

Course Overviews

Class Five



Class Five 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

- Egyptian Art History – hieroglyphs, practice the method of acrylic painting

Trimester Two

- Michelangelo, charcoal drawing using the ratio-to-scale method

Trimester Three

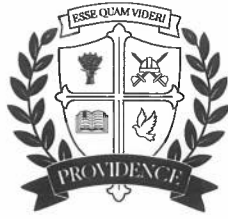
- Ancient Greek vases, mythological vase drawings (project will be preceded with ceramic pieces depending on class size)
- Ancient Greek Sculpture; *The Winged Victory*, practice the method of drawing with chalk pastel

Areas to Be Evaluated

1. Participation
 - a. Student is consistently present and ready to learn
 - b. Student follows instructions with strong effort and positive attitude
2. Behavior
 - a. Student is respectful of instructor and peers
 - b. Student contributes well to the learning environment
3. Understanding
 - a. Student visually displays key concepts
 - b. Student demonstrates growth in technique
4. Projects
 - a. Student completes projects on time

Grading

Participation:	25%
Behavior:	25%
Understanding:	25%
Projects:	25%



Class Five Nature Studies

Course Overview

Nature Study Philosophy

Providence teaches that nature is to be studied in a relational sense that does not detach the children from the creation as mere objective observers, but instead brings them into a closer and more intimate understanding of the creation. This understanding enables them to fulfill their covenant obligations to nurture and care for the earth and the plants and creatures with which God has filled it. In the nature-study approach, the children learn that God made everything for a purpose. Whenever possible, the children study an organism in its environment, seeing its relation to the world about it and the features which enable it to function in its surroundings. The study of nature is an aesthetic experience as well as a discipline. It is an opening of the eyes to the individuality, the ingenuity, the personality of each of the unnoticed life forms around us. Nature study is not merely a study of life but an experience of life.

Students will study zoology from a Christian perspective including the study of birds, bats, flying reptiles, and insects.

Textbooks

- Fulbright, Jeannie K., *Exploring Creation with Zoology 1: Flying Creatures of the Fifth Day*, CJK, Cincinnati, OH, Apologia educational Ministries, Inc.
- ESV Bible

Time Allotment:

Fifty minutes per day, one day per week, not including the bird project or journal entries

Course Content:

The primary purpose is to appreciate God's nature by relating Bible verses, poetry, music, skits, and art when learning about birds, bats and insects. Students will experience and appreciate the finest details by observation and drawing.

Project

See bird project handout.

Areas to Be Evaluated

1. Participation
 - a. Student is consistently present and ready to learn
 - b. Student follows instructions with strong effort and positive attitude
2. Behavior
 - a. Student is respectful of instructor and peers
 - b. Student contributes well to the learning environment

3. Understanding
 - a. Student demonstrates growth and understanding of key conception

4. Projects
 - a. Student completes projects on time

Grading

Participation:	25%
Behavior:	25%
Understanding :	25%
Projects:	25%

Providence Christian School of Texas

Class Five Nature Study Fall BIRD PROJECT

Teacher

Ms. Julia Begert, jbegert@pcstx.org

Class Five students are not required to complete a semester project, but they will complete and display a nature studies project at Grandparents' Day. The students should complete their bird projects at home as independently as possible.

The Class Five semester bird project will be a created object that relates to birds. This may include their habitat, something related to how the birds fly or migrate, or artwork of a bird. Some examples include a study and project that displays and explains the aeronautical engineering of bird flight, artwork with a color palette of a particular bird, a study and project showing various behaviors of a bird, writing music that illustrates a bird, writing an illustrated bird story which includes facts about the bird, creating a robot which shows bird behavior, or making a bird house which attracts various birds.

I want to encourage students to think beyond visual art and would love to see more original student-driven projects. They might look a bit messier, but the students will have greater ownership and may benefit more from the experience. Uncommon media (materials) are encouraged but not required. Greater variety in the displays would be welcome, too. I would like for the project to encourage their curiosity and fascination with winged creatures and with the creativity of God. *Please note that 20% percent of the project grade is based on originality. Therefore, this needs to be a "student driven" project.*

Each student must bring his project during morning carpool and delivered to the Great Hall stage on Monday, November 17, 2025. Grandparents may view the projects at Providence after the Grandparents' Day service. They will be taken home in carpool on Monday, December 1.

Please note the attached form will need to be signed and turned in by Monday, October 6, 2025.

**Class Five
Nature Studies
Semester Bird Project**

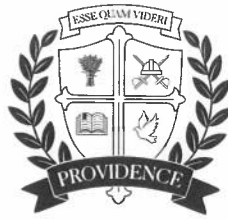
I, _____, have chosen the following bird or bird related project for my semester project: _____.

I will use the following (materials): _____.

Parent signature: _____

To parents:

This form is to be turned in *no later* than Monday, October 6, 2025. It may be turned in sooner for approval.



Class Five English

Course Overview

Course Overview

In the English class, we will seek to thoughtfully present classics of great fiction from the Western canon, as well as to understand and analyze these texts and produce writing assignments. We hope to instill a love of learning and reading and therefore will require daily reading assignments. In the spirit of the School's mission statement of living "purposefully and intelligently," we will approach the discussion of these great works with the Socratic Method of discreet, guided questioning in an effort to engage students in a dialogue of seeking the truth and thinking his or her way to a sound conclusion. To complement these reading and writing assignments, we will assign vocabulary, memorization, recitation, and grammar in order to synthesize all of the language arts elements; thus, we recognize that this knowledge should inevitably lead to more polished and confident oratory and writing skills.

The Class Five English course will examine a variety of literature. The emphasis will be on ideas of leadership, development of character, and destiny. Above all, we will seek a biblical worldview while analyzing and interpreting these texts in order to "know, love, and practice that which is true, good, and excellent."

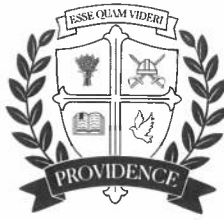
Primary Goals

Providence Christian School views the study of English as critical to the formation of discerning, mature Christian men and women. English provides a window for the students to understand the human story in the context of God's plan. Students explore great literature, effective writing, challenging vocabulary, and precise grammar. Always remember that literature is not only a distinct mode of knowledge, but also a source of delight. Through encounters with the great works, we come to see that literature matters because it lets us know our own lives, gives us words for our wordlessness, converts feeling into form, includes all the dimensions of life, interprets ordinary events for us, and gives us the pleasure of the world become word (*Why Literature Matters* by Dr. Glenn Arbery).

Texts

Summer: *Redwall* by Brian Jacques
 The Princess and the Goblin by George MacDonald

School Year: *The Cay* by Theodore Taylor
 Where the Red Fern Grows by Wilson Rawls
 The Golden Goblet by Eloise Jarvis McGraw
 Tales From Shakespeare by Charles and Mary Lamb
 Vinegar Boy by Alberta Hawse
 The Children's Homer by Padraic Colum
 Theras and His Town by Caroline Dale Snedeker
 Warriner's First Course
 Vocabulary Workshop A



Class Five History

Course Overview

General Overview

The students will gain respect for and understanding of great events, godly and secular men who influenced those events, and biblical principles to begin discernment of characters, regardless of what may be politically correct. They will also marvel at all the wonders man has wrought on technology as well as the blessings and curses these wonders often bring. History is a moral training ground where the wise and the unwise are observed, and the consequences of wisdom and folly may be dissected. When God wanted to teach His people about their history, He taught them lessons of the righteous (virtues to imitate) and the ridiculous (sins to avoid).

History illuminates reality, vitalizes memory, provides guidance in daily life (Cicero).

Course Goals

The Department of History has established goals for the core history program (Classes Five - Eight), which drive the design of the study of world history. Our goals include:

- Reading and analyzing written material and primary sources to promote critical thinking skills.
- Communicating through oral and written expression the ideas, principles, and virtues of antiquity.
- Understanding the cause and effect relationship in the rise and fall of ancient civilizations.
- Organizing large quantities of data into useful information through discussion.
- Recognizing and retaining the main idea of a reading assignment.
- Developing time management skills to support and advance study skills.

Course Content

- Creation according to the Bible and comparison to other creation stories
- The fall of man
- The Mesopotamian world: its geography, culture, and growth as a civilization.
- The rise of the patriarchs: Abraham, Isaac, and Jacob
- The Ancient Egyptian civilization
- The rise of Moses and the development of the nation of Israel
- The Ancient Canaanite civilizations: the Phoenicians and the Philistines
- The Ancient Assyrian civilization and the fall of the northern kingdom of Israel
- The Ancient Babylonian civilization and the fall of the southern kingdom of Judah
- The rise of Ancient Greece in the key cities of Sparta and Athens
- Ancient Grecian civilization: its government, religions, values, and daily life
- The causes and effects of the Persian and Peloponnesian Wars
- Alexander the Great: his rise to power and expansion of the Grecian Empire.
- Geography: Mediterranean area, Northern Africa, Middle East, SW Asia, Balkans, and Europe

Texts

The Book of the Ancient World by Dorothy Mills

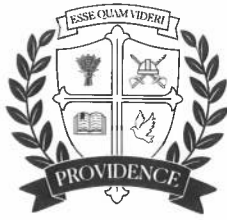
The Pharaohs of Ancient Egypt by Elizabeth Payne

Famous Men of Greece by John H. Haaren and A. B. Poland

The Book of the Ancient Greeks by Dorothy Mills

The Holy Bible

Primary Sources



Class Five Latin

Course Overview

Prerequisite

Exploratory Latin – Class Four

Texts

Cambridge Latin Unit I, North American Cambridge Fifth Edition, New York, New York, University of Cambridge Press, 2015.

Excellence Through Classics Units for the National Exploratory Latin Exam

Grades

50% - Tests

30% - Quizzes

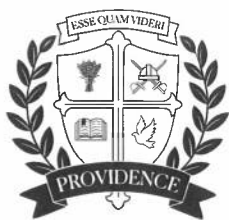
20% - Homework

General Overview

The students in Class Five will expand their study of Classical Latin with increased acquisition of Latin vocabulary, assimilation and application of Latin grammatical principles, translation of Latin passages, and greater knowledge of the Roman culture and its impact on Western Civilization. All Class Five students will take the National Exploratory Latin Exam in the spring.

During the first half of the year, Class Five students will complete all of the units necessary to take the National Exploratory Latin Exam. These units will cover general Latin vocabulary, derivatives with Latin roots, Roman mythology, geography of Ancient Italy and the Roman Empire, Ancient Roman architecture, and information for key figures in the history of Rome. Students will complete various projects in class to supplement and enhance the topics they are learning.

In February, the students will begin the *Cambridge Latin Course, Unit I*. They will complete the first four Stages of this book. They will begin learning the basics of Latin grammar which includes mastery of abbreviated noun and verb endings charts and Latin sentence patterns. Students will also learn vocabulary at a faster pace. With each stage, they will complete an in-depth study of a specific cultural aspect of life in Ancient Rome. Students should devote approximately 10 minutes per day on Latin homework which includes studying Latin vocabulary.



Class Five Math

Course Overview

Text: *Saxon 7/6 Math*, 4th ed. © 2004. Textbooks that stay at school should be covered at all times. Students will receive a textbook to keep at home. Students may not write in either book.

Before Class: Students should have the following materials on their desks before class begins: textbook, graph paper, lesson paper, two pencils, red pen, green folder, and planner. Being ready for class keeps students on task. Class begins with teacher's greeting and prayer.

Academic Planner: Students are expected to write down all assignments in their academic planners. All assignments will be posted on the board.

Checking/Correcting Homework: Students will check their homework assignments with a red pen as the teacher calls out the answers in class. Students then have the opportunity to ask the teacher questions about missed problems. Students will correct the assignment that evening. At the top of the assignment, students are to write the number of problems missed for that assignment. One point is taken off for incorrect answers. One half of a point will be taken off for mistakes such as a missing label, not writing the original problem (WOP), or not writing an equation for certain word problems. Assignments submitted without a heading (name, date, and lesson number) will not be accepted as complete. Homework will receive a completion grade: the points missed at the top of the paper simply help the student, parents, and teacher to gauge the student's progress. The teacher marks each paper with a check at the top of the paper, indicating that the teacher has looked over the assignment. A second check will be given when the assignment is corrected. Corrections are required for full credit (two checks indicate a completed assignment). The student will then store the corrected and checked homework in their white binders at school.

Drills: Drills are timed. At the end of the drill the students grade their own papers as the teacher calls out the answers. The students keep their own records on a drill record sheet in their green binder, which are kept in their desks at all times. As students see their personal progress, their speed and accuracy improve. We suggest practicing at home if a student is stuck on a particular drill.

Mental Math: Students begin working on the mental math problems of the warm-up box in the new lesson as soon as they complete the daily drill. They write these answers on the back of the drill. The teacher calls out answers, students check their own papers, and we discuss any questions. One student (on a rotational basis) will be asked to explain the problem-solving question.

New Lesson: The teacher explains the new lesson, giving examples from the text and answering questions.

Practice: Students work the practice problems on plain graph paper. When a student finishes, the teacher looks at each student's work and permits him or her to begin the odd-numbered problems. The teacher looks for understanding of the new concept and correct form. When most students are finished, the teacher calls out answers to the practice problems, and students mark their papers with red pen, writing in the correct

answer if incorrect. This allows students and parents to have correct answers at home should a question arise over the new concept.

Homework: Students will complete the odd numbered problems of the mixed practice (review problems) each day for homework. The students are typically given 15-20 minutes in class to work on each homework assignment. All homework assignments must be checked and corrected to receive credit (see below).

Checking/Correcting Homework: Students will check their homework assignments with a red pen as the teacher calls out the answers in class. Students then have the opportunity to ask the teacher questions about missed problems. Students will correct the assignment that evening. At the top of the assignment, students are to write the number of problems missed for that assignment. One point is taken off for incorrect answers. One half of a point will be taken off for mistakes such as a missing label, not writing the original problem (WOP), or not writing an equation for certain word problems. Assignments submitted without a heading (name, date, and lesson number) will not be accepted as complete. Homework will receive a completion grade: the points missed at the top of the paper simply help the student, parents, and teacher to gauge the student's progress. The teacher marks each paper with a check at the top of the paper, indicating that the teacher has looked over the assignment. A second check will be given when the assignment is corrected. Corrections are required for full credit (two checks indicate a completed assignment). The student will then store the corrected and checked homework in their white binders at school.

Supplemental Practice: If a student finishes the odd-numbered problems in class, he may begin even-numbered problems as additional practice. The even-numbered problems are not required homework.

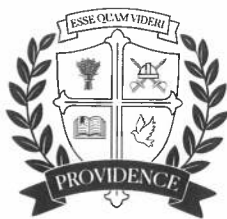
At home: Parents should check homework for completion every evening. Helping the students understand the concept is encouraged but assisting in completing homework will hinder the process of learning. Students learn math by doing math. **The teacher does not expect homework grades to be 100%.** It is our belief that homework is the best way to practice math.

Showing work/form: Students are required to write the original problem (“WOP”) and show their work to solve each problem. This develops a skill that is foundational to future success in math. The first step toward this skill is to write the original problem. The correct answer and the correct form are both important. Answers should be clearly marked. Digits should be neat and legible.

Questions at home: Should a student be unable to understand a problem or to get help at home, he or she should make the most reasonable attempt; we expect students to try to solve each problem before the class begins. Math tutorials will also provide additional assistance and will be offered Thursday mornings at 7:30 in room 114.

Filing papers: The teacher collects and keeps all corrected tests in a classroom binder. Homework papers are kept in the green plastic homework folder until students transfer them into the classroom binder, which stays at school all year.

Tests: Tests are comprehensive and given after every five lessons. Writing original problems and showing work is required for full credit. Tests should be corrected just like homework. Graded tests will be returned the next day or two to be corrected that night for homework.



Class Five 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 Five Music, we begin the year by learning basic music terminology. This vocabulary is reinforced throughout the year helping students to objectively evaluate and describe what they hear in the music. The class then focuses on reinforcing knowledge of orchestral instruments and instrumental families. Students will learn to both visually and aurally identify instruments as heard in the context of symphonic repertoire. The remainder of the year we will focus on the different genres of music including symphony, opera, oratorio, string quartet, and chamber music. Students will learn to aurally differentiate between different genres and identify their defining characteristics.

Throughout the year, Class Five 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

1. Participation
 - a. Student is consistently present and ready to learn
 - b. Student follows instructions with strong effort and positive attitude
2. Behavior
 - a. Student is respectful of instructor and peers
 - b. Student contributes well to the learning environment
3. Understanding
 - a. Student verbally articulates key concepts
 - b. Student demonstrates growth in technique
4. Projects
 - a. Student completes projects on time

Grading

Participation:	25%
Behavior:	25%
Understanding:	25%
Projects:	25%

Additional Activities

Performance at Grandparents' Day, Friday, November 21, 2025

Performance at the Middle School Concert, Wednesday, March 11, 2026

Performance at Fine Arts Day, Friday, May 15, 2025

Teacher Resources

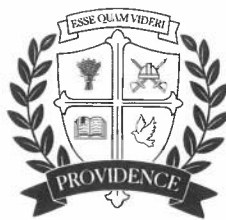
The Book of Tunes for Beginning Sight Reading John M. Feierabend

SQUILT: Volumes 1-3 Mary Prather

Selected works of standard music literature

Selected octavos from traditional choral literature

Selected hymns from *Hosanna, Loud Hosannas*



Class Five Science

Course Overview

Text

Cooney, Timothy et al. *Physical Science*. New York: Scott Foresman, 2003

General Overview

Every student at Providence Christian School is required to complete a course in physical science in Class Five. Four basic reasons follow. **First and foremost**, since all of creation was intended to reveal and thus glorify the LORD God, it follows that education, which studies this creation, was also meant to reveal and glorify Him. 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 continues to become technologically oriented. **Third**, science forms a foundation for further study in the math, science, and engineering disciplines. **Fourth**, the problem-solving skills developed in the process of studying science are transferable to other scenarios, and the student will be a better decision maker for having studied science.

Course Objectives

Six goals of the general science program drive the design of physical science in Class Five. These goals are for the student to (1) better appreciate God's creation, unchanging faithfulness, and orderliness, (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 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 fundamental principles of physical science by the following:
 - Master the steps and the application of the scientific method.
 - Use the five senses for observation.
 - Master the Metric and English systems of measure.
 - Learn to think and speak scientifically.
 - Learn the definitions and main concepts of chemistry.
 - Become comfortable with using the Periodic Table of the Elements.
 - Understand properties and states of matter, atomic theory, and physical and chemical changes.
 - Learn the definitions and main concepts of physics.
 - Understand and apply Newton's Laws of Motion.
 - Understand work, energy, and simple machines.
 - Understand the basic principles of magnetism and electricity.
 - Understand the basic principles of sound and light.
- 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. A main objective is the development of student problem-solving skills.

- Communicate solutions to scientific problems in an effective manner using a combination of scientific terminology, English grammar, and appropriate drawings.
- Develop the skills to study a textbook and other printed materials 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 physical science are CONCENTRATION in class and REPETITION at home. The scientific concepts and procedures learned in Class Five become 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 three times a week and homework assignments usually involve reading, writing, and reviewing course material. New material builds upon old, so staying current in review of material and completion of homework is necessary. Students who maximize their class time and review their material at home should experience success in science. Students should be prepared and excited for a challenge. They will be forced to think, but their perseverance will be rewarded.

Neatness is a requirement. Clear writing is the first step in avoiding costly mistakes. Class Five students must write in cursive with pencil. 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 45% test and project grade average, 25% classwork grade average, a 15% homework grade average, and 15% lab grade average.

Materials and Supplies

Textbooks and binders will be provided. Students will need to bring a pencil and black or blue pen each day. There will be times throughout the year when the students may be asked to bring special materials unique to the study of physical science in order to conduct exploration and experimentation in class. Students will be notified in advance of any such materials or supplies.