# The Paideia School
# Art 7

## Biblical Principles

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness.
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

## Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

## Course Goals

**Students will:**

1. Gain a deeper knowledge of composition; including contrast, positive / negative space, proportion / scale, one-point perspective.
2. Understand and demonstrate abstract ideas such as symbolism in their artwork.
3. Understand and use a variety of media and tools; and select the best combination in order to achieve a desired effect.
4. Continue to identify masterworks, artists, and art movements; learning to recognize beauty, goodness, and truth in these artworks through a Christian worldview.

**Quarterly Objectives:**

**First Quarter (line, shape, shadow / color)**

- Review lessons and skills from previous year
- Create a grey scale using dots of ink – pointillism
- Apply pointillism to an object to create form
- Begin layering of oils to show form
- Use oils to create luminosity
- Strategically remove paint to create texture - tonking

**Second Quarter (composition / depth)**

- Understand and illustrate positive and negative space
- Identify, analyze, and copy a masterwork in pastels
- Further develop layering and blending techniques in pastels
- Render objects using one-point perspective, including vanishing points
- Begin drafting techniques, including keeping objects "square"
- Further develop marker coloring techniques

*Suggested Master: Van Gogh (Sunflowers), Monet (Sunflowers), Da Vinci (Last Supper)*

**Third Quarter (pattern / texture)**

- Identify and illustrate a tessellation
- Use graph paper to establish a design
- Create a collage using a variety of materials, using symbolism (suggested: a name of Christ)

*Suggested Master: Escher (tessellations), Van Gogh (Sunflowers)*

**Fourth Quarter (animals / people)**

- Paint an animal, highlighting the animal's texture and personality
- Create a self-portrait bust in clay
- Further develop sculpting skills using tools

# The Paideia School
# Bible 7
# Old Testament Survey

## Biblical Principles

1. God speaks propositional truth to man through the Bible. The Bible is inspired by the Holy Spirit, is inerrant in all that it affirms, and is the Christian's infallible guide to belief and behavior.
2. Since God has used men to speak His message to mankind, there is legitimacy to the Bible-teaching ministry, including hermeneutics, exegesis, and apologetics, among believers.
3. Scripture can have only one "true" meaning because of the unity of the mind of God and the corresponding nature of truth. A passage can have only one correct interpretation, yet may have several applications to various persons' lives.
4. The Scriptures themselves acknowledge that they contain "mysteries" and passages that are difficult to understand.
5. God intends that study of, and meditation on, the Scriptures should help students to grow and develop their personalities in wholeness.

## Bible Department Goals

1. Gain a working knowledge of the Bible, thus attaining fluency with Biblical principles and precepts, in order to forge a Biblical worldview that will form the foundation for all life experiences and endeavors.
2. Spend the majority of class and study time devoted to the subject of the Bible primarily in the Biblical text itself, with scholarly support from reference works.
3. Train in sound principles of hermeneutics, rightly dividing the Word of Truth.
4. Maintain the unity of the Spirit in the bond of peace by adhering to The Paideia School's Statement of Faith and to its Secondary Doctrine Policy. We do not advocate denominational distinctives, yet allow doctrinal discussion and debate for the benefits of mutual understanding and improving rhetorical skill.
5. Integrate knowledge and skills from other disciplines and encourage the application of Biblical truth as the proper framework for discerning truth and error in other subjects.
6. Teach the Bible with a blend and balance of academic rigor and pastoral concern. We develop virtuous scholars who study the Word and submit to it.
7. Engage/Present key themes and concepts of the course in cogent/elegant/persuasive verbal and written form, based on original research and analysis/reflection.

## Course Goals

Students will:

1. Gain familiarity with the contents of all Old Testament books
2. Read and study significant portions of the Old Testament.
3. Discover the essential connections between the Old and New Testament canons.
4. Understand the significance of the historical background and geography of the Old Testament books to their content.
5. Articulate the major doctrinal and ethical themes of the Old Testament writings.
6. Gain skill in Bible study methods and use of research tools.

## Course Objectives

### First Quarter

***Genesis through Deuteronomy***

- The Geography of the Ancient Near East
- Studying the Old Testament : resources and methods
- The Books of Moses
- The Patriarchs
- The Covenants
- The Law and Sin
- The Sacrificial System and Feasts
- The Tabernacle

### Second Quarter

***Joshua through Psalms***

- The Names of God
- Judges and the Cycle of Sin
- Introduction to the prophets: Eli and Samuel
- Saul and David
- Bible timeline: Assyria and Babylon and Persia
- Introduction to the Psalms

### Third Quarter

***Proverbs through Ezekiel***

- Proverbs and Wisdom
- Ecclesiastes: Time and Relevance
- Isaiah
  - Messiah: The Suffering Servant
  - Song of the Vineyard: Our relationship with God
- Jeremiah
  - The New Covenant
- Ezekiel
  - Dry Bones: True Religion

### Fourth Quarter

***Daniel through Malachi***

- Daniel: Integrity and Faith in God
- The Sovereignty of God: The statue in Daniel

- The Minor Prophets
  - Hosea: Spiritual adultery / Love & Forgiveness
  - Amos: Service
  - Obadiah: Patience
  - Joel: The Day of the Lord
  - Habakkuk: Justification by Faith
  - Jonah: Disobedience and Evangelism
  - Micah: The coming Messiah
  - Zephaniah: Personal Integrity
- The unity of Scripture: Jesus' relationship to the Old Testament
- The story of Queen Esther

**Teacher Resource**

Bible

**Student Resources**
Bible Study Bible (recommend NIV, NASB, or ESV)

# The Paideia School
# English 7
# Introduction to Ancient Literature

**Biblical Principles**

1. Communication is a reality intrinsic to the triune Godhead and extrinsic to God in relation to His creation.
2. Language is a divine gift that enables man to think and to communicate clearly, quickly, and meaningfully.
3. God intends that man's thoughts and communications reflect truth, goodness, and beauty.
4. Sin's power to distort and pervert the created order extends even to man's thoughts and communications.
5. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

## English Department Goals

1. Examine the worldviews that manifest themselves in language and literature and evaluate them from a Biblical perspective.
2. Train in the use of grammatical and literary tools to fully engage the great literary art of Western Civilization.
3. Recognize that grammatical and literary skills provide access to all other academic and artistic pursuits.
4. Articulate the great ideas through thorough research, careful documentation, and eloquent analysis, building dialectical and rhetorical skills in an age appropriate manner.
5. Develop creative abilities to the glory of God.

## Course Goals

Students will:

1. Build personal and literary vocabulary from exposure to great literature.
2. Develop proficiency of English grammar skills within the context of literature and composition.
3. Read and critique literature at various levels of analysis.
4. Mature in their ability to analyze literary works within a Biblical world view context.
5. Develop an appreciation of great literature.
6. Expand their ability to integrate deeper thought and learned vocabulary into their own verbal and written communication.
7. Develop a higher view of God through an examination of beauty, form and talent.

**Course Objectives**

**First Quarter**

- Reading: Epic of Gilgamesh
- Analysis: Conventions of Ancient Epic; Compare to Genesis 1-3
- Reading: Selections from Homer's *Iliad*
- Analysis: Literary Terms
- Themes: Glory and honor, Shame and Cowardice, Pride and Anger, Nature of the Gods
- Reading: Selections from Homer's Odyssey
- Analysis: Literary Terms
- Themes: Loyalty, Hospitality, Cunning, Temptation and Foolishness, Nature of the Gods
- Poetry: "On First Looking into Chapman's Homer" by John Keats (memorize)
- Writing: Paragraph Structure; Model format for thesis, outline and five paragraph essay
- Grammar: Basic punctuation usage; comma rules; other grammar as needed

*For the first two quarters, see The Iliad and The Odyssey: An Introduction to Homer for reading selections, literary terms, themes, poetry and vocabulary*.

**Second Quarter**

- Reading: Finish *The Odyssey;* Selections from Virgil's Aeneid
- Analysis: Compare Virgil with Homer; Compare Roman Worldview with Greek and Christian Worldviews
- Poetry: "Musee des Beaux Arts" by W.H. Auden (memorize)
- Writing: Five paragraph essays with outline and Encomiums; Transitional expressions; Word choice
- Grammar: Other grammar as needed

**Third Quarter**

- Reading: Shakespeare's *Julius Caesar*
- Analysis: Attributes of Tragedies; Plot Structure
- Poetry: Antony's Funeral Oration (memorize)
- Reading: *Quo Vadis*
- Writing: Five paragraph essays and Invectives
- Grammar: Review basic punctuation

**Fourth Quarter**

- Reading: Finish Reading *Quo Vadis*; *Greatest Story Ever Told*
- Poetry: Luke 1:68-79; Example of Early Christian Hymn (memorize)
- Writing: Five paragraph essays and Invectives
- Grammar: Review verb tenses and usage

**Teacher Materials**
*Oxford Dictionary of Classical Literature*

*The Iliad and The Odyssey: An Introduction to Homer*. Anhari, Jennifer. (Teacher-Created Resource)

*Aeneid: An Introduction to Virgil*. Meyer, Aislinn. (Teacher-Created Resource)

*Greatest Story Ever Told*. Oursler, Fulton. ISBN 978-0385080286

*Julius Caesar*. Shakespeare, William. ISBN 9780743482745
*Quo Vadis*. Sienkiewicz, Henry. ISBN 071805503

**Student Materials**

*The Iliad and The Odyssey: An Introduction to Homer*. Anhari, Jennifer. (Teacher-Created Resource)

*Julius Caesar*. Shakespeare, William. ISBN 9780743482745

*Quo Vadis*. Sienkiewicz, Henry. ISBN 071805503

*Aeneid: An Introduction to Virgil*. Meyer, Aislinn. (Teacher-Created Resource)

**Summer Reading**
*Mythology (I-IV)*. Hamilton, Edith.
*Eagle of the Ninth*. Sutcliff, Rosemary
*Do Hard Things*. Harris, Alex and Brett.

(Extra Credit)
*Children's Homer*. Colum, Padraic.

# The Paideia School
# History 7
# Ancient History

**Biblical Principles**

1. God sovereignly superintends all things, including man's activities and circumstances throughout history.
2. The Biblical conception of linear time moving from creation through the cross toward its consummation in Christ's second coming gives meaning and urgency to historical events.
3. God judges individuals, cultures, and nations that fall short of His glory, and only Christ and His gospel can redeem and ennoble them.
4. God judges individuals in eternity according to their faith in Christ, but He deals with nations in the course of historical events according to their standards of justice and righteousness.
5. God commands that men learn from the mistakes and accomplishments of their historical predecessors.

## History Department Goals

1. Attain a Scriptural understanding of human nature and historical patterns, with particular attention to sin and its consequences.
2. Understand that history is an examination of the progression and composite of all Divine activity and human endeavor.
3. Use the discipline of History as a paradigm for the study of the development of other subject areas.
4. Interact frequently with primary sources, especially those from the canon of Western Civilization.
5. Articulate thoughts and beliefs regarding historical events by thorough research, careful documentation, and wise expression.
6. Incorporate Biblical precept and historical example in pursuit of godly citizenship.

## Course Goals

Student will:

1. Gain familiarity with the significant dates, people, events and movements and their geographies of the Middle East and Europe from creation to 476 A.D.
2. Evaluate the significance of major religious, political, economic, and philosophical movements in light of God's Word and relate this understanding to the progress and flow of Christianity and to God's Providence.
3. Identify factors leading to a civilization's rise and fall including geography, culture, politics, technology, religion, economics, and philosophy.
4. Discover connections between past events and civilizations and those extant in the world today.
5. Express their thoughts and beliefs at an appropriate level regarding significant issues as they apply the Scriptures to determine worthy models in politics, justice, personal ethics evangelistic zeal, etc.
6. Read from selected sources about each of the main civilizations studied.

## Course Objectives

### First Quarter

***Ancient Near East and West***

***Overview (Near East)***

- Creation, Fall, Flood, and Babel
- Sumer and Babylon
- The Egyptians and the Exodus
- Division of Kingdom of Israel: Israel and Judah
- Destruction: Assyrians, Babylonians and Persians

***Ancient Greece (West)***

- Mythology: Crete, Europa, Minos
- Minoans: artwork, culture and trading
- Dark Ages: Mycenaeans, Trojan War
- Archaic Age: Dorian Invasion, Phoenician alphabet, Homer
- Persian Wars: Herodotus, Darius, Xerxes, Battles of Marathon, Thermopylae, Salamis and Plataia, Leonidas

### Second Quarter

***Classical Greece***

- Government: Polis, citizenship
- Sparta: Lycurgus, Warrior Ethos, Helots, Messian Revolts
- Athens: Draco, Solon, Cleisthenes, democracy, demagogues
- Peloponnesian Wars: Thucydides, Delian Alliance, Athenian Empire, Pericles
- Architecture: Phidias, Acropolis, Corinthian and Attic pottery
- Philosophy: Socrates, Plato, Aristotle, Stoicism, Epicureanism
- Hellenization: Philip II of Macedon, Alexander the Great, Darius

### Third Quarter

***Roman Republic***

- Founding of Republic
- Founding of Monarchy: Aeneas, Romulus and Remus
- End of Monarchy: Brutus and Tarquin the Proud
- Rise of Republic
- Government: Senate and Assemblies
- Class Structure: Patricians, Plebeians
- Punic Wars: Carthage, Hannibal, Scipio the Elder and Younger, and Gracchi Brothers

- Decline and Fall of Republic: Cicero, First Triumvirate, Pompey, Julius Caesar, Gallic Wars, Battle of Pharsalus, Second Triumvirate, Octavius, Antony, Cleopatra, Battles of Philippi, Mutina and Actium

**Fourth Quarter**

***Roman Empire***

- Founding and Rise of Empire
- Age of Augustus: Pax Romana, Virgil, Ovid, Horace, architecture, roads, and aqueducts
- Julians and Flavians: Caligula, Nero, Peter, Paul, Vespasian and Five Good Emperors

- Decline of Empire
- Military despotism
- Entertainment Culture: Coliseum, gladiatorial games
- Christian Persecution: Decius and Diocletian
- Constantine: Conversion, Edict of Milan, Constantinople
- Councils of Nicaea and Carthage

- Fall of Empire
- Division of Empire: Theodosius I
- Barbarian Invasions: Ostrogoths, Visigoths, Franks, Angles and Saxons, Odoacer, Clovis
- Early Church: St. Augustine, St. Jerome, Eusebius
- Byzantine Empire: Justinian

**Teacher Resources**

*Oxford Dictionary of the Classical World*
Plutarch's *Lives*, Suetonius' *Twelve Lives of Caesars*, Herodotus' *Histories*, Thucydides' *History of the Peloponnesian War*, *Foxes Book of Martyrs*, Marcus Aurelius' *Meditations*, Eusebius's *Life of Constantine*, Augustine's *City of God*, Augustus' *Divine Deeds of Augustus*, Edith Hamilton's *Mythology*

**Teacher/Student Materials**

*Streams of Civilization*
*The Story of the Christian Church*
*Ancient Literature Guide,* Jennifer Anhari

# The Paideia School
# Latin II – 7th Grade

**Biblical Principles**

1. God has given us the gift of language constructed in a rational and propositional mode so that we may better understand Him, one another, and the created order.
2. Language is an essential tool in our fulfillment of the Dominion Mandate and the Great Commission.
3. God has given us language to accumulate, organize, and transmit knowledge gained by the human race.
4. The providential generation of multiple languages and study of these languages allows the student a means to view, understand, and transcend cultural differences.
5. Language, learned well and articulated wisely, is of great service to God and man.

## Classical Languages and Literature Department Goals

1. Recall grammatical constructions and their uses.
2. Identify vocabulary and English derivatives.
3. Translate simple and complex grammatical constructions.
4. Read primary source documents for comprehension.
5. Interpret and analyze cultural values of Classical Antiquity from primary source readings.
6. Evaluate the culture of Classical Antiquity according to Biblical standards.

## Course Goals

Students will:

1. Practice simple grammatical constructions.
2. Develop the ability to recognize and form complex grammatical constructions.
3. Continue to build knowledge of Latin and English vocabulary.
4. Study ancient culture through primary texts.
5. Measure the discipline of Latin and the understanding of ancient cultural values against Biblical standards.

## Course Objectives

### First Quarter

- Comprehensive review including nouns, verbs, translations, vocabulary and derivatives: *Chapters 1-15*
- Review Roman Geography: *important Italian locations, Ostia, Pompeii, Mt. Vesuvius, Brundisium, Apennine, provinces, and major cities, Africa, Athens, Gaul, Carthage, Asia Minor, Troy*
- Review Bible Memory work in Latin and English
- Review Oral Latin, Expressions, Mottoes and Abbreviations: *Quid est nomen tibi? Salve! Salvete! Gratias tibi ago; Sol lucet, Adsum, Veni, Vidi, Vici, summa cum laude, per annum, i.e. A.D. e.g. etc, SPQR*

### Second Quarter

- Review Numerals, 3rd declension adjectives, relative pronouns: *Chapters 15-17*
- Review Roman History: *basic historical divisions (Monarchy, Republic, Empire) and associated terms (king, consul, emperor)' kings of Rome and early Roman heroes, e.g. Romulus, Tarquinius Superbus, Horatius, Cincinnatus*
- Review Bible Memory work in Latin and English

### Third Quarter

- Passive Voice, all four conjugations, 5th declension, participles, vocabulary and derivatives: *Chapters 18-22*
- Continue to study the following Roman Mythological Identifications: *(e.g. Daphne and Apollo, Arachne and Minerva, Midas; Trojan War)*
- Review Bible Memory work in Latin and English

### Fourth Quarter

- Participles, ablative absolute, passive periphrastic, dative of agent, infinitives, vocabulary and derivatives: *Chapters 23-25*
- Review all grammatical forms from Latin I and II
- Review key events, writers, and movements in Roman History: *Nero, Vespasian, Tacitus, Trajan, Quintilian*
- Continue studying Roman Life: *city of Rome, Forum, Palatine Hill, Via Appia, Pantheon, Campus Martius, architectural structures and their function, e.g. aquaeductus, thermae, circus, amphiteatrum, curia basilica, housing, e.g. triclinium, insulae, meals, e.g. cena, culina, clothing, e.g. toga, tunica, stola*
- Review Bible Memory work in Latin and English

**Teacher Materials**

Grote, Dale. A Comprehensive Guide to Wheelock's Latin, 6th Edition. Bolchazy-Carducci Publishers, 2000. ISBN: 978-0865164854

Groton, Anne. *38 Latin Stories*. Bolchazy-Carducci Publishers, 1998. ISBN 978-0865162891

La Fluer, Richard. Cumulative Chapter Vocabulary Lists for Wheelock's Latin: 6th Edition, Bolchazy-Carducci Publishers, 2006. ISBN 978-0865166202

Wheelock, Frederic M. *Wheelock's Latin: Sixth Edition, Revised.* Edited by Richard A. La Fleur, Harper Collins, 2005. ISBN: 0-06-078423-7

**Student Materials**

Groton, Anne. *38 Latin Stories*. Bolchazy-Carducci Publishers, 1998. ISBN 978-0865162891

La Fluer, Richard. Cumulative Chapter Vocabulary Lists for Wheelock's Latin: 6th Edition, Bolchazy-Carducci Publishers, 2006. ISBN 978-0865166202

Wheelock, Frederic M. *Wheelock's Latin: Sixth Edition, Revised.* Edited by Richard A. La Fleur, Harper Collins, 2005. ISBN: 0-06-078423-7

**Special Activities**

Songs: First Conjugation Song, Second Conjugation Song, First Declension, Second Declension (All songs are teacher-created by Scott. J. Mahurin)
Kertamen Competitions
Vocabulary Bee
National Latin Exam – Latin I

# The Paideia School
# Logic: Deductive and Inductive

**Biblical Principles**

1. The mind and character of God are the foundation of mathematical truth as revealed in creation: order, non-contradiction, immutability, infinitude, precision, beauty, and harmony.
2. God equips man with a rational mind to apprehend mathematical truth in creation.
3. Man's finitude and sin nature preclude a comprehensive understanding of mathematical intricacies of the created order.
4. God enables man to use mathematical knowledge to strive toward fulfillment of the dominion mandate.
5. God's command to count and measure reflects the truth that there is a righteous standard by which He will judge men.

## Mathematics Department Goals

1. Recognize the attributes of God that are revealed by a study of Mathematics.
2. Perceive the utility and the limitations of the discipline of Mathematics.
3. Understand that human standards of measurement testify to the reality of God's perfect knowledge and righteous standard.
4. Progress in logical thinking patterns, problem solving abilities, and elegant expression of the same.
5. Appreciate the role of Mathematics in the historical development of other disciplines and of culture.
6. Develop mathematical faculties to the fullest in order to use such tools in the service of God and man.

## Course Goals

Students will:

1. Appreciate logic as a divine reflection and a human distinctive.
2. Understand basic elements of deductive and inductive logic.
3. Identify formal and informal logical fallacies.
4. Recognize, apply, and integrate logic into other disciplines of study.

## Objectives

### First Quarter

- Biblical foundations of logic.
    a. Logic as a distinctive of the *imago dei*.
    b. Logic and apologetics.
        i. Proverbs 26:4-5 as an apologetic model.
        ii. The 12 Deadly Questions as an apologetic tool.
- Fundamental laws of logic.
    a. Law of identity.
    b. Law of non-contradiction.
    c. Law of excluded middle.
    d. Law of rational inference.
- Fundamental elements of logic and their properties.
    a. Terms (distributed or undistributed).
    b. Propositions (true or false).
    c. Syllogisms (valid or invalid).

### Second Quarter

- Categorical syllogisms and their fallacies.
    a. Major and minor premises.
    b. Testing validity by rule, by counterexample.
- Hypothetical syllogisms and their fallacies.
    a. Antecedents and consequents.
    b. Testing validity by rule.
- Disjunctive syllogisms and their fallacies.
    a. Testing validity by rule.
    b. Two excepting conditions: comprehensiveness and exclusivity.
- Dilemmas: logical and rhetorical utility.
    a. Logical weakness and rhetorical power.
    b. Escaping dilemmas.
- Logic in normal language.
    a. Finding the conclusion first.
    b. Putting core propositions into logical form.

### Third Quarter

- The seismic shift from deduction to induction.
    a. Bacon: Novum Organum.
    b. From religion/philosophy to science.
- Causality: its nature and importance.
    a. Necessary and sufficient conditions.
    b. Hume's attack on causality.
- Analogy: the basic building block of induction.
- Mill's methods of inductive logic.

a. Agreement.
b. Difference.
c. Joint method.
d. Concomitant variation.
e. Residues.

**Fourth Quarter**

- Informal fallacies: clarity/ambiguity.
    a. Equivocation.
- Informal fallacies: attack.
    b. *Ad hominem* (to the man).
    c. *Ad baculum* (to fear).
    d. *Tu quoque* (you also).
    e. Poisoning the well.
- Informal fallacies: authority.
    a. *Ipse dixit* (he says so).
    b. *Ad populum* (mob appeal)
    c. *Ad ignoratium* (appeal to ignorance).
    d. *Ad misericordium* (appeal to emotion).
    e. Chronological snobbery.
- Informal fallacies: stacking the deck and diversion.
    a. Begging the question.
    b. Straw man.
    c. Red herring.
- Informal fallacies: generalization.
    a. Sweeping generalization (accident).
    b. Hasty generalization (converse accident).
- Informal fallacies: reductive.
    a. Complex question.
    b. Category mistake.
    c. Nothing buttery.
    d. Argument of the beard.
    e. The ultimate fallacy.

**Teacher Resources**

- Norman Geisler and Ronald Brooks, *Come, Let Us Reason* (ISBN 0-8010-3836-7).
- Original materials (lecture notes, etc.)

**Student Resources**

- Norman Geisler and Ronald Brooks, *Come, Let Us Reason* (ISBN 0-8010-3836-7).

# The Paideia School
# Mathematics 7
# Pre-Algebra

**Biblical Principles**

1. The mind and character of God are the foundation of mathematical truth as revealed in creation: order, non-contradiction, immutability, infinitude, precision, beauty, and harmony.
2. God equips man with a rational mind to apprehend mathematical truth in creation.
3. Man's finitude and sin nature preclude a comprehensive understanding of mathematical intricacies of the created order.
4. God enables man to use mathematical knowledge to strive toward fulfillment of the dominion mandate.
5. God's command to count and measure reflects the truth that there is a righteous standard by which He will judge men.

## Mathematics Department Goals

1. Recognize the attributes of God that are revealed by a study of Mathematics.
2. Perceive the utility and the limitations of the discipline of Mathematics.
3. Understand that human standards of measurement testify to the reality of God's perfect knowledge and righteous standard.
4. Progress in logical thinking patterns, problem solving abilities, and elegant expression of the same.
5. Appreciate the role of Mathematics in the historical development of other disciplines and of culture.
6. Develop mathematical faculties to the fullest in order to use such tools in the service of God and man.

## Course Goals

Students will:

1. Recognize attributes of God, His perfect knowledge and righteous standard as reflected in the study of math.
2. Analyze, create, compute and apply the tools of arithmetic and critical thinking.
3. Apply vocabulary and rules necessary to solve math applications.
4. Recall previous arithmetic knowledge.
5. Recognize limitations of man's understanding of Math in general.
6. Learn the role of Algebra in the historical development of other disciplines.

## Course Objectives

### First Quarter

- Recall
  - Why a Christian needs to study Reading, Writing, and Arithmetic
  - Order of operations
- Number Systems & Sequences
  - God and His image bearers think, count, and measure
  - We have observation and reasoning skills, and number sense
  - Counting Numbers
  - Whole Numbers
  - Integers
  - Rational Numbers
  - Irrational Numbers
  - Real Numbers (review: number line)
  - Find patterns in God's creation.
  - Historically, number sequences have been found in the study of astronomy
  - Sequence of squares
  - Sequence of cubes
  - The Fibonacci Sequence
  - Our triune God is unity in diversity
  - Find order, patterns, and numeracy in His creation
- Number Theory and Fractions
  - Divisibility Rules
  - Prime and Composite Numbers
  - Factors; Greatest Common Factor
  - Multiples; Least Common Multiple
  - Equivalent Fractions
  - Comparing and Ordering Fractions
  - Arithmetic with Fractions
- Ratios and Proportions
  - Rate Problems
  - Proportions in Geometry

### Second Quarter

- Decimals and Percents
  - Arithmetic with Decimals
  - Fractions to Decimal to Percent
  - Solving Percent Problems
- Large Numbers and Exponents
  - Scientific Notation
  - Properties of Exponents
- Functions, Tables, and Graphs
  - Descartes and the coordinate graph
  - Functions with graphs

Functions were initially connected to the mechanics of motion, i.e. Classical Physics
Transformations
More of God's patterns
Functions as tools that man can use to steward God's dominion

- Geometry
  - Beauty in God's creation
  - Symmetry
  - Transformation
  - Congruent and Similar Figures
  - Square Roots
  - The Pythagorean Theorem
  - Triangle Sum Property
  - Regular Polygons
  - Regular Polyhedral
  - Pyramids and Prisms

**Third Quarter**

- Measurement
  - Perimeter and Circumference
  - Area and Surface Area
  - Volume
  - Estimate Using a Scale
- Methods of Counting
  - "Only the Biblical Christian world view can account for the ability to count." -- James Nickel
  - The Trinity – unity in diversity (God in three persons)
  - Fundamental counting principle
  - Factorial
- Probability: Mathematics of Uncertainty
  - What of accidents, coincidences, and chance?
  - Games
  - Successive events
  - Binomial probability
  - Independent and dependent events
  - Complimentary events

**Fourth Quarter**

- Introduction to Statistics
  - Honesty in statistical study
  - Frequency Distributions
  - Measures of central tendency
  - Measures of variability
  - Statistical Graphs and Data Display
    - Circle Graphs

        Stem-and-leaf Plots
        Histograms
    Sampling
- Measurement Systems
    Review U.S. Customary
    Review Metric System
    Convert between U.S. Customary and Metric System
- Angles and Angle Measurement
    Parallel lines with transversal
    Angle relationships
- Rudiments of Algebra
    Tools for man to carry out the dominion mandate
    Variables and expressions
    Distributive Property
    Equivalent expressions
    Terms
    Equations
    Balance equations
    Equivalent equations
    Solve simple equations

**Teacher Resources**

*Pre-Algebra Teacher's Edition.* Larson, Boswell, Kanold, Stiff, McDougal Little, Houghton Mifflin Co. 2005. ISBN: 0-618-25004-2.

*Pre-Algebra Assessment Book*. Larson, Boswell, Kanold, Stiff, McDougal Little, Houghton Mifflin Co. 2005. ISBN: 0-618-26102-8.

Scientific calculator

**Student Resources**

*Pre-Algebra*. Larson, Boswell, Kanold, Stiff, McDougal Little, Houghton Mifflin Co. 2005. ISBN: 0-618-25003-2.

Scientific calculator

# The Paideia School
# Physical Education 7

**Biblical Principles**

1. Physical well being is an integral part of the overall training we call Classical and Christian education.
2. Socrates and Plato spoke extensively on the need for proper care of the body as a means of caring for the soul, not to gain physical strength, but to develop courage.
3. True *paideia* would keep the care of the body and soul in balance: God intends that men reflect truth, goodness, and beauty.
4. God created the human body and pronounced it "very good", (Gen 1:31)
5. The believer can wholeheartedly present his body as a living sacrifice, holy and pleasing to God. (Rom. 12:1)
6. The Bible is the intellectual, moral, and spiritual standard for evaluating all other communication: in content, in motive, and in effect.

## Physical Education Department Goals

1. Develop physical abilities to the glory of God.
2. Prepare students for responsible leadership and effective work.
3. Students are taught the importance of playing by the rules, accepting direction from those in authority, using skills in harmony with others, and being gracious in victory as well as in defeat.
4. Understand and relate how the importance of better coordination, endurance, and good attitude contribute to a healthy lifestyle.
5. Students will learn that physical education is an important part of their lives, and a love and enjoyment of physical activities and the use of human movement is a gift from God and a way to serve Him, others, and self.

## Course Goals

Students will:

1. Continue to display good sportsmanship and Christian values.
2. Demonstrate the basic knowledge, benefits, and conditioning requirements for personal heath, wellness, and fitness needs.
3. Demonstrate knowledge of rules and skills necessary to participate in individual and team sports.
4. Demonstrates the ability to modify activities to be more health enhancing.

## First Quarter

***Team Sports***

- Learn various basic rules and concepts for each team sport including sportsmanship such as: Godly sportsmanship through wins and losses, conduct, team success, and goal setting
- Build strength, flexibility, and reparatory endurance
- Develop skills for individual and team sports.

    *Suggested activities to include: Soccer, Ultimate Frisbee, Flag Football and Gator Ball*

***Individual Sports***

- Understanding of God's individual gifting to us and using that to glorify Him by participating in individual physical activities and personal goal setting.
- Encouragement of other individuals through their successes and losses.
- Develop skills such as: distance running, eye/ hand coordination, and agility skills needed for a variety of individual activities
- Learn the process of preparing and training for a 5K race

    *Suggested activities to include: Local 5K race in the spring, Preparation for the Presidential Physical Fitness Test, and The Paideia Challenge*

## Second Quarter

***Team Sports***

- Continue to develop competitive play while developing a Christian perspective of cooperation and sportsmanship
- Continue to develop basic athletic skills and sport skills
- Learn the importance of team members and their roles

    *Suggested activities to include: badminton, Ultimate Frisbee and Capture the Flag*

***Individual Sports***

- Continue to develop in manipulative skill patterns, building strength and flexibility, and endurance
- Develop skills for exercising in designated spaces (spatial awareness)

    *Suggested activities to include: distance running training, tag games, Alien Invasion, and scooter games*

## Third Quarter

***Agility and Outdoor Games***

- Practice such skills as dodging/darting, body movement, strength training, and agility to perform in activities
- Introduction to strategy games
- Lifelong activities to maintain physical fitness
- Learn the importance of rules for proper game participation
- Practical application of speed training vs. endurance training

    *Suggested activities to include:* obstacle courses, scooters, tennis, and track and field events

**Fourth Quarter**

***Fitness Training***

- Introduction and participation in the Presidents Physical Fitness Challenge
- Lifelong personal physical fitness activities
- Understanding of physical and mental training necessary to participate in endurance activities
  *Suggested activities to include:* Gasparilla or Strawberry Classic 5K Run, *Presidential Physical Fitness Test, and NFL Combine*

**Additional Activities:**
Presidential Physical Fitness Test

# The Paideia School
# Physical Science I

**Biblical Principles**

1. God created all things out of nothing.
2. Creation reflects the glory of God's attributes in its scientific characteristics, as seen in its unity, diversity, order, complexity, beauty, consistency, and precision.
3. God sustains and redeems His fallen creation.
4. God commands and enables us to discover and utilize the intricacies of His creation.
5. God's creation includes marvels and mysteries that cannot be apprehended by scientific means.

## Science Department Goals

1. Gain a Biblical perspective on the scientific enterprise and examine various scientific theories in light of Scriptural truth.
2. Attain an accurate knowledge of the contribution of Science to human life by teaching the history of scientific research, development, and invention.
3. Provide laboratory experiences that emphasize scientific method and safety principles.
4. Develop problem-solving abilities that include gathering data, marshaling evidence, utilizing discursive techniques, and interactive methods.
5. Blend inductive and deductive scientific teaching strategies to provide a realistic model of scientific endeavor.
6. Train in the ethical use of scientific knowledge and technology for the glory of God.

## Course Goals

Students will:

1. Demonstrate an understanding of the Scientific Method.
2. Articulate the major strengths and weaknesses of evolution vs. creationism with regards to anatomical terms.
3. Study the historical development of science from ancient to present time. Use a timeline to research, evaluate, and discuss scientific discovery and invention from 500 A.D. to 1450 A.D.
4. Study God's design of the celestial sphere and the atmosphere and its effect on man.

## Objectives

### First Quarter

***Foundations***

- Natural Sciences and the Christian -Christian World View, Creationism vs. Evolution (myths of evolution)
- Scientists through the Ages – Use a timeline to research, evaluate, and discuss scientific discovery and invention from 500 A.D. to 1450 A.D.
- Scientific Methodology - The Scientific Method
  (statement, hypothesis, procedure with list of materials, observation, and conclusion)
- Motions – Earth, moon, sun, rotation, revolution, geocentric vs. heliocentric, solstices and equinoxes
- Environmental impacts on man
- Ethical application of discoveries

### Second Quarter

***The Celestial Sphere***

- God's design of the universe
  Outer space, galaxies, solar systems
  Stars, asteroids, meteors, and comets
  Sun and Moon
  Planets
- Space Exploration
- Environmental impacts on man
- Ethical application of discoveries

### Third Quarter

***The Atmosphere***

- Structure - Origin, composition, temperature layers, other layers, energy in the atmosphere
- Weather – water in the atmosphere, the water cycle, clouds – types, types of water
- Environmental impacts on man
- Ethical application of discoveries

### Fourth Quarter

***Atmosphere***

- Movement – air masses, fronts, winds, storms, unusual weather patterns (El Nino and La Nina)
- Weather – gathering, reporting, analyzing, forecasting, tracking

- Environmental impacts on man
- Ethical application of discoveries

**Teacher Resources**

The Bible
Bob Jones University Press, *Space and Earth Science: Teachers Edition:* Bob Jones. 2006. (ISBN 978-1591663096)
Debbie and Richard Lawrence, *God's Design for Heaven and Earth*, 3 books: *Our Universe*, *Our Earth*, and *Our Weather and Water*: Answers in Genesis. 2006 (ISBN 978-1893345805)

**Student Resources**

The Bible
Bob Jones University Press, *Space and Earth Science: Teachers Edition:* Bob Jones. 2006. (ISBN 978-1591663119)

# The Paideia School
# Upper School Music 7

**Biblical Principles**

1. God communicates His holiness, beauty, and majesty to man through the revelations of moral goodness and aesthetic beauty as well as through propositional truth.
2. Man, made in the *imago dei*, is possessed of creative imagination and skill.
3. Through common grace, man is able to appreciate truth, goodness, and beauty, and he expresses these through works of art.
4. Man's perception of truth, goodness, and beauty has been perverted and distorted by sin.
5. There are objective standards of beauty, as well as of truth and goodness
6. Art reflects, interprets, and affects the world God has made; therefore, it must be submitted to His standards as to motive, effect, worldview content, and technical excellence.

## Music Department Goals

1. Reflect and enjoy the absolute values of the truth, goodness, and beauty of God in artistic endeavors.
2. Appreciate human creative imagination and skill as gifts of God's common grace.
3. Recognize the fine arts as valuable means of the cultural engagement required both in the Dominion Mandate and the Great Commission.
4. Evaluate works of art through a Biblical perspective.
5. Achieve an appropriate balance of historical perspective, appreciation of master works, and technical skill for each art form and medium studied.
6. Emphasize the grammar, dialectic, and rhetoric of the fine arts at appropriate grade levels.

## Course Goals

Students will:

1. Develop an appropriate view of choral music in the roles of worship, academia and music history.
2. Develop breathing techniques that lead to the highest level of vocal production in the choral environment.
3. Develop a vocal tone that is sonorous, energized, and free.
4. Develop and demonstrate proper vocal posture.
5. Develop and demonstrate a functional knowledge, understanding, and application of basic diction principles and proper vowel production.
6. Learn and demonstrate the concept of ensemble that leads to proper choral blend, intonation, and rhythmic vitality.
7. Demonstrate an appropriate understanding of music theory, history, and aural skills.
8. Develop and demonstrate an ability to follow basic conducting gestures and cues.