

## Class Seven Art

### Course Overview

#### Art Philosophy Statement

Art requires both aesthetic appreciation and creative expression. As Christians, we acknowledge God as the Ultimate Artist. The universe is His canvas, including our minds and souls. Created *en imago dei*, we thus possess an innate capacity to create in all spheres of human endeavor including art. Such creativity witnesses to the impress of deity upon our souls, mirroring His image in us and radiating His mind through us as we create. As a classical and Christian school, we explore great works of art by past masters filtered through a Christian worldview. Such exploration enables us to experience the intellectual and emotional power of artistic genius, while cultivating in ourselves our own creative potential and the aesthetic discernment to critique art with the mind, eye, and ear of God. On a practical level, we study artistic methods to understand how to manipulate various media and create certain artistic styles. Such study not only improves our fine motor skills and refines our aesthetic sensibilities; it also quickens our understanding of God's awesome creative power.

#### Trimester One

- Architecture; Principles of one-point perspective; Drawing of *St. Peter's Basilica*
- Romanesque and Gothic Architecture: drawing with perspective and shading

#### Trimester Two

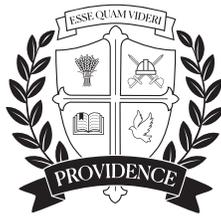
- Architecture: cathedral façade with ceramics
- Architecture: interior perspective

#### Trimester Three

- Renaissance artist, Michelangelo: practice of using chalk pastels and shading, color and values and *Creation of Adam*
- Renaissance artist, Fra Angelico: making egg tempura and painting on wood panels and practice of painting figures if time allows
- Middle Ages, Byzantine and Renaissance period: Illuminated Manuscripts and design and watercolor if time allows

#### Evaluation

- Participation and behavior – 35%
- Completion of projects and following directions – 55%
- Class worksheets, quizzes, sketches and assignments – 10%
- Due dates will be given at the beginning of each project. No projects will receive a complete grade after the due date. Students are responsible for making up their work when absent.
- Outline is subject to change.



## Class Seven English

### Course Overview

#### Course Objectives:

Students will study, analyze, and interpret literary works by means of expository, persuasive, and descriptive essays. Students will exercise mastery of vocabulary, spelling, grammar, and sentence diagramming.

#### Requirements:

Students are expected to complete reading and writing assignments by designated due date. Students should attend class prepared for discussions and quizzes over reading material. **Any typed papers must be typed by the student.**

#### Literature:

Summer: *Treasure Island* by Robert L. Stevenson  
*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

School Year: *Murder in the Cathedral* by T.S. Eliot  
*Canterbury Tales* (selections) by Geoffrey Chaucer  
*Beowulf* (selections)  
*Henry V* by William Shakespeare  
*The Three Musketeers* by Alexandre Dumas  
*Oliver Twist* by Charles Dickens

#### Textbooks:

*Sadlier-Oxford Vocabulary Workshop, Level C*  
*Warriner's Handbook, Third Course: Grammar, Usage, Mechanics, Sentences*

#### Grades:

<u>Course Grading:</u>	Tests/Essays	60%
	Quizzes	30%
	Daily	10%

Note: Daily grade consists of class preparedness (supplies and lecture notes) and homework completion.

Late Policy: Homework received one day late will receive a maximum score of 70. Homework received two days late or later will receive a 0.

Essays: Essays are due on the date listed on the assignment sheet. An essay submitted one day late will receive a maximum of 90%, two days late - 80%, three days late - 70%, four days late - 60%, five days or more late - 50%.

Final Grade: Trimesters One, Two, and Three together are 90%, and the final exam is 10% of the final grade.

## **Absences**

Personal Days: To obtain pre-approval, parents should email the request to the head of school at least three days in advance of the absence. A plan to turn in missed work must be in place before the absence. (Parent/Student Handbook, p. 12)

Excused Absences: Students will be required to take a missed test the day of return unless prior arrangements have been made with the instructor. All homework or essays assigned prior to students' absence are due the day of return unless arrangements have been made with the instructor.

### **Trimester One:**

- A. *Vocabulary Workshop* 1 - 7 (quizzes)
- B. *Warriner's* Chapters 1- 3, 10 -12
- C. Literature:
  - Treasure Island* – Essay
  - The Strange Case of Dr. Jekyll and Mr. Hyde* – Essay
  - Murder in the Cathedral* – Essay

### **Trimester Two:**

- A. *Vocabulary Workshop* 8 - 13 (quizzes)
- B. *Warriner's* Chapters 4 - 6, 13 - 15
- C. Literature:
  - Canterbury Tales* (selections)
  - Beowulf* (selections)
  - Henry V* (Literature Test and Essay)
  - The Three Musketeers* (Literature Test)

### **Trimester Three:**

- A. *Vocabulary Workshop* 14, 15 (quizzes)
- B. *Warriner's* Chapters 7 - 9, 16 - 18
- C. Literature:
  - Oliver Twist* – Final Exam Essay
- D. WrAP Practice Essays



## Class Seven History

### Course Overview

#### Textbooks

- *The Story of Texas* by Bailey H. Carroll, Frances Nesmith, and Mary Jane Gentry
- *Famous Men of the Renaissance and Reformation* by Robert Shearer (selections)
- *The 100 Most Important Events in Christian History* by A. Kenneth Curtis, J. Stephen Lang, and Randy Petersen

#### Course Objectives

The study of history is a relevant and necessary part of a classical and well-rounded education because of the immense value of learning from others' experiences. There are several reasons why we study history: first, to understand the present condition of the world through knowing its history; second, to expose students to the history of other intellectual arenas; third, to provide a framework for organizing material; fourth, to learn moral examples through the lives of the men and women studied; and fifth, to be conscious of the story of God's sovereignty in the affairs of men and nations.

In Class Seven history, students will study the explorers, countries, battles, and historical figures that contributed to the History of Texas. Students will review and interpret western thought, key events, important figures, literary works, and works of art from the late Middle Ages through the Renaissance and Reformation into early Colonial America.

#### Primary Skill Objectives

Students will be able to:

- Develop and maintain an organizational system for assignments, notes, and supplies
- Take organized and meaningful notes
- Identify and understand cause and effect in history
- Recognize and retain the main idea of a reading assignment by outlining
- Reason both inductively and deductively through written responses to the text
- Manage time more effectively
- Conduct, collect, and present research with a greater emphasis on analysis
- Write a thoughtful and logical response to open-ended questions

#### Strategies for Success

In order to succeed the student must:

- Actively read the entire reading assignment (Students should attend class prepared for discussions and quizzes over reading material.)
- Refine typing skills (Any typed papers must be typed by the students.)
- Maintain an organized binder
- Take thorough notes in class

- Study sufficiently for every quiz and test (You know you have studied sufficiently when you can teach the material to someone else.)
- Review class notes daily to allow the information to be processed
- Think critically about the material (Look for cause/effect, themes, context, and patterns that render the facts significant.)
- Turn in all homework and assignments by the designated due date
- Participate in class discussions and never hesitate to ask questions

## Course Outline

### Trimester One

- Texas History (quizzes/test after lecture notes)
- Textbooks:
  - *The Story of Texas*

### Trimester Two

- Introduction to the Renaissance/Reformation (quizzes/test after lecture notes)
- Renaissance/Reformation Religious and Artistic Figures
- Textbooks:
  - *Famous Men of the Renaissance and Reformation*
  - *The 100 Most Important Events in Christian History*
- Research Paper

### Trimester Three

- Texas History Trip
- Reformation through Early Colonial America (Quizzes/test after lecture notes)
- Reformation/Early Colonial America Religious Figures
- Textbooks:
  - *Famous Men of the Renaissance and Reformation*
  - *The 100 Most Important Events in Christian History*

## **Assessment**

- Daily Work – 10%
- Quizzes/Projects – 30%
- Tests/Essays – 60%

Note: Daily grade consists of class preparedness (supplies and lecture notes) and homework completion.

Late Policy: Homework received one day late will receive a maximum score of 70. Homework received two days late or later will receive a 0.

Essays: Essays are due on the date listed on the assignment sheet. An essay submitted one day late will receive a maximum of 90%, two days late – 80%, three days late – 70%, four days late 60%, five days or more late – 50%.

Projects: Late projects will receive a ten-point deduction for each day after the due date

Final Grade: Trimesters One, Two, and Three grades are averaged together to compose 90% of the final grade, and the final exam is 10% of the final grade.

## Absences

- Personal Days: To obtain pre-approval, parents should e-mail [attendance@pcstx.org](mailto:attendance@pcstx.org) at least three days in advance of the absence. A plan to turn in missed work must be in place before the absence. (Parent/Student Handbook, p. 11)
- Excused Absences: Students will be required to take a missed test the day of return unless prior arrangements have been made with the instructor. All homework or essays assigned prior to students' absence are due the day of return unless arrangements have been made with the instructor.



## Class Seven Latin Course Overview

**Text** *Cambridge Latin Course Unit 2 5th Edition*  
*Cambridge Latin Course Unit 3 5th Edition (only two chapters)*

### Final Grade

Trimesters One, Two, and Three: 90%  
Final Exam: 10%

### Areas to be Evaluated

Tests – 50%

- Tests are always over vocabulary, grammar and culture presented in each chapter. It is to be understood that tests are somewhat cumulative by nature, since language learning builds upon what was learned in previous chapters.

Quizzes/ Minor Projects – 25%

- There will be one quiz per chapter on vocabulary.
- There will be one quiz per chapter on grammar.
- Quizzes always come before the chapter test.
- All quizzes are announced in advance.
- Minor projects consist of special activities concerning a cultural topic or topics presented in the chapter. Not every chapter will have a project.

Daily – 25%

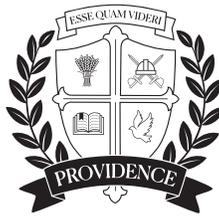
- Daily grades include work done in class and work done at home. There is usually one daily grade for each class day excluding test days or review days.
- Frequently work is started in class and is to be finished at home.
- Daily work should take no longer than 10-15 minutes to complete. If no daily work is assigned, then it is recommended that the student study vocabulary to prepare for quizzes and tests.

### National Latin Exam

All students will take the National Latin Exam at the end of February. This exam will evaluate student knowledge of Latin, mythology, Roman history, and Roman culture.

### Supplies:

A three ring binder with four divisions: grammar, vocabulary, home/daily work, tests and quizzes  
*Unit Two Cambridge Latin Course* – school provides



## Class Seven Logic

### Course Overview

#### Class Seven Logic Philosophy Statement

Logic is the science and art of reasoning well. Students in Class Seven Logic will expand their mastery of the grammar of language in order to begin to argue well. Logic and the ability to reason well stand in sharp contrast to a relativistic, pluralistic world that consistently emphasizes the message that there is no objective truth. Students will develop proficiency in the ability to detect and name the fallacies of bad argumentation. They will also delve into the relationships between statements and master the use of syllogisms and inferences in their arguments.

**Textbook**     *Introductory Logic: The Fundamentals of Thinking Well*, Canon Press, 2014

#### Course Content

##### Trimester I

- *Introductory Logic*, Unit 1
- Terms and Definitions

##### Trimester II

- *Introductory Logic*, Unit 2
- Statements and Their Relationships
- The Square of Opposition
- Categorical Statements

##### Trimester III

- *Introductory Logic*, Unit 3
- Syllogisms and Their Validity

#### Materials

- *Introductory Logic* Workbook
- Binder

#### Evaluation

- Homework – 30%
- Quizzes – 30%
- Tests and Projects – 40%

#### Final Grade:

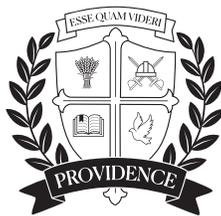
- Average of the three trimesters – 100%

**Homework Policy**

Homework is an essential part of developing logical facility and must be completed on a weekly basis if maximum learning is to take place. Homework allows students to practice concepts learned in class. Homework assignments will be posted in the classroom each day so students may complete assignments before returning to class. Errors on homework may be corrected.

**Corrections Policy**

Students will have the opportunity to correct any assignments, including tests and quizzes, and receive back up to 50% credit for their work. Students may only turn in corrected work within two weeks of its original due date. After that, no corrections will receive credit, except at the instructor's discretion.



## Class Seven Pre-Algebra

### Course Overview

#### Mathematics Philosophy Statement

“Mathematics is the language with which God wrote the universe.” – Galileo Galilei. This course is designed to complete the transition between the concrete concepts of arithmetic and the abstract concepts of algebra and geometry. Mathematics vocabulary, axioms, patterns, and algorithms are used to develop an understanding of variables, equations, and inequalities, as well as many of the principles of geometry and probability. Proficiency in oral and written communications of students’ reasoning is expected; excellence, including beautiful and precise communications, will be encouraged.

#### Textbook

*Pre-Algebra*, Glencoe/McGraw-Hill, 2007 (tx.pre-alg.com)

#### Course Content

##### *Trimester I*

- The Tools of Algebra
- Integers
- Equations
- Factors, Fractions, and Rational Numbers

##### *Trimester II*

- Ratio, Proportion, and Percent
- Functions and Graphing
- Equations and Inequalities
- Real Numbers and Right Triangles

##### *Trimester III*

- Two-Dimensional Figures
- Three-Dimensional Figures
- Statistics and Probability
- Polynomials and Nonlinear Functions

#### Materials

- Textbook
- Two-Inch Binder
- Composition Notebook (Graph Paper)
- Calculator (TI-Nspire CX)

**Evaluation**

Homework – 12% (Daily)

Quizzes – 24% (1–3 per week)

Tests – 64% (1 per chapter)

**Final Grade:**

Average of the three semesters – 90%

Final Exam – 10%

**Homework Policy**

Homework is an essential part of each pre-algebra lesson and must be done on a daily basis if maximum learning is to take place. Homework allows students to practice concepts learned in class. It is important to be in class every day. The interactive discussions and presentations are difficult if not impossible to repeat on an individual basis. If possible, please schedule appointments before or after school. Homework assignments will be posted on the board so students may complete assignments before returning to class. Errors on homework should be corrected.

**Correction Policy**

Students will have the opportunity to turn in late homework assignments, including tests and quizzes, and receive back up to 50% credit for their work. Students may turn in corrected work for any chapter until the day after that chapter's test. After that, no corrections will receive credit, except at the instructor's discretion..

**Additional Activities**

- MATHCOUNTS
- AMC Mathematics Competition
- Math Elective
- PSIA Number Sense and Math



## **Class Seven Music**

### *Course Overview*

#### **Music Philosophy Statement**

Providence Christian School of Texas teaches music to every student. God's word exhorts us to celebratory praise, reverential worship, and skillful expression of our faith through singing and playing. God's grace equips all of us with skills necessary to worship Him through music, and Providence's music program purposes to refine these skills in all its students. This process begins with teaching children to listen and hear discriminately in order to understand musical ideas, to sing correctly and accurately, and to have a working understanding of music notation. Providence also teaches students the traditional and classical music of our heritage. This includes folk songs of Western culture, art music composed in the 17th-20th centuries, and historical hymnody of our Christian heritage. Ultimately, our music curriculum challenges students to appreciate excellence in music, even if this means that students must reject the prevalent music of their culture. An understanding and love for the classic, traditional values of music teaches our students to know and discern what is good, true, and beautiful.

#### **Course Content**

In Class Seven Music, students explore music through the art of composition. The majority of the year is spent on creative projects as students learn to think about the small details that make up great pieces of classical literature. Students are asked to continue refining their listening skills as they interact with great works and composers.

Throughout the year, Class Seven students will also learn, prepare and perform choral music. Students will learn age appropriate vocal technique.

Students will expand their music literacy through sight reading using traditional solfege.

#### **Areas to Be Evaluated**

- Participation and Attitude
- Understanding of course content
- Sight Reading

#### **Grading**

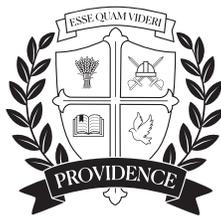
- Participation: 50%
- Classwork: 20%
- Homework: 20%
- Performance: 10%

#### **Additional Activities**

- Performance at Grandparents' Day
- Performance at the Middle School Concert

## Teacher Resources

- *The Book of Tunes for Beginning Sight Reading* John M. Feierabend
- *SQUILT: Volumes 1-3* Mary Prather
- *Accent on Composers* Jay Althouse and Judith O'Reilly
- Selected works of standard music literature
- Selected octavos from traditional choral literature
- Selected hymns from *Hosanna, Loud Hosannas*



## Class Seven Life Science

### Course Overview

#### General Overview

Every student at Providence Christian School is required to complete a course in life science in Class Seven. Why has the study of life science been deemed a necessary part of the Providence education? There are four basic reasons. First and foremost, since all of creation was intended to reveal and thus glorify God, it follows that education, which studies this creation, was also meant to reveal and glorify the Lord. Since the creation is itself a revelation of God, then the study of it will reveal God. When a student studies scientific concepts, God reveals himself. Science reveals God's unchanging faithfulness and orderliness by teaching students to understand the language of the creation. Second, scientific literacy is a must for the future Christian leader of a society that is becoming increasingly technologically oriented. Third, science forms a foundation for further study in the math, science, and engineering disciplines. Fourth, the problem-solving and critical thinking skills developed in the process of studying science are transferable to other scenarios. Therefore, the student will be a better decision maker and more confident in the logic stage of classical education.

#### Course Objectives

Six goals of the general science program drive the design of life science in Class Seven. These goals are for the student to (1) better appreciate God's creation, unchanging faithfulness and orderliness through the study of science, (2) use the scientific method to identify and solve scientific problems, (3) comprehend the basic concepts and principles of the discipline, (4) communicate scientific concepts with the appropriate scientific language, (5) learn in a laboratory setting that emphasizes hands-on discovery, and (6) improve study skills and strategies.

Derived from these broad goals, the specific course objectives are for students to:

- Demonstrate comprehension of the fundamental principles of life science which are to:
  - Master the steps and the application of the scientific method.
  - Use the five sense for observation.
  - Learn to think and speak scientifically.
  - Learn the definitions and main concepts of biology and microbiology
  - Master the parts and use of the microscope
  - Learn the parts and functions of different kinds of viruses, bacteria, protists, and fungi
  - Learn the parts and functions of different kinds of cells
  - Learn the parts and functions of different plant systems
  - Learn the parts and functions of different animal systems
  - Learn the parts and functions of the human body and its systems
  - Learn the origin and fundamental concepts of genetics and heredity
- Apply the principles of the scientific method to solve problems with an emphasis on the process of identifying problems, forming a hypothesis, experimenting with one variable, analyzing results, and forming conclusions. Development of student problem-solving skills is a main objective.
- Communicate solutions to scientific problems in an effective manner using a combination of scientific terminology, English grammar, and appropriate diagrams.

- Develop the skills to study a textbook and to recognize and retain the important parts of a reading assignment.
- Develop the skills of time management and use it to support an effective strategy for studying science.
- Develop the organizational skills necessary to track and complete assignments, prepare for tests and quizzes, and master material.

### **Strategies for Success**

The secrets to success in mastering the concepts of life science are **concentration** in class, **repetition** at home, and most importantly an **inquisitive mind** and **willingness to explore** living creation around us. The scientific concepts and procedures learned in Class Seven continue to build the foundation for greater discovery and investigation in subsequent years. Therefore, students must master the scientific method and become conversant with scientific concepts to prepare themselves for success as they continue in school. Students will receive class instruction four times a week, and homework assignments usually involve reading, writing, reviewing course material, and hands-on projects. Assignments are carefully chosen and should be correctly completed within the given amount of time. Failure to complete homework in a timely manner becomes a problem for a student attempting to understand new material that builds upon the old. Students who maximize their class time and review their material at home should experience success in science.

Neatness is a requirement. Clear writing is the first step in avoiding costly mistakes. Class Seven students must write in cursive and with pencil or blue or black pen. Work will be presented in a complete, neat, and orderly manner. Students will learn to avoid sacrificing excellence or neatness for the sake of efficiency.

### **Grading**

The course grade will be determined based on a 40% test grade average, 25% lab grade average, 25% quiz grade average, and 10% homework average.

### **Text**

*Life Science*, published by McGraw-Hill Education, 2012.

### **Materials and Supplies**

Textbooks and composition notebooks will be provided. Students will need a section in their three-ring binder that is labeled Life Science, notebook paper, blue or black pens, and pencils. There will be times throughout the year when the students may be asked to bring special materials unique to the study of life science in order to conduct exploration and experimentation in class. Students will be notified in advance of any such materials or supplies.