

REGINA LUMINIS ACADEMY GRADE SEVEN CURRICULUM

Course Name: Religion 7

Grade: 7

Text: *The Life of Grace* (FL)

Baltimore Catechism II (BC)

The Holy Bible (RSV-Catholic)

Brother Roberto: *Bring me an Ax! St. Boniface* St., 7th century

Windeatt: *St. Thomas Aquinas, Story of the Dumb Ox*, St., 14th cent

Louis deWohl: *Joan of Arc* , St. 15th cent

Elizabeth Ince: *St. Thomas More* , St. 16th cent.

Prerequisite: None

Description:

Religion 7 is a course about God's revelation, His Incarnation, and the Sacraments, as well as the lives of some saints.

Objectives:

1. Understanding how man can know God through reason and Divine Revelation, as well as the Church's authority in this regard.
2. Understanding how God revealed His plan for salvation.
3. Understanding how God became man, saved us from sin, and founded a Church.
4. Understanding how God leads us to Heaven through graces from the sacraments.
5. Learn the lives of some saints

Scope & Sequence:

Topic	FL Chapter	BC Lesson
	Intro	
Revelation through Reason and Faith	1	2C, 3, 10 (#122)
Divine Revelation	2	11, 12
Creation	3	1, 2A, 2B, 4, 5
Abraham, Isaac, Jacob, Joseph	4	
Moses, 10 Commandments	5	
The Prophets	6	
Incarnation	7	7
Jesus: Prophet, Priest, King	8	
Jesus as Priest	9	27A, 27B
Redemption as a source of grace	10	8
Founding of the Church	11	11, 12
The Church Today	12	9A
Grace	13	
Theological Virtues	14	10A
Cardinal Virtues, Beatitudes	15	10B
Seven Sacraments	16	23

Topic	FL Chapter	BC Lesson
Baptism	17	24
Rite of Baptism	18	
Confirmation	19	25
Gifts of the Holy spirit	20	10B
Holy Eucharist	21	26
The Mass	22	27
Holy Communion	23	28
Sin	24	6
Contrition/Examination of Conscience	25	30
Penance	26	29, 31, 32
Anointing of the Sick (Extreme Unction)	27	34A
Holy Orders	28	34B
Matrimony	29	35
Sacramentals	30	36
Our Lady	31	pp 35-37

Memorization of Bible timeline.

- Lives of Saints:
- St. Boniface
- St. Thomas Aquinas
- St. Joan of Arc
- St. Thomas More

Grading:

- A/B/C/D/E
- Homework 40%,
- Quizzes 20%,
- Tests 20%
- Memory Work 20%

Course Name: Algebra 1/2

Grade: 7

Text: Saxon: *Algebra 1/2 An Incremental Development*

Prerequisite: Math 7/6

High School Credit: If used in grade 9 or above, one credit, Track II

Description:

A transitional course designed to permit the student to move from the concrete concepts of arithmetic to the abstract concepts of algebra. Geometry is also included.

Objectives:

To master material in Algebra 1/2, including:

- Working with fractions, mixed number and decimal numbers in the four operations
- Translate numbers to and from numerical and word form
- Solve word problems, including those with rate/time/distance
- Conceptualize area, volume and perimeter

- Percents
- Algebraic variables
- Simple equations
- Exponents and roots
- Negative numbers

Scope & Sequence:

http://saxonhomeschool.hmhco.com/HA/correlations/pdf/s/SHS_PreAlgebra_Algebra2_SS.pdf

Course Name: Elementary Latin VII

Grade: 7 or 8

Text: Cheryl Lowe: *Latina Christiana II* (Cover Lessons XV - Review E)
 Enrichment can include translation of scripture from Vulgate to English, *Lingua Latina I, Lingua Angelica, or Ludere Latine II*.

Prerequisite: Elementary Latin V or VI

High School Credit: N/A

Description:

A continuation of Elementary Latin VI, completing the *Latina Christiana II* text.

Objectives:

To continue to learn prayers in Latin, grow Latin vocabulary by another 110 words, add 11 sayings, increase knowledge of grammar, and gain competence in translation and parsing.

Scope & Sequence:

Review:

1. Define noun, verb and adjective
2. Understand tense, number, gender and person.
3. Verbs—1st conjugation present, imperfect & future active, 2nd conjugation present, imperfect & future active, “sum” and “possum” present active.
4. Nouns—1st declension, 2nd declension
5. Adjectives—1st & 2nd declension
6. Personal Pronouns—1st & 2nd person
7. Memorize Latin cases.
8. Write Latin sentences so that subject and verb agree in number and person.
9. Make adjectives agree in number and gender.
10. Use of prepositions.
11. “Sum” present, imperfect and future.
12. 3rd conjugation present
13. 2nd declension nouns with “er” and “ir”.
14. Principle parts, 1st and 2nd conjugations.

New:

1. 3rd conjugation imperfect
2. 4th conjugation present, imperfect
3. 3rd declension & 3rd declension “I” stem.
4. 4th & 5th declensions
5. Use adverbs and conjunctions.

Course: Music 7

Grade: 7

Experience Classical Music

Students will:

- Listen to classical music and begin to classify music by periods
 - Focus on vocabulary, music appreciation, history
- Learn and describe musical periods
 - Baroque 1600-1750
 - Counterpoint
 - Fugue
 - Oratorio
 - Bach and Handel
 - Classical 1750-1825
 - Symphony
 - Concerto
 - Chamber music
 - String quartet
 - Sonata
 - Mozart
 - Haydn
 - Beethoven
 - Romantic 1800-1900
 - Lied
 - Beethoven (transitional)
 - Schubert
 - Chopin
 - Schumann
- Identify instrumentation
- Describe composition using musical vocabulary

Elements of Classical Music

Students will:

- Understand larger forms
 - Overture
 - Suite
 - Symphony
 - Concertos
 - Oratorios
 - Operas
- Sight read and sight sing using scale degrees
- Understand and identify all intervals
- Understand and construct all scales
 - (See 6th grade)
 - Aeolian
- Notate chord progression in keys of D, Bb
- Understand and identify keys of C, F, G, D, Bb
- Understand double sharp, flat
- Understand anatomy of vocal production
 - Breath support
 - Vowel production
- Learn about elements of opera
 - Recitative
 - Aria
 - Ensemble
- Learn definitions of melodic substitutions

- Upper neighbor
- Lower neighbor
- Appoggiatura
- Understand
 - Mii chord and
 - Mi6
- Understand and read simple chant neums
 - Podatus
 - Clivis
 - Distropha
 - Climacus
 - Scandius
 - Torculus
 - Porrectus
 - Climacus
 - Scandicus
 - Climacus
 - Scandicus

Creativity/ Expression/ Performance

Students will:

- Identify mode student is in
- Sing in designated voice parts 4-part harmony
- Compose melody in a designated mode
- Transcribe intervals and syncopated rhythms
- Conduct in 2, 3, 4, 6 patterns
- Perform on pitched and non-pitched instruments original compositions
- Perform peers compositions
- Assess work of classmates using musical vocabulary
- Evaluate own compositions and performances
- Work on small group, ensemble and whole class musical presentations
- Sing using vocal production skills, vowel formation and breath support

Course Name: English 7

Grade: 7

Text: Campbell & Macnickle: *Voyages in English 7*

Institute for Excellence in Writing C

Daly: *The First Whole Book of Diagrams* (Teacher Only)

Berquist: *The Harp and the Laurel Wreath* (Dialectical, pp. 143-216)

Pyle, Howard: *The Story of the Grail and the Passing of Arthur*, 6th cent.

Willard, Barbara: *Augustine Came to Kent*, 6th cent.

Barbara Willard: *Son of Charlemagne*, 8th cent.

Shakespeare: *Richard II*

Orczy: *The Scarlet Pimperil*, 18th cent.

L'Engle, Madeline: *A Wrinkle in Time*: 20th cent.

Tolkien, J.R.R.: *The Hobbit*, 20th cent.

Prerequisite: None

Description:

English 7 is a course in English grammar, composition and Literature. Literature readings are from (or about) the historical period from the fall of Rome to Napoleonic France. It is a companion to the History 7 course.

Objectives:

English 7 is designed to teach students to speak and write correctly and effectively. Students should progress, at this level, to an understanding of English that should suffice for a lifetime of general usage, and at the same time, to develop composition skills that are necessary for further education. These skills include developing thoughts in a logical manner, both for speaking and writing; writing narrative, informative, descriptive, and persuasive paragraphs and essays; test taking; and writing for different purposes, such as newspaper articles, letters, a research report, and about literature.

This course will introduce the student to literature in a deeper, more rigorous fashion than previous reading courses. Students will not only read for content and be able to answer factual questions about the readings, but will also analyze what they read, draw inferences, connections and conclusion.

Students will also commit to memory, at least once per quarter, a poetic piece and recite it orally to the class or Forum and will add to their poetry notebooks.

Scope & Sequence:

1. Composition—Per IEW

2. English Grammar

- Punctuation
- Capitalization
- Nouns
- Pronouns
- Adjectives
- Verbs
- Adverbs
- Prepositions, Conjunctions, Interjections
- Phrases
- Sentences

3. Reading of literature with short papers on topics concerning the literature:

- *The Story of the Grail and the Passing of Arthur*
- *Augustine Came to Kent*
- *Son of Charlemagne*
- *Richard II*
- *The Scarlet Pimperil*
- *A Wrinkle in Time*
- *The Hobbit*

4. Monthly memorization and presentation of a poem, Bible verse or piece of literature, added to poetry notebook.

Course Name: History/Geography 7**Grade:** 7**Text:** Catholic Schools Textbook Project: *Light to the Nations Part I***Prerequisite:** None**Description:**

History 8 is a course on Western Civilization from the birth of Christ through the 18th century. It includes the geography of medieval and modern Europe.

Objectives:

Students should come to appreciate the beauty and wisdom of Western Culture, and see that it is an outgrowth of the Catholic Faith. They should know that history must be seen in light of the Incarnation, the single most important event in history. While remembering people, places, dates and events is still important, the students in the logic stage will begin to see the bigger picture, the interconnectedness of people and events, the effects of long-ago actions on today's world.

Scope & Sequence:

- A Light to the Nations—Christ and the Apostolic Age
- Emperors and Madmen—Imperial Rome
- The Blood of Martyrs—Christian Persecutions
- The Christian Empire—Constantine
- Germanic Kingdoms in the West –Fall of Rome
- Founders of Christendom—A.D. 500–700
- The Rise of Islam—A.D.624–800
- The Defense and the Building of Christendom
- The Achievements of Feudalism: A.D. 800–1000
- The Medieval Reformation
- The New Nations: Spain, England, and France
- The Crusades
- The Great Century—High Middle Ages
- Decline and Decay of the Middle Ages
- Two Centuries of Conflict
- The Renaissance
- Revolt and Reformation
- Catholic Renewal and the Thirty Years' War
- Age of Revolution

Course Name: Geography 7

Grade: 7

Text: The Ultimate Timeline and Geography Guide

Prerequisite: None

Description: This course is of the Geography of Europe. It is taught as part of History 7.

Objectives:

Students will:

- Be able to recognize the continent of Europe on a map
- Know the major bodies of water of Europe and locate them on a map, including rivers, seas and lakes.
- Know the major countries and their capitals and be able to locate them on a map
- Know general facts about the continent and its regions, including landforms such as mountains and planes, and areas tied to climate such as tundra, rainforests or deserts.
- Know and locate all the continents
- Know and locate all the oceans
- Know and locate the four hemispheres
- Understand latitude, longitude and be able to locate the North and South Poles, Equator, Arctic and Antarctic Circles, and the Tropics of Cancer and Capricorn.
- Understand globes and basic map projections.
- Understand landforms, water forms, and elevations.

Scope & Sequence:

1. Introduction to Geography
 - Continents, oceans, hemispheres, latitude and longitude, locate the North and South Poles, Equator, Arctic and Antarctic Circles, and the Tropics of Cancer and Capricorn. Understand globes and various map projections. Landforms, water forms, and elevations.
2. Introduction to Europe
3. Identify countries and bodies of water
4. The United Kingdom
5. France
6. Russia

Course Name: Science 7

Grade: 7

Text: Philip Cane: *Giants of Science* (1st Half)

Benjamin Wiker: *The Mystery of the Periodic Table*

David Macaulay: *Castle*

David Macaulay: *Cathedral*

Supplement: Meyerhofer: *1,000 Years of Catholic Scientists*

Prerequisite: None

Description:

The first semester of Science 8 uses the “Great Man” approach to science. These lessons are centered on the experiments and theories of pivotal figures in the history of science.

For the second semester, students will study Architecture, the science and art of building.

Objectives:

By the time they have finished this course students should be able to:

- Understand the origins of Western science
- Identify the contributions of significant personalities
- Appreciate the relevance of earlier discoveries to our day
- Understand the building of a 13th century English castle.
- Understand the building of a 14th century French Gothic cathedral.

Scope & Sequence:

- Leonardo
- Copernicus
- Vesalius
- Galileo
- Kepler
- Harvey
- Torricellil
- Boyle
- Huygens
- Van Leeuwenhoek
- Hooke
- Newton
- The development of the Periodic Table

- The building of a castle
- The building of a cathedral

Course Name: Beginning Logic A

Grade: 7

Text: *The Fallacy Detective: Thirty-Eight Lessons on How to Recognize Bad Reasoning* by Nathaniel Bluedorn and Hans Bluedorn
With Good Reason by Morris Engel--Supplement

Prerequisite: None

High School Credit: N/A

Description:

A one-day per week introductory course in Informal Logic

Objectives:

Students will learn to recognize many logical fallacies.

Scope & Sequence:

Fallacies:

- Red herring
- Special pleading
- Ad hominem
- Genetic
- Tu quoque
- Faulty appeal to authority
- Appeal to the people
- Straw man
- Assumptions
- Circular reasoning
- Equivocation
- Loaded question
- Slippery slope
- Part-to-whole
- Whole-to-part
- Either-or
- Generalizations
- Weak analogy
- Post hoc ergo propter hoc
- Proof by lack of evidence
- Appeal to fear
- Appeal to pity
- Bandwagon
- Exigency
- Repetition
- Transfer
- Snob Appeal
- Appeal to tradition or high-tech