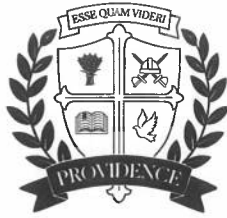


Course Overviews

Class Eight



Class Eight 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

- Artist, Pablo Picasso: analytical and synthetic cubism; creating values with neutral colors

Trimester Two

- Artist, John Singer Sargent: baby portrait drawing

Trimester Three

- Artist, Audubon: continuation of the practice of colors and values with colored pencils
- Artist, Winslow Homer: seascapes and landscapes: practice the methods of watercolor painting and the principles of the landscapes

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 Eight English

Course Overview

Texts

- Crane, Stephen. *The Red Badge of Courage*. 1895. New York: Bantam Books, 2004. Print.
- Dickens, Charles. *A Tale of Two Cities*. 1859. New York: Dover Publications, 1999. Print.
- Dumas, Alexandre. *The Count of Monte Cristo*. 1844. trans. Lowell Bair. New York: Bantam Books, 1981. Print.
- Lee, Harper. *To Kill a Mockingbird*. 1960. New York: Grand Central Publishing, 1982. Print.
- Shakespeare, William. *The Merchant of Venice*. 1600. New York: Washington Square Press, 1992. Print.
- Twain, Mark. *The Adventures of Huckleberry Finn*. 1885. New York: Dover Publications, 1994. Print.
- *Sadlier-Oxford Vocabulary Workshop, Level D*

Final Grade

Trimesters One, Two, and Three:	80%
Final Exam:	20%

Areas to be Evaluated

Writing and Tests – 60%

- **Major essays:** Class Eight students will write four major essays, culminating in a final exam paper which interacts with multiple novels. Specific grammar and vocabulary requirements will be given as the year progresses. Students will spend between two and four weeks drafting and revising these essays before turning in final drafts. These essays will be typed and should be formatted according to MLA guidelines. The length required will be increased throughout the year. Specific instruction will also include:
 - Stylized introductions and conclusions
 - Rhythm of sentences
 - Transitions (expanding single words to phrases and clauses)
 - Outlining
 - Thesis statements
 - Maintaining argument throughout paper
 - Quote integration
 - NOTE: Late essays will receive a ten-point deduction for each day after the due date.
- **In-class essays:** In addition to the longer, more time-intensive papers, students will also periodically write in-class essays on which they may spend one to three class periods. These will be handwritten and will be graded according to the amount of time spent on them.
- **Literature tests** will be given approximately two-thirds of the way through some of the novels. They will assess students' knowledge of characters, important passages, and plot. They will serve as a review in preparation for the writing upon concluding the novel.
- **Vocabulary and grammar tests** will be given upon the completion of every three vocabulary units. They will be comprehensive but will focus on the most recent material.

Quizzes – 30%

- **Vocabulary quizzes** will be administered at the end of each unit and will assess the students' knowledge of spelling, pronunciation, part of speech, synonyms and antonyms, and meaning. Sentence diagramming will be included on most of these quizzes.
- **Grammar quizzes** will be given periodically to assess students' understanding of current grammatical concepts.
- **Reading quizzes** will be unannounced and will check for students' completion and comprehension of the previous night's assignment. At times, these may be counted as daily grades.

Daily – 10%

- Between one and three daily grades will be taken each week. These may include homework completion, in-class participation, short writing assignments, and journal entries. Journals will be checked periodically for completion, neatness, and thought. Assignments not completed by the due date will receive a deduction.

Major Assignments

Trimester One

- Essays
 - *The Chosen*
 - *A Tale of Two Cities*
- Tests
 - *A Tale of Two Cities*
 - Vocabulary/Grammar #1
 - Vocabulary/Grammar #2

Trimester Two

- In-Class Writing
 - *The Count of Monte Cristo*
 - *Adventures of Huckleberry Finn*
- Tests
 - *The Count of Monte Cristo*
 - Vocabulary/Grammar #3
 - Vocabulary/Grammar #4

Trimester Three

- Essays
 - *Adventures of Huckleberry Finn*
 - *The Merchant of Venice*
- Tests
 - Vocabulary/Grammar #5

Note: This outline is intended as a "guide," not a "lord," and as the instructor deems appropriate, changes may be made to assignments; students will be advised of these changes in a timely manner.

Online Resources

Vocabulary: www.vocabularyworkshop.com

Audio Books: www.librivox.org

MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>



Class Eight History

Course Overview

Texts/Materials

- *Call to Freedom* by Stuckey, Sterling, and Linda Salvucci
- *Revolutionary Characters* by Gordon S. Wood
- *Narrative of the Life of Frederick Douglass: An American Slave* by Frederick Douglass
- 1.5 inch 3-ring binder; set of 5 dividers

Course Overview

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 Eight history, students will study the exploration, efforts, battles, governmental structure, and historical figures that contributed to the History of the United States, beginning with Colonial America and continuing until the New Deal. Students will evaluate and analyze the history of our nation in order to create a framework to understand how our country came to be where it is today.

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

- The Revolutionary War; The Constitution; New Nation
 - Lecture Notes
 - Tests/Quizzes
 - Primary Source Evaluation
 - Analytical Short Essays
 - Map Skills
- Textbooks: *Call to Freedom*; *Revolutionary Characters*

Trimester Two

- Westward Expansion; Slavery; Civil War
 - Lecture Notes
 - Tests/Quizzes
 - Primary Source Evaluation
 - Analytical Short Essays
 - Map Skills
- Civil War Research Paper
 - 2-3 page paper on a Civil War figure
 - Will be instructed in research skills such as source evaluation, note-taking, citing sources, and avoiding plagiarism
- Textbooks: *Call to Freedom*; *Narrative of Frederick Douglass*

Trimester Three

- Reconstruction; Progressivism; WW1; Great Depression and New Deal
 - Lecture Notes
 - Tests/Quizzes
 - Primary Source Evaluation
 - Analytical Short Essays
- Washington, D.C. Trip
- Textbook: *Call to Freedom*

Assessment

- Daily Work – 10%
- Quizzes/Short Essays – 30%
- Tests/Projects/Presentations/Research Paper – 60%

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

Late Policy: A 10-point deduction is issued per day that an assignment is late, and the assignment receives a 0 after the third day.

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 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 Eight Latin Course Overview

Text

Cambridge Latin Course Unit 3 5th Edition

Final Grade

Trimesters One, Two, and Three: 80%
Final Exam: 20%

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 two quizzes per chapter on vocabulary, which include meaning of the word, families of the words (declension or conjugation) and forms of the verbs.
- 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 beginning of March. This exam will evaluate student knowledge of Latin, mythology, Roman history, and Roman culture.

Supplies:

A three-ring binder with five divisions: grammar charts, grammar and culture notes, vocabulary, *practica*, homework. *Unit Three Cambridge Latin Course* – school provides



Class Eight Logic Course Overview

Class Eight Logic Philosophy Statement

Students in Class Eight Logic will continue their work from Class Seven in building and evaluating syllogisms. Through the two class texts, students will master logical terms and definitions, the mood and form of syllogisms, how those syllogisms appear in every day English, and the formal and informal fallacies that might accompany them. The purpose of teaching logic at this stage of development for the student is to reinforce their conceptions of objective truth and to give them the tools necessary to detect and dismantle attacks against it.

Textbook

- *Introductory Logic: The Fundamentals of Thinking Well*, Canon Press, 2014
- *The Fallacy Detective*, Workbook Edition, 2015

Course Content

Trimester I

- *Introductory Logic*, Unit 4
- Translating Arguments
- Immediate Inference, Inclusive and Exclusive Statements, and Hypothetical Syllogisms

Trimester III

- *Fallacy Detective*, Units 4–6
- Statistical Fallacies
- Propaganda

Trimester II

- *Introductory Logic*, Unit 5
- *Fallacy Detective*, Units 1–3
- The Fallacies of Avoiding the Question
- The Fallacies of Making Assumptions

Materials

- Workbook
- Binder

Evaluation

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

Final Grade

- Average of the three semesters – 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 class day so students may complete assignments before returning to class.



Class Eight Algebra

Course Overview

Mathematics Philosophy Statement

“Mathematics is the language with which God wrote the universe.” – Galileo Galilei. Mathematics witnesses to the order God imbues in creation, which order is itself a reflection of his character. Mathematics orients students’ minds to God’s mind, cultivating in them appreciation, knowledge, computational mastery, and development of logical thinking. Mathematics also cultivates discipline in students, enabling them to participate in the scientific and technological stewardship of this world for the service of God and man.

Textbook

Richard Rusczyk, *Introduction to Algebra* 2nd edition, AoPS Incorporated, 2019

Course Content

Trimester I

- Numbers and Operations
- Expressions and Equations
- Algebraic Properties
- Solving Linear Equations and Systems
- Ratios, Percentages, and Proportions

Trimester III

- Analyzing and Graphing Functions, including..
- Exponential Functions
- Radical Functions
- Rational Functions
- Sequences and Series

Trimester II

- Graphing Linear Functions
- Solving Linear Inequalities
- Solving Quadratic Equations
- Factoring Polynomials
- Complex Numbers
- Graphing Quadratics

Materials

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

Evaluation

- Homework — 10% (collected once per week, typically on Wednesday)
- Quizzes — 20% (-one per week, typically on Tuesday or Thursday)
- Tests — 70% (one per chapter, each of which lasts one to two weeks)
- Projects — no fixed percentage, students must complete one project per trimester

Final Grade

- Average of the three trimesters — 80%
- Final Exam — 20%

Homework Policy

Homework is an essential part of each lesson, allows students to practice concepts learned in class, and must be done regularly to maximize learning. Homework assignments will be posted in the classroom each day so students may complete assignments before returning to class the next day. Errors on homework may be corrected.

Correction Policy

Students will have the opportunity to correct any assignments, including tests and quizzes, and may receive back credit for their work. Students may only turn in corrected work for any unit until the week after that unit's test.

Honors Designation

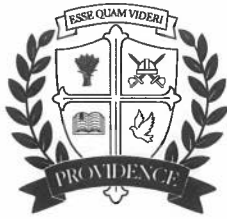
All students who complete this algebra course will receive a high school credit and be eligible to begin geometry as freshmen, putting them on a path to complete AP Calculus as high school seniors. While it is our expectation that all students will apply themselves to this task, we recognize that some students may desire an additional challenge. Students will have the ability to receive an honors designation on their transcripts, dependent upon their completion of three requirements throughout the year:

- The student must maintain at least a 90% average for all three trimesters.
- The student must score at least 85% on the final exam.
- The student must complete three projects assigned by the instructor.

Details on the project will be provided at a later date for students who indicate interest in this designation.

Additional Activities

- AMC 8 Mathematics Contest
- MATHCOUNTS
- PSIA Math and Number Sense
- Math Elective



Class Eight 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 Eight Music, students will apply the listening skills they have developed over the past seven years to in-depth studies of several major classical works. Students will spend several weeks exploring extended works, learning how to interact with and understand music on a large scale. Music analysis, historical and cultural context, and questions of interpretation will be explored this year.

Class Eight students will also learn, prepare and perform choral music using age appropriate vocal technique. They will develop leadership skills by leading their classmates in the singing of hymns.

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

Teacher Resources

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

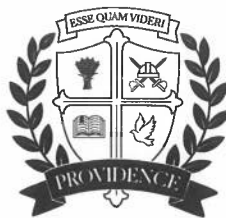
SQUILT: Volumes 1-3 Mary Prather

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 Eight Physical Science

Course Overview

Text

Egolf, R. Terrance, and Donald Congdon. *Physical Science*. Fifth ed. BJU, 2014. Print.

General Overview

Every student at Providence Christian School is required to complete a course in physical science in Class Eight. Why has the study of physical 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 physical science in Class Eight. 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 formulate hypotheses and form conclusions, (3) apply critical thinking to the basic concepts and principles of the discipline, (4) communicate scientific concepts with the appropriate scientific language and models, (5) demonstrate proper laboratory techniques using appropriate instruments and skills, and (6) improve independent study skills and strategies.

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

- Demonstrate comprehension of the fundamental principles of earth science which are to:
 - 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.
 - Understand covalent and ionic bonds.
 - Learn the definitions and main concepts of physics.
 - Understand the basic principles of dynamics.
 - Understand work and energy, and simple calculations for each.

- Understand the basic principles of magnetism and electricity.
- Understand the basic principles of sound and light.

Strategies for Success

- **Be engaged and participate during class.** Be attentive and stay on task.
- **Read through the class notes at home on a regular basis.** Repetition of concepts is key to learning the material well.
- **Ask questions.** Many of the concepts learned in physical science build upon each other, so it is important to understand each topic as it is taught before moving on to the next topic.
- **Complete work with excellence and within the allotted time frame.** Failure to complete homework well and in a timely manner becomes a problem for a student attempting to understand new material that builds upon old.

Grading

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

Materials and Supplies

Textbooks and composition notebooks will be provided. Students will need to bring their Physical Science binder, and a pencil to class daily. 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.