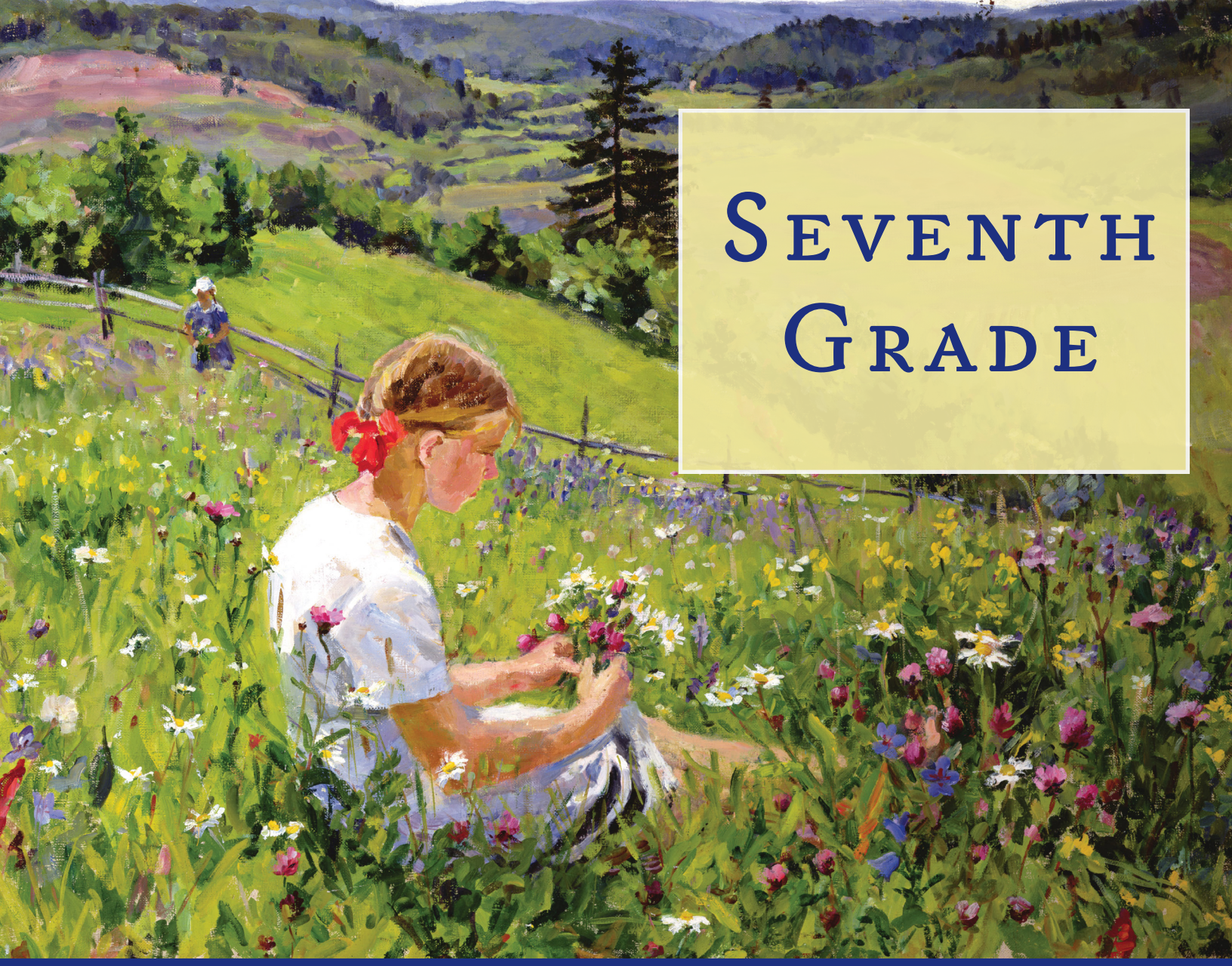


Seventh Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Seventh Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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CHC Typical Course of Study

Seventh Grade

MATHEMATICS

- Powers: negative exponents, scientific notation
- Cube roots, complex fractions
- Prime factorization, unit multipliers
- Rational and irrational numbers, real numbers
- Geometry: complementary and supplementary angles, angle bisectors, polygons (interior/exterior angles, diagonals), Pythagorean theorem, surface area, area of semicircles, volume of cones and spheres
- Algebraic concepts and procedures: absolute value, coefficients, polynomials, simple quadratic equations, solving inequalities, functions (linear, nonlinear, rates)
- Graphing: quadrants, parabolas, hyperbolas, inequalities, slope-intercept form

LANGUAGE ARTS

- Increased reading comprehension
- Literary elements: setting, character, plot, theme
- Literary devices: subplots, types of conflicts, dramatic irony
- Spelling and vocabulary development
- Parts of Speech: transitive/intransitive verbs, irregular verbs, progressive verbs, reflex/intensive pronouns
- Usage: complex sentences, collective nouns, indefinite pronouns, troublesome words, diagramming
- Mechanics: conjunctions, Latin abbreviations, commas and conjunctions, parenthetic expressions
- Composition: essays, reports, dialogue, narrative, interviewing sources, etc.

SCIENCE

- Measurement, collections, basic chemistry
- Cells, protists, fungi, plant growth and reproduction, animal classification
- Skeletal, muscular, digestive, circulatory, respiratory, excretory, endocrine, and nervous systems
- Nutrition, disease, animal behavior and reproduction, ecology

HISTORY AND GEOGRAPHY

- From the coming of Jesus Christ, through the achievements of medieval Christendom, to the threshold of the Enlightenment projects of the 18th century
- The effect on human civilization wrought by the Christian Faith
- Emperors, martyrdoms, Christian Empire, Germanic Kingdoms in the West
- Founders of Christendom, rise of Islam, building of Christendom
- The Middle Ages, medieval reformation, achievements of feudalism
- Protestant Reformation, Catholic Renewal, Religious War

RELIGION

- Deeper understanding of the teachings of Holy Mother Church
- Participation in the life of Christ through celebrating the liturgical seasons
- Virtue course with practical applications
- Challenge of a living faith: service to others, sacrifice, obedience, prayer, charity

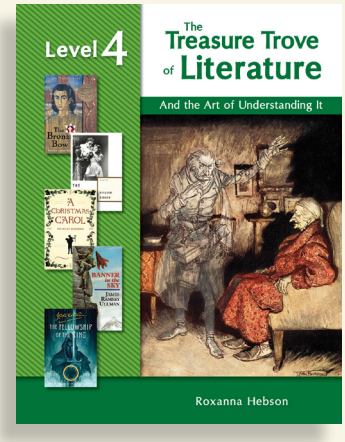
ELECTIVES

Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2022 Catholic Heritage Curricula. • 1-800-490-7713

Seventh Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
The Treasure Trove of Literature, Level 4	✓	
The Bronze Bow		✓
The Miracle Worker		✓
A Christmas Carol		✓
Banner in the Sky		✓
The Fellowship of the Ring		✓
My Catholic Speller, Level F	✓	
Language of God, Level F	✓	
Saxon Math 8/7 Student Textbook		✓
Saxon Math 8/7 Tests and Worksheets Booklet	✓	
Saxon Math 8/7 Solutions Manual		✓
Life Science: Catholic Heritage Edition Text		✓
Life Science: Catholic Heritage Edition Workbook	✓	
Faith and Life 7 Student Text		✓
Faith and Life 7 Activity Book	✓	
Faith and Life 7 Answer Key		✓
The Virtue Tree	✓	
Light to the Nations, Part I: Student Textbook		✓
Light to the Nations, Part I: Workbook	✓	
Light to the Nations, Part I: Answer Key to Workbook		✓
DAILY LESSON PLANS		
CHC Lesson Plans for Seventh Grade	✓	
ELECTIVES (OPTIONAL)		
Ever Ancient Ever New, Level 2: Art Textbook		✓
Ever Ancient Ever New, Level 2: Art Pad	✓	
Map Skills, Level G Student Workbook	✓	
Map Skills, Level G Teacher's Guide		✓
Sewing with Saint Anne		✓

*Denotes a non-consumable title. May be used by more than one student.

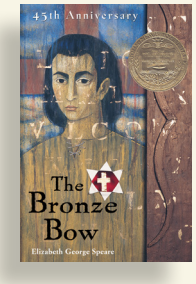


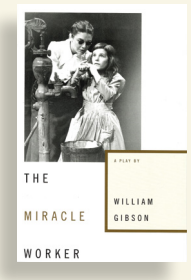
Language Arts : : Literature & Reading Comprehension

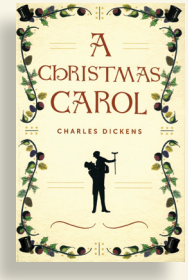
The Treasure Trove of Literature, Level 4 is a hands-on, Catholic literature program that builds upon Levels 1–3 by challenging students to practice the skills needed to understand works of literature on their own. A single consumable worktext guides the student through five classic works of children's literature: *The Bronze Bow, The Miracle Worker, A Christmas Carol, Banner in the Sky,* and *The Fellowship of the Ring*. Designed for independent study—no prior literary knowledge needed by the parent!

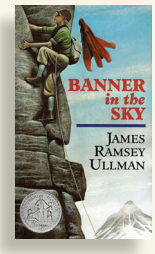
The Treasure Trove of Literature, Level 4 includes vocabulary assignments, reading comprehension, oral narration, literary devices, literary elements, literary connections, discussion questions, weekly hands-on activities, five studies of virtuous character qualities and saintly role models, and a final project for each book. Answer key included.

Samples:
- More about *The Treasure Trove of Literature*, pages 8–9
- Lesson 19 of *The Bronze Bow* study, page 10
- Lesson 9 of *The Christmas Carol* study, page 11
- Lesson 39 of *The Fellowship of the Ring* study, pages 12–13

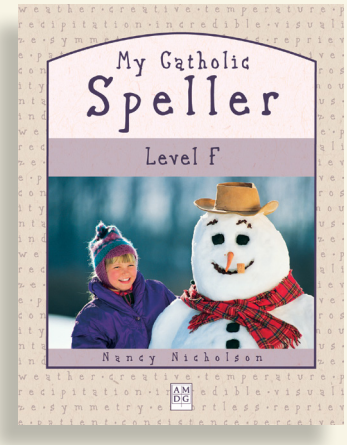








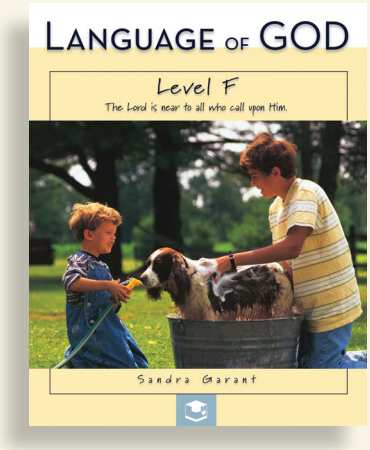




Language Arts : : Spelling

My Catholic Speller, Level F is an easy-to-use, self-contained program which includes all instructions with each lesson and a removable answer key in the back of the book. As in previous levels, a variety of activities are utilized in each lesson: "Understanding New Words," "Antonyms," "Synonyms," "Which One?," and more. Includes vocabulary-building exercises with a focus on Latin and Greek word origins. 34 weekly lessons, including quarterly reviews. Spelling words are listed in cursive handwriting. Answer key included. **Bonus:** Includes special Marian apologetics mini-course!

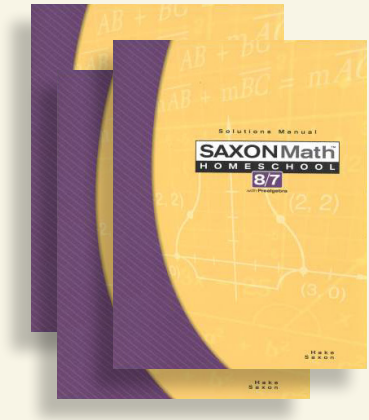
Samples:
- Lesson Twenty-Four, pages 14–15
- Table of Contents, page 15



Language Arts : : Grammar and Writing Composition

Language of God, Level F is an English grammar and composition worktext that follows the four-part format of *Language of God, Level E:* **I–Parts of Speech** (independent clauses, compound sentences, collective and possessive nouns, transitive and intransitive verbs, etc.), **II–Usage** (examples and exercises using complex sentences, troublesome words, sentence diagramming, etc.), **III–Mechanics** (commas, colons, semi-colons, quotation marks, italics, and other technical aspects of writing), and **IV–Composition** (paragraphing, researching, note-taking, pre-writing, drafting, editing, proofreading, presenting essays and stories, etc.). Answer key included.

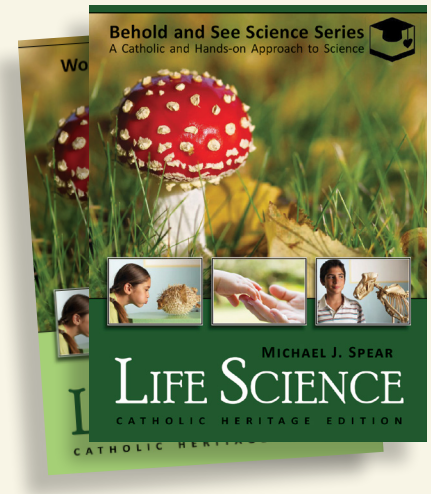
Samples:
- Table of Contents, pages 16–17
- Sample Lesson from Part II–Usage, page 17



Mathematics

Saxon Math 8/7 Kit includes Student Text, Solutions Manual, and Test and Worksheets Booklet. Text features 132 lessons. All-time favorite with homeschoolers, this program uses an incremental approach, giving seventh-grade students a solid foundation in mathematics. The Solutions Manual provides complete, step-by-step solutions to each problem—an invaluable aid for helping your student with those "unsolvable problems"!

Samples:
- Excerpt from Lesson 65, pages 18–19



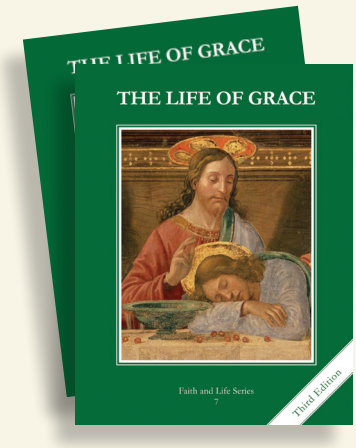
Science & Health

Life Science: Catholic Heritage Edition covers **basic chemistry,** the **six kingdoms of living organisms, human anatomy, nutrition, disease,** and **ecology**. The Catholic Heritage Edition of this ever-popular life science course preserves Michael J. Spear's engaging style and pro-life emphasis while adding hundreds of full-color photos and diagrams; new scientific developments and discoveries; step-by-step instructions for dozens of experiments, formal labs, and microscope assignments; and more!

Additional content includes feature pages on scientific discoveries such as Fleming's discovery of penicillin; on contemporary issues such as the myth of overpopulation; and on Catholic scientists such as Jerome Lejeune and Paul Xu Guangqi.

The Workbook features a wealth of experiments, including microscope assignments and seven Formal Labs. Workbook also features student-friendly exercises, research assignments, keywords for memorization, diagramming assignments, tests, and an expanded answer key to accompany *Life Science: Catholic Heritage Edition*.

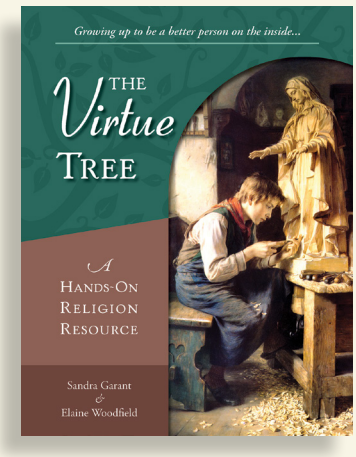
Samples:
- Sample pages from Text, page 20
- Sample pages from Workbook, page 21



Religion : : Catechism

Each lesson in *Faith and Life Grade 7: The LIfe of Grace* builds upon previous ones to give students a clear grasp of the basics of our Faith. The *Faith and Life 7* activity book provides a multitude of activity sheets. Each week, assign those which you feel will help your student best understand and remember the lesson.

Samples:
- Samples from Chapter 13, page 22
- Sample from Activity Book, page 23

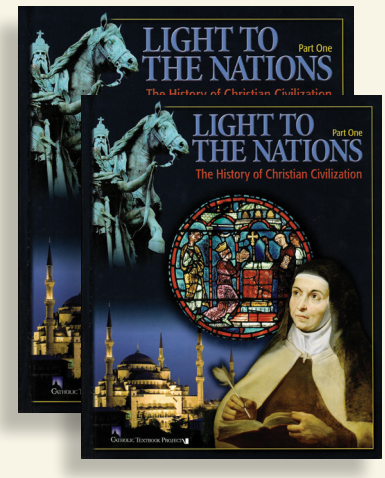


Religion : : Hands-On

The Virtue Tree is a full-color religion resource designed to help your maturing seventh-grader live a life of virtue. This is the same course previously included in *CHC Lesson Plans for Seventh Grade*. This new edition is illustrated in full color and has been expanded to include 11 inspiring stories of the saints by Elaine Woodfield that demonstrate how the saints put the virtues into practice.

Each of the lessons by Sandra Garant are easy to understand and conclude with "Good Ideas" to put into practice. Throughout the year, the student is directed to make Virtue "Key" Cards which serve as personal, hands-on reminders of the key points that have been learned.

Samples:
- Table of Contents, page 24
- Samples of a story and a lesson, page 25



History & Geography

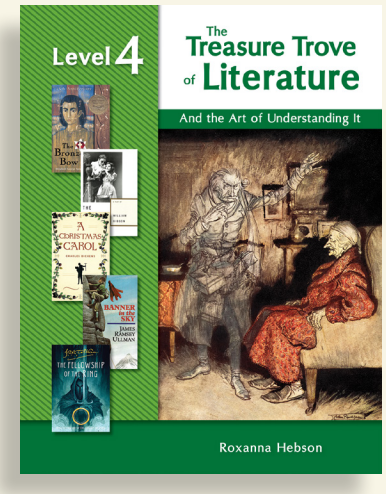
Light to the Nations, Part I: The History of Christian Civilization, a full-color **textbook**, covers the coming of Christ, the Roman Empire, medieval Christendom, the Renaissance, the Reformation, and the Catholic Reformation. The **workbook** includes varied styles of exercises for each section in the textbook. The **answer key to workbook** is available separately.

Appendix One in *CHC Lesson Plans for Seventh Grade* includes instructions for constructing a detailed timeline of the 1st to 17th centuries, using a free printable timeline template. For each century, the student will also write a paragraph about something important that happened during that century. The recommended paragraph topic for each century is included in the lesson plan grids. Appendix One also includes seven longer writing assignments on historical topics. The student can choose between standard five-paragraph essays or more creative assignments, such as writing diary entries of a knight in the First Crusade. Instructions and checklists for writing paragraphs and essays are included in Appendix One of the lesson plans.

Samples:
- Table of Contents, page 26
- Excerpts from Chapter 1, page 27

Seventh Grade Core Subjects : : Literature & Reading Comp.

8 (The Treasure Trove of Literature, Level 4)



Click here to
read an independent review
of *The Treasure Trove of Literature*
series by Cathy Duffy.

Vocabulary

The student is directed to write the definitions of words from the reading that he is unfamiliar with. This assignment gives the student an active role in expanding his vocabulary and helps him develop the habit of looking up words he does not know the meaning of.

Reading Review Questions

The Reading Review Questions help the student recall what he has read and ensure that he has comprehended the reading.

Literary Studies

Several times per week, the student will explore the literary craft the author has used to write the book. Over the course of the five books, the student will learn more about the four literary elements (setting, characters, plot, and theme) and will study literary devices such as types of conflict, dramatic irony, synecdoche, subplot, and poetic justice.

Literary Connections

The student will regularly complete assignments that explore various topics—especially from geography and history—that are relevant to the reading. Understanding these connections helps students gain a more thorough understanding of the reading, and also helps students develop the thinking skill of making connections between literature and other aspects of life.

Oral Narration

Oral narration assignments involve more advanced thinking skills than reading review questions because they require the student to organize his thoughts. The act of narration also requires the student to visualize the events he is retelling and helps to cement the story in the student's memory. Narration tips are provided.

Discussion Questions

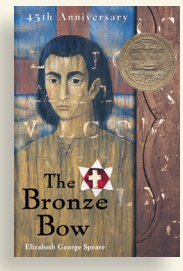
The Discussion Questions provided in every fifth lesson go beyond recall and comprehension and require the student to think critically and interpretively. A detailed parent's guide to discussion questions is provided.

Character Quality Study

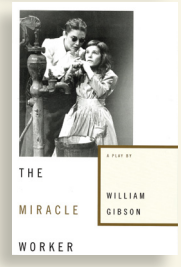
Character Quality Studies focus on virtuous character traits exemplified in the reading and explore what the Bible says about the character trait, how the saints practiced it, and how the student can practice the trait in his own life.

Recommended Activities

A wide variety of optional activities—including crafts, art activities, and research projects—are suggested every fifth lesson. The hands-on activities expand on what was read and are meant to bring the book to life for the student through memorable experiences.



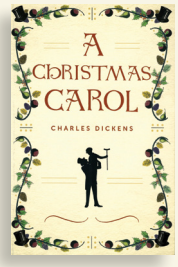
The Bronze Bow by Elizabeth George Speare
Recommended Edition: ISBN 9780395137192
After the Romans kill his father, young Daniel is filled with a desire for revenge. His encounter with Jesus forces him to choose between hatred and love.
Main Literary Devices: Methods of Characterization, Perspective, Plot, Parable, Internal and External Conflicts, Symbolism, Stereotypes, Theme



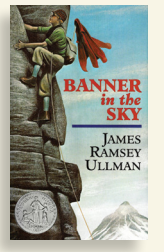
The Miracle Worker by William Gibson
Recommended Edition: ISBN 9781416590842
This three-act play dramatizes the inspiring true story of how Annie Sullivan taught Helen Keller—blind, deaf, and mute—how to communicate. The study guide teaches students how to read and understand plays.
Main Literary Devices: Stage Directions, Direct and Indirect Characterization, Flashback, Types of Conflict (Character vs. Self, etc.), Theme, Subplot, Motif

How to order:

Go to ***chcweb.com/Grade7*** for direct links to purchase these five literature books from affordable sources.



A Christmas Carol by Charles Dickens
Recommended Edition: ISBN 9781612618395
An encounter with four spirits prompts Ebenezer Scrooge to convert from selfishness to generosity. Extensive notes and definitions are provided to help the student understand archaic and idiomatic terms and historical allusions.
Main Literary Devices: Theme, Mood, Synecdoche, Polysyndeton, Congeries, Personification, Onomatopoeia, Authorial Intrusion, Dramatic Irony, Symbolism



Banner in the Sky by James Ramsey Ullman
Recommended Edition: ISBN 9780064470483
As Rudi Matt attempts to climb the unconquered Citadel, he also learns how to be a "man among men" and a true mountain guide like his father. The student will fill out a plot map of the story to review the five parts of a mountain plot.
Main Literary Devices: Narrator, Perspective, Conflict, Cliffhanger, Plot Twist, Theme, Mountain Plot, Foreshadowing, Moment of Realization, Poetic Justice



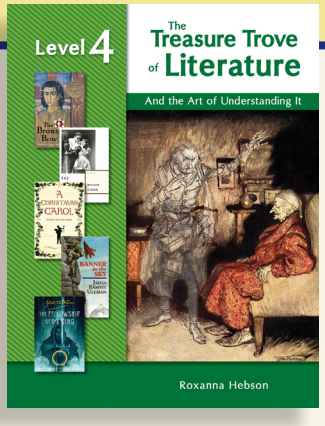
The Fellowship of the Ring by J.R.R. Tolkien
Recommended Edition: ISBN 9780358380238
In this first volume of *The Lord of the Rings*, Frodo the hobbit sets out to save the free world from the power of the Dark Lord by destroying the One Ring.
Main Literary Devices: Setting, Conflict, Theme, Contrast, Characterization, Dialect, Euphony and Cacophony, Connotation and Denotation, Proverb

Q: Can my student use *The Treasure Trove of Literature* even if he has already read some of the literature books used in the program?

A: Yes! Having a guided tour to the deeper meaning and literary techniques of a book is very different from simply reading it for pleasure. In addition, all of the books in *The Treasure Trove of Literature* are worthy of being read more than once. One of the marks of a work of literature is that it offers new insight and enjoyment every time it is read and reread.

Q: Is it all right to use different editions of the literature books?

A: It's important to get the recommended edition of *The Miracle Worker* so that the page numbers will be the same. For the other books (*The Bronze Bow, A Christmas Carol, Banner in the Sky*, and *The Fellowship of the Ring*), it doesn't make a difference what editions you use, so long as they are unabridged.



Lesson 19



Reading and Reading Preparation

Support for Rosh is diminishing. The boys in Daniel's band are growing careless. How should Daniel be a good leader and fight for what is right? Find out Daniel's next steps in today's reading. Read Chapters 18 and 19, pages 197–211.

Vocabulary

As you read, use the space below to make a list of three words from the chapter that you are unfamiliar with. Look up the meanings of the words in the dictionary, and write a brief definition of each word as it is used in the chapter.

Reading Review Questions: pgs. 197

Answer the Reading Review Questions below.

1. What distressing news does Thacia bring to Daniel?

2. What does Daniel finally realize about Rosh's charac

3. What is Daniel's plan to free Joel?

4. Who makes it possible for Joel and Daniel to escape with their lives when the boys ambush the Roman soldiers? Why is this surprising?

5. What are some of the emotions the boys experience after the attack is over?

Connections: The Roman Military

They served the most powerful empire in the world. They dominated every nation in the Mediterranean region. The sight of them in their armor, bearing the eagle standard, struck fear into many. They were the Roman military. Because of their unparalleled might, the Roman Empire rose and prospered. For hundreds of years, the Roman military ruled the Western world. Their enforced order is known as the *Pax Romana*, the "Roman Peace"—a peace achieved at the edge of spears.

The basic unit of the Roman army was the legion, which ideally included ten cohorts of 600 men each for a total of 6,000 soldiers per legion. Because of illness and death in battle, the cohorts often averaged around 480 soldiers each, for a total of 4,800 soldiers per legion.

Legions were given names and numbers, such as the "Second Augustus" or the "Tenth Fretensis." Soldiers in the legion were known as legionaries. The leader of each legion was known as the legate and was typically a senator or aristocrat. Under the legate, centurions commanded groups of 100 soldiers and were the most important leaders during battle. The aquilifer had the important job of carrying the legionary eagle standard.



The eagle standard of a Roman legion was called the aquila. The aquilifer wore a special head covering made from the head and skin of a lion.

Lesson 9



Reading Review Questions: pgs. 60–78

Answer the Reading Review Questions below.

1. What does the Ghost of Christmas Present use his torch for, besides illumination?

_____

_____

_____

2. At the end of Scrooge's visit to the Cratchits' home, how does Scrooge feel about Tiny Tim?

_____

_____

_____

Literary Studies: Personification

Dickens often uses personification to give objects c
is a figure of speech in which something that is nor
the following examples:

> The bell in the ancient tower of a church "str
> tremulous vibrations afterwards as if its teeth

Dickens personifies the bell tower by describing t
We imagine the bell tower as someone who is shiv
in his head.

> There were Norfolk Biffins, squab and swarthy
> persons, urgently entreating and beseeching
> after dinner.

Dickens actually uses the word "person" to descri
hard to miss. "Squab" means short and fat, and "

words could be used in Dickens' day to describe people, and here they give us an image of the apples as round, rosy little people. Dickens further personifies these juicy apple people by describing them actually begging to be taken home and eaten.

> The Cratchits' boiling potatoes, "bubbling up, knocked loudly at the saucepan-lid to be let out and peeled."

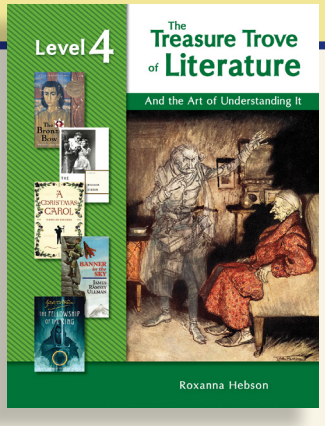
Rather than just saying, "the potatoes bumped against the lid," Dickens imagines that the potatoes have thoughts and intentions like people. He personifies the potatoes by having them perform the human action of knocking loudly to be let out. The effect is that a simple thing like potatoes boiling becomes humorous and full of personality. Personification can make even insignificant details seem interesting and worth paying attention to.

Dickens takes personification one step further at the ending of this chapter (stave): two children, Ignorance and Want, appear from the Ghost's robes. To understand this scene, we first need to understand the meaning of these terms. "Ignorance" means a lack of knowledge, understanding, and education. "Want" here does not mean "desire," but rather "need." Someone who is "in want" is living in poverty and hunger, lacking basic human needs.

Rather than have the Ghost talk about how ignorance and want cause great suffering, Dickens chose to represent these qualities as poor, suffering street children. He describes them as "yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility." Although they are young, they have been "pinched and twisted" as if by age. Dickens says that no "perversion of humanity" is "half so horrible and dread" as these two children. Dickens even makes us feel how horribly inhuman these children are: the terrible conditions they live in have "pulled them to shreds" and made them like "devils" and "monsters." This description makes us feel how terrible ignorance and want are because we see what they do to people. Picturing the qualities of want and ignorance in human form increases our pity for those who suffer from them.



The Ghost of Christmas Present wants Scrooge to feel compassion for those who suffer from ignorance and want, but he is also trying to warn him that ignorance and want can be destructive, monstrous things. Speaking to the city of London and to Britain as a whole, the Spirit cries, "Deny it! ... Slander those who tell it ye! Admit it for your factious purposes, and make it worse. And abide the end." In this passage,



Lesson 39



Reading and Reading Preparation

The Company has come through peril to one of the most beautiful places in Middle-earth. Learn more about the Elves—kind, elegant, powerful, and wise—who live at the heart of Elvendom on earth in today's reading. Read Chapter 7, "The Mirror of Galadriel," pages 438–455.

Vocabulary

As you read, use the space below to make a list of three words from the chapter that you are unfamiliar with. Look up the meanings of the words in the dictionary, and write a brief definition of each word as it is used in the chapter. Be sure you know the definition of "assuage" (pronounced "uh-SWAYJ").

assuage

Reading Review Questions: pgs. 4

Answer the Reading Review Questions below.

1. What does Galadriel do to show Gimli that she is a

2. In the Mirror of Galadriel, Sam sees many things see of his father (the Gaffer), and how does it mak

3. Why does Galadriel say that the Mirror is dangerous as a guide of deeds?



4. What is the last thing that Frodo sees in the Mirror of Galadriel? What does Galadriel say about this vision?

5. What will happen to the Elves if Frodo destroys the Ring?

Theme Study: Sacrifice

If Galadriel took the Ring, she could become the most powerful ruler in Middle-earth. With the One Ring, she could protect Lothlórien from time and change; the Elves would not have to pass into the West. Instead, she is willing to sacrifice her own desires for the good of the world.

Galadriel is just one example of self-sacrifice in *The Fellowship of the Ring*. Frodo sacrifices himself by taking on the burden of the Ring and leaving the Shire. Frodo's friends Pippin, Merry, and Sam make sacrifices for Frodo by going with him into danger and supporting him with their friendship. Elrond, like Galadriel, is willing to sacrifice his life in Middle-earth rather than do evil by using the Ring to defeat Sauron. Gandalf sacrifices himself for the Company at the Bridge of Khazad-dûm.

The theme of self-sacrifice in *The Fellowship of the Ring* demonstrates that good people will not remain untouched by the battle between good and evil. In order to fight evil, good people must sacrifice their own desires, and they might even be called upon to give up their lives.

The fact that so many characters in *The Fellowship of the Ring* practice self-sacrifice is one way that Tolkien's book reflects his Catholic Faith. In a letter to his son Michael, Tolkien wrote:

> Out of the darkness of my life, so much frustrated, I put before you the one great thing to love on earth: the Blessed Sacrament... There you will find romance, glory, honour, fidelity, and the true way of all your loves on earth, and more than that: Death: by the divine paradox, that which ends life, and demands the surrender of all, and yet by the taste—or foretaste—of which alone can what you seek in your earthly relationships (love, faithfulness, joy) be maintained, or take on that complexion of reality, of eternal endurance, which every man's heart desires.



When Tolkien tells his son that he will find "Death" in the Blessed Sacrament, he is probably referring to the self-sacrifice that Jesus demonstrated in His
the Catholic Church, "In the Eucharist, Christ gives
cross, the very blood which he 'poured out for ma
Eucharistic sacrifice truly is the sacrifice of the cros
of self-sacrifice, and it is a model for how we shou
experience true love, faithfulness, and joy in our r
to self" by giving up our selfish desires, especially
self by being kind to our siblings even when they
our best effort into our schoolwork. As Tolkien re
of self-sacrifice is necessary if we want to experie
and for eternity in Heaven.

On the lines below, explain one other way you think

Recommended Activities

Complete at least one of the following Recommended Activities.

1. Drawing Activity: Draw a picture of Weathertop as described in Chapter 11, with its conical top, slightly flattened at the summit, and the watchtower ruins that form a ring like a rough crown.
2. Rune Activity: On Weathertop, Frodo and Strider wonder whether Gandalf scratched a G-rune on a stone as a way of signing his name. Use the chart below to write your name in runes. Then see if you can translate the runic writing at the top of the title page of your book (beginning ᛏᚺᛖᚨᛞᛖᚾ).

A	B	C	D	E	F	G	H	I	J	K	L	M
ᚨ	ᛒ	use K or S	ᛞ	ᛖ	ᚠ or ᚠ	ᚷ	ᚻ	ᛁ	ᛃ	ᚲ	ᛚ	ᛗ

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
ᚾ	ᚩ	ᛈ	ᛩ	ᚱ	ᛋ	ᛏ	ᚢ	ᚡ	ᚹ	use KS or Z	ᛦ	ᛉ

TH	SH	CH	ND	NG	OO	"Uh" (Weak vowel sounds like those in "butter")
ᚦ	ᛇ	ᛣ	ᛟ	ᛝ	ᛞᛟ	ᛁ or ᚦ or ᛫

You may notice that these runes are different from the runes Tolkien uses in *The Hobbit*. Tolkien uses Anglo-Saxon runes in *The Hobbit*, but in *The Fellowship of the Ring*, he uses a system of runes that he invented for the peoples of Middle-earth. This chart is based on Appendix E of *The Lord of the Rings*, in which Tolkien explains his system of runes in detail.

3. Nature Activity: Strider mentions food found in the wilderness, such as berries, roots, herbs, and game. Learn to identify at least one wild source of food near you. Some foods found in the wild are dandelions, conifer needles, cattails, acorns, wild clover, juniper berries, wild onion, wild mint, black cherries, and more. Learn how to prepare your wild food so that it tastes its best.
4. Poetry Recitation Activity: Read either Strider's poem about Tinúviel (Chapter 11) or Sam's poem about the trolls (Chapter 12) out loud. First, read the poem to yourself and think about the mood and emotions that the poem calls for. Then practice speaking the lines out loud—try to find the best way to communicate the mood and emotions in the poem to your audience. When you're ready, recite it either from memory or from the page for your family.

Sample activities from Lesson 25

Lesson Twenty-Four

From Our Greek and Latin Roots I

Word List

1. launder
2. discredit
3. dome
4. herbivorous
5. doxology
6. lather
7. incarnate
8. paradox
9. credentials
10. mariology
11. domestic
12. voracious
13. credit
14. orthodox
15. lavabo
16. apology
17. incredible
18. carnivore
19. biology
20. herbal

A Find three list words rooted in the Greek *doxa*, meaning "praise" or "opinion."

B Find four list words rooted in the Greek *logos*, meaning "word" or "study of."

C Find three list words rooted in the Latin *lavare*, meaning "to wash."

D Find four list words rooted in the Latin *credere*, meaning "to believe" or "to trust."

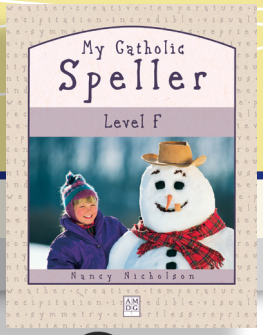
E Find three list words rooted in the Latin *vorare*, meaning "to devour."

F Understanding New Words

Locate and write the definition of **orthodox**. This word is rooted in the Greek words *orthos* and *doxa*, meaning "correct opinion." One who is orthodox has true opinions, or beliefs, because he follows the teaching of the Church.

Marian **FACT** #13 ☐

Extra! This workbook includes a special Marian apologetics mini-course featuring quotations **F**rom **A**ncient **C**hurch **T**eaching that use one or more of the list words.



A Write two list words rooted in the Latin *herba*, meaning "herbs" or "plants."

B Write two list words rooted in the Latin *carnis*, meaning "flesh."

C Write tw
rooted i
domus,
"house."

D Which One?

Write the correct list words on the numbered lines. If you aren't sur
word to choose, refer to a dictionary.

1. unbelievable
2. study of Mary
3. cast doubt upon
4. having correct beliefs
5. meat eater
6. vessel for celebrant's hand-washing at Holy Mass
7. something that seems false but is actually true
8. words of praise to God
9. related to home and family

1.
2.
3.
4.
5.
6.
7.
8.
9.

E Understanding New Words

Locate and write the definitions of **herbivorous** and **voracious**. (Note that the **h** in **herb** is silent.)

Locate and write the definitions of **paradox** and **incarnate**. That Our Lord could take on flesh and be both human and divine seems a paradox. Read about this great mystery in the *Catechism of the Catholic Church*, #464-465.

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Click here for additional lesson samples!

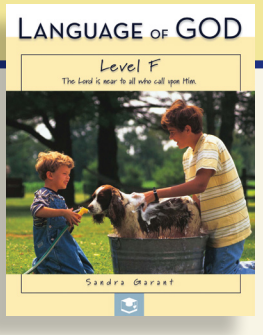


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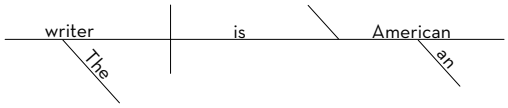
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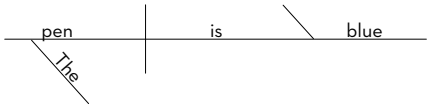
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Predicate Nouns and Adjectives

In the sentence, *The writer is an American, American* is part of the predicate, but it is not the direct object. It is the predicate noun, which we diagram in this way:



The predicate adjective *blue* in the sentence, *The pen is blue*, would be diagrammed with a slanted line also. The slanted line will not cross the horizontal line.



Because predicate nouns and predicate adjectives refer to the subject, the line is slanted toward the subject.

Diagramming Predicate Nouns and Predicate Adjectives Exercise

On your own paper, diagram these sentences.

1. I am her mother.
2. The children are friends.
3. The pizza had been too hot. (*Too* is an adverb modifying *hot*, so it will branch off below *hot*.)
4. That swimmer is famous.
5. The excited children were close friends.

LESSON

65 Ratio Problems Involving Totals

WARM-UP

Facts Practice: Metric Conversions (Test M)

Mental Math:

a. 0.42×50

b. 1.25×10^{-1}

c. $\frac{9}{w} = \frac{15}{10}$

d. Convert 0.75 m to mm.

e. $5^3 - 10^2$

f. $\frac{9}{10}$ of \$4.00

g. What is the total cost of a \$20.00 item plus 7% sales tax?

Problem Solving:

Copy this problem and fill in the missing digits:

$$\begin{array}{r} 91\frac{1}{9} \\ \hline \_\_\overline{)\_\_\_} \\ == \\ -- \\ == \\ - \end{array}$$

NEW CONCEPT

Some ratio problems require that we use the total to solve the problem. Consider the following problem:

> *The ratio of boys to girls at the concert was 5 to 4. If there were 180 children at the concert, how many girls were there?*

We begin by making a ratio box. This time we add a third row for the total number of children.

	Ratio	Actual Count
Boys	5	*B*
Girls	4	*G*
Total	9	180

In the ratio column we wrote 5 for boys and 4 for girls, then *added these to get 9 for the total ratio number.* We were given 180 as the actual count of children. This is a total. We can use two rows from this table to write a proportion. Since we were asked to find the number of girls, we will use the "girls" row.

Because we know both total numbers, we will also use the "total" row. Using these numbers, we solve the proportion.

	Ratio	Actual Count
Boys	5	*B*
Girls	4	*G*
Total	9	180

$$\frac{4}{9} = \frac{G}{180}$$

$$9G = 720$$

$$G = 80$$

We find there were 80 girls at the concert. We can use this answer to complete the ratio box.

	Ratio	Actual Count
Boys	5	100
Girls	4	80
Total	9	180

The ratio of football players to soccer players in the room was 5 to 7. If the football and soccer players in the room totaled 48, how many were football players?

We use the information in the problem to form a table. We include a row for the total number of players. The total ratio number is 12.

	Ratio	Actual Count
Football players	5	*F*
Soccer players	7	*S*
Total players	12	48

$$\frac{5}{12} = \frac{F}{48}$$

$$12F = 240$$

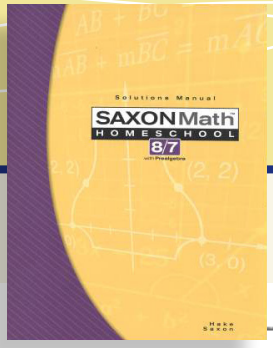
$$F = 20$$

To find the number of football players, we write a proportion from the "football players" row and the "total players" row. We solve the proportion to find that there were **20 football players** in the room. From this information we can complete the ratio box.

	Ratio	Actual Count
Football players	5	20
Soccer players	7	28
Total players	12	48

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Practice set Solve these problems. Begin by drawing a ratio box.

a. Acrobats and clowns converged on the center ring in the ratio of 3 to 5. If a total of 72 acrobats and clowns performed in the center ring, how many were clowns?

b. The ratio of young men to young women at the ball was 8 to 9. If 240 young men were in attendance, how many young people attended in all?

MIXED PRACTICE

Problem set

1. [46] If 5 pounds of apples cost $2.40, then
(a) what is the price per pound?
(b) what is the cost for 8 pounds of apples?

2. [41] (a) Simplify and compare:

$$(0.3)(0.4) + (0.3)(0.5) \bigcirc 0.3(0.4 + 0.5)$$

(b) What property is illustrated by this comparison?

3. [63] Use a ratio box to solve this problem. The ratio of big fish to little fish in the pond was 4 to 11. If there were 1320 fish in the pond, how many big fish were there?

4. [44, 46] The car traveled 350 miles on 15 gallons of gasoline. The car averaged how many miles per gallon? Round the answer to the nearest tenth.

5. [28] The average of 2 and 4 is 3. What is the average of the reciprocals of 2 and 4?

6. [51] Write 12 billion in scientific notation.

7. [22, 36] Diagram this statement. Then answer the questions that follow.

One sixth of the five dozen eggs were cracked.

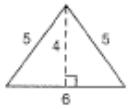
(a) How many eggs were not cracked?
(b) What was the ratio of eggs that were cracked to eggs that were not cracked?
(c) What percent of the eggs were cracked?

8. [6] (a) Draw segment AB. Draw segment DC parallel to segment AB but not the same length. Draw segments between the endpoints of segments AB and DC to form a quadrilateral.

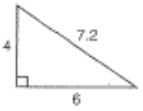
(b) What type of quadrilateral was formed in (a)?

9. [37] Find the area of each triangle. Dimensions are in centimeters.

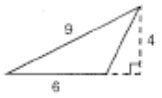
(a)



(b)



(c)



10. [14] What is the average of the two numbers indicated by arrows on the number line below?



Write equations to solve problems 11 and 12.

11. [60] What number is 75 percent of 64?

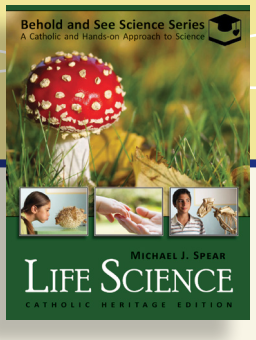
12. [48] What is the tax on a $7.40 item if the sales-tax rate is 8%?

13. [64] Find each sum:
(a) (−3) + (−8)
(b) (+3) + (−8)
(c) (−3) + (+8) + (−5)

14. [Inv. 3] A circle is drawn on a coordinate plane with its center at the origin. One point on the circle is (3, 4). Use a compass and graph paper to graph the circle. Then answer (a) and (b).

(a) What are the coordinates of the points where the circle intersects the x-axis?
(b) What is the diameter of the circle?

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Mitochondria and God's Design

Did you know that the world's largest mammal, the blue whale, can grow to 100 feet in length? (Stretch this whale across a basketball court, and he would be out of bounds on both ends!) On the other hand, a mature bumblebee bat is often less than an inch long.

What do these two creatures, one a krill-slurping ocean dweller and the other a cave-roosting plant eater, have in common? Both are warm-blooded mammals, give birth to and nurse their young, and were designed by the same Almighty God.

Yet, there are components of creation even smaller than the bumblebee bat. Organelles—tiny, specialized "organs," each with its own function—are found inside living cells. One of these organelles is the mitochondrion, a cell's "powerhouse." We can compare the energy-providing mitochondrion to a battery; tiny flashlights might utilize a single, tiny AAA battery, while a lantern might require a whole fistful of D batteries.

In somewhat the same way, our Intelligent Designer equipped body cells that require lots of "fuel" (like muscles) with an abundance of mitochondria, while other cells with "low-energy" needs have only a few. "Low-energy-consuming" cells may contain only one mitochondrion, while "high-energy-consuming" cells may contain thousands!

How is it that each cell comes equipped with the right number of mitochondria to perform its designated function? (Think of how well that large lantern might function with only a single AAA battery rattling around inside.) Does the placement of mitochondria sound like a random accident, or the work of an Intelligent Designer?

My vote is with the Intelligent Designer!



FIGURE 5.16. The bumblebee bat lives in caves in a small area of western Thailand and adjacent Myanmar.

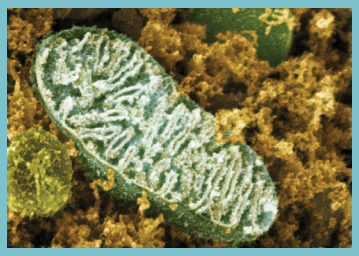


FIGURE 5.17. COLORED SCANNING ELECTRON MICROGRAPH OF A MITOCHONDRION
Mitochondria oxidize sugars and fats to produce energy in a process called cellular respiration. A mitochondrion has two membranes: a smooth outer membrane and a folded inner membrane where the chemical reactions to produce energy take place. Magnification: approximately 15,000×



FIGURE 5.18. ILLUSTRATION OF BLUE WHALE (BALAENOPTERA MUSCULUS)
Blue whales are found throughout the world's oceans, feeding on small crustaceans called krill, which they filter out of the sea. It requires 3–4 tons of krill a day to support a blue whale.



Animal Behavior and Reproduction

BEHAVIOR

Much of the behavior exhibited by animals is built into their neurons before they are born. The simplest responses don't even require the brain.

This is reflected in the expression, "to run around like a chicken with its head cut off." Standing, scratching, and many other movements are actions that some animals can carry out even if their brain has been destroyed. This is because these relatively simple responses are centered in the spinal cord.

Human beings also respond to certain situations automatically, with the brain only learning about the action after it has happened. Pulling your finger away from a hot pot of potatoes is an example of these quick responses, or reflexes. The human knee jerk response, which occurs when the doctor strikes your knee just below the knee cap, is another example of a reflex.

Reflexes

Most simple reflexes are designed to protect the organism. When a boy in bare feet steps on a hot coal near a campfire, the pain receptors in his skin send a message along the sensory neuron to the spinal cord. The associative neurons in the spinal cord send out an impulse on a motor neuron that tells the muscles to move

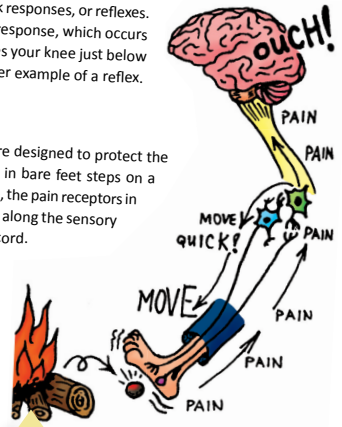


FIGURE 25.2. A SIMPLE REFLEX ARC
The stimulus (hot coal) causes an impulse which triggers an immediate response from the associative neurons in the spinal cord, without involving the brain. A reflex arc is a pathway in the nervous system which saves time when an organism must respond to a stimulus right away.

motion called C… UOLES may be empty (the word "vacuole" comes from "*Vacuu*… means "empty") or they may contain food or waste. The ENDOPL…

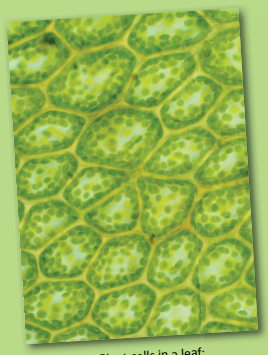


FIGURE 5.5. Plant cells in a leaf; the green spots are chloroplasts. Magnification: 250x

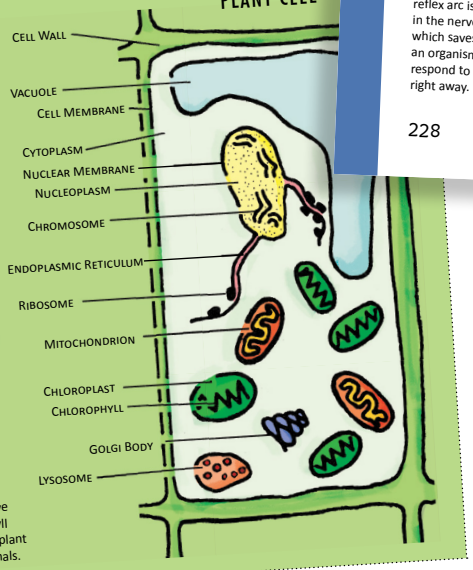
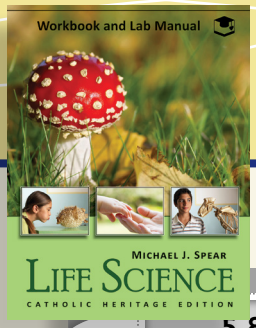


FIGURE 5.6. A PLANT CELL
Unlike animal cells, plant cells have chloroplasts containing chlorophyll for making food. The vacuoles in plant cells are often larger than in animals.

Click here to view additional sample pages!



5.8 Formal Lab #2

Complete the experiment below, following the instructions provided. Fill in any blanks as you come to them. Use complete sentences to answer the questions at the end.

Name: ..... **Date:** .....

I. Title: Osmosis

II. Purpose: The cell membrane encloses the cytoplasm of every cell and controls entry and exit from the cell. Not all substances can pass through the cell membrane, which is why it is called semipermeable ("Semi" means "halfway" or "partially."). Osmosis is a form of passive transport in which water passes through the cell membrane. By allowing water to pass in and out of the cell, the cell membrane controls the concentration of dissolved chemicals in the cytoplasm.

The cytoplasm of a cell is mostly water, but it also contains dissolved chemicals necessary for life. When a cell absorbs water, it becomes firmer and more rigid, just like a full water balloon. When water leaves a cell, the cell becomes less firm, which is why plants wilt when they don't have enough water. We can use the relative firmness of a potato to determine whether it has absorbed or released water through the process of osmosis.

Before formulating your hypothesis, reread the section on osmosis in Chapter 5 of your textbook.

My hypothesis is that when potato cells are exposed to a saturated salt water solution, water will .....**a) enter the cell, b) exit the cell, or c) neither enter nor leave the cell.**

When potato cells are exposed to pure water, water will .....

b) exit the cell, or c) neither enter nor leave the cell.

III. Materials

he potatoes at the sink to rinse off the dirt. On a cutting board, use the paring knife to cut
otato in half lengthwise. Wrap one half tightly in plastic wrap and set it aside. This is the
. The plastic wrap will ensure that no water is lost from the potato through evaporation.
nother half in the bowl of salt water and another half in the bowl of pure water. The
loes not need to be submerged entirely, but the cut side should be under water.
owls aside. After about three hours, remove the potatoes from the bowls and remove
ic wrap from the third potato half.
the firmness of the three pieces of potato. Is one of the halves easier or harder to
any appear to have shrunk or expanded? To test if any have expanded, try fitting
e halves back together. Use your observations to fill out Figure 1 by describing the
and texture of each potato half.
have completed the experiment, you may wish to use the four potato halves to
hed potatoes or another delicious dish for dinner!

Description

Workbook 5.4

Answer the following questions using complete sentences.

1. Who looked at dead cork through a microscope and used the term "cells" to describe wha
he saw?

2. What is the literal meaning of the word "cell"?

3. What is diffusion?

4. Is energy expended in diffusion?

5. Is diffusion passive or active transport?

6. What is osmosis?

7. List two statements of the cell theory.

8. How many cells was your body when your life began?

Workbook 5.7

Microscope: Onion Cells

Supplies:
- microscope
- microscope slide and cover slip
- piece of raw onion (white or yellow)
- eyedropper
- water
- tincture of iodine or Lugol's solution (optional)

1. Take a small piece of onion and peel off the thin membrane from the underside of one of the onion layers.
2. Place the onion membrane flat on the surface of a clean microscope slide. Use an eyedropper to add one drop of water.
3. Gently lower a cover slip onto the slide. To avoid creating air bubbles between the slide and the cover slip, lower the cover slip onto the slide at an angle, allowing one edge to touch the slide first.
4. Follow the instructions on page 25 to view the prepared slide through the microscope.
5. Repeat steps 1–4, this time preparing the slide with a drop of tincture of iodine or Lugol's solution instead of a drop of water. The iodine will stain the vacuoles in the onion cells, making them easier to see.
6. Draw the onion cells in the space below. Be sure to label your drawing and record the magnification of the microscope. (See page 24 for instructions for determining the magnification of your microscope.)

Title: .....

Magnification: .....

Notes about specimen or procedure:

CHAPTER 13

Doctrine of Grace

If the Spirit of him who raised Jesus from the dead dwells in you, he who raised Christ Jesus from the dead will give life to your mortal bodies also through his Spirit who dwells in you.

Romans 8:11

We have learned that God created each of us to know, love, and serve him on e and to live with him forever in heaven. Th the purpose of our lives. So it is very impo that we learn *how* to do these things as be can.

But this is an impossible task for us. can we, who have been separated from because of original sin, reach the greatne heaven? We cannot! That is, we cannot u God comes to our help with his **grace**.

Grace is a supernatural gift from God g to us through Jesus Christ. It is called **su natural** because it is far above our natura man powers. It is even above the powe God's greatest creatures, the mighty an It is called a free *gift* because it is somet we do not have a right to and somethin cannot merit on our own. God gives it simply because he loves us.

God's Greatest Gift: Sanctifying Gr

Because of original sin all of us are ceived without the gift of grace in our s There have been only two exceptions: J who being God is always full of grace, an



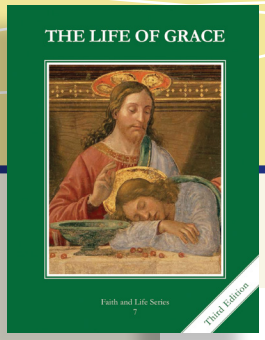
strengthens it. The other sacraments, especially the Holy Eucharist, deepen this life of God. Penance gives it back to us if we have lost it by mortal sin. Anointing prepares us for physical and spiritual healing or the grace of a happy death.

The Gift of Actual Grace

Another kind of grace gives us all of the day-to-day help that we need in order to do good and avoid evil. **Actual graces** come to us in the form of inspirations that enlighten our minds or move our wills. Some examples of actual graces are the desire to pray or to read the Bible, and the urge to help someone who is sick or who needs help with homework. Whenever we say yes to these desires and carry out the good works they suggest, we become better Christians and more pleasing to God.

Without the help of actual graces we could not avoid sin or do good works for others. These graces help us to treat other people with respect and show us the way to live a good Christian life.

Words to Know:
grace supernatural
sanctifying grace actual grace



Name:_____

The Doctrine of Grace

Answer the following questions in complete sentences.

1. What do we need in order to fulfill our purpose and see God in heaven?

2. What is grace?

3. What does "supernatural" mean?

4. Is grace free? What does this mean?

5. Why does God give us grace?

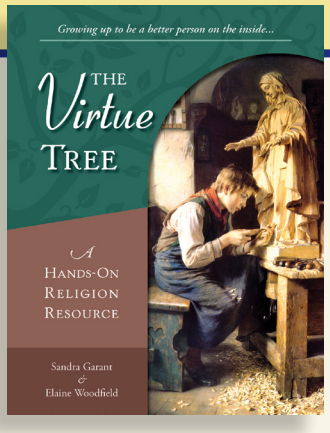
6. How do we receive grace?

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"Virtue demands courage, constant effort, and above all, help from on high."

—St. John Vianney





Blue Sky and Our Altars

ST. ELIZABETH ANN SETON

Read the following story to see how St. Elizabeth Ann Seton faced difficult decisions with trust in God.



The young woman hurried into the Episcopal church and took her seat in a pew near a window. It was her favorite place. She was dressed all in black, which in 1804 was a sign of mourning for a recently deceased family member. The young woman was small, with large dark eyes, and the black bonnet that she wore couldn't quite hide all of her curly dark [illegible]r the kindness that shone in her face, [illegible]dinary.

[illegible]d ever guess by merely looking at her [illegible]ving one of the most exciting adven- [illegible]istory of the Church in America?

[illegible]ing and always teaching and helping His [illegible]e was loyal to His Father's will.

[illegible]ngdom of Jesus is based on love, meaning [illegible]od and love for everyone else. Humility [illegible]e power to love because it frees us from [illegible]only about ourselves. **When we think [illegible]urselves, we cannot love others.**

[illegible] unhappy people have no idea who [illegible]r what they are supposed to be doing, [illegible]think they must search until they find themselves. But God tells us that we must lose ourselves with the grace of humility. We lose ourselves by knowing, loving, and serving God.

Once we have lost ourselves in God, we finally wake up and really become aware of God and others. Humility very often produces joy in us and makes us a joy to be around. We don't have to worry about who we are anymore when we are humble. We know that we belong to God and that He is always taking the best care of us.



Good Ideas

[illegible] these Bible verses about humility: John 5:30, James 4:6, 1 Peter 5:6–7, and Psalm 103:1–2.

[illegible]k about gifts that God has given you. Why does God give us so much?

[illegible]ou know a grateful person? How does this person show gratitude?

[illegible] do you show your gratitude?

[illegible] helps you wake up to God?

"Humility is not thinking less of yourself.

—C.S. Lewi

HUMILITY

Humility is often misunderstood. Our first step toward this virtue is to get a clear idea of what it is and what it isn't. Being humble does not mean walking around while drooping like a weeping willow tree. It is not a sad virtue.



Humility is like waking up and shaking off a dream. When you first wake up, you are sometimes a little confused because you aren't thinking or even seeing very clearly. When you are asleep, you aren't doing very much. You are unaware of yourself and what is happening around you. When you wake up, you are free to do good things.

Humility is looking up and understanding how much God has given us. This can be confusing at first because God works quietly within us. When we are humble, we are also grateful for all the wonderful gifts God has showered upon us. We realize that God is in control, and that makes us joyful. The only droopy part about humility is our self-image as it wilts and disappears to make room for God's image of us.

I was discussing this chapter with a friend when she mentioned that we are God's children and that God is the King of kings. So we are all like princes and princesses, but our claim to royalty is a gift. We haven't done anything to earn the title of prince or princess. We can boast about the wonderful things our Father the King has done, but we ourselves don't have anything to boast about.

Jesus had the virtue of humility. He was a king, but He never demanded to be treated like royalty. He did not live in a palace or wear a golden crown, but He always behaved like royalty, never

Click here to view additional sample pages!

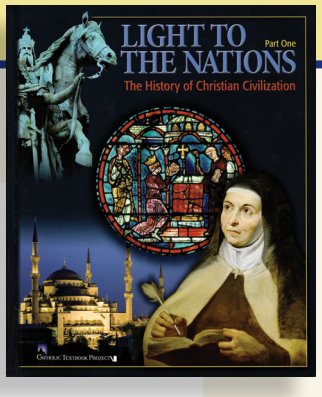


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St. Stephen, the first martyr



The First Martyr

The first Christians were eager to share their new faith with others, especially with their fellow Jews. At first, most converts to the Church were Jews; but after he baptized a Roman named Cornelius, Peter convinced his fellow Christians to admit non-Jews, or gentiles, into the community.

The young Church attracted more and more followers and appointed deacons (from Greek *diakonos*, meaning "servant") to teach and serve the new converts. The common life of the community in Jerusalem centered on the common meal (the Eucharist) and prayer on the first day of the Jewish week, Sunday, when the strong for the weaker by providing the food and drink.

But the growing number of converts threatened the Angered at the public preaching of a deacon named Ste him to be stoned to death as a blasphemer (Acts 7:60 the first Christian **martyr**. He died in around A.D. 34 o the death of Jesus.

Stephen's death had a great effect on at least one you the stoning. He was Saul, a wealthy and learned Pharis Tarsus in Asia Minor.

martyr: (from Greek *martyros*, "witness") a witness, later coming to mean someone who dies rather than deny his faith

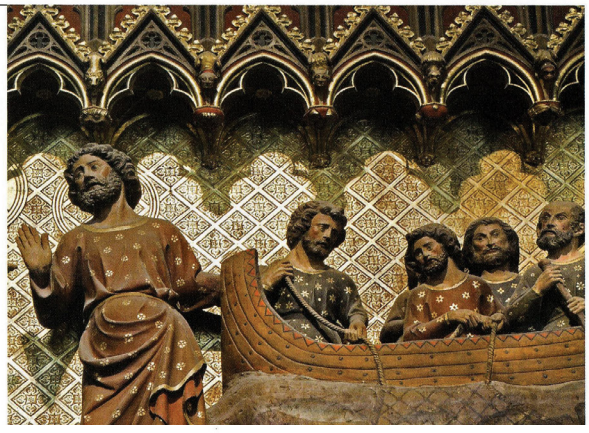
The Life and Journeys of St. Paul

Saul was a Pharisee, a learned and respected teache was from the city of Tarsus in Asia Minor, and he had st with the great teachers of the Pharisees, Hillel and

Paul then traveled to Syracuse in Sicily and to Rhegium on the toe of Italy. Paul finally arrived at Rome, where he spent two years in comparative liberty while waiting for the imperial courts to hear his case. During this time he lived in a private house where he prayed, wrote, and daily received visitors from the Christian community in Rome.

Peter and Paul Martyred

Paul of Tarsus and Simon Peter were the two most prominent and important figures in the early years of the Church. Peter was the head and



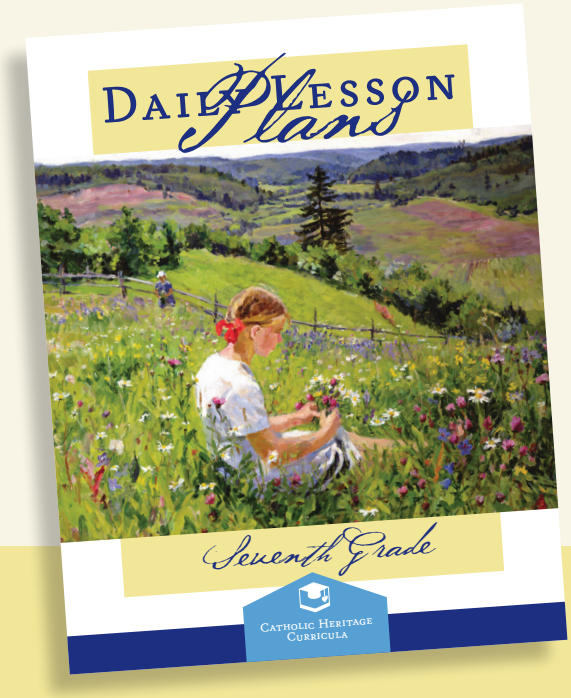


The journeys of St. Paul

The Epistles

Of the 21 epistles contained in the New Testament, the first 14 are by St. Paul. They are Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, Philemon, and Hebrews. They were arranged in this order in the early Church, and are positioned according to the importance of the church community addressed, not the order of their composition or their subject. The remaining epistles collected in the New Testament are called the "Catholic," or Universal epistles, and are addressed to all the churches at once about more general topics rather than local concerns. They are James; 1 and 2 Peter; 1, 2, and 3 John; and Jude.

See more samples online!



CHC Daily Lesson Plans: Seventh Grade

The seventh grade lesson plans are designed for 36 weeks, five days a week.

Catholic Heritage Curricula operates under the philosophy that your home is your school; as Catholic parents, you should have complete control over what is taught in your home. CHC facilitates your vision for your own Catholic homeschool, based on the needs of your family. We exist to help those who wish to provide solid, affordable, Catholic academics in a gentle homeschool setting. CHC is not a "school" but a curriculum provider. Like other full curriculum providers, CHC offers lesson plans and all the books necessary to provide a good Catholic education to their children, but at a far lower price. There are no tuition or enrollment fees, simply the cost of the materials.

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional electives.

Core & Electives

Only the boxes for required Core subjects are shaded in the lesson plans. Electives are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

Week 1 Goals	Seventh Grade — Monday	Tuesday
MATH ☑ *Saxon Math 8/7* Lessons 1-4, pgs. 1-26	Lesson 1, pgs. 1-6	Lesson 2, pgs. 7-14
LANGUAGE ARTS LITERATURE & READING COM ☑ *Treasure Trove of Literature* Lessons 1-5, pgs. 6-21 *The Bronze Bow*, pgs. 1-52		*The Bronze Bow:* Read Chapter 2, pgs. 15-28. *Treasure Trove of Literature 4:* Complete Lesson 2, pgs. 10-12.
SPELLING ☑ *My Catholic Speller F* Lesson 1: Vowel a Review, pgs. 2-3	of any new words. Complete pg. 2. *Discuss this week's FACT card.*	Complete pg. 3. Copy all list words from the lesson. Create sentences using half of the spelling list, underlining list words.
GRAMMAR & COMPOSITION ☑ *Language of God F* Parts of Speech, pgs. 1-9	Subjects: Read over the lesson, pgs. 1-2. Complete exercise, pg. 2.	Predicates: Read the lesson and complete the exercise on pg. 3.
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 7* Text: Chapter 1, pgs. 13-17 Activity Book: pgs. 1-4 ☑ *The Virtue Tree*	*Faith and Life Text:* Read and discuss Chapter 1, "Knowing God Through Creation," pgs. 13-17.	*Faith and Life Activity Book:* Complete one or more assigned pages.
SCIENCE & HEALTH ☑ *Life Science* Text: Chapter 1, Introduction, pgs. 1-9 Workbook: 1.1-1.6	*Text:* Read Chapter 1, pgs. 1-9. *Workbook 1.1:* Define keywords.	*Study keywords.*
HISTORY & GEOGRAPHY ☑ *Light to the Nations I* Text: Introduction, pgs. 1-13, 14-16 Workbook: pgs. 1-3	*Text:* Read "Introduction: History's Beginnings," pgs. 1-4. *Workbook:* Complete #1-4, pg. 1.	*Text:* Read "Introduction: History's Beginnings," pgs. 4-10. *Workbook:* Complete #5-9, pgs. 1-2.
ART & ART APPRECIATION ☑ *Ever Ancient Ever New, Level 2* See suggested schedule on pg. 29 in this lesson plan.	Spend one or two days this week	
ELECTIVES (see ideas, pg. 30) ☑ Sewing with St. Anne ☑ Piano ☐		Begin quilting project.

Weekly goals are listed in the lesson plan and are easily checked off as completed. Use this alone as your lesson guide if you prefer not to utilize the day-to-day lesson plan.

Assignments are written to the student to facilitate **independent learning.**

Ample space is provided to **write in** appointments, remedial work, skills mastered, test scores, and enrichment activities.

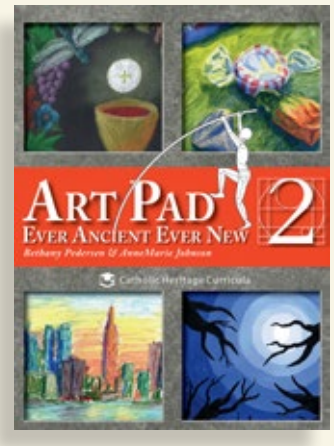
Electives : : Art and Art Appreciation



"Late have I loved You, O Beauty ever ancient, ever new!"
—St. Augustine

Ever Ancient Ever New, Level 2 continues the "story of art" from the High Renaissance masters to the Modern era. The first half of the book focuses on the magnificent art of the Baroque period. The second half then summarizes the artistic movements after 1700 until the present, featuring the masterpieces of Turner, Millet, Monet, Renoir, Van Gogh, and others. The program concludes with a unit on American art from the 18th to 20th centuries.

Each chapter also includes a lesson in Art Theory, with a focus on the principles of design (unity, variety, contrast, movement, proportion, emphasis, repetition, balance, and rhythm).



Level 2 pays special attention to how the art of each period was influenced by the religious and philosophical beliefs of the time, from the Protestant Reformation and the Enlightenment to empiricism and relativism. Particularly valuable is the discussion of the Council of Trent's guidelines for sacred art.

The 422-page, full-color textbook is accompanied by an **Art Pad** of homeschool-friendly art projects that teach fine arts skills such as human figure drawing; working with acrylic paints and oil pastels; still life drawings and paintings; extreme view and two-point linear perspective; crosshatching; contour drawings; grid drawings; using saturated and desaturated colors; creating regular and irregular rhythm; using exaggerated and arbitrary color; compositional skills; advanced painting skills; and more.

Ever Ancient Ever New, Level 2 is designed to be completed over the course of two years, since some of the art projects require three or more hours to do well. It is strongly recommended that the student complete *Ever Ancient Ever New, Level 1* and *Art Pad 1* before beginning *Ever Ancient Ever New, Level 2* and *Art Pad 2*.

Samples: Sample pages and sample Art Pad projects, page 31



Art Pad Project #27: Impressionist Birch Trees



Art Pad Projects #12–15: Baroque Garland



150

Picture Study

Virgin and Child Surrounded by Flowers and Fruit

Virgin and Child Surrounded by Flowers and Fruit is actually by two different Flemish artists. Peter Paul Rubens painted Mary and Jesus because he was famous for depicting the human figure with energy and beauty. Jan Brueghel (yahn BROY-gul) the Elder painted the garland around the figures because he was an expert at painting detailed flowers and fruit. Rubens and Brueghel often worked together to produce works of art that combined their unique talents.

Jan Brueghel's flowers were painted in the same style as the still life bouquet of flowers that you studied on page 126. Like Dutch painters, Flemish artists often painted still lifes of flowers, but they also used their skills to create sacred art. During the Baroque Period it became common to paint garlands of flowers and fruit around images of Jesus, Mary, and the Eucharist. The artist would paint a picture of a painting in the center of the canvas and then paint a garland all around it. These "paintings of paintings" were a way for Catholics to respond to the destruction of sacred images during the Protestant Reformation. By painting sacred images surrounded by beautiful garlands, Catholic artists expressed their conviction that sacred art was a valuable way of bringing people closer to God.

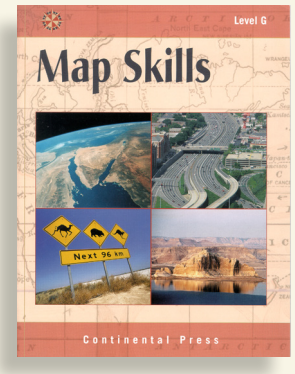


Jan van Kessel the Elder. *Altar Niche with the Symbols of the Eucharist*. c. 1650. 1' 2 ½" x 11"

The oval composition of the painting, formed by the garland and the overarching trees, creates visual movement by leading the eye in a circular path around the painting. Visual movement is also created by the variety of colors, values, shapes, and textures, which attracts the eye to different parts of the garland. Brueghel even painted a variety of small animals around the painting, including rabbits, monkeys, turtles, a por
just below Mary and Jesus. Rubens and Brueghel mad
focal point by placing it in the center of the composit
the objects in the wreath. The simple beauty of Mary
for the eye to rest after studying the many details of t

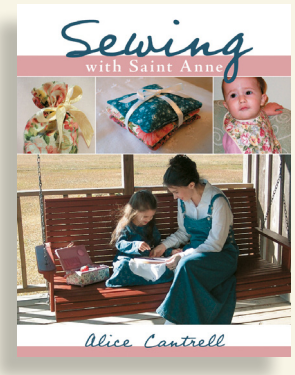
Peter Paul Rubens and Jan Brueghel the Elder. *Virgin and Surrounded by Flowers and Fruit*. c. 1620. 2' 7" x 2' 1"

View more sample pages online!



Electives : : Map Skills

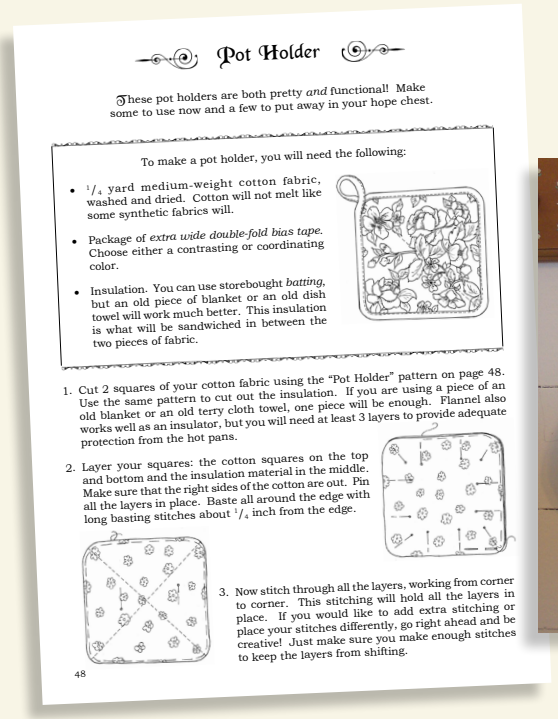
Map Skills Level G gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.



Electives : : Home Economics

Sewing with Saint Anne contains fully-illustrated sewing lessons for 16 different homemaking and gift projects. Each project is labeled to indicate the difficulty level: beginner, intermediate, or advanced. Designed for beginners, and flexible enough to be used individually or with a group or co-op. A sewing machine is helpful, but not required. Patterns included.

Extra: Enjoy historical features such as "Pins and Needles," "A Bit about the Humble Apron," "History of Quilting," and others.



Pot Holder

These pot holders are both pretty *and* functional! Make some to use now and a few to put away in your hope chest.

To make a pot holder, you will need the following:

- 1/4 yard medium-weight cotton fabric, washed and dried. Cotton will not melt like some synthetic fabrics will.
- Package of *extra wide double-fold bias tape.* Choose either a contrasting or coordinating color.
- Insulation. You can use storebought *batting,* but an old piece of blanket or an old dish towel will work much better. This insulation is what will be sandwiched in between the two pieces of fabric.

1. Cut 2 squares of your cotton fabric using the "Pot Holder" pattern on page 48. Use the same pattern to cut out the insulation. If you are using a piece of an old blanket or an old terry cloth towel, one piece will be enough. Flannel also works well as an insulator, but you will need at least 3 layers to provide adequate protection from the hot pans.
2. Layer your squares: the cotton squares on the top and bottom and the insulation material in the middle. Make sure that the right sides of the cotton are out. Pin all the layers in place. Baste all around the edge with long basting stitches about 1/4 inch from the edge.
3. Now stitch through all the layers, working from corner to corner. This stitching will hold all the layers in place. If you would like to add extra stitching or place your stitches differently, go right ahead and be creative! Just make sure you make enough stitches to keep the layers from shifting.

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