

Bible

In seventh grade students develop an understanding of the main themes, historical movements, characters, and events of the Old Testament. Also, they are taught to recognize God's sovereignty in biblical history and to understand the movement of the biblical narratives toward God's plan of salvation. The seventh grade Bible course begins with the study of Genesis through Ruth, and then students study I Samuel through Malachi. Students memorize significant portions of text, engage in various writing assignments, produce artwork, participate in class and group discussions, and give presentations. As they engage in Scripture, they also learn to apply it to their lives.

TEXTS

NIV Student Bible

Dockrey, Karen, Phyllis Godwin and Johnnie C. Godwin. *The Student Bible Dictionary*. Barbour and Co.

Dowley, *The Student Bible Atlas*. Augsburg.

Language Arts

Literature

The seventh grade literature program consists primarily of an American Literature anthology. The objective is to have the readings follow the course of history as much as possible. For example, while students study the explorers, they will be reading selections from Columbus' ship logs. The selections help students make connections with history while the study of history helps the students make connections to the literature. The students are exposed to rich vocabularies and novel ideas, which they are encouraged to discuss and examine in light of their Christian faith. Discussion helps the students develop analytical and communication skills. The readings also provide much of the material for reader responses.

Writing

The seventh grade course is grammar intensive in that the students build on the foundational work of sixth grade and begin to study the more advanced and complex aspects of grammar. The *Teaching Writing* curriculum provides a method of teaching which requires the use and practice of certain elements in writing. The basic process teaches students to read an article or other piece of writing, make an outline, put the original away, and write a summary from the notes. Thus, content is provided and students are free to concentrate on grammar and style.

Grammar

The seventh grade grammar course, in keeping with Logic, is not only about the facts of grammar but also about the "why" of grammar. The students explore the more advanced aspects of grammar, building on their work in the sixth grade (e.g., complements, complex sentences, usage including agreement). In addition, they are frequently challenged to explain why some grammar is correct and some is not. Frequent use of sentence diagramming is used as an explanatory tool.

Public Speaking

The Dialectic and the Socratic methods are two of the most effective tools of the logic stage. The Socratic approach allows the students to come to knowledge on their own through asking and answering a series of questions, while the Dialectic approach employs logic in a more directed conversation. The public speaking course is designed to introduce students to discussion and debate and to give them the tools to do both effectively. Speaking in front of peers and adults is also emphasized. Clarity in speaking and thinking is developed with clarity in writing.

TEXTS

Lantham, Jean Lee. *Carry On, Mr. Bowditch*. Houghton Mifflin Co.

Nieman, Egbert, W., Kathleen T. Daniel and Fannie Safier. *Adventures for Readers, Book Two*.

Harcourt Brace Jovanovich

Pudewa, Andrew. *Teaching Writing: Structure and Style*. The Institute for Excellence in Writing.

Sobel, Dava. *Longitude*. Penguin Books.

Speare, Elizabeth George. *Calico Captive*. Bantam Dell Doubleday Publishing Group, Inc.

Yates, Elizabeth. *Amos Fortune, Free Man*. Puffin Books.

American Literature, MacMillan Publishing Company

Warriner, John E. *English Composition and Grammar, First Course*. Harcourt Brace Jovanovich.

Zeiderman, Howard, Geoffrey Comber and Nicholas Maistrerllis. *Touchstones*, Volumes A and B, CZM Press.

Pre-Algebra

The purpose of the seventh grade math curriculum is to teach students the principles of pre-algebra. Students begin to deal with more abstract concepts such as equations and functions. The concepts introduced or expanded upon are signed numbers, order of operations, single variable linear equations, and word problems involving pre-Algebraic concepts. The following teaching methods are used: introduction of the new increment, study of examples with complete solutions, practice of the new increment, daily problem sets, and cumulative tests. With this approach, students gain confidence in taking a systematic approach to problem solving and become well equipped with the tools necessary to tackle Algebra 1.

TEXT

Bellman, Allan; Bragg, Sadie; Charles, Randall; Handlin, William Sr.; Kennedy. *Prentice Hall Mathematics: Pre-Algebra*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2004.

American History

During the Logic phase of the Trivium, students in American history move past rote memorization and simple recitation of facts to begin to examine the major arguments, enduring themes, and essential questions of our country's past. Covering the time period from the age of exploration to the writing of the American Constitution, with an emphasis on North Carolina history, students build on their learning from sixth grade, both developmentally and chronologically. They take part in traditional lectures, individual projects, and group activities,

while developing the following skills: listening, note taking, research, planning and organization, formal writing, substantive argumentation, and public speaking.

TEXTS

Garraty, John. *The Story of America*. New York: Holt, Rinehart, and Winston, 1994.

Hakim, Joy. *Our Nation's Archives: The History of the United States in Documents*. New York: Black Dog and Leventhal Publishers, 1999.

Schlesinger, Arthur M. Jr. ed. *A History of US*. New York: Oxford University Press Children's Books, 1999.

The Almanac of American History. New York: G. P. Putnam and Sons, 1983.

Life Science

The primary goal of this course is to lay the foundations necessary for students to succeed in high school Biology courses. Emphasis is on content and science skills (e.g., hypothesizing, analysis, organization of data, graphing, measuring, inferring, classifying, modeling, etc.). General areas of study include the scientific method, cells and cell processes, heredity, taxonomy, microorganisms (i.e., bacteria, viruses, protists), fungi, plants, animals, environmental science, and nutrition. While the selected textbook is secular in nature, this course is taught from a biblical perspective, honoring the Lord as Creator and Sustainer of the universe.

TEXTS

Dispezio, Michael, et.al.: *Science Insights: Exploring Living Things*. Prentice Hall.

Music

The overarching goal is to impart a love of music and to equip students for worship through familiarity with, and a deeper understanding of, great music. The seventh grade music curriculum includes composition and performance, but the following areas receive the major emphasis:

1. Theory (sight singing; rhythmic and melodic dictation; composition)
2. Singing (where possible, the English songs are correlated with the history, science, art and literature studied in the Seventh grade; also, a variety of foreign language songs)
3. History/listening (Late Renaissance, Baroque, and early Classical; possibly, composers featured by the North Carolina Symphony)

Seventh graders participate in a 45-minute music class twice a week. Where possible, the activities are correlated with the history (end of the Renaissance through the U.S. Constitution), science (life science), art (Sargent, Wyeth, Vermeer, Delacroix), and literature studied in the seventh grade regular curriculum. At this grade level a major effort also is put into learning music theory as well as into the performance of an in-depth analysis of music and includes mastery of two- and three-part singing.

TEXTS

Comeau, Gilles, and Rosemary Covert. *An Illustrated History of Music for Young Musicians: The Baroque Period*. Warner Brothers Publications.

Elledge, Chuck, Jane Yarbrough, and Bruce Pearson. *Standard of Excellence Books 1, 2 and 3, Music Theory and History Workbook*. Kjos Music Company.
Glencoe/McGraw-Hill. *Choral Connections, Mixed Voices, Levels 1, 2, and 3*.
Glencoe/McGraw-Hill.

Physical Education

Students in grades 6-8 are in the advanced stages of skill and physical development. The curriculum for PE at this grade level is designed to maximize that skill and physical development. Through the use of group and individual activities, the students are challenged to develop and to improve their physical condition, stamina, strength, and motor skills. Through games and sport play, the students gain knowledge of skills, tactics, and the emotional aspects of various sport activities. The students also participate in simulated game situations to demonstrate their knowledge and understanding of each sport. The students at this level play soccer, basketball, kickball, two-hand tag football, battle ball, volleyball, dodge ball, and capture the flag both on foot and on scooters.

TEXTS

Carpenter, Jeff. *P. E. Teachers Complete Fitness and Skills Development Activities Program*. Parker Publishing.
Zuidema, Marvin A. *Physical Education 6 – 8*. Christian Schools International.

Latin

The seventh grade Latin program continues the specified sequence of Latin grammatical forms, syntax, and vocabulary begun in the sixth grade. Students develop both a linguistic and a philosophical understanding of the language and literature of the Romans by reading selections from ancient authors. To achieve proficiency in reading Latin passages and to gain an understanding of Roman life, customs, and literature, students discuss the writing styles and content of authors such as Cicero, Pliny the Younger, and Julius Caesar. Students are expected to read Latin passages both for content and for grammatical and stylistic analysis.

TEXTS

Groton, Anne H. and James M. May. *Latin Stories*. 5th edition. Wauconda, Illinois: Bolchazy-Carducci Publishers, Inc., 1995.
Wheelock, Frederic M., Richard A. LaFleur, Rev. *Wheelock's Latin*. 6th edition. New York: Harper Resource, 2000.

Art

Seventh grade students continue to develop skills, to explore art concepts, and to seek mastery of certain art techniques. In addition, students explore how the historical background of art affects the art of our time. The emphasis at this grade level is on the art of South and North America from pre-Columbian to the 1700's, and includes art from a selection of First Nation cultures. Some of these early cultures include the Inca, Mayan, and Aztec peoples of South America, and the Hopi, Woodland, and Inuit peoples of North America. The study of native art provides a

basis for examining the development of Christian art in the Americas as introduced by Columbus and other settlers in the north.

TEXTS

- Bishop, Robert, and Jacqueline M Atkins. *Folk Art in American Life*. Viking Studio Books
Museum of American Folk Art New York.
- D'Allewa, Anne. *Native American Arts and Cultures*. Worcester, MA: Davis Publications, Inc.
- Enciso, Jorge. *Design Motifs of Ancient Mexico*. New York: Dover Publicaitons, Inc.
- Lipman, Jean. *American Primitive Painting*. New York: Dover Publications Inc.
- Sayer, Chloe. *Arts and Crafts of Mexico*. San Francisco: Chronicle Books.
- Wisniewski, David. *Rain Player*. New York: Clarion Books.
- Zug, Charles G. III. *Turners and Burners*. Chapel Hill and London: University of North Carolina Press. Chapel Hill and London.

Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

Nature Studies

The seventh grade nature studies continue the Mason philosophy of inquiry, observation, journaling, and painting. Nature studies are correlated with unit studies, memory work, and seasonal opportunities as they arise in the curriculum and throughout the year. Dry brush watercolor is used as a primary tool for reproduction and documentation of the details of nature scenes and objects.

Picture Studies

Students in seventh grade continue the Mason picture studies. The seventh grade focus is on the art of Sargent, Wyeth, Vermeer, and Delacroix. Students begin to gain an appreciation for the professionalism, talent, and passion of good artistry as they develop further their skills of observation, exploration, and narration.

Narration

Narration continues to be an important tool for learning in the seventh grade. Comprehension and retention of content are reinforced through narration of readings in history, Bible, and literature. The writing skills of students at this age are beginning to show signs of consistency in grammar as well as in individual style. Incorporation of the practice of narration into many areas of the greater curriculum serves to nurture the confidence of developing writers. Together with the objectives of the language arts and history curriculum, the students are given opportunities to appreciate the many genres of literature, such as informational pieces, letters, poetry, and biographies, and to learn to identify key information through having to summarize from a variety

of readings. All of this serves to achieve the goals of the Charlotte Mason approach to education, which is to teach the children how to learn in an enjoyable and efficient manner.

Music Studies

In the seventh grade there is a focus on the music of composers whose work spans three centuries and which represents music of different styles and cultures. The students are exposed repeatedly to the different works, either while they are engaged in other hands-on activities, or during times when they are asked to listen attentively. These sessions are often followed by discussion periods in which the students are asked to share their impressions and feelings about the music. Information about the composer and the time period during which the work was composed is also discussed, especially as it may relate to studies in other subjects.

Haydn (1732-1809) *Symphony No. 3 (Surprise); Lord Nelson Mass*

Berlioz (1803-1869) *Symphonie Fantastique; Romeo and Juliet; The Roman Carnival Overture; Beatrice and Benedict Overture; Royal Hunt and Storm from 'Les Troyens'*

Gershwin (1898-1937) "Rhapsody in Blue"; "An American in Paris"; "I Got Rhythm"; "Porgy and Bess"

Computer Skills

The goal of the computer skills class is to provide a base-level instruction in technology. The class offers an introduction to basic computer hardware and office suite software. Students are introduced to both the Windows and Macintosh platforms, though for the hands-on aspect of the class students are instructed in Microsoft applications on Apple computers. The primary application skills taught are web browsing, word processing, using spreadsheets, and developing electronic presentations. An end of year project puts the learned skills into practice while honoring the graduating eighth graders with a memory book.

TEXT

The "textbook" for this course is an Apple iBook. Each student has access to an iBook during the class period and uses the various programs in which they are being instructed. Students are provided with printed materials of class instruction. Resources for instructional material are pulled from various sources to provide a broad spectrum of information.