolic maps; resisting a tempting offer; fear and moral choice.

**CREATE** The descent into darkness; sound, silence, limited light and an intentional cut to black.

09

## The City Below & the Masked Master

CHAPTERS 21–23

**EXPLORE** Mythic creatures, technology, deception and the difference between invention and evidence.

**CREATE** A miniature place of impossible scale; forced perspective and contrasting viewpoints.

10

## The Trial of Self-Mastery

CHAPTERS 24–26

**EXPLORE** Temperance, leadership, riddles and the difference between achievement and reward.

**CREATE** Choose and plan a final scene; storyboard, shot list, props, light and sound cues.

11

## The Call to Courage

CHAPTERS 27–29

**EXPLORE** Vigilance, duty, historical creature lore and the choices made under pressure.

**CREATE** Film or draw the capstone; check continuity and assemble a first draft.

12

## The Great Unveiling

CHAPTERS 30–32 + EPILOGUE

**EXPLORE** Heroism, restoration, revelation and the moral meaning of a good ending.

**CREATE** Finish, present and reflect on an original 30–60-second film or polished visual sequence.

*Weekly creative scenarios are representative; final shot lists may be refined in individual lessons.*

WHAT STUDENTS ACTUALLY DO

# A living rhythm: Read / Explore / Create

The novel is the shared point of departure. Each week combines close reading, a short independent inquiry, discussion with evidence, and one hands-on media-arts mission. Students are encouraged to be imaginative without confusing fiction with historical or scientific fact.

A GLIMPSE INSIDE WEEK 1

## From a bag toss to a film scene

Students compare Mick's brothers' dismissive behavior with his parents' encouragement, investigate what a medieval squire really did, and consider several possible meanings of the unexplained nickname "Logos Boys."

**CREATIVE MISSION** Recreate Mick's eventful plaza pursuit in 4–6 shots: establish the place, launch the chase, build the confusion, reveal the mishap and finish with a visual payoff.

# Two visual pathways. One shared craft.

TOY-CINEMA

## Film a tabletop scene

Use action figures or paper cutouts, a phone and household scenery. Practice camera placement, movement, continuity, cutting and simple homemade sound.

STORYBOARDING

## Draw the same cinematic ideas

Use generous widescreen panels. Plan what a viewer sees, how characters move, where cuts occur, and what makes the scene understandable without expensive equipment.

EVERYONE ALSO LEARNS TO SPEAK & DEFEND

Rhetoric is part of the **core humanities lesson**, not a third art track. Brief weekly exercises build from a supported claim and a single example toward clear explanation, charitable disagreement, counterargument and a final spoken reflection.

TEACHING & ASSESSMENT

# Designed for real family schedules.

The twelve-week structure is meant to be usable, not burdensome. A parent can lead one student; a co-op can run a discussion seminar and assign the independent reading and creative work at home. The sequence is flexible enough for groups that meet weekly or adapt the pace.

## A possible 55-minute group meeting

08 min
**Story & recap**

12 min
**Evidence & discussion**

12 min
**Humanities inquiry**

08 min
**Speak & defend**

15 min
**Media-arts demonstration + planning**

## Home activities & supplies

**Before meeting:** read the assigned chapters. **After meeting:** complete a brief inquiry or reflection and one weekly film or storyboard. As a planning guide, the creative assignment often takes roughly 25–45 minutes once supplies are familiar; reading, research, technical setup and editing time vary.

**Core materials:** a copy of *Attack on Godstream*, pencil and paper, student pages, and access to age-appropriate reference materials. **Film path:** a smartphone or equivalent camera, simple editing option, miniatures or paper characters, boxes, tape and an LED light. **Storyboard path:** pencil, eraser and printable panels; no camera required. Facilitator notes and optional recorded demonstrations are planned for the full curriculum.

## Assess learning without grading imagination.

Look for four things: **evidence-based thinking**, **careful inquiry**, **clear communication**, and **purposeful creative work**. Weekly work may be formative. A brief four-category rubric and feedback on one improvement are usually more useful than a cumbersome points system.

**Portfolio-friendly evidence:** reading/word notes, a small research log, claim-and-evidence responses, storyboard drafts or raw video clips, finished scenes and a final creator reflection.

ACADEMIC & ADMINISTRATIVE QUESTIONS

# For co-op directors & homeschool records

This course is a curriculum resource, not an accrediting agency or a school. It is designed to be academically substantive and straightforward to document, while leaving decisions about program requirements and credit where they belong.

### Is the course accredited?

No independent accreditation is claimed. Accreditation of schools and the treatment of a purchased curriculum are different matters. Using this course does not confer accredited status on a family or co-op.

### Does completing it automatically earn high-school credit?

No. The default audience is ages 12–15, and the program may serve as enrichment or an elective component. Parents, umbrella programs or schools decide whether and how work fits their own graduation plans and records, under applicable requirements.

### Can it support a transcript or academic portfolio?

Yes—as supporting documentation, not as an automatic credit award. Keep the dated reading schedule, student inquiry and writing samples, visual project drafts, feedback or rubric, and final work. If credit is contemplated, track actual time and local requirements.

### Is it tied to a particular set of standards?

It develops recognizable skills in reading, research, speaking, historical reasoning and media production. It does not claim a certified state-standards alignment, official course approval, or automatic eligibility for specialized admissions or athletics requirements.

### What about Catholic faith and the sciences?

Catholic intellectual tradition informs the moral inquiry. Students also distinguish Scripture, artistic symbolism, fictional inventions, historical accounts and claims about the natural world; a literary clue does not become scientific evidence.

### Can a co-op adapt the format?

Yes. Families can do more work at home; a co-op can emphasize seminar discussion; an advanced student can deepen the research or final creative project. The parent or sponsoring program remains responsible for placement, assessment and recordkeeping.

PLANNING REFERENCES

U.S. Department of Education: homeschool oversight and K–12 accreditation FAQ. For special athletic eligibility, see NCAA homeschool guidance. Requirements vary; verify with the relevant state, school or program.