

WESTMINSTER  
CHRISTIAN SCHOOL



MIDDLE SCHOOL  
CURRICULUM  
GUIDE

# Westminster Christian School

## Curriculum Guide

*“There are those who seek knowledge for the sake of knowledge, that is curiosity.  
There are those who seek knowledge to be known by others, that is vanity.  
There are those who seek knowledge in order to serve, that is love.”  
Bernard of Clairvaux (1090-1153)*

Since the inception of Westminster Christian School in 1978, the mission of our school has been to partner with Christian parents to educate their children in the knowledge of God for the purpose of serving Him and glorifying Him in the culture in which we live. The administration, faculty, and staff who love the Lord seek to weave Biblical principles into all areas of the school experience. Our goal is to effectively prepare each of our students to succeed in all areas of their lives in order that they might affect their community for Jesus Christ.

We believe that the daily testimony of our faculty and staff, their words and actions, contribute in an ongoing and significant way to the formation of students' thinking. It is within the school setting and through classroom instruction that students learn how to view the world through God's principles, and thereby become better equipped to make decisions formed by God's values.

At Westminster Christian School, we believe it is important for all students to receive a high-quality, Christ-centered, academic education. Every student at Westminster receives foundational courses that are necessary for them to grow, learn, and succeed in both higher education and life. Students learn to work diligently and explore their gifts, while adhering to the principle that all work should be done with excellence and for God's glory. We believe that students must learn to think critically, and they should be challenged to evaluate and analyze the information presented to them.

Even as we realize the primary responsibility of education lies in the hands of parents, we embrace the opportunity to create this partnership and reinforce what is being taught at home. With this in mind, we believe that this collaboration of shared responsibility and accountability provides the best learning environment possible for our students.

God has blessed Westminster by providing us with the faculty, staff, students, and parents that compose this unique “Westminster Christian School family” community. Our prayer is that He will continue to provide His blessings in this joint effort to nurture and educate students now and for many years to come.

In His Service,

Westminster Christian School Administrative Team

*While significant effort is made to maintain accuracy, information found in this curriculum guide is subject to change based on enrollment, faculty availability, and other considerations. Westminster Christian School reserves the right to alter curriculum or withdraw a course when it becomes impractical to offer.*

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## **INSTRUCTIONAL PROGRAM GENERAL OBJECTIVES**

### **Bible**

1. To know that the Bible is the inerrant Word of God, inspired by the Holy Spirit.
2. To know that God reveals Himself and His salvation in the Bible.
3. To know that God is the Creator, Sustainer, and Sovereign Ruler of the universe, ordering all things according to His eternal plan for His own glory.
4. To know that Jesus Christ, the eternal Son of God, is the only Redeemer of mankind.
5. To know that there is one God, existing in three persons: Father, Son, and Holy Spirit.
6. To know that man was created in the image of God but fell into sin and that all human beings are born with a sinful nature.
7. To learn to recognize and evaluate unbiblical ways of thinking and teaching.
8. To know that we are saved by grace and not by works.
9. To know that God is holy, just, and full of mercy.
10. To desire fellowship with God through prayer and worship experience.
11. To desire love, joy, peace, and fellowship with other believers.
12. To desire to obey all the commandments of God as stated in the Bible.
13. To desire forgiveness of sins by repentance and faith in Christ.
14. To use the gifts God has given and joyfully serve God as long as one shall live.
15. To be trained in the love and fear of the Lord.
16. To learn Bible facts and Bible truth.
17. To memorize Scripture verses.
18. To learn Christian songs.

### **Math**

1. To understand that God is the only source of order.
2. To understand that God established the laws of order.
3. To understand that God commands man to be orderly.
4. To be aware that God has created all things with a numerical aspect and numbers are subject to the laws of God: However, mathematical theorems are only man's fallible observation of God's order and not to be equated with God's law.
5. To be aware of continuity of space.
6. To understand and use the resources God has given.
7. To understand facts in order to be good stewards in God's world.
8. To perform computations with understanding, accuracy, and efficiency.
9. To understand the concepts of numbers.
10. To understand measurement.
11. To understand and solve the fundamental operations.
12. To observe and discover patterns in numbers and the geometric world.
13. To master basic mathematical facts.
14. To be neat in all work.

### **Reading**

1. To understand that the primary motivation for learning to read is to be able to read the Bible, God's Holy Word.
2. To understand that the Bible itself is the greatest piece of literature.
3. To develop Christian standards of judgment and discrimination in the selection and evaluation of reading material.
4. To enjoy reading for pleasure and as a tool for learning new information.
5. To cultivate skills essential to proficiency in oral and silent reading.
6. To acquire study skills.
7. To develop interest in many types of literature.
8. To develop appreciation of literature.
9. To develop the ability to read material of increasing difficulty, complexity, and depth.

### **Listening**

1. To listen quietly to God's Word with respect.
2. To look at the person who is speaking.
3. To listen and respond to a whole statement or idea before proceeding or responding.
4. To follow instruction.
5. To develop an appreciation and evaluation of what others are saying so as to minister or respond to their needs.
6. To realize that man is responsible for his listening choices.

## **Handwriting**

1. To gain knowledge of correct letter and word formation.
2. To develop proper spacing and neatness.
3. To develop and maintain skill in handwriting at all times.
4. To realize that handwriting enables man to have the Word of God in written form.

## **Spelling**

1. To acquire the ability and desire to spell correctly at all times.
2. To have knowledge as to where and how to find correct spelling of words.
3. To develop skill in using basic spelling rules.
4. To have knowledge of the meaning and usage of commonly used words.

## **Language Arts**

1. To know that God is the originator of languages, and that He communicates to man through language.
2. To develop speech that is glorifying to God.
3. To develop good grammar and enunciation.
4. To interpret and describe events in a meaningful way.
5. To develop the ability to speak to a group effectively.
6. To develop the ability to communicate thoughts precisely in written and oral form.
7. To increase one's ability to organize thoughts.
8. To develop a larger, more meaningful vocabulary.
9. To develop an understanding of the structure of language through a formal study of grammar.
10. To realize that man's speech reveals his inner attitudes.
11. To know that man is responsible to God for what he says.

## **Social Studies**

1. To understand one's self as God's child living in God's world.
2. To understand human behavior and social relationships in terms of one's significance as created in God's image.
3. To understand the abnormal conditions of the world due to sin and how sin adversely affects all human behavior and social relationships.
4. To see one's relationship to other people in the light of Christian fellowship and stewardship.
5. To see history as the unfolding of God's plan to bring glory to Himself.
6. To see history in terms of God's purpose to judge sin and to redeem His people.
7. To develop social studies, reading, map and globe skills so as to become better acquainted with God's world.
8. To develop critical thinking skills.
9. To develop Christian attitudes and values in relation to responsible citizenship.
10. To be aware of the many types of career choices that are a part of the adult world.
11. To be aware that their one's choice of career must involve using the gifts God provides, for His glory.
12. To develop Christian attitudes and values toward the world of work.

## **Science**

1. To understand that God is the Creator and Sustainer of the universe.
2. To understand that man is a finite creature in the universe.
3. To understand that the order of the universe represents God's continued providential control.
4. To increase knowledge and understanding of God's natural world.
5. To learn enjoyment, appreciation, and stewardship of God's world.
6. To acquire careful, logical, and investigative thinking.
7. To evaluate scientific technology from a Biblical perspective.
8. To learn about the pattern and order of nature as planned by God the Creator.
9. To develop God-given senses through scientific activities.
10. To understand that one's body is the "temple" of God, and that every believer has the responsibility to keep his body healthy so that he can serve the Lord properly.

## **Art**

1. To understand that all are image-bears of God and possess God-given creative ability.
2. To recognize, explore, and develop the creative talents of all students.
3. To develop a feeling for the aesthetic.
4. To develop a positive Christian perspective of one's creative ability and how to use it to the glory of God.
5. To participate in various art experiences and art media.
6. To develop Christian love by sharing materials and working together congenially.
7. To see and appreciate the beauty of form, color, line, and composition of God's creation.

### **Physical Education**

1. To know that God created the physical body.
2. To know that the body belongs to God and therefore, should be used for Him.
3. To know that God is concerned with health and health habits as evidenced by the laws to Israel.
4. To know that one is responsible to God to keep the body clean, neat, and under control.
5. To understand the body's needs of food, exercise, and rest.
6. To acquire laterality, directionality, and balance.
7. To participate in movement experiences that are fun and challenging.
8. To develop efficient hand-eye-foot coordination and rhythm.
9. To develop agility, balance, and coordination.
10. To acquire locomotor, non-locomotor, and manipulative skills.

### **Music**

1. To make a joyful noise to the Lord, vocally and instrumentally.
2. To broaden and deepen the worship experience.
3. To learn the value of music in enriching the lives of others.
4. To appreciate and enjoy different types of music.
5. To respond through bodily movements: clapping, jumping, skipping, etc.
6. To have knowledge of and experience with melodic movement, rhythm, form of music, and harmony.
7. To have appreciation and knowledge of instruments.
8. To realize that whatever one does in music should help one to please God and delight more in Him.
9. To realize that God created man with the ability to produce and appreciate music.

## **PHILOSOPHY OF CURRICULUM**

Westminster Christian School believes that each student should have access to instructional and library/research materials that enrich and support the educational programs of the school. It is the duty of the Curriculum Committee to provide a wide range of materials on all levels of difficulty with diversity of appeal and the presentation of differing viewpoints. One example can be found in science instruction, as we teach both the truth of creationism and the falsehood of evolution. The goal of instruction is to incorporate our faith and to use the Bible as the lens through which all curriculum is viewed. We seek to teach Biblical truths and to instruct students how to defend their faith.

It is our goal to provide high quality, relevant, seamless curriculum for all content areas and to ensure coherency and continuity across and between grade levels. As we seek to use high-quality and challenging curriculum components to best prepare our students for the next phase of their education, these goals may be achieved through the use of materials which come from both Christian and secular publishers.

Because of our Biblical approach, it is critical that each teacher, whose life is submitted to Christ and whose commitment is to incorporating Biblical truths into all aspects of instruction, be the driver of the curriculum. Westminster Christian School administration will provide on-going instructional leadership and professional development opportunities for all teachers in this critical area, which will in turn support learner-centered instruction for all students.

## ACADEMIC SUPPORT PROGRAMS

**Resource Services at Westminster** exists to provide support to students needing varied instruction and to partner with parents of unique learners.

### Elementary Tiered Programming Services

**Programmed Instruction** is coordinated with the program principal, classroom teacher and resource instructor. Programmed instruction in middle school and high school is accomplished during study halls, or with permission, in lieu of scheduled classes.

- SLANT or Wilson Language (IMSLEC accredited reading program designed for the dyslexic student)
- Lindamood-Bell Visualizing and Verbalizing- Conceptual imagery for comprehension and oral expression development
- Handwriting without Tears- Complete Handwriting curriculum
- I CAN LEARN Math (Fundamental Math, Pre-Algebra, Algebra 1, Geometry)
- TouchMath-Math fluency development
- Math U Can See- Number reasoning, math reasoning and comprehension

**Instructional Support** is coordinated with the program principal, classroom teacher and resource instructor. Instructional support for Middle School and High School are scheduled during study hall, before or after school.

- ReadLive- Online Reading Fluency and Comprehension Building
- LexiaCore5- Online Literacy Instruction covering Six Areas of Reading, Spelling and Language
- Content area curricular support
- Communication support
- Strategic instruction specific to coursework

**Organization and Study Skills Support** is coordinated with the program principal, classroom teacher and resource instructor. At middle school and high school, it is scheduled during study halls, before or after school.

- Individual progress reviews
- Study skills training
- Organizational training

**After School Homework Center** is available to students, providing after school supervision for homework completion in a group setting. The supervising teacher will answer questions and assist with studying or projects at the student's request.

**Supported Study Hall** is available to Middle School students to provide direct instruction in organization and study skills, as well as accountability through progress report reviews and parent communications via ParentsWeb.

**Summer Academic Programming** is available for a variety of content areas and skills for academic success.

Resource Support Services provided directly to students through individual or group instruction incurs a fee in addition to regular tuition.

### Secondary School Programming Services

At the Secondary level, resource staff partner with classroom teachers and provide small group support structures inside/outside the classroom for students based on their diagnosed learning challenges. Additionally, teaching staff are provided with tiered intervention strategies to best support struggling learners in the classroom.

## MIDDLE SCHOOL COURSES BY DEPARTMENT

*These are current course offerings and may vary from year to year, based on availability and student interest.*

### BIBLE 3 Years Needed

Grade 6	Wise Up-Proverbs
Grade 7	The Day of the Lord/ I Samuel-End of the Old Testament
Grade 8	A Light to the Gentiles/ Life Of Christ - The Early Church

Grade 7	Dynamic Planet, Exploring the Universe, Earth/Geology
Grade 8	Interactions of Matter, Ecology, Heredity, The Human Body, Matter, Energy, and Motion

### LANGUAGE ARTS 3 Years Needed

Grade 6	Scott Foresman and Leveled Literature Studies/ Traits Writing/Write Source SOAR Study Skills
Grade 7	Prentice-Hall and Leveled Literature Studies/ Traits Writing/Write Source
Grade 8	Prentice-Hall and Leveled Literature Studies/ Traits Writing/Write Source

### HISTORY 3 Years Needed

Grade 6	World History
Grade 7	U.S. History
Grade 8	Geography

### MATHEMATICS 3 Years Needed

Grade 6	Mathematics Course 1
Grade 7	Pre-Algebra
Grade 8	Algebra 1

### MIDDLE SCHOOL EXPLORATORIES

(per Semester)

All Grades	Art
All Grades	General Music/Choir
All Grades	Physical Education
All Grades	Band [Full Year ONLY]
All Grades	Debate/Speech
All Grades	Technology

### SCIENCE 3 Years Needed

Grade 6	Health, Matter, Energy, Earth, Life
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*\*Exploratory courses are assigned by school administration for grades 6 and 7 students. All eighth-grade students may choose their exploratory courses.  
\*Students are required to take 1 semester of art, 1 semester of PE, 1 semester of music, and 1 semester of technology during their middle school career.*

### **Examinations and Tests**

Eighth-graders will take first semester exams. There will be no first semester final exams for sixth- and seventh-grade students. During the second semester, all middle school students will be on exam schedule. Sixth and seventh-grade students will take part in more comprehensive unit tests in certain classes. In an effort to prepare them for high school, eighth-grade students will take part in second semester cumulative final exams.

Semester exams may not be given at a time other than the scheduled two class period slot. (NOTE: Excused absences will be given special consideration.) Students are required to remain in the classroom until the two class period time slot has ended, and may arrange with the teacher to stay longer, if necessary.

### **Grade Scale**

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60	P Pass
A- 90-92	B 83-86	C 73-76	D 63-66		F Fail
	B- 80-82	C- 70-72	D- 60-62		

### **Report Cards**

Report cards are issued for each quarter, and semester grades are issued at the end of the second quarter and at year-end. Report cards are posted following each quarter grading period and reflect letter grades. Students are expected to be aware of their ongoing grades, and parents are strongly encouraged to monitor academic progress on a more frequent basis through ParentsWeb. Westminster Christian School seeks to assist parents in this task by providing on-line, real-time academic data and frequent communication between parents and teachers throughout the year.

### **Standardized Testing**

All middle school students take the Measures of Academic Progress (M.A.P.) assessment three times per year: fall, winter, and spring. Students in eighth-grade take the PSAT in the fall of each year.



## MIDDLE SCHOOL PROGRAM

### Sixth Grade

#### **Bible**

*Wise Up* encourages students to study the wisdom of God in Proverbs, allowing Him to shape their lives into the image of His Son, Christ.

**\*Key Text: Wise Up, Positive Action for Christ**

#### **Health 6**

This course explores various areas of health and wellness appropriate for the developmental readiness of early teens. Areas covered from a Biblical perspective include the following: physical fitness, nutrition, mental and emotional health, spiritual health, and family and social health. Health is part of science class and is taught during the first quarter of the year.

**\*Key Text: Glencoe Teen Health, Glencoe Publishers**

#### **Language Arts 6**

This course is designed to increase the students' appreciation, understanding, and use of language in both literature and in writing. An extended class period (one hour) will be devoted to the items below:

#### **Literature**

This course introduces students to many types of literature through a Biblical lens. Novel studies using the books *Tuck Everlasting* by Natalie Babbitt and *My Brother Sam is Dead* by the Collier brothers are taught with intentional Biblical integration. Mythology, poetry, and nonfiction units are also taught using trade books with a focus on literary elements. Short story and vocabulary instruction are also a focus of this course.

**\*Key Text: Reading: Great Expectations, Pearson/Scott Foresman**

#### **Writing**

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. During the first quarter of sixth grade, an intentional focus is placed on teaching study and organizational skills. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models his own writing on a daily basis, and focuses on frequent assessment to help drive further instruction.

**\*Key Text: Traits Writing, Scholastic**

**\*Key Text: Shurley English, Shurley Instructional Materials**

**\*Supplemental Text: Study Skills, Soar Study Skills**

**\*Supplemental Text: Write Source, Great Source Education Group**

#### **Math 6**

This course provides a rigorous Pre-Algebra preparatory experience for middle school students. Some of the broad skill sets covered in this course include the following: Number Sense, Algebraic Thinking, Operations with Real Numbers, Basic Geometry and Basic Algebra. Each of these broad categories will integrate problem-solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

**\*Key Text: Course 1 Mathematics, Pearson**

## **Science 6**

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated sixth-grade units include a variety of life, physical, and earth science. They encompass the following topics: Exploring Earth, Exploring Life, Understanding Matter, and Understanding Energy. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

**\*Key Text: Integrated Science, McGraw-Hill/Glencoe**

## **World History**

The sixth-grade students are exposed to early civilization, medieval, and early modern times. Significant concentration in this course is given to developing a Biblical approach to historical students and to the application of an integrated Biblical world and life view.

**\*Key Text: Discovering our Past: A History of the World, McGraw-Hill Education**

## **Seventh Grade**

### **Bible 7**

This course is a survey of the Old Testament beginning with Samuel's birth through Kings. The emphasis of this course focuses on the return from captivity in Babylon. The goal is to teach the Bible as God's covenantal story and to encourage its application to one's life through the use of critical thinking, the identification of physical picture/spiritual reality, and by building a broad base of Biblical knowledge. Our goal is that students will hide God's Word in their hearts as they memorize portions of Scripture.

**\*Key Text: The Day of the Lord, Christian Schools International**

### **Language Arts 7**

This course is designed to increase the students' appreciation, understanding, and use of language in both literature and in writing. An extended class period (one hour) will be devoted to the items below:

#### **Literature**

Students are exposed to literary study through short story, novel units, nonfiction units, and independent reading. Focused instruction is also provided in the area of vocabulary development. Novel studies are on *The Giver* by Lois Lowry and *The Book of Three* by Lloyd Alexander.

**\*Key Text: Literature: Timeless Voices, Timeless Themes, Bronze Level, Prentice-Hall**

#### **Writing**

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models his own writing on a daily basis, and focuses on frequent assessment to help drive further instruction.

**\*Key Text: Traits Writing, Scholastic**

**\*Key Text: Shurley English, Shurley Instructional Materials**

**\*SupplementalText: Write Source, Great Source Education Group**

## **Pre-Algebra**

Pre-Algebra is an introduction to the processes found in algebra. This Pre-Algebra course has been designed to provide a rigorous Algebra preparatory experience for middle school students. Some of the broad skill sets that will be covered in this course include the following: Algebraic Thinking, Operations with Real Numbers, Functions, Geometry, Polynomials, and Data Analysis. Each of these broad skill categories will integrate problem solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

**\*Key Text: Course 3 Mathematics, Pearson**

## **Science 7**

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated seventh-grade units include a variety of life, physical, and earth science. They encompass the following topics: Life: Structure and Function, Life: Changes and Interactions, Matter, Energy, and Motion, Earth: Dynamic Planet, Exploring the Universe. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

**\*Key Text: Integrated Science, McGraw-Hill/Glencoe**

## **U.S. History**

This course will introduce you to United States history from the end of the Civil War in 1865 through the first decade of the twenty-first century. You will learn about the major political, economic, and social changes that took place in America during this nearly 150-year period. The course will be structured chronologically, with each unit focusing on a significant historical subject. The units will include representative primary-source documents that illustrate important overarching political, economic, and social themes, such as the growth and expansion of political representation and civil rights in America, industrial development and economic change, race and ethnicity in American society, and cultural change over time. These primary documents offer you insights into the thinking of people who directly witnessed and experienced these historical developments. By the end of the course, you will understand how the United States grew from a relatively weak and divided agricultural nation into a cohesive military and industrial superpower by the beginning of the twenty-first century.

**\*Key Text: Discovering our Past: A History of the United States, McGraw-Hill Education**

## **Eighth Grade**

### **Algebra I**

This course provides a rigorous learning experience for students to form a solid comprehension of important algebraic skills that are used throughout all mathematics courses. Some of the broad skill sets covered in this course include Operations with Real Numbers and Powers, Expressions, Equations and Inequalities, Linear Functions, Polynomial and Non-linear Functions, and Rational Functions and Radicals. Each of these broad skill categories will integrate problem-solving skills in order to increase comprehension. The course also includes a technology component and offers online access for students when they are away from school.

**\*Key Text: Algebra I, Pearson**

### **Bible 8**

Eighth-grade Bible is a course that focuses students on the main teachings of the New Testament. The focus of the course is the life of Christ, as well as the spread of the gospel to the Gentiles and the development of Christian Doctrine and its practice. Secondary focuses are on the disciples, the Jews, the Gentiles, and all of the people that Christ had an influence on.

**\*Key Text: A Light to the Gentiles, Christian Schools International**

## **U.S. Government/Geography**

During the first part of the school year, we will study the United States Constitution and the purpose for which it was written. In addition, the Presidency, Congress and the judicial branch are examined as to how each impacts the lives of individuals today. Beginning in Quarter 2, students spend time focusing on United States and world geography. Students will review states and capitals of the U.S. and continue with the study of other continents, countries, and capitals. Mapping skills are also introduced and incorporated into each unit studied. The course is designed to focus on the climates and landforms of a region and on the culture, history, and environment of those regions. Special emphasis is placed on the resources produced by other countries and the impact they have or do not have on the United States. Religions found in each country and how they compare and contrast with Christianity are also studied.

**\*Key Text: Discovering World Geography, McGraw-Hill Education**

## **Language Arts 8**

This course is designed to increase the students' appreciation, understanding, and use of language in both literature and in writing. An extended class period (one hour) will be devoted to the items below:

### **Literature**

This course is designed to increase the students' appreciation, understanding, and use of language. Students are exposed to literary study through short story, novel units, nonfiction units, and independent reading. Focused instruction is also provided in the area of vocabulary development. Novel studies are on *Outsider* by S.E. Hinton and *Homeless Bird* by Gloria Whelan.

**\*Key Text: Literature: Timeless Voices, Timeless Themes, Silver Level, Prentice Hall**

### **Writing**

Instruction in this course builds solid foundational skills in written and oral communication and critical thinking. Vocabulary development, grammar, and spelling instruction are also incorporated into the overall course plan. Teaching in this course centers on the traits model of writing which is a research-based, spiraling sequence of seven specific areas of focused instruction. These traits include the following: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The teacher utilizes a wide variety of "Mentor Texts" for student use, models his own writing on a daily basis, and focuses on frequent assessment to help drive further instruction.

**\*Key Text: Traits Writing, Scholastic**

**\*Key Text: Shurley English, Shurley Instructional Materials**

**\*SupplementalText: Write Source, Great Source Education Group**

## **Science 8**

### **Integrated Science, McGraw-Hill/Glencoe**

This course actively engages students in the learning process through the 5E learning experience- engage, explore, explain, evaluate, and extend/elaborate. The instructor meets students where they are through intentional integration of Biblical concepts and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based 5E lesson cycle provides active, hands-on explorations of these concepts.

The integrated eighth-grade units include a variety of life, physical, and earth science. They encompass the following topics: Motion and Energy, Interactions of Matter, Universe, Earth/Geology, Ecology, Heredity, and the Human Body. Students can use the key text in two forms: as a hard-back textbook and as an interactive digital eBook. Students are able to access a variety of resources online including practice tests, vocabulary games and flashcards, and homework assignments.

**\*Key Text: Integrated Science, McGraw-Hill/Glencoe**

## **Middle School Exploratories (per Semester)**

### **Art**

Students have art for either one or two semesters, in a disciplined studio experience. The visual art program develops students in the visual principles that God, as the Ultimate Creator, has set in place, and allows students to discover and develop their own God-given creativity. The program equips students with visual literacy and critical thinking skills, and exposes them to cultural, historic, and contemporary art perspectives. Additionally, hands-on learning experiences serve to further develop students' technical skills within an array of art materials. This course is divided into two parts. Art 1 must be taken prior to enrollment in Art 2.

### **Exploring Music and Choir**

This course is designed to encourage students to explore the amazing world of music. This is accomplished through deepening the understanding of music from around the world, the history of composers and their instruments, and the skill of musical notation. Through the process of learning and performing choral music set to Biblical texts, students will have the opportunity to learn Biblical principles. This unique course seeks to combine the use of technology and hands-on activities to engage students with the application of music in their everyday lives. In addition, this course seeks to deepen each student's love and understanding of God through the discussion of Biblical texts and life application. Going through music theory and beyond, students will have the opportunity to work alongside fellow students to better understand the aspects of music through history, geography, and media.

### **Band (Full Year Course)**

Band is a class with the goal of learning how to create beautiful music unto the Lord and to glorify Him with our musical gifts. Through study of rhythm, tone, meter and musical devices, our aim is to develop excellent musicianship and to share it with others. Band is a team building class where students learn how to encourage each other and work as a unit. Students in band explore a wide range of musical genres throughout the semester and study elements of history of music and music theory.

\*Students must be proficient on their musical instruments to enroll in band. Private music lessons are strongly encouraged for all middle and high school band students.

### **Debate**

### **Speech**

### **Study Hall/Advisory**

Study hall is used for the completion of assigned homework and/or for quiet study of lessons either already taught or forthcoming.

On selected Study Hall days, students will take part in an advisory period. Staff will identify and work with students who would benefit from additional instructional support.

### **Physical Education**

This course is divided by gender and includes small and large group team sports, skills and strategies necessary to maintain lifetime physical fitness, and application of social interaction to physical activities.

### **Technology**

This course will familiarize students with fundamental terminology and concepts of computers, including word processing, spreadsheets, presentation software, Internet skills, multimedia design and implementation, user-friendly applications, and utilization of digital audio/video for presentation purposes. Students will design and present computer-based multimedia interactive projects.

## **Extracurricular Activities**

Sixth- through eighth-grade students have the opportunity to participate in many different types of extracurricular activities throughout the school year. All of these activities will be evaluated on a yearly basis so the list of activities below is subject to change.

### **Athletics:**

Basketball (Boys & Girls-Winter)  
Football (Boys-Fall)  
Soccer (Coed-Fall)  
Soccer (Girls-Spring)  
Track (Coed-Spring)  
Volleyball (Girls-Fall)

### **ACSI Activities:**

Art Festival  
Creative Writing  
Geography Bee  
Math Olympics  
Speech Meet

### **Fine Arts:**

Art Club  
Jazz Express  
Jazz Warriors  
Theatre Productions (Improv/Play/Musicals)  
Visual Art Shows  
Winter and Spring Concerts  
Worship Team

### **Other Activities:**

Bible Study  
Book Club  
Chess Club  
Faith in Action  
Science Olympiad  
Student Council