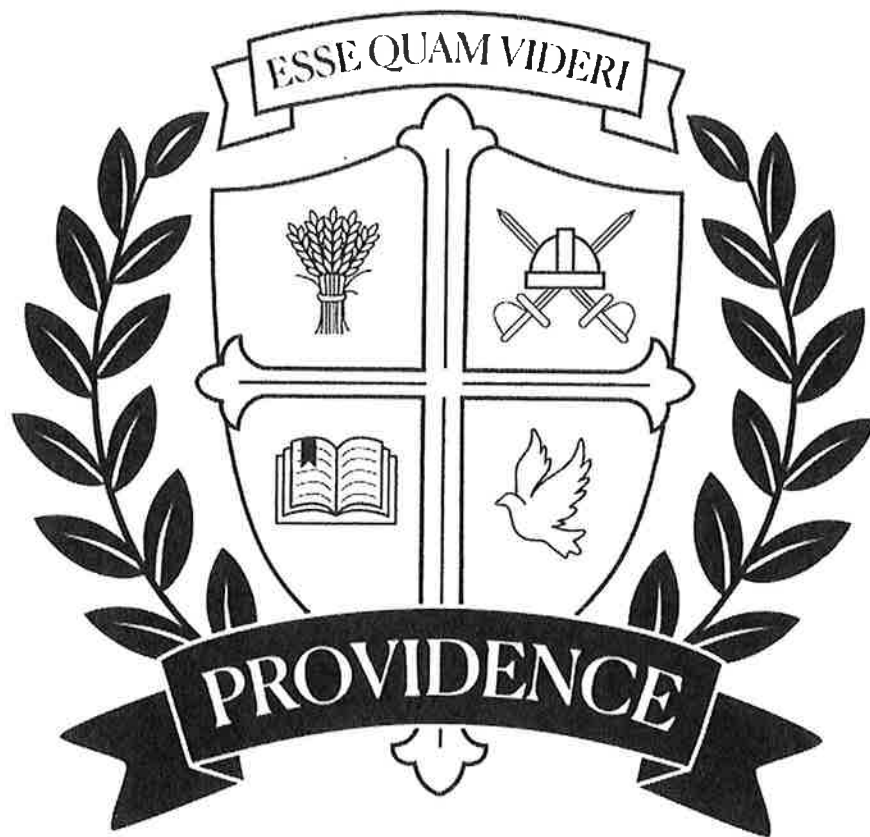




Course Overviews

Class Six



Class Six 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

- The study of form and three-dimensional solids, still life with various forms
- Ancient Roman wall murals, triptych drawing with colored pencils

Trimester Two

- Early Christian and Roman art periods, mosaic art with paper

Trimester Three

- Early Christian and Roman art periods, mosaic art with Venetian glass tiles
- Greek and Roman Architecture, practice the method of drawing and watercolor painting

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 Six English

Course Overview

Course Overview

In English class, we will seek to thoughtfully present classics of great fiction from the Western canon, as well as 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 Six English course will examine literature covering Ancient Rome, the early church, and the Middle Ages. The emphasis will be on ideas of leadership and character. 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: *Banner in the Sky* by James Ramsey Ullman
 Adam of the Road by Elizabeth Janet Gray

School Year: *The Bronze Bow* by Elizabeth George Speare
 Julius Caesar by William Shakespeare
 Polycarp by William Chad Newsom
 Stories of Charlemagne by Jennifer Westwood
 Robin Hood by Paul Creswick
 Warriner's, Second Course
 Vocabulary Workshop B



Class Six History

Course Overview

General Overview

The students will gain respect for and understanding of great events, as well as godly and secular men who influenced those events. They will also marvel at all the wonders man has wrought, 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 through Eight), which drive the design of the study of world history. These 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 data into useful information through discussion and effective study of written material.

Recognizing and retaining the main idea of a reading assignment

Developing time management skills to support and advance study skills

Developing research skills, written communication, and oral expression

Adequate preparation and participation are important in the learning process. Students are expected to keep up with assigned readings and related material in order to comprehend information and demonstrate clear understanding.

Course Content

- The founding of Rome
- The rise of the Republic
- The rise of Julius Caesar
- The Empire
- The Roman army
- The rise of Christianity
- The persecutions of the Church
- The divided Empire
- The fall of the Western Roman Empire
- The Byzantine Empire
- The rise of Islam
- The fall of Constantinople

- The rise of the papacy
- Feudalism
- The resurgence of towns
- The Battle of Hastings
- The Magna Carta
- The Crusades
- Geography: ancient Rome, Byzantium, the Middle East, and Europe

Texts

The Book of the Ancient Romans by Dorothy Mills

Book of the Middle Ages by Dorothy Mills

Primary Sources



Class Six Latin Course Overview

Prerequisite

Exploratory Latin – Classes Four and Five

Text

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

Grades

50% - Tests

30% - Quizzes

20% - Homework

Course Overview

The students will complete Stages V-XII in the *Cambridge Latin Course, Unit I*. Within each stage, students will read Latin passages, learn new grammar components, expand their vocabulary knowledge, and study a cultural aspect of Ancient Rome. Projects will be completed periodically to further complement their studies. All Class Six students will take the National Latin Exam in March.

Strategies for Success

1. Vocabulary knowledge is essential to reading a foreign language. Students are encouraged to make flashcards with new vocabulary and study them for five minutes every day.
2. Students should re-read Latin passages at home. After a Latin passage is read at school, students are encouraged to re-translate that passage again at home. Re-reading helps students to understand Latin sentence patterns and recognize noun and verb endings.
3. Practice completing blank grammar charts. Word endings are the backbone of the Latin language, and students must be able to quickly identify the purpose of a word's ending from their knowledge of the grammar charts. Writing these charts out at home will solidify their knowledge and understanding of endings and give them ease in translating the language.
4. Because the Latin language builds on itself, it is important that students show mastery at each step. If a student does not understand a concept this week, it will be difficult to understand the concept next week. Students are encouraged to take ownership of their education and attend tutorials when they need extra help.



Class Six Math Course Overview

Mathematics Philosophy Statement

"Mathematics is the language with which God wrote the universe," said Galileo Galilei. This course is designed to secure the arithmetic fluency students bring from the lower school and to begin the transition toward pre-algebraic thinking. Using Saxon's incremental approach, each lesson introduces one new idea and then reviews everything that has come before, so that skills are practiced continually rather than learned once and set aside. By the end of the year, students will be comfortable with fractions, decimals, percents, ratios, geometry fundamentals, and the beginnings of algebra—including signed numbers, equations, and graphing.

Textbook

Stephen Hake and John Saxon, *Saxon Math 8/7 with Prealgebra*, 3rd Edition, Saxon Publishers, 2004

Course Content

Trimester I

- Whole Numbers, Fractions, and Decimals
- Lines, Angles, and Perimeter
- Ratio and Proportion

Trimester II

- Percents and Probability
- Geometry and Measurement
- Signed Numbers and Equations

Trimester III

- Algebraic Terms and Two-Step Equations
- Circles, Surface Area, and Volume
- The Pythagorean Theorem and Graphing

Materials

- Saxon 8/7 Textbook (desk and home copies)
- Math Journal
- Red Class Folder
- Graph Paper, Pencils, and a Red Pen

Evaluation

- Homework—20%
- Tests—80%

Final Grade

- Average of the three trimesters – 100%

Homework Policy

In class, after each day's lesson, students work the lesson practice problems and then the odd-numbered problems of that lesson's Mixed Practice (1–30). Beginning with Lesson 3, the even-numbered problems are completed at home, so that every student works the full variety of problems for every lesson. Students are required to write the original problem and show the work that leads to each answer — developing this habit is foundational to future success in mathematics. Students are expected to write down all assignments in their academic planners; assignments are also posted in the classroom. Parents should check homework for completion each evening — helping a student understand a concept is encouraged, but completing the work for the student hinders learning. Homework is checked regularly, and errors on homework may be corrected.

Correction Policy

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

Additional Activities

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



Class Six 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 of the classic, traditional values of music teaches our students to know and discern what is good, true, and beautiful.

Course Content

Class Six Music focuses on a survey of music history including four major musical periods: Baroque, Classical, Romantic, and the 20th Century. Selected composers and their works from each period of the western classical music tradition will be studied. Activities will include singing, listening to, and writing about music from these four musical periods, in addition to studying important composers from each period.

Throughout the year, Class Six students will also learn, prepare, and perform choral music. Students will learn age appropriate vocal technique with an emphasis on their changing voices. 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 20, 2026

Performance at the Middle School Concert, Wednesday, March 10, 2027

Performance at Fine Arts Day, Friday, May 21, 2027

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 Six Science

Course Overview

General Overview

Every student at Providence Christian School is required to complete a course in earth science in Class Six. Why has the study of earth 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 earth science in Class Six. 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 Earth science by the following:
 - Master the steps and the application of the scientific method.
 - Recall the basic principles related to mass, force, and energy.
 - Learn to think and speak scientifically.
 - Understand maps and mapping.
 - Learn the vocabulary and main concepts of geology.
 - Learn the cause and effect of earthquakes and volcanoes.
 - Understand the importance a variety of earth's water resources.
 - Understand the nature and importance of the earth's atmosphere.
 - Understand nature and importance of the sun, moon, and earth as a system.
 - Understand the organization, function and importance of galaxies and the universe.
- 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

1. **Be engaged and participate during class.** Be attentive and stay on task.
2. **Read through the class notes at home on a regular basis.** Repetition of concepts is key to learning the material well.
3. **Ask questions.** Our earth has many systems and features that invoke a sense of wonder and curiosity. Asking questions is important to better understand the world in which we live.
4. **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. Neatness is a requirement. Clear writing is the first step in avoiding costly mistakes. Students will learn to avoid sacrificing excellence or neatness for the sake of efficiency.

Neatness is a requirement. Clear writing is the first step in avoiding costly mistakes. Class Six students must write in cursive and with an erasable writing utensil. 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, 15% homework average, and 15% lab average.

Materials and Supplies

Textbooks will be provided, as will a blue three-ring binder that is labeled Earth Science. Students will need to bring a red pen and an erasable pen or pencil. There will be times throughout the year when the students may be asked to bring special materials unique to the study of earth science in order to conduct exploration and experimentation in class. Students will be notified in advance of any such materials or supplies.

Text

Earth Science, published by BJU Press, 2012.

Authors include Terrance Egolf and Rachel Santopietro.